

APPLICATION REQUIREMENTS

SCHOOL OVERVIEW

The School Overview should provide a concise summary of the following:

- The proposed plan for the school;
- The anticipated student population, educational needs, and expected academic and non-academic challenges of serving the proposed community;
- The applicant team's capacity to successfully open and operate a high-quality school that achieves its mission, in light of the specific circumstances and foreseeable challenges described.

1. Mission Statement (*limit 100 words*). State the school's mission, or fundamental purpose. The mission statement should succinctly do the following:

- Identify the students and community to be served;
- Describe the school's fundamental purpose or reason for existence;
- Present a clear, focused, compelling mission that will guide the school's operation and is attainable and measurable or readily demonstrable; and
- Be memorable and easily communicated and expressed by all members of the school community including teachers, parents, and students.

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 for 'āina); Aloha Kanaka (to respect and mālama our community, our families, and ourselves); and Aloha i ke Ao (to perpetuate pono practices to navigate cultures of the world).

2. Vision (*limit 200 words*). Together with the mission statement, the vision should concisely do the following:

- Describe what the school will accomplish in concrete terms, and illustrate what success will look like; and
- Provide the entire school community as well as external stakeholders a clear, memorable understanding of what the school intends to achieve.

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 know who they are, where they come from, and are prepared with the academic skills necessary to be kia'i (caretakers) for their community. To reach this vision, Namahana School will: 1) utilize 'āina-based curriculum to cultivate students' sense of responsibility for their community; 2) grow students' understanding of their own identity through cultural exploration and knowledge of Hawai'i's language, culture, and history; 3) provide personalized learning based on students' interests and passions; 4) provide real-world experiences through internships and mentorships with community businesses and kupuna; 5) create learning spaces where students develop strong critical thinking skills through interdisciplinary project-based research that gives back to their communities; 6) develop our students as mentors to younger generations within the community; and 7) cultivate partnerships with

local universities to enroll students in college level courses that pertain to admission to four-year colleges and/or technical careers.

- 3. Community to Be Served: Anticipated Student Population and Educational Needs.** Describe the community to be served, including the geographic location, anticipated student population, and students anticipated educational needs. Describe the rationale for selecting the proposed location, community, and student body. Explain any enrollment priorities on which the program is based, consistent with federal and state law and any applicable Commission policies or guidelines.]

Over the last 30 years the North Shore community (Anahola to Hā'ena) has faced continuous and substantial socio-economic stratification—a product of a burgeoning population, lack of affordable housing, increased cost of living, low-wage jobs, and displacement of multi-generational families from their communities. Compounding these socio-economic imbalances are regular climatic events. The record-breaking 2018 flood and multiple North Shore landslides obstructed access to education for extended periods of time, and the increasingly frequent bridge closures and river flooding portend more roadblocks and infrastructure repairs between students and their educational institutions. Additionally, the nearest public middle and high schools are currently geographically removed from the North Shore community making it difficult for North Shore students to participate in educational services, community activities, and after-school sports. Namahana School was modeled to act as a solution to these challenges and aims to be the first geographically sited and uniquely structured public middle and high school to meet the educational needs of the Kaua'i North Shore community. Namahana School is an inoa ho'omana'o - a name inspired by a physical place and history. The school will live on eight acres of land on the North Shore in Kalihiwai, Ko'olau, Kaua'i, against the backdrop of the Namahana mountain range. This mountain range provides the water, and thereby the life source, for the ahupua'a that it feeds. Historically, Namahana was a place where chiefs gathered during times of peace and today, we see Namahana School as a place to grow the future leaders of Kaua'i.

We anticipate serving students from diverse ethnic and racial backgrounds including Native Hawaiian, Chinese, Japanese, Filipino, Micronesian, and Caucasian. Our students will also come from a wide-range of socio-economic circumstances and we anticipate the following student demographics: 40% FRL, 9% SPED, and 5-8% ELL. Namahana School seeks to directly address the North Shore communities' lack of access to a public middle/high school and meet the needs of our students through 'āina-based education grounded in the Halele'a and Ko'olau moku. We will therefore be requesting a geographic enrollment preference for students residing in these two moku, which include residents of: Hā'ena, Wainiha, Hanalei, Princeville, Kilauea, and Anahola. Please see Attachment K for more on enrollment policy.]

- 4. Anticipated Challenges and Solutions.** Identify significant academic and non-academic challenges the school may expect to encounter. Briefly describe how the school would address those challenges, and explain the applicant team's capacity to execute these strategies and solutions.

Due to the high cost of living, we anticipate challenges recruiting teachers who have experience with 'āina-based education that reside on Kaua'i. We know it takes a village. The challenge of recruiting qualified Kaua'i based teachers experienced in aina-based education and interdisciplinary project-based approaches will be met with extensive professional development and the opportunity for educators to teach in a unique learning environment. The ability to participate in an interdisciplinary educational culture which includes high levels of trust, respect, and support, one which provides teachers with an interactive and engaging professional experience will facilitate an engaged staff and faculty. To address this challenge, Namahana will work with local organizations and community-based mentors to offer teachers extensive professional development (see Section 2, Professional

Development) in 'āina-based education and interdisciplinary project-based approaches. Non-academic challenges we anticipate include a potentially lengthy timeline for building Namahana's permanent facilities. To address this issue, Namahana is developing a phased build-out approach that will allow for student growth during the first five years of opening and includes a plan for temporary facilities that will be ready for students on day one of school opening. (See Facilities Section for more detail).

5. Academic Plan/School Design. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Cite evidence that demonstrates the school model will be successful in improving academic achievement and life opportunities for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals. [

Namahana's school design is developed from the values and educational needs of the Ko'olau and Halele'a communities. Namahana plans to utilize 'Āina-based learning ('ĀBL) throughout the school and across the curriculum. 'ĀBL is a dynamic approach to education in which learners can deepen their relationship with the land and its resources, cultivate connections within their communities, and build critical skills that can be applied to real-world issues and meet the needs of the whole community (from student to kūpuna) (Blach, 2003). This experience-based learning style and knowledge sharing offers students the opportunity to engage in holistic, community-driven solutions that can address 21st century social, economic, and environmental challenges (Porter & Cristobal, 2018). 'ĀBL will help to instill a sense of kuleana (responsibility) to mālama (care for) place, people, and planet with the flexibility to tailor learning plans to the interests and goals of each student (Lee, 2014).

Non-negotiables of the school model include advisories (small learning communities led by a teacher), internships, field studies, personalized learning plans over 2-6 years, and interest-driven projects that 1). contribute to the greater community and 2). open up potential career and/or college pathways for students. The major instructional methods and assessment strategies of the school model will include: small group instruction, project-based learning, student-led learning with advisor support, hands-on learning at field study sites, and real-world learning through internships. Some of the primary assessment strategies will include student exhibitions, student personalized learning plans, and student portfolios. See Curriculum and Instructional Design question #5 for further details on our instructional strategies, non-negotiables and assessments.

Namahana School will hold high expectations for all students based on their unique needs and interests through a model that is flexible enough to accommodate a broad range of learners. The school is committed to serving a diverse group of students and creating learning communities that honor and respect diversity. Namahana's school model is grounded in research and data from multiple sources, most notably, Big Picture Learning (BPL) (Washor & Mojkowski, 2013). The advisory structure Namahana School will employ is shown to foster positive student-student relationships, empower students to co-facilitate their learning plans, and act as a vehicle for long-term investment in the academic success of all students (Bradley & Hernandez, 2019). Namahana's project-based learning approach is also supported by research that indicates students are more likely to retain the knowledge gained through project-based learning than through traditional textbook-centered learning (Moss & Van Duzer, 1998; Snorten, 2020). In addition, students develop confidence and self-direction as they move through both team-based and independent work (Van Ryzin & Roseth, 2009). Moreover, Big Picture Learning has found internships to be particularly effective for students who

have had limited success in traditional schools (Washor & Mojkowski, 2013). Internships provide a much-needed counterbalance to the prevailing cognitive-abstract curriculum and pedagogy that disadvantages young people who learn best by using their minds and hands in real-world settings (Berryman, 1991; Littky & Grabelle, 2004; Washor & Mojkowski, 2013). Additionally, 'āina-based learning is grounded in students' community and place, and thus adds authenticity and real-world connections to their learning experience. (Bradley and Hernandez, 2019).

Namahana's school design is unique in that it prioritizes connections with the 'āina and community; our 'āina-based learning model is deeply grounded in real-life experiences with and on the 'āina, in the very places many of our students and families have lived for generations. Namahana students will gain knowledge and skills from community organizations, kupuna, local businesses, and other local leaders through field studies and internships. Students will also have opportunities to explore their interests, and work on addressing issues that directly affect the communities in which they live. Finally, our 'āina-based learning model and assessment practices differ from other place-based models in that students' learning must maintain and mālama (care for) relationships in the community.]

- 6. Community Engagement.** Describe the relationships or community partnerships you have established to engage the community and build support for the proposed school, and how you have assessed the demand and solicited support for the school within the targeted community. Briefly describe these activities and summarize their results.

[Community engagement began in 2015 when the Kaua'i North Shore Community Foundation (KNSCF) hand-circulated a poll at PTA meetings, farmers' markets, churches, libraries and supermarkets asking residents if they would support the creation of a charter middle/high school. More than 600 community members responded affirmatively. In 2019, School Leader Kapua Chandler and Governing Board member, Jennifer Luck, led five listening sessions at various locations on the North Shore to gather input from the community about the key values they would like to see in a North Shore middle/high school and what they envision for their children. The team also solicited input from key stakeholders through numerous one-on-one conversations and meetings with community influencers and leaders, such as local agricultural businesses, teachers, kupuna, hula hālau, cultural advisors, kumu, and local non-profit organizations. And to engage students, we held two listening sessions with the 5th grade classes from the two feeder elementary schools. As a result of our efforts, we engaged over 200 community members, 71% of which were parents or caregivers of potential students. Of those parents, 91% said they would enroll their children in Namahana. Through these community engagement efforts, Namahana School's core values of Aloha 'Āina, Aloha Kanaka, and Aloha i ke Ao were born.

In August of 2019, we held a public community meeting where we debuted the school's name and shared the school values that emerged from the community engagement process. Over 200 participants came to the meeting and expressed enthusiasm and support for the school. The event was featured in The Garden Island newspaper.

During the COVID-19 pandemic, we have continued to provide community updates via quarterly digital newsletters sent to more than 1,100 community members. As community groups have switched to online meetings, we have regularly presented to community organizations such as the Kīlauea Neighborhood Association while also continuing one-on-one meetings with community leaders. Currently, we have the support of over 15 local organizations serving as internship and field study sites (see Attachment M for community letters of support). Furthermore, we have also kept

our supportive political representatives apprised of our progress, including Mayor Derek Kawakami, State Representative Nadine Nakamura, Congressman Kai Kahele, who recently paid a visit to our eight-acre site. The development of the Namahana School has involved a thoughtful and inclusive community engagement process—one of transparency and openness—to meet the diverse needs of our evolving community and ‘āina. From inception to today, the Kaua‘i North Shore community has informed the development of the mission, vision, and values of the school and guided the decision-making around the educational model.]

ENROLLMENT SUMMARY

Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of Students						
	Year 1	Year 2	Year 3	Year 4	Year 5	At Capacity	
7	60	60	60	60	60	60	60
8	60	60	60	60	60	60	60
9		60	60	60	60	60	60
10			60	60	60	60	60
11				60	60	60	60
12					60	60	60

1. Explain the rationale for the number of students and grade levels served in Year 1 and the basis for the growth plan set forth above.

Starting the Year 1 with grades 7th and 8th (120 students), will allow Namahana to develop a strong cohort of middle schoolers and supportive families that will continue onto Namahana High School with an evolved understanding of the school’s mission, vision and model. We based our enrollment on DOE data of the number of students from the two main feeder public elementary schools (Kīlauea and Hanalei) and 10% of Kapa‘a Elementary School’s population to account for students within the Waipakē to Anahola areas anticipating that 75% of students from local schools would attend Namahana. Our facilities and budget will allow us to start with two grades: 7th and 8th and we plan to grow one grade at a time in Years 2 through 5, adding 60 students each year.

2. Provide evidence justifying the enrollment plan shown above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. Cite any research data, censuses, surveys, or other data sources were used, cite these sources or attach the data, as **Attachment A**.

To determine our enrollment plan, we used DOE and census data to analyze the feeder elementary schools. Based on these projections, we determined that 60 students per grade would be a reasonable enrollment estimate for each grade. Because our community currently has no tuition-free public middle or high school options on the North Shore, parents from local feeder elementary schools have expressed strong support for Namahana with the intention of enrolling their children at our school. Based on the past 8 years of data collected within the community, through surveys, petitions, and meetings, North Shore families want a public middle and high school in their community (See Attachment A for data sources and formulas used to calculate Namahana School’s enrollment plan).

SECTION 1. EDUCATIONAL PROGRAM DESIGN & CAPACITY

PROGRAM OVERVIEW

1. Academic Plan Overview. Provide an overview of the academic plan of the proposed school, including instructional methods, assessment strategies, and non-negotiable elements of the school model. Briefly evidence that promises success for this academic plan with the anticipated student population.

Namahana’s academic plan was founded on the community-developed values of the North Shore and extensive research of successful middle/high school models. From 2018-2020, the Namahana leadership team (the Executive Director and representatives from the Governing Board and non-profit) researched and visited schools with models that offered rigorous personalized education reflective of the local culture and grounded in real-world learning in their respective communities. The schools that stood out were those that utilized the Big Picture Learning’s student-driven model. Namahana’s leadership team had the opportunity to work with Big Picture Learning to identify the ways in which their model could adapt to meet the needs and culture of the Halele’a and Ko’olau communities. With support from Kaua’i educators with expertise in ‘Āina-based education, and the Big Picture Learning network, Namahana began developing an ‘Āina-based Learning adaptation of the well-established and highly successful program and curriculum design employed in Big Picture Learning schools around the world (Bradley & Hernandez, 2019).

At the core of the Big Picture Learning (BPL) design (Littky & Grabelle, 2004) are three major components: **1)** deep personalization—one learner at a time, **2)** relationships—learning in, with, and through a community of learners, and **3)** real-world learning—learning in authentic contexts and settings. The confluence of these three core design components serves as a unique signature, and BPL’s experience and expertise in workplace learning are recognized nationally and internationally. Many of Big Picture’s Distinguishers—advisories, learning plans and portfolios, and performance assessments—are now employed widely. BPL’s network of 60+ schools in the US and more than 100 internationally provides a vibrant set of "proof points" to serve as a platform for Namahana’s school design and academic plan (Bonnor & White, 2015).

Namahana’s academic plan is grounded in research aimed to close the achievement gap with the following non-negotiable core design features:

1. **Personalized Curriculum Design:** customizes a learning program for each student that fulfills the Hawaii Common Core Standards (HCCS) and meets the Hawaii DOE academic and graduation requirements.
2. **Advisory Structure:** each student is part of a small advisory group of no more than 22 students that progress as a cohort with the same advisor for two years in middle school and four years in high school, during which time peer critique and support are constantly modeled and expedited. Through small advisories, students will be mentored by one adult who will guide the personal learning plans for each student and two/four-year development (Bradley & Hernandez, 2019; Van Ryzin, Gravely, & Roseth, 2009).

3. Applied Learning: challenges students to apply academic skills and understanding to real-world problems through individual and small group projects (Berryman, 1993; Brown & Vaughan, 2009; Coyle, 2009; Gustavson, 2007; Sennet, 2008).

4. 'Āina-based Learning: focuses on each student's community and 'āina, thereby providing a context and structure for integrating academic, technical, and career skills into holistic learning opportunities within community (Blaich, 2003; Trilling & Fadel, 2009; Lee, 2014; Riley, 2017; Porter & Cristobal, 2018).

5. Learning Through Internships (LTIs): provides students with opportunities to learn outside of the school, in settings where they can observe and work with adults addressing real-world issues and challenges. (Bailey, Hughes, & Moore, 2004; Blustein, 2006; Christensen, Horn, & Johnson, 2008; Halpern, 2009; Pink, 2009; Resnick & Wirt, 1996).

6. Integrated (Embedded Academics): ensures academic achievement with deep emphasis on literacy and numeracy skills. Students will work in classes, small groups, and in one-on-one tutoring sessions including online learning. (Jacobs, 2010; Lesgold, 2009).

7. Performance Based Assessments: In addition to traditional assessments, performance-based assessments will be employed to measure progress, skills, acquired knowledge, and ensure data-driven instruction. Such assessments include exhibits of work and learning on individual and group projects, service learning, college classes, and internships (American Educational Research Association [AERA], 2000; Baker, 2007; Lesgold, 2009; Linn, 1994; Silva, 2008).

8. 'Ohana Involvement: Parental involvement is required through quarterly meetings to ensure familial engagement in their child's personal learning plan and familial review of student exhibitions of learning and work (Berger, 2003; Epstein, 2009; Gustavson, 2007). At Namahana, the term 'ohana or family is used to denote parents, caregivers, or individuals who have a significant role in a student's life outside of school.

9. Career and College Readiness, Transition Support and Longitudinal Tracking are an integral part of the entire 7-12 experience (Bloom, 2007; Conley, 2003; Sedlacek, 2004).

10. Business Engagement is an essential ingredient for success. Namahana will change the nature of business and school partnerships from a pure funding model to a partnership that includes collaborative programs, curriculum design, mentoring and instructional support, and program assessment (Blustein, Juntunen, & Worthington, 2000).

- 2. Anticipated Student Population.** Describe the anticipated student population the proposed school plans to serve, including, among other things, the projected percentage of students eligible for free and reduced-price lunch. Explain why you anticipate that the student population described above will enroll in the school. Include, as **Attachment B (limit 5 pages)**, a listing of the DOE complex area(s) that these students will most likely come from, and a listing of all public (including charter) and private schools in the targeted community that serve the same grades as the proposed school.
[Namahana intends to open in 2025 with 120 students in grades 7th and 8th, phasing in additional grades in the following four years so that Namahana will be in full operation by Year Five. The completed middle school will serve approximately 120 students and the completed high school will serve approximately 240 students, resulting in a total of 360 students at capacity.]

Namahana will primarily serve students in the geographic location of Halele‘a and Ko‘olau on Kaua‘i. We anticipate that the majority of Namahana Students will come from Hanalei Elementary School and Kilauea Elementary School with some possible enrollment coming from local private and homeschool entities. See Attachment B for a listing of the DOE complex area and a list of all public and private schools in our targeted community that serve middle and high schools. Based on an analysis of the total population from which our students' will come, we anticipate these school enrollment percentages: FRL 40%; SPED 8%, and ELL 5%. As stated previously, we anticipate at least 75% of eligible student applicants to apply each year based on the geographical need (currently no public middle or high school geographically situated on the Kaua‘i’s North Shore, see Attachment B) and responses from parents and caregivers of potential Namahana Students who stated they would enroll their children (91%).]

CURRICULUM AND INSTRUCTIONAL DESIGN

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the [Hawaii DOE Subject Standards](#).

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

[Students will engage in a variety of learning environments both on and off campus to facilitate real-world learning in the community and with the ‘āina. On-campus, our students will participate in classroom-based learning, utilize online learning, and engage in independent study with their advisories. While on-campus, students will also have opportunities to engage in hands-on learning through our school farm, kitchen classroom, and STEM maker space. Off-campus, students will get real-world experiences in the community through ‘āina-based field studies and through their interest-based internships. Indoor and outdoor learning environments and learning experiences within the community will align with Namahana’s values of Aloha ‘Āina and Aloha Kanaka. Advisories and courses will serve approximately 22 students. The advisory will provide one-on-one, small group, and whole-class configurations. Online learning and other forms of virtual learning will focus on individual student needs and interests (i.e. college courses). All students will have a Personalized Learning Plan (PLP) that maps academic, career, and competencies to advance personal goals, skills and interests. PLPs will outline specific plans to accomplish learning goals and guide student assessments. Each student’s plan integrates content standards, graduation requirements, school expectations, and academic performance data.]

2. Provide an overview of the planned curriculum, including, as **Attachment C**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with the [Hawaii DOE Subject Standards](#)

[Namahana will adhere to Education Law, Section 2854 (1) (d) and will provide ‘āina-based learning instruction aligned with the Hawaii Common Core Standards and the Hawaii DOE graduation requirements. The curriculum design will employ two sets of course scope and sequence plans--one for the general school wide use for ensuring all outcomes are addressed within and across grade levels and one scope and sequence for advisors to customize with their students within their Personalized Learning Plans. The advisor ensures that the learning experiences and resources for each student have an increasing depth and breadth of challenge and require an increasingly sophisticated response from the student. This notion of scope and sequence keeps students on “the edge of their competence” within the frame provided by the Hawaii Common Core Standards.

Namahana will employ state-of-the-art technology and curricula to engage and motivate students while providing one-on-one coaching and small group learning environments. The instructional design will support students in applying the traditional academics (disciplined-based knowledge, skills, and dispositions) to their projects and other learning activities. The personalized learning plan will provide a personal roadmap for each student. We have a Curriculum Development Plan (Attachment D) to fully develop each course scope and sequence during the pre-opening phase.]

3. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.

[The curriculum is presently under development and will be finalized during the pre-opening phase. See answer under #4 below for details on our curriculum development plan.]

4. If the curriculum is not already developed, provide, as **Attachment D**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.

[Upon notification of charter conditional approval, the Executive Director will work with our Curriculum Advisory Committee, to identify and develop curricula for all subject areas. Our curricula will align with the Hawaii Common Core Standards and include heavy emphasis on the application of knowledge and skills in the real-world. See Attachment D for details on our curriculum development plan and bios of the curriculum advisory committee).]

5. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students [

Namahana School teachers will utilize the following primary instructional strategies:

‘Āina Based Learning (‘ĀBL) : ‘ĀBL is an engaging teaching method in which student learning is driven by our ‘āina---our land and its resources. Through ‘ĀBL, learners deepen their relationship with the land and its resources, cultivate connections within their communities, and build critical skills that can be applied to real-world issues and meet the needs of the whole community (from student to kūpuna). ‘ĀBL provides a rich context for developing critical thinking and problem solving, communication and team-building, and political consciousness (Blaich, 2003; Lee, 2014).

Small Group Instruction: To Aloha Kanaka and meet the needs of our Halele‘a and Ko‘olau students, Namahana advisors will utilize small group instruction to reinforce specific skills and concepts and provide differentiated instruction tailored to students’ needs. Small group work promotes cooperative learning, teamwork, and provides engaging hands-on instruction.

Project-Based Learning: Namahana students will work on real-world and personally meaningful projects in and out of the classroom over a period of time that investigate complex questions, challenges and/or real-world issues and problems.

Student-Led Learning: As part of their Personalized Learning Plan, Namahana students are encouraged to explore their interests and passions as a part of their personalized learning plans. This instructional method allows our students the opportunity to learn more about themselves and their leadership styles, developing that Aloha for themselves.

Advisory Structure: An advisory structure consists of up to 22 students grouped to form a supportive “‘ohana ” that remains together through their school career, grades 7-12 (in existing BPL schools, students regularly describe advisories as a “second family”). Developing strong positive relationships amongst students with peers, advisors, and school staff is a direct way we engage our students in practicing Aloha Kanaka.

Field Studies/Project Sites: Students participate in extensive inquiries with the land and its resources. As an ‘ĀBL school, field studies provide opportunities for students to be on the land, build sustainable relationships with the ‘āina, and gain the skills to take care of it.

Internships: High school students will participate in internships with an organization or business in their field of interest where they will work on projects designed with, and mentored by, an expert working in their field. Internships will provide our students with opportunities to learn by using their minds and hands in real-world settings and explore career cultures of their community, aligning with the value of Aloha i ke Ao.

Exhibitions: A form of assessment, exhibitions are regular opportunities for students to demonstrate learned skills and mastery of identified standards in an authentic way. Exhibitions are a way to give a full picture of students’ capabilities and competencies which is often not fully captured by standardized tests.

Student-Driven Personalized Learning Plans (PLPs): A form of assessment, students themselves manage their PLP and thus have the opportunity to build out a portfolio to demonstrate proficiency and growth. Student-driven learning plans grow out of their individual needs, interests, cultures, identity, and passions. PLPs help Namahana meet the individual needs of our targeted population.

Student Portfolios: Student portfolios are a form of assessment used to track and monitor academic, career and college readiness, and social progress. It is a collection of work that students develop with the help of their advisors, teachers, parents, and mentors; portfolios provide demonstrable evidence that students have achieved identifiable goals and standards.

Namahana School’s ‘āina-based, student-led and personalized learning approaches are well suited for our anticipated population as they align with our community driven values for place and community while tailoring the learning to each students’ individual interests, passions, and needs. The curriculum design utilizes varied instruction models— project-based learning, field study/ workplace learning, one-on-one and small group instruction, Socratic seminar, and online learning—to maintain student interest, increase knowledge retention, and meet different student learning needs.

6. Provide a timeline and description of how instructional materials will be developed or selected and a list of individuals that will be involved in the development or selection process. If the instructional materials have been selected, a description and explanation that clearly demonstrates how the materials support the Academic Plan.]

[During the pre-opening contract, the Executive Director and Curriculum Advisory Committee will together develop instructional materials to accompany the curriculum as seen in Attachment D.

Once Namahana School is open, instructional materials will be customized in collaboration with the Academic Coach and our classroom teachers and advisors to ensure that all have access to instructional materials and strategies that effectively differentiate their instruction to meet all

students' needs. Advisors and teachers will also work closely with individual students to develop customized learning plans based on both need and interest. Teachers will also have opportunities to develop and implement instructional materials of their own. Instructional materials will include interdisciplinary lessons, projects and assessments, as well as educational resources created by local, national and international organizations working in fields related to our school's mission and vision (see Attachment D for selection criteria).

Members of the Curriculum Advisory Committee (see Attachment D for bios) have a wide range of expertise and experience, including Hawaiian culture, Hawaiian language, Math, Science, Social Studies, English, Physical Education and Health, Agricultural Education, SPED, STEM, and 'Āina-based education. The Curriculum Advisory Committee also has experience with interdisciplinary curriculum development related to the Hawaiian Common Core standards, grade 7-12th teaching experience, applications of math, and integrated learning background.]

7. Describe how the proposed school's instructional strategies will support the mission, vision, and academic philosophy and are well-suited to the anticipated student population. [Research has shown that non-traditional, hands-on learning that is driven by student interest (project-based learning) is highly effective with today's learners, particularly those who have difficulty engaging in more traditional teacher-centered instruction (Bradley & Hernandez, 2019; (Mojkowski & Washor, 2007; Littky & Grabelle, 2004; Washor & Mojkowski, 2013). More specifically, this diversified approach to instruction reaches those students who often have difficulty engaging in traditional teacher-centered instruction. The following instructional strategies illustrate the diverse approaches to instruction that align with our mission, vision and academic philosophy:

Aloha 'Āina Strategies/Methods: Journaling and Observation, Field Study, Modeling, and Online Research

Alignment to Mission, Vision, and Philosophy: Aloha 'Āina is supported with these four strategies because these methods provide opportunities to learn with and from the 'āina. Directly, through field studies, journaling about and observing the natural environment, and modeling, as well as online research where students will learn from 'āina-based literature and utilize new technologies to enhance their relationship with 'āina. These methods support our mission and vision by grounding learning in the 'āina thus strengthening our student's relationship with the 'āina.

Aloha Kanaka Strategies/Methods: One-on-one & Small Group Instruction, Student-led Learning, Assessment of Capable Learners, Vocabulary Acquisition, and Socratic Seminar

Alignment to Mission, Vision, and Philosophy: Aloha Kanaka is one of the values that underpin our academic philosophy, whereby we work to respect and care for our students, families, and community. These strategies and methods work to meet the individual needs of our students while also developing students' relationships with themselves, their 'āina, and the community. These methods allow for students to explore their own learning capabilities while building their communication skills with peers and adults. Additionally, these methods support our mission and vision by cultivating relationships and growing students' kia'i (caretaking) skills specific to our anticipated student population.

Aloha i ke Ao Strategies/Methods: Situated Learning, Immersion Camps, Oli, Mele, Hula, Story-telling

Alignment to Mission, Vision, and Philosophy: Aloha i ke Ao is a value that aims to perpetuate pono practices that enable students to navigate and engage with cultures of the world. Students will learn these skills first within the context of Hawaiian culture. Each of these strategies grows student

connection to, and understanding of, Hawaiian cultural practice and knowledge. These methods align with our mission to cultivate relationships with ‘āina, kanaka, and ao. Additionally, these methods develop student’s interpersonal and cross-cultural communication skills through cultural practice including Hawaiian and other student identified cultures.]

PUPIL PERFORMANCE STANDARDS

Responses to the following items regarding the proposed school’s pupil performance standards must be consistent with the [Hawaii DOE Subject Standards](#).

1. Describe the pupil performance standards for the school as a whole.

[For each core subject area, Namahana will use Hawaii Common Core Standards (HCCS) as a well as supplemental standards that go beyond the HCCS for certain content areas. For example, Namahana will use the Next Generation Science Standards and Hawaii C3 Standards. All materials, assessments, and the grade promotion standards for each of the core subjects will align with the HCCS. The following further outlines the pupil performance standards for the school as a whole:

Core Subject: ELA (7-12), Math (7-12)

Standards: Hawaii Common Core Standards

Rationale: The Hawaii Common Core Standards (HCCS) define the knowledge and skills students need across Math and English Language Arts to succeed in college and careers upon graduation. The HCCS align with college and workforce expectations, are clear and consistent, include rigorous content and application of knowledge through higher-order skills, are evidence-based, and are informed by standards in top-performing countries (Hawaii State Department of Education, 2022). Namahana will serve grades 7-12th and prepare students through real-world experiences throughout their secondary education. Students will have six years to develop skills and content mastery from the HCCS vertical integration from grades 7-12th in these core subject areas. Additionally, the ELA standards support our Social Studies, Hawaiian Studies, and additional elective curriculum, offering students additional opportunities to develop their skills. Lastly, the Smarter Balanced Assessment is aligned to Common Core, and ultimately this is a core metric within the STRIVE HI accountability system.

Core Subject: Science Courses (7-12)

Standards: Next Generation Science Standards (NGSS)

Rationale: The NGSS provides a framework for three-dimensional science teaching and learning for Namahana’s 7-12th grades, and set expectations for what students should be able to know and do in science. These standards underscore the need for science for all students and an approach that addresses equity and diversity (Hawaii State Department of Education, 2022).

Core Subject: Social Studies (7-12)

Standards: Hawaii C3 (College, Career, and Civic Life) Framework for Social Studies

Rationale: The C3 Framework emphasizes the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and debate interdisciplinary challenges in our social world. These standards align with Namahana’s mission and include the application of knowledge within the disciplines of civics, economics, geography, and history as students develop questions and plan inquiries; apply disciplinary concepts and tools; evaluate and use

evidence; and communicate conclusions and take informed action (National Council for the Social Studies, 2013).

For all other high school courses that fall outside of HCCS, NGSS, and the HC3, we will follow the Hawai'i DOE subject standards. These include: CSTA K-12 Computer Science Standards, Hawaii Content and Performance Standards III, and the National Health Education Standards: Achieving Excellence.]

2. Provide, in **Attachment E**, a complete set of the school's proposed learning standards for one grade for each division the school will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school will serve only one division, the exit standards provided in response to question 5 in this section will suffice. (Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.)

[Please see Attachment E for a complete set of the school's proposed learning standards for 7th and 9th grades.]

3. If you plan to adopt or develop additional academic standards beyond the [Hawaii DOE Subject Standards](#), explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the state and authorizer standards.

[N/A. The standards for Namahana School will align with the Hawaii Common Core Standards. We will not be adopting or developing additional academic standards at this time.]

4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.
Promotion: Namahana will use Personalized Learning Plans (PLP), Exhibitions, and Portfolios to ensure that every student has completed all grade requirements and is ready to move forward successfully. The students' Exhibitions and Portfolios both supplement traditional testing information by requiring students to prepare an exhibition of their work, including projects completed, products developed, and performances/demonstrations. By successfully completing the Exhibition and Portfolio and meeting advisor-articulated standards in each of the learning goal areas, students are ready to prepare for and transition to postsecondary learning.

Requirements for Promotion: Students' coursework must meet or exceed the requirements of their teachers and the state assessments. Students will receive an academic unit for each of the core content courses to be promoted to the next grade level. Students must meet or exceed all standards for their grade level in order to be promoted to the next. Successful completion shall be based on academic proficiency on identified benchmarks.

Instances a Student is Held Back: Absenteeism. Failure to meet the state standards. Failure to complete one or more of their courses.

Requirements for Graduation: Twenty-four (24) credits/units in the following course requirements: English, social studies, mathematics, science, world language/fine arts/Career & Technical Education, physical education, health and electives. Students are also required to produce a personal transition plan within their PLP that maps their post-graduation goals.

Instances a Student Will Not Graduate On-time: Student fails to meet the Hawaii State Standards. Students fail to complete their required coursework or do not pass required courses.

Parent/Guardian Notification: Four times a year, students meet with their parents and advisors to review their PLP, which will monitor their grade promotion and progress to meeting the graduation requirements: what they passed, what needs to be worked on, and what courses they will need to take. The PLP will be reviewed with advisors on a daily, weekly, and monthly basis. Quarterly, parents and students will be informed about their progress through narrative assessments (see Assessments Section). Additionally, students will demonstrate their progress through exhibitions of their learning to their parents, community members, peers, and teachers.]

5. Provide, in **Attachment F**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

HIGH SCHOOL GRADUATION REQUIREMENTS (HIGH SCHOOLS ONLY)

Note: High schools will be expected to meet the BOE's graduation requirements in accordance with BOE Policy 4540. High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE. Any deviation from BOE Policy 4540 requires a waiver from BOE, and Commission approval of an application does not constitute approval of any deviation from BOE's graduation requirements. If the application is approved, it will be incumbent on the applicant either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 4540.

1. Describe how the school will meet the BOE's graduation requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will differ in any way from BOE Policy 4540, explain how they will differ (including exceeding BOE graduation requirements), and explain how the school would adjust graduation requirements (including any necessary adjustments to other elements of the Education Plan) in the event the BOE does not grant a waiver from its policy. **BOE Requirements:** Course and credit requirements for graduation are directly aligned to the Hawai'i State Board of Education. Minimum high school graduation requirements include completion of grades 9-12 (D or better) earning at least 24 credits across required courses, including electives. In alignment with DOE Regulation 4530.1, we assign credit hours to courses, whereby one credit is awarded for each course meeting formally for approximately 200 minutes per week, and successfully completed by the student during the period of one year. This calculates to approximately 120 hours per credit course (or 60 hours per ½ credit course). The following delineates the Hawaii Board of Education graduation requirements that Namahana will utilize:

Course & Credit Requirements for Graduation (24)

- 4 credits ELA including: English Language Arts 1 (1.0 credit); and English Language Arts 2 (1.0 credit); and Expository Writing (0.5 credit); and English Language Arts basic electives (1.5 credits)
- 4 credits Social Studies including: U.S. History and Government (1.0 credit); and World History and Culture (1.0 credit); and Modern History of Hawaii (0.5 credit); and Participation in a Democracy (0.5 credit); and Social Studies basic elective (1.0 credit)
- 3 credits Math including: Algebra 1.0 (1.0 credit); Geometry (1.0 credit); and mathematics basic elective (1.0 credit)

- 3 credits Science including: Biology 1 (1.0 credit); and science basic elective (2.0 credits)
- 2 credits Concentration in Foreign language, fine arts, or CTE (i.e., Hawaiian I, Hawaiian II)
- 1 credit Physical Education
- 0.5 credit Health
- 0.5 credit Personal Transition Plan
- 6 credits Electives (Any subject Area; Running Start qualifies)

Elective Offerings: Hawaii State Department of Education Authorized Courses and Code Numbers (ACCN) (i.e. Algebra 2, Trigonometry, Precalculus, Calculus, Probability, Statistics, Chemistry, Physics, Hawaiian Studies, Pacific Island Cultures, Humanities in Social Studies, Philosophy, Intro to Computer Science, Direct Study, Beginning Creative Dance, Beginning Hawaiian Dance, Intro to General Music, Beginning Music Appreciation, Chorus 1, General Art 1, Arts/Crafts of Hawaii, Hawaiiana 1, English Language Arts 3, English Language Arts 4, Advisory)

GPA: A (4.0), B (3.0), C (2.0), D (1.0), F (< 1.0)

Credit Hours: Students will earn credit for their course if they meet or exceed the standards for that course as indicated by receiving a grade of D or better.]

2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

[All coursework is designed to prepare students to successfully enter both college and/or a well-paying career in our community, depending upon their personal learning plans and interests/wishes. Namahana High School graduation requirements align with Hawaii DOE requirements which set a rigorous standard of learning that enables students to successfully transition successfully to college or another form of postsecondary learning. An indicator of Namahana students' preparedness will be ACT and SAT scores and participation. Moreover, another indicator will be acceptance and admittance into post-secondary institutions.

Namahana graduates will simultaneously be ready to enter the workforce. Through real-world projects, internships, and certification programs, they will have the qualifications and credentials to start a career in their community. Alumni tracking will allow us to assess postsecondary readiness (Jones, Mardis, McClure, & Randeree, 2017). Additionally, students who plan to go directly into the workforce will also have the basic requirements met to transition to college if they so choose.

All Namahana students will prepare a personal transition plan within each student's Personalized Learning Plan (PLP) which is an individually designed and custom-tailored plan of action for each high school student to move successfully from high school to post-secondary and/or career venues. Aligned with the Hawaii DOE, the transition plan will have the elements of goal attainment, identification of available resources to students, evidence to support the plan of action taken by the student, and a student self-evaluation component. This transition plan will consider that the student, parent/family, and school personnel have a shared responsibility in the development and execution of the transition plan during high school.]

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Namahana will use the Response to Intervention (RTI) system to identify and serve students who are at risk of dropping out and/or not graduating on time. The system is employed when students are regularly absent and/or failing to meet the necessary academic standards and are otherwise disengaging from their advisory and from the school. The Executive Director, Director of Academics and advisor are responsible for communicating with the student, other teachers, parents, and/or guardians, when the indicators signal a problem.

Response To Intervention (RTI) Team Monitoring

RTI meetings are attended by the Student Support Services Team, which includes the Student Support Service Coordinator, Director of Academics, and the Executive Director. The student's advisor may also attend subsequent meetings. Namahana encourages the participation of the student's parent(s) or guardian(s) in their child's RTI meetings as well. An ELL teacher is also in attendance when English language proficiency is an area of concern for the student.

Tier 1: If, through performance on assessments and standards-referenced learning goals, a child is identified as possibly at-risk, teachers will develop a "Tier 1 Student Profile." This will contain a narrative of the student's strengths and weaknesses, a summary of interventions attempted in the classroom, samples of student work, a summary of existing assessment data, a student observation checklist, and any other relevant data. The RTI team will review the profile and will give classroom teachers a range of instructional supports, strategies and programs to be implemented in the classroom. The RTI team will implement Tier 1 educational and accommodation plans for at least 4-6 weeks each. The RTI team will monitor the progress of students within RTI through student performance data and teacher observations. If the student is not making progress in response to these interventions, the RTI will move the student to Tier 2.

Tier 2: If Tier 1 interventions are unsuccessful, the student will receive academic intervention services whereby students may receive extra tutoring on math from a math block teacher or additional literacy instruction from an ELL specialist. Academic intervention services might also include counseling or support from a social worker through a behavior plan or other intervention. Tier 2 will include another layer of intense educational planning with class and test modifications and accommodations and will be monitored for an additional 4-6 weeks. If the student is not making progress in response to these interventions, the RTI will move the student to Tier 3.

Tier 3: After the RTI team reconvenes and determines that the student needs additional support, the student will move to Tier 3 intervention which is the most intense educational intervention. If the RTI team does not observe that a student is making progress in response to these interventions, the team will initiate an evaluation. If a parent requests services in addition to the RTI intervention, the team will initiate an evaluation. If it is determined that a student requires special education services to participate fully in the general education curriculum, then staff will work with the parent(s) to review procedural safeguards and respective legal rights to ensure a free and appropriate public education.

Advisors will meet regularly with the Executive Director or the Director of Academics (hired in Year 3) to examine student progress and to plan a course of action customized for each student. They will communicate with students and parents regarding planning for credit recovery if the review indicates that a student may not complete the necessary course requirements by the fourth quarter in the 12th grade.]

ASSESSMENT

1. List the school's proposed academic goals and targets and describe how the school will assess the progress of individual students, student cohorts, and the school as a whole on the identified goals and targets. The description must clearly explain how the identified assessments will accurately measure progress toward the identified goals and targets.

The health of our school reflects the health of our community thereby reflecting the health of our 'āina. Namahana will address eight learning goals that encompass areas of academic, career, and personal development. Namahana's goal is not merely to graduate every student, but to prepare graduates who are uncommonly ready for success in their post-secondary choices, workplaces, families, and communities.

Goal Area #1: Quantitative Reasoning. Students will apply quantitative reasoning to forge real-world solutions and apply abstract mathematical constructions. Students will think, learn, and perform as mathematicians do, understanding numbers, analyzing uncertainty and probability, comprehending the properties of shapes, and studying how things change over time. They will also apply the knowledge and skills gained to address real-world issues facing their communities. This goal area is aligned with the Hawaii Common Core State Standards for Mathematics.

Target: 80% of students will meet or exceed proficiency on the summative assessments for the Hawaii Common Core State Standards for Mathematics.

Note: Due to the integrated nature of our school academic approach, with almost all goal areas, there is crossover with other subject areas than the main alignment listed.

Goal Area #2: Communication. Students will be confident and effective communicators. They will understand their audience; write, read, speak, and listen well; use technology tools and artistic expression to convey thought and feeling; and they will learn about Hawaiian language and culture. Students will also read and write about issues facing the residents of Kaua'i. This goal area is aligned with Hawaii Common Core State Standards for English Language Arts.

Target: 80% of students will demonstrate proficiency in the literacy common core standards through exhibitions to an audience of peers, advisor, parents, and/or mentors.

Goal Area #3: Empirical and Logical Reasoning. Students will employ empirical and logical reasoning to tackle challenges in their own community. They will think, learn, and perform as scientists (environmental scientists and kia'i in particular), and be able to use empirical evidence and scientific methods to formulate logical processes and evaluate hypotheses. Empirical and Logical Reasoning are aligned with the Hawaii Next Generation Science Standards.

Target: 80% of students will meet or exceed proficiency on the Hawaii Next Generation Science Standards summative assessments.

Goal Area #4: Social Reasoning. Students will engage the real-world, skillfully employing social reasoning to think, learn, and perform as social scientists. They will observe and appreciate diverse perspectives, understand social issues, develop ethics and morals, and analyze sources of conflict. They will pay attention to the people, history, geography, and culture of Kaua'i, Hawaii. This goal area is aligned with the Hawaii C3 Standards.

Target: 80% of our students will meet or exceed proficiency on the summative assessments of the Hawaii C3 standards.

Goal Area #5: Personal Qualities. Students will exhibit exemplary personal qualities in their roles as family and community members, citizens, workers and stewards of the environment. They will demonstrate the community values of Aloha 'Āina, Aloha Kanaka, and Aloha i ke Ao through their ethics, responsibilities, community relations, and leadership. They will manage their lives effectively, and live healthy lives through their 'āina relationships to improve nutrition, exercise, and other positive life practices. Progress in this area will be spearheaded through the advisory system, and progress will be tracked in students' portfolios and exhibitions.

Target: 100% of our students will have learning plans that indicate their growth on academic, personal, and social emotional goals.

Target: 100% of students will complete a field study with a community partner organization by 12th grade.

Goal Area #6: Postsecondary Learning and Career Readiness. Namahana students will demonstrate their readiness to enter postsecondary learning and persist through to successful attainment of appropriate degrees and certifications. Beginning in their sophomore year, Namahana students will participate in internships with local businesses and organizations. From farming and teaching to ecotourism and environmental management, students will acquire skills and competencies (knowledge, skills and mindsets) that will allow them to make a good living in their chosen career. Most of these goals will be set by the learners themselves, with the support of their families, advisors, and mentors.

Target: Beginning in 10th grade, 100% of Namahana students will complete an internship each year.

Target: Beginning in 10th grade, 100% of students will initiate a postsecondary plan that indicates transition through and beyond high school.

Assessing Progress: In addition to the Smarter Balanced Assessments, Hawaii State Assessments, and National Assessment of Educational Progress, Namahana will track progress toward meeting goals primarily through authentic assessments from interdisciplinary projects and performance tasks associated with regular exhibitions of learning. Advisors will monitor progress via Personalized Learning Plans (PLPs). Growth will be tracked using an online secure database and the school will use an internship management system for tracking students off campus learning, internships, and to collect relevant process and impact data.

At the beginning of each school year, students will complete pre-assessments of academic (ACT-aligned) and non-cognitive skills to create their PLPs. Students will complete related interim assessments (including Smarter Balanced Interim Assessment Blocks) throughout the year. Namahana will collect data to identify trends and understand the roots of challenges. Using this data, faculty and staff will create a comprehensive action plan to address individual and group needs. Follow-up will include refinement of the initial plan based on progress monitoring, with active and ongoing data-driven assessment, additional analysis, and action planning. At the end of the quarter, students will retake the same interim assessments to determine progress, thereby allowing teachers to conduct deep data analysis and action planning to see trends and determine next steps. As central drivers of their learning, students will track and monitor progress towards goals delineated in their portfolios. Individual student performance goals are aligned with school's performance goals. At the end of each quarter, the Executive Director will hold school-wide, data focused sessions to explore and discuss the following: organization-wide progress relative to goals; how students are performing by content area and grade level; and what next steps each teacher will take for their individualized data analysis. As a result of the school-wide data sessions, grade-level teachers, with the support of the Executive

Director, will create individualized intervention and small group instruction plans in order to help bolster support where needed.

Namahana will establish performance goals to measure success that are aligned with Hawaii's State Standards as well as our mission, vision, and values. Below are the goals that we will set to ensure that we are complying with Hawaii's state standards. We will use student growth percentiles to quantify the progress of individual students relative to others with a similar achievement history aligned with the Hawaii DOE growth model (Hawaii State Department of Education, 2022). This will be calculated using all available consecutive test scores to estimate individual growth score, or student growth percentile.

Individual Student Performance Goals: 100% of students meet their Personalized Learning Plan goals each year. Personalized Learning Plans for every student will be reviewed quarterly by staff, parents, the Director of Academics, and the Executive Director and updated/modified weekly. These PLP assessments will offer an alternative method of assessment to describe student progress and growth to parents and caregivers.

Student Portfolios: Namahana School will use a school-wide portfolio system as an effective means to help fill in these gaps. Portfolios, in concert with more traditional measures (End of Course tests, ACT benchmarking, etc.), will give us a clearer understanding of students' strengths and challenges; focus our academic expectations through constructive dialogue; and help us set high academic standards that our students can both internalize and understand.]

2. Describe how instructional leaders and teachers will use student data to administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other aspects of the educational program.
[Data is collected at multiple levels throughout each academic year including teacher data, diagnostic data, and Smarter Balance Assessment summative data. Teachers collect data through benchmarks, embedded Tier I curricula assessments and daily classroom instruction. Summative data will also be reviewed by the Student Support Services Team (Executive Director, Director of Academics, and Student Support Services Coordinator) to identify areas of strength and areas of improvement. Accordingly, teachers will differentiate their instruction based upon each student's performance on formative and summative assessments. For school wide trends in data, professional development will be scheduled accordingly.
 1. **Whole Group Instruction:** Each class period will allow for daily whole group Tier I instruction.
 2. **Strategic Small Group Instruction:** Teachers and interventionists will use strategic small group instruction to personalize learning for students and address misconceptions and unfinished learning. All students will participate in heterogeneous small groups to deepen or clarify their learning. Instructional models include scaffolds, different strategies such as using number lines and area models, using close reading strategies, and concrete models to help them access grade-level content. There will be 5-8 students in small groups.
 3. **Ongoing Data Tracking:** As teachers track student progress and performance within the classrooms and in small groups, teachers will collaborate in weekly Professional Learning Communities (PLCs), review student performance data, and work together to create a course

of action for each student based upon their respective needs. Appropriate support may include small group instruction, preloading academic and content-specific vocabulary, remediation of concepts necessary to access current content, or other similar interventions. Academic intervention plans will be based on instructional data such as quizzes or daily assignments.

4. **Increasing Interventions:** If the data is showing that a student is not progressing based upon the instructional strategies and methods of differentiation/preliminary interventions currently in place, then the teacher and instructional leadership staff will move towards tiered interventions, as shown in the *Planning for Interventions*, detailed below.

Planning for Students New to Namahana: As new students enter Namahana, teachers will administer grade-band specific diagnostic assessments. The data provided by the diagnostics will determine the student's placement in the intervention program as needed. Teachers will tier their students based upon the results from the diagnostic and historic data. The Advisor, Student Support Services Coordinator, and Executive Director/Director of Academics will create action plans for each tier of students, determining their focus areas, the amount of time needed for those interventions, and the monitoring tools that will be used to track the students' progress. Students will also be introduced to the advisory system by their advisor and peers so they acclimate to the culture of the school and its structures and ways of learning. Teachers will adapt a school-wide onboarding system for new students.

Adjustments to Curricula: Following interim assessments and exhibitions of student learning, teachers will meet with the Executive Director, Director of Academics, and the Student Support Services Coordinator to analyze data and to determine adjustments to both curriculum and instruction. Advisors will use this information to make informed decisions about Personalized Learning Plans and may prescribe remediation "action steps" for specific students. Additionally, throughout the year, Namahana teachers will be given opportunities to visit and observe other classes. Less experienced teachers will be paired with mentors; and teachers working on a specific strategy will work with a certified practitioner. The instructional leadership team will also regularly conduct a whole-school analysis of instruction by observing every classroom for a brief period. Following a discussion, notes will be calibrated, trends will be identified, and instructional gaps will be identified. These "snapshot" reviews will help determine professional development priorities.

Professional Development: To align Namahana's unique mission and vision with the Hawaii State Standards, school leadership will develop and execute intensive and intentional job-embedded professional development including teacher observations, instructional coaching and modeling of effective practices and techniques. To ensure fidelity to our school model, Namahana will also integrate this critical avenue of professional development into our culture and programming. The Executive Director, Director of Academics, and highly effective teachers at the school will work with less experienced teachers through a process of observation, data collection, feedback, and demonstration of appropriate techniques in a "real-time" environment (i.e. in the classroom during instruction, during advisory, and out in the field). The school will also tap the experience and expertise of community members and cultural experts. Student data and summative assessments will inform programmatic and instructional planning decisions for professional development. BPL will assist the Executive Director in designing and facilitating professional development, adapting BPL relevant materials and employing BPL coaches as appropriate.]

3. Describe the interventions and modifications the school will make to instructional strategies if students are not meeting identified goals and targets.

At Namahana School, advisors will often be the first to identify when students are not meeting identified goals and targets. The system of having daily advisories daily affords students individualized supports. When modifications are necessary, advisors and teachers will work together to address students' needs. In addition to differentiation, instructional strategies, and Response to Intervention listed above, Namahana advisors will follow a tiered approach for intervention when students are not meeting identified goals and targets. That plan is outlined below:

Planning for Interventions

(see *Special Student Populations for Evaluations/IEPs*)

Universal Screening:

- Teachers and Special Education staff collaboratively identify students requiring additional interventions through universal academic screeners (iReady, HMMH-Growth Measure).
- Students are also identified for additional interventions through teacher referrals.
- For students requiring additional interventions, Student Support Services Coordinator, advisor, and the Director of Academics will develop a Tier 1 intervention plan for the student.

Response To Intervention (RTI) Team Monitoring: RTI will support students that are not meeting identified goals and targets, as detailed in previous High School Graduation Requirements section. See *Special Student Populations* for details to support our SPED and ELL student populations.

Teacher Collaboration: Namahana will provide opportunities for teachers and advisors to identify students requiring either enrichment or additional differentiated supports to develop alternative instructional strategies to support these students.

- Weekly Professional Learning Community (PLC): Review student work, track student data, and devise individual intervention plans for students based on the results of the PLC collaborations with teachers and advisors.
- Monthly Schoolwide Teacher Training: Engage in professional development specific to each content area provided by Tier 1 Curriculum providers as identified by professional development sessions.
- Weekly Grade Level Teacher Meetings: Review lesson plans, annotations, pacing, and assessment calendars to ensure cross-curricular implementation.
- Bi-weekly Content-Area Teacher Meetings: Review lesson plan annotations, share teaching strategies, and review student data related to specific outcomes. Identify/confirm intervention groups.]

SCHOOL CALENDAR AND SCHEDULE

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside the parameters of HRS §302A-251 must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.

1. Describe the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment G**, provide the school’s proposed calendar for the first year of operation, including total number of days/hours of instruction.

[The calendar (Attachment G) is designed to create time for student inquiry, deeper learning and collaboration; student-driven learning time; and real-world learning through field studies, project sites and internships. Our four-quarter system allows Namahana to focus on foundations and intentions throughout the year. Students will be required to complete quarterly exhibitions and parents will meet a minimum of four times a year. The quarter system builds in time for state-mandated assessments, final diagnostic and growth assessments, and student portfolio creation and defense. The school days are aligned with the DOE calendar, which provides for alignment to the Hawaii State Teachers Association Collective Bargaining Agreement. See Attachment G for proposed calendar for the first year of operation.]

2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school’s daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in **Attachment H**, a sample daily and weekly schedule for each division of the school.

[Namahana’s school day and weekly schedules follow block scheduling. The following are essential characteristics of the academic school day and week:

Number of Instructional Hours a Year (7th-12th): 1,080 hours per year

Number of Minutes in a Given School Day for Core Subjects:

- English and Language Arts (90 mins)
- Math (90 mins)
- Social Studies (90 mins)
- Science (90 mins)

Start Time: 8:30AM

End Time: 3:00PM (except on Fridays, early dismissal at 1:30PM)

Length of the School Day: 6.5 hours (except Fridays at 5 hours); Recess: 15 mins; Lunch: 30 mins.

Minimum number of minutes per day to academic instruction (7th-12th): 255 minutes/day

Minimum number of minutes per week to academic instruction (7th-12th): 1,455 minutes/week

The school’s daily and weekly schedules will be optimal for student learning because they provide teachers with flexible time to provide more opportunities for individual and small group instruction and for students to have sufficient time for project work. Namahana’s block schedule also offers teachers preparation time (at least 225 minutes a week), reasonable meeting times (no more than 310 minutes a week), and ample breaks between consecutive instruction (breaks at least every 180 minutes). Please see Attachment H for samples of the daily and weekly schedules.]

SUPPLEMENTAL PROGRAMS AND ACTIVITIES

This section should describe any supplemental programs that are integral to the proposed school's educational program. These supplemental programs may be part of the proposed school's growth plan if they will not be implemented immediately. For all of the programs and activities below, describe:

- a) the expected resource and staffing needs for the program;*
- b) how the program will be funded; and*
- c) the timeline for implementation, if the program will not be implemented in the first year of operation.*

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including the number of students and the methods used to identify them.

[Currently, we do not plan to offer summer school; however, the Governing Board and Leadership Team will explore potential, future summer orientation and other programs during the pre-opening years. Future decision-making regarding summer school will be a data-driven decision based on the academic needs of the students and financial capacity of the school.]

2. Describe the extracurricular or co-curricular activities or programs the school will offer, and when the activities or programs will be scheduled.

[Namahana will look to develop a plan to implement extra-curricular activities based on facility availability (Kīlauea Gym, Kīlauea Soccer field, Kīlauea baseball/softball field, new facilities) and community partnerships (community teams) including sports such as basketball, soccer, volleyball, baseball, softball, canoe paddling, surfing, and swimming. These plans will be preliminarily based on enrollment and interest. The school will build our sports opportunities over the first five years of opening based on student interest and available funding. Additionally, students at Namahana School will be able to play sports with their local public DOE middle and high school (Kapa'a).]

3. Describe any supplemental programs or strategies that will address student mental, emotional, and social development and health.

[Deeper learning approaches, such as Big Picture Learning (BPL), have shown promise for producing strong mental, emotional, and social outcomes for students. Deeper learning practitioners enact personalized instructional strategies – strategies that assume that variability in learning is the norm rather than the exception and allow students to be active generators of knowledge. They emphasize the development of affirming relationships that catalyze learning and support students as they learn to take risks. They also directly focus on, and attend to, students' social-emotional skills, which can help them develop productive and prosocial lifelong behaviors. (Bradley & Hernandez, 2019). BPL has developed a guidebook (*The Role of Noncognitive Skills for Student Success*) for addressing non-cognitive skills (i.e., social-emotional competencies) in its schools. BPL is also working with several non-BPL schools to employ these competencies in their schools. The guidebook is available on iBooks. See also the BPL guidebook, *School Structures, Systems, and Culture*.

At Namahana School, a typical day in advisory begins with piko, a time to discuss current events, social issues, and students' personal and family lives. Giving students space and agency to discuss public and private events, these circles offer opportunities to build relationships and simultaneously address students' social-emotional needs. Namahana will build and maintain strong student-adult relationships in the school such that each student has 1) at least one adult who knows them well and they trust will collaborate with them in a fiduciary manner to support their growth and learning, 2) a sense of their aspirations/goals and a path to get there, and 3) access to personalized/individualized experiences that help them develop the knowledge, skills, and social capital to realize their goals.

Student advisors will bring together essential supports to extend student learning and secure socioemotional supports for students when relevant. During the pre-opening years, Namahana School will work with local organizations, such as Keiki to Career to identify resources and services available in our community to support students' social-emotional and mental health needs.]

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

[During the pre-opening phase, the Executive Director will develop a timeline for implementation of student-led clubs. A process and policy will be created by which students can create student-focused activities, such as clubs, in collaboration with staff, teachers, and community. This process will allow students, with support from their teachers, to design and develop activities based on their interests and passions.]

SCHOOL CULTURE

This section of the proposal should describe the systems, traditions, and policies that will promote high expectations and a positive academic and social environment that fosters students' intellectual, social, and emotional development.

1. Describe the culture or ethos of the proposed school. Explain how it will promote high expectations and a positive academic and social environment that fosters student intellectual, social, and emotional development for all students.

[Namahana School is an 'āina-based learning ('ĀBL) model with values (Aloha 'Āina, Aloha Kanaka, Aloha i ke Ao) that support the foundational BPL principles: relevance, relationships, and rigor. Learning is based on the interests and goals of each student in relation to their community (people and place); curriculum must have real-world applications; and abilities are authentically measured by the quality of work. 'ĀBL will create a culture of students developing in the context of their community, place, and people. For example, whether students' interests are geared towards college and/or career, becoming a lawyer or a farmer, we aim to create a culture of 'āina-consciousness for all pathways where our students continue on with an understanding of how their interests and pursuits impact and contribute to nourishing their 'āina and community.

Our 'ĀBL model encourages students to reflect on how their actions contribute to the betterment of the community, wherever they may be. We strive to foster a culture of responsibility that is far reaching, whether it is direct and students are working with/on the 'āina to care for it, or if students are interning at a dentist office and engaged in finding ways to create less waste through single use materials. These are just some brief examples to illustrate how our students will develop their 'āina-consciousness while mastering the Hawaii Common Core Standards. Additionally, following the BPL design, Namahana aims to move beyond looking at students solely as individuals, and helping students to develop strong relationships with their families and community. Namahana has adapted BPL's 10 "Distinguishers" (Nugent III, 2020; Bradley & Hernandez, 2019) as they are relative to our 'ĀBL model to align with our mission and vision:

1. ONE STUDENT AT A TIME IN THEIR COMMUNITY: The entire learning experience is personalized to each student's interests, talents and needs. Their learning is situated in the context of their community, whereby students identify the ways in which their learning directly contributes to the

betterment of the collective. Personalization expands beyond mere academic work and involves looking at each student holistically.

2. ADVISORY STRUCTURE: Advisory is the core organizational and relational structure of Namahana school, its heart and soul, described as a “second family.” Students stay with an advisor and a group of fellow classmates for two years in middle school and four years in high school, building close personal relationships that last a lifetime.

3. LEARNING THROUGH ‘ĀINA, INTERESTS AND INTERNSHIPS: Real-world learning is best accomplished in the real-world. Middle school students learn through their interests and field study sites. Students are exposed to field study and project sites in the ‘āina to practice and apply their learning in ways that directly impact their communities. Additionally, students intern (at the high school level) with experts in their field of interest, completing authentic projects and gaining experience and exposure to how their interests support and contribute to their community. The project sites for all students and internships for high school students demonstrate the application of their learning tied to their community and instill a sense of kuleana for ‘āina, kanaka, and ao.

4. PARENT AND FAMILY ENGAGEMENT: Parents are welcomed and valued members of the school community and play a proactive role in their children’s learning, collaborating in the planning and assessment of student work. They use their assets to support the work of the school, and often play an integral role in building relationships with potential internship mentors. They are an important voice in the development of student learning plans and student exhibitions.

5. SCHOOL CULTURE: At Namahana, Aloha ‘Āina, Aloha Kanaka, and Aloha i ke Ao are the foundational pillars with which our school culture is grown. There is palpable trust, respect and equality between and among students, adults, and the ‘āina. Students take leadership roles in the school, teamwork defines the culture, and respect and responsibility for ‘āina are modeled by all. Student voice is valued in the school decision making process, and visitors are struck by the ease with which students interact with adults.

6. AUTHENTIC ASSESSMENT: Students are assessed not solely by tests, but by public displays of learning (student exhibitions) that track growth and progress in the student’s Personalized Learning Plans. Assessment criteria are personalized to the student (their community and the ‘āina) and the real-world standards of a project. Students present multiple exhibitions each year and discuss their learning growth with staff, parents, peers, and mentors.

7. SCHOOL ORGANIZATION: Namahana is organized around our values creating a culture of collaboration and communication. They are not bound by the structures of buildings, schedules, bells, or calendars. There is a strong interdependence between school and community.

8. LEADERSHIP: Leadership is shared and spread between a strong, visionary Executive Director, the governing board, the school’s leadership staff, and a dedicated, responsible team of advisors, staff, and students. Every voice is valued and decisions will not be made without input by all impacted parties. A pervasive sense of shared ownership drives a positive school culture dedicated to ongoing improvement.

9. POST-SECONDARY PLANNING: Students develop plans that contribute to their future success – be it through college, trades, schools, travel, the military, or the workforce.

10. PROFESSIONAL DEVELOPMENT: Regular professional development for advisors and teachers will be conducted by Executive Directors, other school staff, and BPL staff and coaches. Namahana is a community of lifelong learners who embrace continuous improvement.

Namahana will provide a personalized learning environment that allows students to take control of their own learning and to gain the skills and knowledge necessary to achieve success beyond high school however that success is defined. Namahana will rely on strong relationships with family, community, businesses, government, and all other educational institutions to expand the role of the school in the community and the community in the school. Namahana will be a unique career/college preparatory charter high school and center for training and careers. Namahana will strive to be a place where students are known well, understood, respected, and able to have genuine relationships with adults in a safe environment. Each student’s educational program will involve authentic experiences with real-world standards and consequences and will be designed by the people who know the student best: parents, teachers, mentors, and the students themselves. Students’ learning plans grow out of their needs, interests, and passions. Namahana will hold high expectations for all students, while the overall school program is flexible enough to accommodate change and a broad range of learners. The school is dedicated to serving a diverse group of students and creating learning communities that honor and respect diversity. Committed fully to the needs of the students, the school staff will be valued and provided with extensive professional development and accountability. Parents and families participate actively and are called upon to be involved in all facets of their child’s education.]

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

Based on the adapted BPL Distinguishers, Namahana will implement several design components that will be instrumental in the school’s success by promoting high expectations, a positive academic and social environment that fosters student intellectual, social, and emotional development. These components include Advisories, Personalized Learning Plans, Learning Through Interests/Internships, ‘Āina-based Learning, and Student Exhibitions.

Advisories meet daily and serve as the core learning community for a group of students (up to 22 students per advisory) for two years in middle school and four years in high school. An advisor serves as a teaching catalyst, finding educational resources for the students, ensuring that the personalized learning plans target key academic learning goals, working with community mentors to ensure the rigor of project sites, internships, and actively involving parents in their children’s education.

The advisor’s role is to manage each student’s individual, personalized learning plan and internship placement. To do this, the advisor must build a relationship with each student and her/his family (this includes home visits and one-on-one meetings with each student). Though certified in one area, the advisor does not only “teach” his or her subject area; rather he or she needs to draw on many disciplines to meet the needs of each student, each student’s projects, and to design advisory activities.

The advisor is a coach, mentor, teacher, manager, facilitator and often – friend. Advisors guide students in learning how to manage their time, plan their work, find internships, and complete projects. Advisors coach students in seeking and building authentic learning experiences inside and outside of the school building. Also, advisors form the advisory into a team, crew, hui, or ‘ohana where students as peers

learn to be part of a group and work together. This is manifested in projects, field study, service learning that they decide to do together. Students will stay with the same advisor and group of students for up to four years. The teacher/advisor acts as a bridge between the school and the students' other communities (e.g. family, work, clubs, social services agencies). Teachers/advisors may participate in student-led conferences, home visits, and other parent and family communications.

Upon entry into Namahana, each student is assigned to an advisory group of no more than 22 students. This group meets regularly with a credentialed teacher/advisor (see sample schedule). For students that enter midyear, advisors will work one-on-one with students and their families to develop their learning plan. Additionally, peers of mid-year students will assist in enculturating students to Namahana. The advisory structure is a core organizational and relational plan of Namahana School. This approach ensures the academic success of all students. It is the heart and soul of the school and can be described as the "home" or "second family" of students.

Personalized Learning Plans will be established for each student at the beginning of each quarter and represents the work for which they are held accountable for. At the conclusion of each quarter, the students will provide evidence that learning has occurred. Typically, students will provide this evidence by presenting exhibitions of their work before an audience of their advisors, mentor, and their peers, in which they describe what they have learned and implications of their learning for the 'āina and community. In this way, they are held accountable to demonstrate the work they have undertaken as per their personal learning plan, not just pass a single test. Students will be performing real tasks at field studies and internships, where real-life community and workplace mentors assures they are doing their tasks correctly. Additionally, they will be held accountable for the responsibilities of being working on a community project or within the workplace (showing up on time, being professional, appropriate dress and language, etc.). Namahana aims to prepare students for college and other meaningful post-secondary education pathways. In addition to the Personalized Learning Plan, where students delve deeply into academic areas according to their interests, students at Namahana will also have opportunities to take courses at Kaua'i Community College, giving them a taste for college curriculum and the confidence to go beyond secondary education.

Learning Through Interests/Internships (LTI) were developed by BPL, a pioneer in making workplace learning a center of school programs and curriculum designs, creating opportunities for all its students since 1996. BPL found its LTI program to be particularly effective for students who have had limited success in traditional schools. In middle school, students do real-world LTIs as field studies. In high school, students use internships to provide much-needed counterbalance to the prevailing cognitive-abstract curriculum and pedagogy that disadvantages young people who learn best by using their minds and hands in real-world settings and contexts and can demonstrate understanding through authentic performances. Also, Namahana will offer a variety of internships online where students will engage with mentors around their interests. At least one day a week, students will attend their Internships in an organization, business, or practice where students work on projects designed with and mentored by an adult working in that organization or business. All students at Namahana will participate in LTIs in grades 10-12. Students pursue internship opportunities that align with both their interests and the school's mission; the LTI experience and project work are then developed based on the needs of the internship site, and deliberately incorporate essential academic, workplace, and social-emotional competencies. Namahana's approach to LTIs will provide every student an opportunity to learn valuable skills while doing good work in and for their communities.

‘Āina-based Learning (‘ĀBL) is a dynamic approach to teaching in which students explore real-world problems and challenges through an ‘āina-conscious lens, simultaneously developing cross-curriculum skills while working in small collaborative groups. Because ‘ĀBL is filled with active and engaged learning, it inspires students to obtain a deeper knowledge of the subjects they are studying while developing strong relationships with the ‘āina and community. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work. ‘ĀBL combines project-based, community-driven, and place-based learning approaches and goes a step further. To be truly ‘ĀBL, beyond place-based, the process must give back and/or relate back to the place and contribute to that place, i.e. create resources (informational guides, oli, mele), restore habitat, or raise awareness, in order to build a reciprocal relationship between our students and the ‘āina. In the process of growing their relationship with the ‘āina and completing their projects, students also hone their organizational and research skills, develop better communication with their peers and adults, and see first-hand the positive effect of their work within their community. Students also thrive on the greater flexibility of ‘ĀBL project work.

Student Exhibitions will be presented by Namahana’s students to demonstrate their learned skills. ‘ĀBL is also an effective way to integrate technology into the curriculum. A typical project will incorporate computers and the internet, as well as interactive whiteboards, global-positioning-system (GPS) devices, digital still cameras, video cameras, and associated editing equipment. Namahana will use ‘ĀBL to stimulate the learning environment, energize the curriculum with real-world relevance and spark students’ desire to explore, investigate, and understand the world around them, especially the complex and culturally rich ‘āina of Kaua‘i.

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.

[As Namahana is specifically designed to provide personalized instruction for students, its leadership and staff will be attuned to the needs, concerns, and questions of parents of students with disabilities and special needs. The culture of the school is oriented around one student at a time in a community. Therefore, Namahana’s school culture is built on meeting the individual needs of all our students through strong relationships seen in advisories, internships, and personalized learning plans. Namahana is committed to building an inclusive, open enrollment, mission-driven academic program. To that end, we will follow the Response to Intervention (RTI) process (discussed in the Special Populations and At-Risk Students section) to further the support of students whose success is at risk due to academic or behavioral challenges. The RTI process is coordinated through the advisory system, which is ideally suited for this purpose.]

4. Describe, in **Attachment I**, a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe, in **Attachment J**, a typical day for a teacher in a grade that will be served in your first year of operation.

SPECIAL POPULATIONS AND AT-RISK STUDENTS

Note: The proposed school will be linked to the District/Complex Area Special Education Office (“DES”) in the proposed school’s geographic area. Special education services will be coordinated out of the district office, as they are for all public schools. The charter school must ensure that each of its students with an individualized education program (“IEP”) receives all special education supports identified in the student’s IEP. The range of services may include related services, such as occupational and physical therapy, orientation and mobility training, adapted physical education, or assistive technology. Special education eligibility or the existence of an IEP is not a factor that a charter school can take into account when considering students for enrollment.

All charter schools must ensure that a Free and Appropriate Public Education (“FAPE”) can be provided for all enrolled students with disabilities. Once formed, the proposed school will consult with its DES to explore options for meeting the requirements of the offer of FAPE. The DES will review all of the current IEPs of special education students enrolled in the school and may offer staff, funding, or both to the school based upon the same per-pupil weighted formula used to allocate resources for special education students in DOE-operated schools. Applicants are expected to be familiar with and comply with all special education laws and requirements.

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language Learners; intellectually gifted students; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Explain the percentages of these special populations that you anticipate enrolling and the basis for these estimates. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.
[Overall Plan: Namahana’s school model has been developed specifically to meet the academic and social-emotional needs of all learners, regardless of prior preparation or specific needs. We recognize the legal and ethical requirements to best meet the needs of all learners, specifically students identified as having special needs, who are English language learners (ELL), who are gifted, or who are at risk of academic failure or dropping out. Our educational program is highly personalized, adaptive and is designed to meet a wide range of student abilities. Namahana is dedicated to promoting a safe atmosphere where students feel productively challenged and supported through our academics and school culture. Each student is provided the appropriate supports and interventions, whereby all students can achieve to the best of their abilities. Research overwhelmingly demonstrates the benefits for all students of inclusive education. Namahana will provide special education students with a FAPE by educating them in the least restrictive environment appropriate for their needs. Special classes, separate schooling, or other removal of students from our special populations from the standard academic environment, as appropriate, will occur only if the nature or severity of the needs is such that regular classes, with the use of supplementary aids and services, is insufficient. Every student of Namahana will have a Personalized Learning Plan developed collaboratively by the students, advisor, and parents/guardians. This will allow for instruction to target the needs of students at both ends of the learning spectrum – gifted students and at-risk students will both benefit from instruction differentiated to meet their needs. For students who need an Individualized Education Plan (IEP), the IEP will be developed within their Personalized Learning Plan.

Additionally, research shows (Moss & Van Duzer, 1998) project-based instruction can be particularly beneficial to ELL students and other students who may lag in the technical language of science and

mathematics. Namahana’s scope and sequence for ‘āina-based learning combined with block scheduling, allows for students with multiple modes of learning in class, student-driven, collaborative, and one-on-one – through locally contextualized and culturally relevant curriculum. Plans for promoting graduation for students with special education needs will be consistently evaluated for all students, including programs and services.

Namahana staff will have sufficient training on special education compliance, general student needs, accommodations and modification, and the school-wide strategic plan that describes the process for supporting students with disabilities. The school is designed for all students to have individualized programs of study: differentiation of instruction, ‘āina-based learning, project-based learning, and multiple forms of diagnostics and assessments. These programs of study ensure that the school effectively provides students with disabilities highly differentiated instruction whereby students will have the support required to remain in the regular classroom to the greatest extent possible, as well as modifications and accommodations without inappropriately tracking, singling out, or restricting the students. In addition to the specialized nature of the school’s curriculum structure and instructional methodologies, students with disabilities will additionally receive needed services, such as specially designed instruction, program modifications, classroom accommodations, and supplementary learning aids, services, and supports. Considering all students at Namahana receive an individualized learning plan, these measures are perfectly aligned with the school’s mission and vision. Thus, Namahana is designed in particular to serve special student populations which include the following anticipated populations and supports:

SPED, IEP or Sections 504: We anticipate 9% based on the average SPED enrollment of the two feed elementary schools based on STRIVE HI and 2021 DOE Enrollment data.

Support Strategies & Rationales: RTI, Prioritize IEP/504 development and implementation with fidelity; actively monitor modification effectiveness; use Personalized Learning Plans, external partners; connect regularly with parents and/or guardians.

FRL: We anticipate 40% of Namahana students to be FRL based on the average FRL enrollment of the two feeder elementary schools.

Support Strategies & Rationales: Advisory, Personalized Learning Plans, and RTI procedure.

ELL: We anticipate 5-8% students. 5% is the average ELL enrollment of two feeder elementary schools, and one school has a much higher enrollment than the other, therefore, this could change depending on our recruitment, lottery, and incoming cohort. Targeted language intervention and engage external partners and complex support.

Support Strategies & Rationales: Students will remain in the regular classroom and receive scaffolded instruction from the content teacher if they receive a composite score of 3 or higher on WIDA. An ELL certified teacher will collaborate and support the content teacher in implementing ELL strategies and addressing the needs of English learners.

At Risk of Failing/Dropping Out: Based on STRIVE HI data, we estimate 33-66% of our students to not be grade level proficient.

Support Strategies & Rationales: Advisory, Personalized Learning Plans, RTI procedures and programs outlined and tailored to each student who is At Risk of Failing or Dropping out.

Qualified Staffing for Specialized Instruction Program: Namahana will hire appropriately certified special education staff and, under supervision of the Executive Director, may contract with certified

or licensed individuals and/or organizations to provide services. Namahana will employ at least one full-time Special Education Director during the first 2 years (who will also perform the duties of SPED Coordinator), and will hire a SPED Coordinator in year 3.

Individualized Education Plan (IEP): Namahana will provide the following services potentially required by a student's IEP: Resource Room, Special Education Teacher Support Services, Collaborative Team Teaching, or Self-Contained instruction (replacement courses). In addition, Namahana will provide additional math tutoring, and use RTI. Students who are struggling to achieve learning standards in ELA or mathematics will work with the Student Support Services Coordinator to receive additional supports. More specifically, students will be provided indirect supports (consulting with teachers to provide supports and interventions in the classroom), or direct supports (providing intensive, small group instruction in a separate location). Namahana will provide the following services to students and staff to responsibly serve the students with disabilities:

- Obtain all IEPs and attendant documentation as soon as possible after a student has registered for Namahana in a timely manner.
- Provide professional development to advance all teachers as integral parts of the collaboration for students with disabilities.
- Coordinate teachers, related service providers, and interested staff to collect information for IEPs.
- Orchestrate implementation by uploading the IEP into the database and facilitating teacher use of IEPs.

Namahana will abide by applicable provisions of IDEA and the Family Educational Rights Privacy Act in order to ensure that data regarding students with disabilities is retained and kept confidential with procedures for maintaining files in a secure and locked location and with limited access (if electronic copies are kept, the files will be password-protected). The school will provide all teachers who teach students with disabilities with access to student IEPs, providing teachers with sufficient time to review IEPs while ensuring privacy controls are strictly enforced.

Evaluation: Namahana's goals specifically include the success of at-risk populations. Namahana will engage in a consistent evaluation process of its programs and services for all students, including programs and services for its special populations. Namahana's data-process allows the school to pinpoint student performance toward each learning goal, disaggregate the data for specific subgroups, adjust and revisit goals accordingly. For students with disabilities and English language learners, Namahana will use this information to determine student progress against not only IEP goals and level of English language acquisition, but also against the school's overall accountability goals.]

2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
 - a) Methods for identifying students with special education needs (and avoiding misidentification);
 - b) Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;

- c) Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);
- d) Plans for promoting graduation for students with special education needs (high school only); and
- e) Plans to have qualified staffing adequate for the anticipated special needs population.

In Year 1, Namahana will employ at least one full-time certified special education teacher (who will also perform the duties of SPED Coordinator servicing upto 15 students on IEPs) for middle school. In Years 2-5, additional special education certified teachers will be employed and one will serve as the SPED Coordinator for high school. The SPED coordinators will work closely with the Student Support Services Coordinator. To identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Namahana will utilize the Response To Intervention (RTI) Team Monitoring. The RTI Team includes the Student Support Services Coordinator, Director of Academics, Executive Director and any specialists as needed. Universal Screening (detailed in High School Graduation Requirements section) is the process of identifying students requiring additional interventions through universal diagnostic screening data such IEP and 504 plans, and additional information from students and parents upon entrance (student report cards, parent/family requests, teacher referrals). To deliver the best possible service, Namahana will institute RTI based on a three-tier model by the following:

Tier 1: The RTI team implements Tier 1 educational and accommodation plans for at least 4-6 weeks each. The RTI team will consist of the appointed RTI Coordinator, the Executive Director, Director of Academics, Student Support Services coordinator, and Classroom teachers. Namahana encourages the participation of the student's parent(s) or guardian(s) in their child's RTI meetings as well. ELL certified teachers are also in attendance when English language proficiency is an area of concern for the student. If the student is not making progress in response to these interventions, the RTI will move the student to Tier 2.

Tier 2: This will include another layer of intense educational planning with class and test modifications and accommodations and will be monitored for another 4-6 weeks. Modifications and accommodations may include but are not limited to: small groups, teacher read aloud, use of calculator, the use of manipulatives, and/or working with a partner. If the student is not making progress in response to these interventions, the RTI will move the student to Tier 3.

Tier 3: Tier 3 intervention is the final step in the RTI process before a student is considered for SPED evaluation. If the RTI team does not observe that a student is making progress in response to these interventions, the team will initiate an evaluation. If a parent requests services in addition to the RTI intervention, the team will initiate an evaluation.

Evaluation: Namahana will follow the following evaluation procedures:

- Namahana will hire an evaluation appraiser (i.e. school psychologist) on a contract basis. This person conducts evaluations using a team-based approach (which includes school-based appointed SPED Coordinators, case managers, service provider(s), and classroom teacher(s) as necessary). This team completes all evaluations within a 4-6-week timeframe.
- Namahana will contact parents/guardians for permission for the school evaluation appraiser to evaluate the student.

- The appointed RTI Coordinator will share all of the RTI data with the school evaluation appraiser.
- The evaluation appraiser will conduct classroom observations, collect student data (including classroom assignments, tests, exit tickets, results on formative and summative tests, teacher observations, attendance rates, parent/guardian observations, and any known health issues), conduct teacher and parent interviews, and conduct a series of tests using a school psychologist-administered evaluation tool, with the student.
- The evaluation appraiser will then make a professional determination of any specific exceptionality, any needed educational accommodations, and additional related services that may benefit the student. The evaluation appraiser may, as needed, also contact any outside agencies or persons who work with the student, i.e., Physicians, Counselors, etc.
- The school-based SPED Coordinator will contact parents/guardians and explain the final findings of the evaluation.

IEP Development & Implementation: Namahana will follow these IEP development and implementation procedures:

- The SPED Coordinator, parents, and the appropriate staff convene an IEP team meeting. During this meeting, the team will then identify the proper placement for the student and ensure that the appropriate accommodations are in place for the student.
- If, according to the student's professional evaluation, the student should be placed in a self-contained setting, the student will be placed in a classroom setting with one teacher with at least one para-educator that will be able to support the student in a small group setting.
- If the student should be recommended pull-out or inclusion services, a resource teacher will be assigned who will accommodate the student in a general educational setting, allowing the resource teacher to co-plan with the general education teacher to ensure the student receives the appropriate accommodations and modification in the classroom.
- At times, the student may meet with the resource teacher in a smaller class setting to get more intensive and personalized instruction with a ratio of at least 1:6.

Progress Monitoring: After having set IEP goals for students with disabilities, teachers, special education staff, and instructional leadership will collaborate to progress monitor in the following manner:

- Ongoing Monitoring & Collaboration. Teachers collect student data through classroom assignments, formative and summative assessments, any computer-based tests, classroom observations, and any other activity that corresponds with the student's IEP goals. Based upon this student data, the teacher and the SPED Coordinator will collaborate on a biweekly basis to review the student's progress towards meeting their IEP goals.
- Nine-Week Reports. Based upon these observations, the student's teacher and SPED Coordinator will send a report home every nine weeks to update the student's parent(s)/guardian(s) on their progress towards their goals.
- IEP Amendments. If a student is not showing progress towards meeting their IEP goals, the teacher and SPED Coordinator will collaborate to determine what accommodations and modifications they will add, change, or reduce in the student's IEP. If the student's teacher and SPED Coordinator make any such amendments/revisions to the student's IEP, this triggers an IEP meeting with the student, the student's parent(s)/guardian(s), and the IEP team.

- As-Needed Reports. When the teacher and SPED Coordinator find that the student has met a goal on their IEP, they may either contact the parent/guardian at that time to notify them or wait until the 9-week report time, depending on the level of urgency and the timing of the monitoring.
- IEP Meeting. The teacher and SPED Coordinator may set up a parent meeting throughout the school year as needed but will, at a minimum, have an annual meeting with the student, their parent(s)/guardian(s), and the student's IEP team to review the student's progress.

Assessment: Namahana's assessment plan, as outlined in the Assessment section, provides for multiple opportunities throughout the year to gather both formative and summative data on student progress. The assessment protocol, combined with the Personalized Learning Plan process, will ensure that students with special needs are identified early in the year, and that instruction is differentiated to meet their needs so that they can successfully promote to graduation.]

3. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - a) Methods for identifying ELL students (and avoiding misidentification);
 - b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
 - c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services; and
 - d) Means for providing qualified staffing for ELL students.

Identifying English Language Learners: Namahana will provide a home language survey (HLS) to all parents as part of the enrollment packet. This is to identify English language learners (ELLs). The parent or guardian will complete the survey at the time of registration. Every student will have in his or her cumulative folder a completed HLS with a parent signature and date. The appointed ELL Coordinator will receive a copy of the HLS from office staff, if any of the questions indicate a language other than English. The ELL Coordinator will administer the Hawaii WIDA Screener, a World-class Instructional Design and Assessment (WIDA), if a student's home language environment is not English. Qualified ELL certified personnel will administer the English language screener to students. Results of the WIDA will indicate the need for possible ELL Program placement. The English proficiency screener does not need to be re-administered if current school year ELL documentation exists and can be provided from another school within the state. Parents or guardians will be contacted and informed of the placement results. While waiting for parental permission, language service assistance will begin immediately. Parents will have the right to decline ELL services for their child; parents will indicate this decision on the parent letter with the parent's signature.

Monitoring English Language Learners: Each year, all ELL students will be administered the state-required test, WIDA (7-12th grades). Services for students will be determined for the following school year by analyzing the results for each student. The ELL Coordinator will base decisions on the student scores and other evidence (classroom assessments, grades, observations, student work, teacher recommendation, etc.). The ELL Coordinator will reclassify students who score Proficient on WIDA as non-ELL. Parents will be notified by sending home the Notification of English Language Program Exit letter. The ELL Coordinator will monitor students who are reclassified in the months of November/December and March/April of the school year, for a period of two years using a developed monitoring form.

Supporting English Language Learners: Namahana’s ELL services will focus on instruction - providing English language learners (ELLs) with equal access and opportunity to high-quality instruction allowing language acquisition to occur across all content-areas all day, every day. ELLs will be exposed to strong English language models to help them acquire and practice English language skills. Keeping students in classes with their English-speaking peers will allow them to become part of a community of learners and support each other’s learning, especially when they are given an opportunity to cooperatively work on in-depth, project-based units of study. Advisors have a large role in relationship building and helping all students, including ELLs, to feel comfortable to take academic risks and challenging work. High-quality instruction for ELLs is a setting in which they receive language instruction through standards-based content from their content-area teachers, in addition to receiving support by a qualified ELL instructor. There are 3 service models that we will implement, based on the English language proficiency level of the student:

1. **Newcomers Class:** Students will focus on working on developing basic English skills using basic vocabulary and syntax (typically between 40-50 minutes, 4-5 days a week) with a qualified ELL teacher. ELL teacher and general education teachers will meet to ensure successful transition for full time inclusion when the student has reached limited-English proficiency.
2. **Inclusion with ELL Support and Additional Pull-Out:** Students who are Newcomers, non-English speakers, or have scored 1 and 2 on the WIDA may be pulled out from their general education classrooms or during advisory time when it is determined to be necessary to receive specific English instruction from a qualified ELL teacher to work on Tier 1 curriculum. This is a supplemental service to inclusion. It does not replace the expectation that the student receives scaffolded instruction in the regular education classroom.
3. **Inclusion with ELL Support:** Students will remain in the regular education classroom and receive scaffolded instruction from the content teacher if they receive a composite score of 3 or higher on ELP assessment. The ELL teacher will collaborate and support the content teacher in implementing ELL strategies and addressing the needs of English learners.

All our ELs will receive instruction in our Tier 1 curriculum. By using the Tier 1 curriculum, our ELs will receive high-quality instruction in a setting where they receive language instruction through standards-based content from their content-area teachers, in addition to receiving support by a qualified ELL instructor. Technology will support learning that’s accessible from any device or computer, both at school and at home.

ELL Staffing: Namahana’s ELL staff will consist of general education teachers who have their certification in ELL. The structure and schedule of ELL Staff will be determined based on the number of students at each grade level and performance levels on the WIDA assessment. The schedule will be adjusted as needed throughout the year. Our professional development plan to build capacity in teaching ELLs effectively geared to our content area teachers:

1. Build on a foundation of skills, knowledge, and expertise. Those leading training will ascertain the existing experience and expertise of the participants and use this information to construct learning that builds upon the foundational knowledge already in place.
2. Engage participants as learners, present materials in a hands-on manner, and allow time to try out new methods before moving on to implementing in the classroom.
3. Provide practice, feedback, and follow-up with a constructivist approach, allowing participants to link and build on prior knowledge, apply new skills in the classroom and receive constructive feedback.

4. Have in place a practice to measure growth in teacher implementation of effective practices in working with English learners.
5. Have in place a practice to monitor changes in student performance by linking it to measurable outcomes, behavior, and/or achievement highlighting student work samples.
6. Because cultural sensitivity is foundational in helping to advance our ELL students, all staff members who work with English Learners will participate in cultural awareness training.

Translation Services: We will communicate information to limited English proficient parents and guardians in a language they can understand about any program, service, or activity that is called to the attention of parents and guardians who are proficient in English. We will have a process to determine the language needs of the parent or guardian based on the questions answered on the home language survey required for each student at registration. Translations (verbal and documentation) will occur for any communication needed between parent or guardian and school.]

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

[Curriculum and personalized learning plans, by their very nature, are student-led, individualized, and supported by advisors. ‘Āina-based learning allows students to build on their strengths and overcome their challenges by collaborating with others. Technology allows for differentiation and access to the curriculum offered at the level that students are performing. See Curriculum and Instructional Design section for detailed descriptions of the instructional strategies that will provide for accommodation of student needs at all levels of ability. Teachers use student personalized learning plans to monitor progress so that they can support underperforming students in meeting and exceeding standards over time. Students who are performing below grade level will also be provided with additional support through individualized tutoring with educational assistants, personalized instructional time with their advisor, which is facilitated through our small class size and low student-instructor ratio, and RTI implementation. See Assessment section for details on interventions and modifications the school will make to instructional strategies if students are not meeting identified goals and targets.]

5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - a) Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - b) Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
 - c) Means for providing qualified staffing for intellectually gifted students.

[Namahana’s ‘āina-based approach to learning allows for increased autonomy for students who have been assessed as gifted and talented. Project-based and personalized learning is particularly well suited to students who may be gifted in some areas but exhibit weakness in others. Students may be deemed advanced or gifted based on their performance on Smarter Balanced Assessments (see Assessment section for more details) or by consistently mastering standards at an accelerated rate in class. Supports include the following: pullout or small-group, accelerated instruction in mathematics with a Math/Science block teacher; college-level classes at Kaua’i Community College through Running Start; or current enrollment at postsecondary institutions or through approved online coursework; internships; co-curricular opportunities; and/or students

who score at advanced levels on the ninth grade diagnostic tests will be moved into individual projects and customized learning modules. Students will be monitored through their Personalized Learning Plans, appropriate assessments, and observation by staff. By hiring dually certified regular and special educators and advisors who have experience working with a gifted and talented student population, Namahana will provide qualified staff for gifted students. Additionally, all general education staff will have professional development for serving gifted and talented students.

Professional Development for Serving Gifted and Talented Students: Our professional development plan to build capacity in teaching gifted and talented students effectively is geared to our content area teachers. The professional development plan for serving gifted and talented students follows the same five steps as outlined in the plan for ELL students (see previous question 3 above).]

STUDENT RECRUITMENT, ADMISSIONS, AND ENROLLMENT

All student recruitment, admissions, and enrollment decisions must be made in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language. The Commission may grant enrollment preferences in accordance with HRS §302D-34.

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. Also describe how the school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education if the proposed school is projecting a high percentage of students in poverty and intends to achieve socioeconomic and/or demographic diversity.

[The goal of the admissions policy of Namahana School is to attract, enroll and retain the broadest spectrum of students and family's representative of the rich diversity existing in the moku of Halele'a and Ko'olau. Namahana will be nonsectarian in its programs, admissions policies, employment practices and all other operations. In accordance with HRS §302D-34 Namahana shall not discriminate against any student or limit admission based on race, color, ethnicity, national origin, religion, gender, sexual orientation, income level, disability, level of proficiency in the English language, need for special education services, academic, or athletic ability. Our plan for student recruitment and marketing that will provide equal access to interested students and families is as follows:

- Namahana will develop and distribute marketing materials in English and Tagalog, and any other identified language as appropriate.
- Namahana will host (similar to listening sessions in communities) community sharing sessions throughout various ahupua'a to share information about our proposed school, additionally, and will participate in public festivals, fairs, the middle school fairs held at the local elementary schools, and community events.
- The Namahana team is deeply connected to the served communities and will reach out to various multicultural communities and solicit volunteers to serve as interpreters. We will also continue to attend meetings of community groups to talk about our program.
- Interested families who provided their contact information during community engagement sessions will be notified throughout the development process of Namahana

and provided with information about the school enrollment process. We have been successful with our coverage of our efforts to start a new charter school on the North Shore and we will continue to announce school updates/events through public service listings such as the garden island newspapers.

- Our community is small enough that, if there are geographic areas we identify as not being reached, we will go door-to-door to pass out materials on our program.
- Namahana will share school information with daycare centers, community centers, Princeville Library, local non-profit organizations, churches, stores and other local businesses.
- Namahana will post flyers/posters advertising the school around the geographic area of our school site.

Families in Poverty: Namahana School will contact social workers, probation officers, welfare officials and people in similar occupations to give them information that they can, in turn, give to families with whom they work. Door-to-door recruitment may be utilized as well.

Academically Low-achieving Students: Recruitment events will be held at Namahana and community sites to provide information to parents. Namahana will participate in strategic community events as a way of broadening exposure.

Students with Disabilities and ELL: Brochures, pamphlets, and fliers will be readily available for interested families (materials will be translated into relevant languages). Materials will clearly indicate that Namahana is open to all students.

Other At-risk Youth of Academic Failure: Enrollment recruiters will target local community organizations, recreation centers, churches, and may go door-to-door to share information. Homeless families, children, and youth will be recruited by establishing relationships with service providers (social service agencies, shelters, and district specialists) and will employ outreach strategies targeted to encourage homeless students to enroll including raising awareness of educational services which they are eligible.]

2. If applicable, identify any enrollment preferences the school would request that are in compliance with federal and state law and any Commission policies or guidelines, and explain the rationale for the enrollment preference request.

[To support a consistent educational environment for all of the children of each family that joins Namahana school's community, in alignment with HRS §302D-34, enrollment priority will be as follows:

1. Current students (i.e., students currently enrolled at Namahana)
2. Children of Namahana staff*
3. Children of Founding Governing Board members**
4. Siblings*** of currently enrolled students
5. Siblings*** of newly admitted students
6. All other Hawai'i students.

*If the staff member is employed less than half time, enrollment priority is not given until the second year of employment.

**Founding Governing Board members are those who were listed on the charter application approved by the Hawaii Public Charter School commission on June 24, 2022.

***Siblings are defined as having one or more parents or legal guardians in common.]

3. Provide, as **Attachment K**, the school's Enrollment Policy, which should include the following:
 - a) Tentative dates for application period, and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
 - b) A timeline and plan for student recruitment/engagement and enrollment;
 - c) Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
 - d) Description of any pre-admission activities for students or parents/guardians, and the purpose of such activities.

[See Attachment K for school's Enrollment Policy.]

4. Explain how the school will ensure that it meets its enrollment targets, and describe the contingency plan if enrollment targets are not met.

[We have described our enrollment tactics in the Program Overview section and expect to reach our enrollment targets. If enrollment targets are not met, we will take the following steps:

Step 1: Following our first year, we will seek to backfill any seats in our initial Year 1 student cohort by posting on our website in Spring of Year 1 to advertise space availability for our rising 8th and 9th grade cohorts.

Step 2: If enrollment targets are not met, we will undertake some or all of the following actions:

- a. Hire part-time recruiter and start the recruitment process earlier.
- b. Hold additional outreach meetings and have students and parents from Namahana work with school staff to do more outreach.
- c. Review Namahana's communications materials with family and student focus groups to improve outreach communication materials; and expand our outreach to wherever possible.

Step 3: If outreach is unsuccessful, we will implement a Financial Response, as appropriate:

- a. Enroll more students at different grades where the need is higher and the enrollment would match the number of students who we want.
- b. Review the budget and make cuts in program and staff in a timely manner to ensure that we will not have any shortfalls in the school budget.
- c. Update the Governing Board and the school community in a manner that doesn't create a scenario in which students and families feel the school is in jeopardy of closing.]

STUDENT DISCIPLINE

Describe in detail the school's approach to student discipline. Provide as **Attachment L** the school's proposed discipline policy. The description of the school's approach and the proposed policy should include the following:

1. A clear description of the school's philosophy on cultivating positive student behavior and a student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights;
2. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;

3. Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including the proposed school's code of conduct and procedural due process for all students, including students afforded additional due process measures under IDEA;
4. Appropriate plan for including teachers, students, and parents or guardians in the development and/or modification of the proposed school's policies for discipline, suspension, dismissal, and crisis removal;
5. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or expelled, respectively;
6. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
7. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than 10 days; and
8. An explanation of how students and parents will be informed of the school's discipline policy.

PARENT AND COMMUNITY INVOLVEMENT

1. Describe the role to date of any parents and community members involved in developing the proposed school.

[Namahana School emerged from a community-based process that involved several parents and community members from the outset. Parents have served and are currently in the following capacities: as volunteer members of our early Namahana Steering Committee, as paid consultants supporting community engagement, as current applicant governing board members, and as current board members on our associated nonprofit, Namahana Education Foundation (NEF).]

2. Describe what you have done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.

[For several decades, the North Shore community of Kaua'i has requested and petitioned the Department of Education to build a public secondary school on the North Shore, but with no success. In 2015, the Kaua'i North Shore Community Foundation (KNSCF) circulated a petition and gathered 600 signatures from people who supported the formation of a North Shore public charter school. In response, KNSCF launched their Let's Build a School initiative to assess the feasibility of establishing a public charter school on the North Shore and began the process of engaging the community. Over the past five years, a core group of parents and community members organized into the Namahana School Steering Committee under KNSCF and launched a community engagement process that reached over 200 parents and community members. During the winter and spring of 2019, the Steering Committee held five listening sessions on the North Shore of Kaua'i to gather input on Namahana School's vision and values. The results from the North Shore community engagement process drove the development of the mission, vision, and values of the school and guided the decision-making around the educational model and curriculum development.

With significant ties to the community already, once we receive conditional approval, Namahana School will launch the next phase of parent engagement which will include the following strategies:

- KNSCF is currently sending out regular newsletters for families and community members who attended community engagement lists via email and social media ([“Namahana News”](#)). We will continue releasing regular newsletters with updates on our schools progress.
- We will develop and launch Namahana School’s website, which will contain current information about Namahana School, how to get involved and school opening and enrollment information.
- We will hold a series of community meetings, which may be smaller gatherings or virtual gatherings to share aspects of our school and gather input from parents and community stakeholders.
- We will continue to make presentations about Namahana School to our local nonprofit organizations, share information at school PTA’s and School Community Council meetings, and work with our local elementary school Principals to share enrollment information for Namahana School.
- We will develop and implement a school marketing plan which will focus on getting students enrolled at Namahana School.

For more on our parent engagement plan during the pre-opening year, see our Start Up Plan.]

3. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents. [Parent and Family Engagement is a distinguisher of Namahana School (see School Culture section) and is directly built into our academic plan. Parents, families and primary care-givers are welcomed and valued members of the school community and play a proactive role in their children’s learning by collaborating in the planning and assessment of student work. Parents, families and care-givers use their assets to support the work of the school, and often play an integral role in building relationships with potential internship mentors. Our plan for building family-school partnerships can be prevalently seen in our academic plan under advisories and internships, see School Culture question 2 for details regarding plan. We like to say, “We enroll families.”

Namahana School parents will attend four learning plan meetings per year to help develop and assess their child’s Personalized Learning Plan in partnership with their child, the child’s advisor and their child’s community mentor. Parents will also participate in exhibitions of their children’s learning and work. Parents have a formal role to play in both sets of meetings. They have vital knowledge about their children that provide a wealth of information about who their children are that helps advisors understand their child. What does their child like to do? What are their aspirations for their child? In what areas do they struggle? At Namahana, we will listen to parents and family members as a vital part of building our family-school partnerships.]

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment M**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Please see the table below that outlines current partnerships with local community organizations. During the conditional pre-opening years Namahana School will work with these partners to develop MOUs to outline scope of services, roles and responsibilities or in-kind commitments.

Partnership	Description, Including the Nature, Purposes, Terms, and Scope of Services
Hui Maka‘ainana o Makana	Hui Maka‘ainana o Makana is a non-profit organization dedicated to perpetuating and teaching the skills, knowledge, and practices of kūpuna through restoration, care, and protection of natural and cultural resources in Hā‘ena, Kaua‘i. The Hui will serve as a site for ‘āina-based projects, field studies and internships.
North Shore Library at Princeville	The North Shore Library (part of the Hawaii State Library system) has committed to hosting Namahana classes on a rotating basis and serving as a supplementary resource for the school’s curriculum and research needs. The library would also provide an accessible, knowledgeable, and reliable space for after-school study or independent research and learning.
Limahuli Garden and Preserve	Limahuli will serve as a “living laboratory” for students to learn about eco-sustainability and engage in place-based education by learning about the special history and scientific value of the Limahuli Valley, which has been cultivated for more than a millennium and is home to dozens of endangered plants and birds found nowhere else on earth.
Waipā Foundation	Waipā practices balanced stewardship of its natural resources, maximizing health and productivity, and moving toward sustainability. They offer a living learning center that teaches, shares, and inspires Hawaiian values and ahupua‘a practices. They will offer students the chance to explore how native Hawaiian values and practices apply to modern life through programs, workshops, internships, and group visits that feature transformative, hands-on learning. Stacey Sproat-Beck, Waipā’s Executive Director, is serving as a member of Namahana’s Agricultural Advisory Committee.
Hanalei Canoe Club	A canoe club with a strong youth program whose mission is to “provide our community, young and old alike, with the opportunity to perpetuate the culture and art of Hawaiian canoe paddling” will offer a competitive outrigger canoe paddling extracurricular program for students. Internships may also be available with an emphasis on leadership.
Hanalei Initiative	In addition to school transportation, students will have opportunities for project-based learning focused on place-based solutions for safe streets and watershed issues. These opportunities will give students a perspective on local policy.
Hanalei Hawaiian Civic Club	The club’s mission is to advocate on behalf of the culture, health, economic development, education and social welfare of the Hawaiian people. Opportunities to develop events, projects, and internships in alignment with their mission will be available to students.

Partnership	Description, Including the Nature, Purposes, Terms, and Scope of Services
Kaua'i North Shore Community Foundation	KNSCF will continue to provide administrative and fundraising support. In the future they we will offer internship opportunities related to any one of their varied projects and/or in non-profit administration.
'Āina Ho'okupu O Kīlauea	Aina Ho'okupu O Kīlauea, also known as the Kīlauea Community Agricultural Center, works to contribute to island food security and a healthy, balanced local agricultural economy. A relationship with Namahana will focus on internships, agricultural projects, and a farm lunch program partner. Yoshito L'Hote, AHK's Executive Director, is serving as a member of the Namahana's Agricultural Advisory Committee.
Kaua'i North Shore Lions Club	The Lions Club raises funds for scholarships and will investigate establishing a LEO club within the school that cultivates a sense of community service.
Kaua'i Planning & Action	KPA's Keiki to Career program uses data to guide actions and measure success to create better futures for Kaua'i youth. KPA will partner with Namahana School to develop social emotional learning opportunities to Namahana students.
Retro-farms	A Kaua'i non-profit focused on environmental education, which will offer students an agricultural intern program geared toward providing farm experiences and job opportunities.
Kaua'i Community College	The public community college on Kaua'i will offer Running Start, Early College, and dual enrollment courses to provide post-secondary opportunities to Namahana students.
Anaina Hou	A 38-acre nonprofit, multi-use campus sits adjacent to the future school site which hosts cultural events, operates a small business and hosts a weekly farmers' market and offers walking trails and playgrounds.
Regenerations Botanical Garden's Kaua'i Food Forest	Regenerations Botanical Garden (RBG) has developed a one-of-a-kind agroforestry demonstration, education, and research site called the Kaua'i Food Forest, a 2.5 acre agroecosystem located on land directly adjacent to the Namahana school site. RBG will work in partnership with Namahana School to provide mentorship and hands-on training to students and serve as a field study and internship site. Paul Massey, President of RBG, is serving as a member of the Namahana's Agriculture Advisory Committee.
Common Ground	Common ground is a commercial venture in Kilauea that invests in a circular economy of food and beverage businesses, developing a media and policy platform, demonstrating regenerative farming practices, hosting events and providing distribution channels for local products. Common Ground will serve as a future internship site for Namahana students.

EDUCATIONAL PROGRAM CAPACITY

1. Identify the key members of the school’s leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school’s educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school’s development and operation.

Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- School leadership, administration, and governance;
- Curriculum, instruction, and assessment;
- Performance management; and
- Parent and community engagement.

Describe the group’s ties to and/or knowledge of the target community.

Namahana School has organized a high capacity and experienced team consisting of the Executive Director, Governing Board, and key partners/consultants, who bring a wealth of skills in the following areas: nonprofit governance, education administration, school development, Hawaiian cultural and ‘āina-based education, legal, financial management, human resources, public and community relations, fundraising and facilities development.

Dr. Kapua Chandler, Namahana School Executive Director: See question #3 below for Dr. Chandler’s qualifications and Attachment N for curriculum vitae and professional biography.

Namahana Governing Board Officers:

Melanie Parker, Governing Board Chair: Melanie brings 20 years of nonprofit and Farm to School experience spanning a variety of environmental/ecoliteracy nonprofits and public school districts. While at the Berkeley Unified School District, she managed the district’s \$1.9 million USDA-funded pre-K-12 garden & cooking nutrition education program for 14 schools. She supervised 28 classified instructors, facilitating curriculum development and staff trainings and worked with Nutrition Services to support the district’s transition to locally grown produce and scratch-cooked meals. She served as member of the Superintendent’s Advisory Committee to re-envision her program at a district-wide level, secure bridge funding and long-term sustainable funding streams while recommending an administrative, programmatic and curricular template to the BUSD Board of Education. While at the Center of Ecoliteracy’s Food Systems Project, Melanie supported a Bay Area regional network of farm-to-school programs, organized a School Food Services Roundtable, and developed a School-to Farm field studies program for 10 elementary schools. While working with the Alameda County Cooperative Extension, she managed a parent nutrition education training program for Oakland Unified School District child development centers. As a non-profit organizational development consultant, Melanie worked with a wide range of nonprofits to provide facilitation, strategic planning and restructuring services. Melanie has served on several nonprofit boards including the Agape Foundation and San Jose Taiko. She currently serves as the Chair of the Hanalei Elementary School Community Council and Vice President of the PTA. 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.

Angie Bresnahan, Governing Board Vice Chair: An attorney by training, Angela 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. Her practice included arbitrations, mediations, trials and appeals. As an Arbitrator with the 17th 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. She also served as a children’s advocate, investigating allegations of abuse and neglect and making placement recommendations to the court. In the nonprofit sector, Angela served as the development to ‘Ohana Oasis which provides respite retreats for grieving families who have lost a child. As a consultant, she provided strategic counsel and grant writing services to nonprofits. She currently is employed as a grant coordinator for the County of Kaua’i, overseeing more than \$25M in federal grant funding.

Pam Murphy, Governing Board Treasurer: 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.

Mālia ‘Alohilani Kuala Rogers, Secretary: Mālia was born on O’ahu and raised on the south side of Kaua’i, and lives in Keālia with her ‘ohana. She is currently the Cultural Education Specialist at Kawaikini Public Charter School where she teaches the Capstone and Kapa courses to Papa 12. She has taught in the field of Hawaiian language education for over 25 years, and has taught at the elementary, middle school, adult education and community college levels. Mālia also served as a governing board member and Academic Director for Kawaikini PCS. 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.

Governing Board Members: The full governing board of 12 members includes parents, educators, current and former school administrators with experience in traditional public schools, charter schools and higher education, lawyers, nonprofit fundraising and organization development consultants, and members who have served as former Executive Directors of several nonprofits and members with financial and corporate management experience. See Attachment R for governing board member skill areas and **Exhibit 3** with governing board information forms and resumes.

Key Partner: Big Picture Learning

Big Picture Learning is a school network that is driven by a singular vision: to engage every student in individualized learning experiences that focus on their interests and curiosities. To this end, the network partners with schools and districts around the world to transform teaching and learning environments in ways that ensure students will graduate from high school with the knowledge, relationships, dispositions, and abilities that make them more likely to thrive in college, career, and civic participation.

In its network of over 65 network schools across 26 states and 12 countries, Big Picture Learning encourages students to explore their interests through deeper learning—pedagogical approaches that develop students’ abilities to effectively communicate, collaborate, think critically, problem-solve, and engage in self-directed learning. These practices are captured in the network’s 10 “distinguishers,” or school features that are integral to the network’s approach and differentiate Big Picture Learning schools from other schools. High-leverage distinguishers include learning through interests and internships, authentic assessments and exhibitions, learning plans, postsecondary planning, and staff professional development. Advisory structures—in-school spaces in which students engage in independent and personalized learning under the guidance of an advisor throughout their time at a Big Picture Learning school—are also distinguishing features of Big Picture Learning schools. Through these structures, Big Picture Learning nurtures learning environments that are centered on students and their varied needs and interests. In doing so, they meet the holistic needs of a diverse student population and cultivate school cultures grounded in relationship building, personalization, and student voice. Upon conditional approval of Namahana’s charter, the Governing Board will enter into a formal MOU with Big Picture Learning.

Elliot Washor, co-founder of Big Picture Learning: Elliot Washor has been serving as Namahana School’s educational design consultant, providing coaching and technical assistance around implementing the school’s 10 Distinguishers. Elliot has been involved in school reform for more than 30 years as a teacher, principal, administrator, video producer, and writer. He was the co-founder of The Met Center in Providence, RI. He has taught and is interested in all levels of school from kindergarten through college, in urban and rural settings, across all disciplines. His work has spanned across school design, pedagogy, learning environments, and education reform and is supporting others doing similar work throughout the world. Elliot’s interests lie in the field of how schools can connect with communities to understand tacit and disciplinary learning both in and outside of school. Elliot is deeply committed to imagining Big Picture Learning as a ‘do-think-do’ organization, and persistently pushes the boundaries of its design in order to continually innovate practice and influence in the world of education. At Thayer High School in Winchester, N.H., Elliot’s professional development programs won an “Innovations in State and Local Government Award” from the Ford Foundation and the Kennedy School of Government at Harvard University. He has been selected as an educator to watch in Rhode Island and has recently been selected as one of the Daring Dozen – the Twelve Most Daring Educators in the World by the George Lucas Educational Foundation. His dissertation on Innovative Pedagogy and New Facilities won the merit award from DesignShare, the international forum for innovative schools.

Dr. Andrea Purcell, Big Picture Learning School Design Coach and Mentor: Dr. Purcell is currently serving as Dr. Kapua Chandler’s Big Picture Learning mentor, providing coaching and school design support to Dr. Chandler in her role as Namahana School’s Executive Director. Dr. Purcell has over 20 years of experience as a teacher, principal and school coach. She taught multiple disciplinary curriculum in a mixed-aged setting to students in grades 6-8 at Santa Monica Alternative School House. In Los Angeles, Dr. Purcell served as the Principal of Para Los Niños Charter school and the Principal of New Village Girls Academy, a Big Picture Learning charter school. Dr. Purcell has a PhD in Education Psychology from University of

Hawaii at Manoa, a Multiple Subject Teaching Credential in Elementary Education and Teaching from the University of California Santa Cruz and a BA in American Literature from University of California, Santa Cruz.

Key Partner: Namahana Education Foundation

Namahana Education Foundation (NEF): NEF is the institutional foundation for Namahana School that will provide fundraising and development support for Namahana School through grant writing, capital campaign fundraising, event organizing, major donor development, corporate giving, and endowment fund development. NEF's board members include the following:

Kau'i Fu, Board Chair: Kau'i Fu is serving as the NEF Board Chair and is a Kaua'i native committed to the island community that has raised her. In her current profession she holds the title of Community Services Coordinator at the Waipā Foundation, a non-profit whose mission is to restore Waipā's vibrant natural systems and resources and inspire healthy, thriving communities connected to their resources. Her passions include 'āina-based education and hands-on learning, sailing and paddling wa'a/canoes, and harvesting and preparing food with her 'ohana. She is a mother of two children residing in Kilauea. Kau'i is a civil servant and up and coming 'oiwi leader of Halele'a who is engaged in the work of Hanalei Hawaiian Civic Club and serves as a coach for the Hanalei Canoe Club youth program. Kau'i holds a B.A. in Sociology & Ha'awina Hawai'i/Hawaiian Studies from the University of Hawai'i at Hilo, [REDACTED]. She also received the Ho'okele Polynesian Navigation & Malama 'Aina Certificate from the Kaua'i Community College, 2008

Lorrie Meyercord, Board Treasurer: Lorrie serves as the Board Treasurer and resides in Kilauea. In 2015, she had the opportunity to fulfill her dream and move to Kaua'i with her two young daughters, both of whom attend Hanalei Elementary. Early in her career, Lorrie worked as an Art Director at various advertising agencies in San Francisco. She later built a practice as a healer using acupuncture, Chinese herbs and other healing methods. After 12 years of working in the healing arts, she moved to Kaua'i and transitioned back into fine art and began to focus on impact investing, particularly in the creative economy. She co-founded Conscious Endeavors, a wealth management company that aligns capital with inspiring entrepreneurs and organizations. Having recognized the shortage of studio art space in Hawaii, she was particularly drawn to the organization Artspace whose mission is to create, foster, and preserve affordable and sustainable space for artists. Ola Ka 'Ilima Artspace, located in Kaka'ako, opened in 2019. This property is a mixed-use arts development blending live/workspace for artists and their families, space for non-profit partners, and space for community events and gatherings. She is happiest in her own art studio painting or teaching art to her kids and their classmates. Last year she loved teaching a series of art classes to a local group of 5th graders on the North Shore of Kaua'i. Lorrie holds a Bachelor of Arts, Fine Art and Italian, Duke University and a Master of Science Traditional Chinese Medicine - American College of TCM - San Francisco

Holly Dyre, Board Secretary: Holly serves as the Board Secretary and was born at Wilcox Hospital on Kaua'i, and spent most of her formative years in Kobe, Japan where she attended Canadian Academy, a K-12 international school. Her summers were spent on Kaua'i with her family and hānai ohana where she found her passions: surfing, studying hula, and free diving. After graduating from New York University, she worked in fashion/editorial styling and public relations, which took her to Shanghai where she studied Mandarin (her mother's native language). She eventually moved back to NY when she was offered a position in Wholesale Marketing for Harry Winston Jewelry where she could utilize her Japanese and

Mandarin language skills. After over 20 years in New York City, she and her husband decided to move back to Kaua'i where they are raising their two daughters that are 8 and 10 years old and attend Kilauea Elementary School. Holly currently manages her family's properties on Kaua'i and Japan, and serves on the Board of Directors for the Namahana Farms Community Association, as well as the Design Committee for Namahana Farms Subdivision. Her family has also been an original member of the Kaua'i Watershed Alliance since its inception in 2003 and Holly is currently serving as Chair. Holly is excited to bring her diverse work and life experiences to support Namahana Education Foundation. She is passionate about providing access to a well-rounded 'āina-based education where students can learn practical life skills while deepening their relationship with the natural world, Kaua'i and Hawaiian culture. Holly holds a Bachelor of Arts in Communications, New York University

Billy Eckert, Board Member: Raised in coastal Florida, Billy's avid love for the ocean lured him to Kaua'i in 2007. With a background in sales and marketing after 10 years in the Surf Industry, Real Estate was a natural fit. Billy has been a resident on the North Shore since his move here almost 15 years ago. Over that period, he has been involved in over \$800 million dollars in transactions, has successfully guided 100's of local, national and multinational clients with their real estate acquisitions and dispositions and has consistently been an award winning and top producing agent. Father of two daughters, ages 14 and 2, Billy has volunteered at Hanalei School and Home School Now and recently helped fund the repaving of the Hanalei basketball court via an earmarked donation to the Hanalei Initiative. Billy Eckert holds a Bachelor of Science, Marketing, University of North Florida [REDACTED] and a Bachelor of Science, Management, University of North Florida [REDACTED].

Kathryn A. Nelson, Board Member: With nearly 30 years of experience in philanthropy, Kathy Nelson recently retired from the Hawaii Community Foundation where she was the Senior Vice President of Philanthropy. Prior to joining HCF, Kathy was Vice President for Advancement at Punahou School where she was a primary architect of the successful Ku'u Punahou Campaign which ended in June 2019 and exceeded its \$175 million goal. In addition to Punahou, she has used her philanthropic experience to benefit the University of Hawaii Foundation, working there nearly 15 years with her final role as Vice President of Development responsible for fundraising across the state. She was also vice president and managing director at Grenzsbach Glier and Associates, an international philanthropic management consulting firm. As a community volunteer, she has served MADD (Mothers Against Drunk Driving) on both the Hawai'i board and the national board. She currently serves on the East West Center Foundation Board where she is chair of the development committee. She and her husband Jon raised their sons Sean and Ian in Hawaii. Sean now lives with his family in Florence, Italy, and Ian and his family live in Princeville on Kaua'i.]

- 2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

[Fiscal Sponsoring Organization:

The Kaua'i North Shore Community Foundation (KNSCF) is the incubator of the Namahana Charter School initiative and was responsible for securing the land site as well as a significant sustainable funding source for the school. KNSCF has been serving as Namahana school's sponsoring organization and has raised and administered funding in support of Namahana School's capital campaign plan, facilities conceptual design plan, and school development plan.

Consultants:

- Big Picture Learning educational consultants (see above descriptions under Key Partnerships)
- Kapua Chandler, PhD: Kapua is serving as the proposed Executive Director, providing community engagement, school design services, and project management of the Namahana School initiative.
- Gina Lobaco, Capital Campaign Consultant: Gina is providing capital campaign planning consulting services
- Kirsten Hermstad, Facilities Project Manager Consultant: Kirsten is providing project management services for the Namahana School facilities conceptual design and special use permit process.
- Group70: G70 is providing architectural services for the conceptual design for the Namahana School facilities.]

3. Identify the proposed School Director and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as **Attachment N**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader’s ability to effectively serve the anticipated population.

If no candidate has been identified, provide as **Attachment O** the job description or qualifications, and describe the timeline, criteria, and recruiting and selection process for hiring the school leader.

[Dr. Kapua L. Chandler is the proposed Executive Director of Namahana School. Born and raised on the North Shore of Kaua’i, Kapua is a lineal descendant of Ko’olau and Halele’a. In 2018, she joined the Kaua’i North Shore Community Foundation to plan and implement the community engagement process for creating a North Shore charter school. She led this process which developed the values, mission, vision, and school model of Namahana School. For the past three years, Dr. Chandler has been providing high level leadership in Namahana’s school development process. She has been the passionate spokesperson for Namahana School, engaging our communities, facilitating key partnerships, working closely with ‘āina-based educators, the governing board, and Big Picture Learning to develop a school model that is reflective of and responsive to the needs of our community.

Academically, Chandler completed her Ph.D. program from UCLA in 2020 in Higher Education and Organizational Change. She holds two master’s degrees in Higher Education and Organizational Change (M.A. from UCLA) and Educational Administration (M.Ed. from UH Mānoa). Her Bachelor’s of Science is in Computer Science and Mathematics. Her research focuses on fostering success for Native Hawaiian and rural students, more specifically, how leadership and ‘āina-based education impacts rural communities. She has dedicated her research to address access to higher education for Kaua’i’s North Shore students and it has always been her intention to return home to Kaua’i to work with Kaua’i youth to accessing higher education. On Kaua’i, she collaborated with the Kaua’i Community College to understand the issues of accessing higher education, reviewing data and holding focus groups to understand local patterns of access for the rural North Shore community.

In the summer of 2021, Dr. Chandler worked with Dr. Vaughan (Namahana Governing Board member) to develop and lead a four-week summer program to pilot various components of the

Namahana school model. The summer program was attended by fifteen students who were from longstanding 'ohana from the Kīlauea and Kalihiwai ahupua'a. Led by Kumu Kapua and Kumu Mehana, each day students explored and cared for various 'āina throughout the Kāhili, Kīlauea, and Kalihiwai ahupua'a, worked with kupuna, and partnered with community organizations ('Āina Ho'okupu o Kīlauea, Waipā Foundation, Limahuli, Hui Maka'ainana o Makana). Kumu Kapua piloted various aspects of the school model including 'āina-based learning, project-based learning, real-world learning and exhibitions. At the end of the summer program, students presented exhibitions of their learning from each ahupua'a and demonstrated various cooking techniques they learned over the course of the program to parents, kupuna, and community members.

In both formal and informal organizations, Kapua has demonstrated successful organizational leadership. During her work at UH Mānoa, as an Assistant Resident Director Kapua supervised 15 Resident Assistants and was responsible for the operations of a Residence Hall. Her experiences include managing facilities, staff, student conduct, and programming. She also has developed strong teamwork skills working in co-supervising and operations positions. Kapua has demonstrated her ability to design and launch holistic programming (academic and social-emotional) in designing and implementing a Native Hawaiian values-based programming model for the entire UH Mānoa Residential Life department. She has also developed and implemented programming for UCLA graduate students. For seven years, she served as a kumu at the Waipā Foundation, using 'āina-based learning principles with month-long student cohorts to learn from the Waipā ahupua'a. Kapua uniquely designed and implemented a new curriculum each year tailored to each student cohort. Chandler has completed and is involved in several leadership training programs including the Kaua'i Social Emotional Learning Summit, Big Picture Learning Leadership Conference, American Education Research Association, National Association of Student Personnel Administrators, and the Native American and Indigenous Studies Association (see Attachment N for the full list).

Kapua is deeply involved with her community, the North Shore of Kaua'i, and is a well-known community leader. She serves as the Hanalei Hawaiian Civic Canoe Club Representative on the Hanalei Canoe Club Steering Committee and serves as the 'Ohana Council Chair for the Hui Maka'ainana o Makana. She actively volunteers and supports community nonprofits and associations including: Nā Kia'i Nihokū, Hanalei Initiative, Kīlauea Neighborhood Association, and the Waipā Foundation. She is also a haumana of Hālau Hula o Ke'alalau'e o Makana and has kuleana to the maintenance of Ke Ahu o Laka. Kapua enjoys many 'āina-based traditional practices with her 'ohana, including tending to her family's orchards, fishing, hunting, working in lo'i, paddling, 'ulana lauhala, and lei. As a researcher, leader, and lineal descendent of the community that Namahana School aims to serve, Kapua has demonstrated her ability to effectively serve our anticipated population and is the ideal candidate for the Executive Director position of Namahana.]

4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the School Director. If known, identify the individuals who will fill these positions and provide, as **Attachment P**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring. [In addition to the Executive Director, the leadership staff will include the Manager of Finance and Operations (MFO) and the Academic Coach. See Attachment P for a description of these two leadership positions, along with our timeline and criteria for hiring.]
5. Explain who will work on a full-time or nearly full-time basis to lead development of the school upon approval of a charter, and the plan to compensate these individuals.

[The Executive Director will lead the development of Namahana upon the approval of the charter, she will work full-time on a paid contract. We plan to hire our Academic Coach and Manager of Finance and Operations in the year prior to school opening on a paid contract. We will hire these positions on a part-time paid contract basis 7 months prior to school opening and increase these positions to full-time on contract, two months prior to school opening. Once the school opens, these positions will become salaried full-time positions. See Section 2, Start Up Plan, for our timeline for pre-opening hires.]

SECTION 2. OPERATIONS PLAN & CAPACITY

GOVERNANCE

Proposed schools may designate or establish an associated nonprofit organization to assist with fundraising and other support activities, especially during the start-up period, but this is not a requirement.

1. Describe the primary roles and responsibilities of the proposed school governing board and how it will interact with the school director, any advisory bodies, and any essential partners. Describe the size, current and desired composition, powers, and duties of the governing. Identify key skills or areas of diverse expertise that are or will be effectively represented on the governing board. Explain how this governance structure and composition will help ensure that: a) the proposed school will be an academic and operational success; b) the proposed school governing board will effectively evaluate the success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents or guardians.

[Primary Roles and Responsibilities of the Proposed School Governing Board: As Namahana’s governing body, the Board provides the accountability, governance, and oversight necessary to ensure that Namahana is an entity of the highest quality in each of these areas: academic, financial performance, Executive Director accountability and governance. In its academic oversight role, the Board is responsible for reviewing and approving an annual academic plan consistent with Namahana’s mission and charter. The Board reviews reports on student learning, monitors indicators of student success using Hawaii state-required student assessments, as well as school-designed and mission-aligned measures that assess progress toward specific annual goals and student outcomes. To provide financial oversight, the Board is responsible for approving Namahana’s annual budget, reviewing monthly financial reports, ensuring compliance with expenditure policies and overseeing the school’s annual financial audit. The Board develops and monitors sound fiscal policies and controls to safeguard the resources of the school and ensure that Namahana complies with all applicable laws, rules, regulations and financial reporting provisions of the charter contract. The Board will also develop annual board development goals for recruiting new board members, orient and train new and existing board members, conduct an annual board self-assessment, and evaluate the Executive Director.

Governing Board Relationship with the Executive Director: The Board’s role is to provide mission-based leadership and strategic governance to Namahana and provide support and oversight to the Executive Director in her role as the director of all school operations. The Finance Committee and Academic Committee will work with the Executive Director to prepare the annual budget and

academic plans for the Board’s consideration and approval. The Governing Board Chair and Executive Director will schedule regular check-ins to discuss any areas of support needed, monitor progress toward goals and determine key issues to bring to the full Board. To fulfill the Board’s responsibility to evaluate the Executive Director’s performance, the Governing Board will conduct an annual performance evaluation. Namahana’s Executive Director will serve as ex-officio, non-voting member of the Governing Board.

Governing Board Relationship with Essential Partners: Namahana has incorporated a nonprofit organization, Namahana Education Foundation (NEF), to raise funds for Namahana School. The NEF Board will work in partnership with the Executive Director and Governing Board to develop annual strategic fundraising goals and plans to ensure that all fundraising activities are aligned with the school’s mission, vision, and educational priorities. Though the Executive Director will not be a NEF board member, she will attend NEF’s board meetings and have regular check-ins with NEF’s Chair to identify fundraising goals, coordinate planning efforts or decisions to be brought to the Finance Committee, and/or full Governing Board. During the conditional contract period, Namahana School will develop an MOU with NEF that outlines roles and responsibilities, expectations and values, and lines of communication. For more detail on the associated nonprofit, please see Question 8.

Size, Current and Desired Composition, Powers, and Duties of the Governing Board: Namahana has organized a high capacity and experienced Applicant Governing Board of 13 members including the Executive Director in an ex-officio capacity, who bring a wealth of skills including school administration, nonprofit management, legal, financial management and fund development. To ensure proper board composition, the Board’s by-laws will set annual composition goals as required by HRS §302D-12, recruiting board members who have strong nonprofit governance, financial and academic management abilities, members from the parent community, and members who are geographically and culturally representative of the community that Namahana serves. The Governing Board will not be less than 5 or more than 13. Each Board member will sign a Governing Board Member Agreement affirming their commitment to fulfill specific performance expectations which includes contributing approximately 8-10 hours per month toward board service, including attendance at monthly meetings, participation on a committee, preparation for meetings, and participation in school events. Namahana has four standing committees: Executive, Finance, Academic, and Governance. During the start-up phase, the Board will also have a Fundraising Committee and a Facilities Committee, consisting of members with strong fundraising and facilities development experience, to ensure that Namahana is on track with the capital campaign and facilities design and build process (See question 5 for more on committees).]

2. 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.

[Please see Attachment Q for organization charts.]

3. If the membership of Applicant Governing Board has changed from the time it submitted its Intent to Apply Packet, describe and explain the reason for such changes.

[Since the Intent to Apply Packet was submitted, Namahana School added Pam Murphy to the Applicant Governing Board. See Attachment R and Exhibit 3, which includes Pam’s Board Member Information and resume.]

4. Provide, in **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,

5. A clear description of effective governance procedures, including an explanation of the procedure by which current school governing board members were selected and how any vacancies will be filled; an explanation of how often the board will meet both during start-up and during the school year; any plans for a committee structure, the committees’ work, and identification of chairs for any proposed committee(s); and a description of the governing board meetings, including how and where meetings will be conducted, how the governing board will provide meaningful access to the public, and if board meetings are to be conducted virtually (such as through conference calls, videoconference, or web conference).

[**Current Governing Board Member Selection:** Namahana’s current Applicant Governing Board members were nominated and selected by the Namahana Steering Committee, which included founding community members, parents, educators, and board members of the Kaua’i North Shore Community Foundation (KNSCF). The team used a board skills matrix to assess the skills, expertise, and areas of representation that each candidate would bring to the Board and prioritized candidates who had the following qualifications: extensive professional experience with executive leadership in education, nonprofit, finance, business, government, law or philanthropy; a commitment to and understanding of the communities that Namahana serves; strong diplomatic skills and the ability to cultivate relationships, facilitate, and build consensus among diverse individuals; and personal qualities of integrity, credibility, and a passion for improving the lives of the Namahana School community. To fill future vacancies, the Governing Board’s Governance Committee will assess current membership, develop annual Board composition goals based on the required skills, experience and areas of representation, and recruit, nominate, and train new Board members to ensure proper Board composition. (See our response to Question 13 for more details on board recruitment and training).

Governance Structures and Procedures: The Applicant Governing Board officers are: Melanie Parker, Chair; Angela Bresnahan, Vice Chair, Mālia ‘Alohilani Kuala Rogers, Secretary; and Pam Murphy, Treasurer. The Chair will coordinate and provide leadership for the Board’s activities, facilitate Board meetings, and work with the Executive Director, Board officers and committee chairs to develop agendas for the Board meetings and identify discussions to bring to the full Board. The Vice Chair supports the overall functioning of the board, serves as an advisor to the Chair and takes on the duties of the Chair in the Chair’s absence. The Vice Chair aids the Chair by taking on specific projects assigned by the Chair and supports communication with Committee Chairs as necessary. The

Secretary ensures all procedural requirements for meeting notification, documentation and posting of minutes are followed according to the school's by-laws, charter and Hawaii Revised Statutes 302D-12. The Secretary maintains legal documents, takes Board meeting minutes and presents them to the full Board for approval. The Treasurer provides direction and oversight of school finances, property, and budget. The Treasurer serves as the Finance Committee Chair and works with the Executive Director and Manager of Finance and Operations to develop the annual school budget and present the budget to the full Board for approval. The Treasurer also oversees the development and Board review of financial policies and procedures and works with the Finance Committee to monitor the implementation of these policies and procedures.

Governing Board Committee Structure

The roles and responsibilities of the Board committees are as follows:

Executive Committee: Includes all Board Officers and the Executive Director, in an ex-officio capacity, and meets only as needed to help identify strategic issues to bring to the Board for discussion and to conduct the Executive Director performance evaluation. If urgent issues come up between Board meetings, the Executive Committee may act on behalf of the Board, but must follow guidelines set forth in the by-laws, sharing minutes with the full Board in a timely manner to ensure transparency.

Finance Committee: Chaired by the Treasurer, the Finance Committee is responsible for oversight of the school's financial management. This committee reviews monthly financial statements and provides recommendations regarding fiscal policies and procedures, sets financial goals to support school sustainability, reviews and recommends the annual school budget to the Board, and oversees the annual audit.

Academic Committee: In partnership with the Executive Director, this committee monitors student learning outcomes to assess progress toward the school's academic performance goals. The committee ensures that school administrators use student data effectively to inform decisions and is tasked with bringing key academic/student performance reports and discussions to the Board.

Governance Committee: This committee is responsible for setting Board composition and performance goals; recruiting, nominating, orienting and training for new and existing Board members; conducting an annual Board self-assessment; and overseeing the implementation of Board policies and by-laws.

Facilities Committee: The purpose of this committee is to provide guidance and input into the facilities design/build process and ensure that designs meet the needs of the school's educational mission, vision, and program. This committee will bring important facilities related discussions and/or recommendations to the full Board for approval.

Fundraising Committee: This committee will provide strategic direction related to fund development activities and identify short and long-term fundraising goals to ensure adequate resources during the pre-opening phase and thereafter in the operation of Namahana. This committee will work with the Namahana Education Foundation, the Kaua'i North Shore Community Foundation, and fundraising consultants to support the capital campaign and help raise funds to support pre-operating and initial opening costs.

Governing Board Meeting Policies and Procedures: During Namahana's pre-opening phase, the Board will ratify the Board by-laws, which will govern how the Board conducts its meetings and functions as a legal entity. To comply with state mandates regarding COVID-19, all Namahana meetings will be held using a video conferencing platform, such as Zoom, until directed otherwise. Public notices of Namahana meetings will be posted on the school's website six calendar days prior to the public meeting. Under normal circumstances, the Board will meet during pre-opening years at a minimum every other month at a public location that is central and accessible to members of the Board and

community, with committees meeting between Board meetings. During operation, Board meetings will be held once a month at Namahana School. Board meetings will be facilitated by the Chair using standard parliamentary procedures. All Board and committee meetings and procedures will comply with Hawaii Revised Statutes Chapter 302D mandates for public charter schools and be consistent with the Governing Board's by-laws. Governing Board meetings will be open to the public, except during executive sessions called to discuss personnel matters that require confidentiality. Meeting notices and agendas will be posted at least 6 calendar days prior to the public meeting in a publicly accessible area of Namahana's office and on the school's website. All written minutes of public meetings will comply with the Hawaii Revised Statutes 302D-12 and be posted within 60 calendar days after the public meeting or 5 calendar days after the next public meeting.]

6. Describe any existing relationships, including financial interests, that could pose actual or perceived conflicts if the application is approved, and the specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

[We have not identified any relationships, including financial interests, that could pose actual or perceived conflicts if the Application is approved. Going forward, the Executive Director will formally survey all Board members to identify potential conflicts they may anticipate, particularly with respect to relationships with vendors and receipt of funding for Namahana. See in Attachment T for the conflict-of-interest policy and how Namahana will address actual and perceived conflicts.]

7. A clear description of sound plans for increasing the capacity of the proposed school governing board, orientation of new members, and ongoing training and development for members, including reasonable timelines, specific and thoughtful topics and capacities to be addressed, and requirements for participation.

[With a strong Applicant Governing Board in place, the Governance Committee will take the lead role in developing a comprehensive board recruitment, orientation and training plan to build the capacity of current governing board members and identify potential new board members.

New member orientation and training: Prior to their first Board meeting, new members will be assigned a fellow Board member to serve as their mentor and provide orientation support. New Board member(s) will attend a formal orientation with the Executive Director, Board Chair and their assigned mentor at Namahana School. At this orientation, they will receive: an overview of Namahana's history, mission, vision, values and educational philosophy; a description of Board member responsibilities and expectations; information on committees' roles and responsibilities; a copy of the board bylaws, the school's charter contract and the Governing Board Manual. Board members will be required to review relevant past webinar or videotaped trainings as a part of their onboarding process. During their first 3-6 months, the new member's assigned Committee Chair will ensure that the new Board member receives past committee meeting minutes, an overview of committee responsibilities and any training to support their involvement. New Board members will also have regular check-ins with their mentors who can answer questions and provide overall guidance. Both new board members and existing board members will have the opportunity to participate in ongoing board development.

Ongoing board member training: The Governance Committee will conduct the following training sessions and/or webinars for the full board during our pre-opening contract. These trainings will be videotaped or recorded and made available to new board members as a part of required new board member training. The Governance Committee will schedule one training per quarter during the conditional approval phase.

Namahana School Values and Educational Model: This training, led by the Executive Director, will provide an overview of the school values and key components of the school's educational model and philosophy.

Academic Oversight: This training will present best practices for academic oversight for charter school boards and review the Charter Commission's Academic Performance Framework, outlining the measures by which a charter school's academic performance will be evaluated for purposes of annual monitoring, potential interventions and plans for improvement, and renewal and revocation decisions. We have reached out to the Hawaii Charter School Network as potential trainers and will finalize details and trainers once conditionally approved.

Fiscal Oversight: This training will present best practices for financial oversight for charter school governing boards and review the Charter Commission's Financial Performance Framework to help the board understand the annual risk assessment indicators used to evaluate the financial viability of the school. We have reached out to the Hawaii Charter School Network as potential trainers and will finalize details and trainers once conditionally approved.

Ethics 101: This training will include a discussion of the Namahana Code of Ethics Policy, Conflict of Interest Policy, whistleblower policy, the State Ethics Code, school privacy issues and small group sessions wherein board members will be presented with realistic scenarios highlighting potential ethical gray areas, working through issue-spotting and best practices in a variety of situations. The training will be led by Nicholas Courson, an attorney and Compliance Officer with KEMA, who provided legal guidance to the Kaua'i County Board of Ethics for over 5 years in his role as Deputy County Attorney.

In addition to these trainings, we will develop committee specific trainings including an Executive Director Performance Evaluation training for the Executive Committee and a Board Governance training for the Governance Committee. And as the board progresses through the startup phase, the Governance Committee will annually assess full board needs and provide trainings to meet these needs. The board will attend required trainings by the State Public Charter School Commission and will also be given opportunities to attend school-related conferences, such as the Big Picture Learning's Big Bang summer conference and their Leadership Conference in the winter. |

8. If applicable, a clear and comprehensive description of the proposed school's associated nonprofit organization, including its current tax status and/or the plan and timeline for obtaining tax exempt status and the nonprofit's mission and purpose. The description must specifically identify ways that the proposed school's associated nonprofit organization will support the proposed school (such as community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources) and specify any grants or programs that the nonprofit is planning to use. If the nonprofit's mission is not to solely support the proposed school, the description must also adequately explain any competing interests for the nonprofit's time and resources and how the proposed school will ensure such competing interests will not hinder the school's ability to operate and obtain outside supports.

Namahana Education Foundation (NEF): NEF, which will serve as Namahana School's institutional foundation, received its 501(c)(3) approval from the IRS in April 2021. NEF's by-laws, strategies and activities are aligned with Namahana's mission and the foundation has no other competing interests. NEF will support Namahana with grant writing, capital campaign fundraising, facilities management, event organizing, major donor development, corporate giving, and endowment fund development.

NEF will also develop partnerships with local organizations in support of the school. To avoid potential conflicts of interest, both the governing board and NEF have developed conflict of interest policies that include specific guidance from the Hawai'i State Ethics Commission on the application of the State Ethics Code to public charter school employees and members of the governing boards serving as officers, directors and employees of nonprofit organizations. Namahana Governing Board members will not simultaneously sit on the board of the associated nonprofit. Currently NEF has five founding board members who are listed in Attachment S. The NEF Board will consist of no less than 3 or more than 11 board members. Qualifications for NEF board membership include a belief in the mission and vision of Namahana and extensive experience in the areas of fund development, financial management, nonprofit governance, corporate giving and major donor development. During the pre-opening phase, the Governing Board's Development Committee will work with founding NEF board members to provide strategic planning, board development and fundraising support.

Kaua'i North Shore Community Foundation: The Kaua'i North Shore Community Foundation (KNSCF) has been serving as Namahana School's sponsor, raising and administering all pre-opening expenses for Namahana since 2016. KNSCF is committed to providing ongoing fundraising and administrative support for the Namahana's pre-opening expenses until such time as NEF is operational and prepared to take on this role. KNSCF received its 501(c)3 tax-exempt status in 2013 to support the charitable, cultural, and educational vitality of Kaua'i's North Shore and is the founding organization that launched the successful Namahana School initiative as a part of their "Let's Build a School" campaign. Each board member of KNSCF is required to execute a Conflict of Interest statement annually.

In 2018, local philanthropist Joan Porter granted KNSCF a renewable 99-year license for eight acres of land at the Wai Koa Plantation in Kalihiwai/Kilauea, conditioned on the exclusive use of the site for a public charter school. In 2019, KNSCF received a \$2.08-million-dollar grant to be paid out in \$150,000 per year annual disbursements over fourteen years to support operational costs of the Namahana School. With a groundswell of support from the community and the early support from many local donors including this generous seed grant, KNSCF has raised, to date, a total of \$2.78 million for Namahana. As a result of KNSCF's fiscal sponsorship, Namahana has been able to hire the following consultants/staff: Kapua Chandler, Namahana School Executive Director; Big Picture Learning educational consultants; Gina Lobaco, fundraising consultant; Kirsten Hermstad, Facilities Project Manager Consultant; and Group70, O'ahu-based architect company.]

9. Provide, in **Attachment S**, a list of all current and identified nonprofit board members that complies with the State Ethics Code. Describe the intended role of each member, and their experience and qualifications relevant to supporting the proposed school.

[Please see Attachment S for a list of identified nonprofit board members.]

10. Discuss the procedures to be followed in the event of closure or dissolution of the school. Identify procedures to be followed in the case of the closure or dissolution of the charter school, including provisions for the transfer of students and student records to the complex area in which the charter school is located and for the disposition of the school's assets to the State Public Charter School Commission (SPCSC). Provide assurance that the school will follow any additional procedures required by SPCSC to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Hawaii Revised Statutes [§302D-19](#).

[In the event of dissolution of the Namahana School, the Governing Board will delegate to the Executive Director, in accordance with Hawaii Revised Statutes §302D-19, the responsibility to manage the dissolution process. If the dissolution process extends beyond the time in which

Namahana employs the Executive Director, then the Secretary of the Governing Board will be responsible for completing the dissolution process. The Secretary will also be responsible for retaining necessary financial and operational records. Namahana will follow all procedures as directed by the State Public Charter School Commission in conformance with the charter and all applicable provisions of state and federal law. As soon as practicable, Namahana will notify families of enrolled students in writing of the decision to dissolve the school and of the process for enrolling their child in another charter or DOE public school. Additionally, Namahana will hold a meeting with families of enrolled students to inform them of this decision and the enrollment process and options.

No later than the timetable established by the Charter, or July 1, whichever is earlier, the school will transfer all student records to the DOE complex area where the student is in residence. The assets of the School, not including facilities, will be distributed first to satisfy any outstanding payroll obligations for employees, creditors of the school and then the state treasury to the credit of the general fund. If the assets are not sufficient to pay all parties, the prioritization of the distribution may be determined by a court of law.]

11. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment T**, the board’s proposed Code of Ethics and Conflict of Interest policy.

[The Board recognizes its obligation under the State Ethics Law to adopt a code of ethics consistent with the provisions of HRS Chapter 84, setting forth the standards of conduct required of all school board members, officers and employees. Namahana School has developed a comprehensive internal conflict of interest and principles of ethical conduct policy. This policy is the basis for identifying and evaluating potential board member conflicts of interest. Each year, Board members will complete the Annual Board Member Conflict of Interest Statement to certify that they have received, read, understand and comply with Namahana’s conflict of interest policy. See Attachment T, for the draft Namahana Conflict of Interest and Principles of Ethical Conduct Policy. Additionally, Namahana will ensure Board training and compliance with the State Ethics Code.]

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

[We have identified no conflicts to date. Board members will approve the conflict of interest guidelines and sign-off on the Annual Board Member Conflict of Interest Statement that lists any possible conflicts of interest. If a conflict of interest on the part of a Board member materializes, it will be addressed by the entire board or in executive session. Board members must recuse themselves from votes that present even the possibility of a conflict of interest. See Attachment T for the steps that the board will take to avoid conflicts of interest and mitigate perceived conflicts.]

13. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization’s proposed growth and governance needs.

[The Board Governance Committee is tasked with identifying, vetting and presenting candidates to the Board. The primary purpose of the Governance Committee is to ensure that the Board and its committees have the proper structure and composition to support the needs of the organization in accordance with HRS §302D-12. This committee recruits board members with the expertise needed on the Board at that time and brings members to the full Board for an appointment vote. The Governance committee will maintain a board skills matrix of all current board members to track what skills are currently represented on the board. Each year, the Governance Committee will create annual goals for recruiting members in specific skill areas and demographics that are under-represented on the board. The board will also advertise board member openings and provide application information through the school website. Members will be appointed for a two-year term and will hold office until the next annual meeting of the Governing Board occurring at the expiration of their terms and until their successors have been appointed. Members may be appointed for successive terms. To create a Board with staggered terms, six of the original Applicant Board Members will have three-year terms and six will have two-year terms. In the event of a vacancy, the governing board will appoint a new member to fill the vacancy for the unexpired term of the predecessor in office. For information about board training and development, please see question 7.]

Advisory Bodies

Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

[We are not currently planning to have an advisory council. Given the expertise and size of our applicant Board, which includes parents and active community members, we do not currently feel the need to have advisory bodies. Our Board, with its vast array of experience including finance, legal, governance, and educational skills, possesses the depth of experience necessary to provide thoughtful leadership. To supplement the Board, we will engage parents, families, and community organizations by inviting all of these constituencies to Board meetings and seeking their guidance and support. The Executive Director will establish systems for communication and collaboration with these constituencies to: identify community needs that school resources and student projects can meet; help the real world learning coordinator develop a mentor database with local businesses and organizations; create a school environment and hold events that inspire and support community involvement; expose students to community members and organizations; host regular 'āina-based community events to strengthen community partnerships; and identify community leaders, invite guest speakers, and hold workshops to empower students to be contributing community members.]

Grievance Process

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

[The Namahana School Governing Board will encourage free and open communication from all members of the school community, particularly students and their families, who have an objection or other position with respect to Board policy and decisions, administrative procedure, or practice at Namahana. The Board Grievance Policy will describe a detailed process for such communications, addressing such topics as the chain of communications, levels of review, and procedures. These grievance procedures will be aligned with those to be established for Namahana employees and other individuals and groups within the community. Prior to the school opening, we will create several handbooks: Employee Handbook, Board Bylaws, Faculty Handbook, Student-Parent Handbook, and Student Code of Conduct. All these documents shall include a description of a formal grievance process as it relates to the scope of the respective

handbooks. All documents will be accessible on the school website. All documents will address specific Hawaii Board of Education requirements and related policies and agreements. For example, each document will incorporate relevant processes from the Agreement between the HSTA and the State of Hawaii Board of Education, particularly Article V dealing with grievance procedures.

The grievance procedure will increase the likelihood that workplace disputes will be raised internally in a timely fashion. The procedure will address these core topics: delineations of multi-level procedures, relevant parties and decision-makers at each level, use of mediators, and arbitration. Specific components will include: (a) a requirement that employees use the grievance procedure by submitting their disputes or complaints to the Executive Director in a timely fashion; (b) a statement of how complaints are submitted (usually in writing) and to whom (usually there is a choice of two people so that if one of the identified persons makes the complainant uncomfortable, the other is still an option); (c) identification of who will review the complaints and make the determination; (d) a statement that retaliation against any employee who brings a complaint is prohibited and will subject the retaliator to discipline up to and including discharge; and (e) a statement that the School will report back to the complaining party, and that the School's decision is final.]

PROFESSIONAL CULTURE AND STAFFING

Note: Charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing staffing plans that deviate from any Master Collective Bargaining Agreement must negotiate supplemental agreements with the respective exclusive representatives and should be cognizant of possible limitations of these agreements.

Staff Structure

1. Provide a complete staffing chart for the school, using the Staffing Chart Template ([Exhibit 1](#)) as **Attachment U**. The staffing chart and accompanying notes or roster should identify the following:
 1. Year 1 positions, as well as positions to be added in future years;
 2. Administrative, instructional, and non-instructional personnel;
 3. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 4. Operational and support staff.
2. Explain how the relationship between the school's leadership team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

[Namahana School's Leadership Team will consist of the Executive Director (ED), Academic Coach/Director of Academics, and Manager of Finance and Operations (MFO). The below outlines the roles and responsibilities of the leadership team members:

The Executive Director (ED): The ED is responsible for full oversight of the day-to-day operations of the school and supervises the Manager of Finance & Operations and the Director of Academics. The ED works closely with the MFO & Director of Academics to develop the annual budget and academic plan for the school. The ED provides strategic direction for the school, ensuring that the school's vision, mission, goals and values drive the decisions and inform the school culture. The ED also serves as the lead in interfacing with the Governing Board, the Hawaii SPCSC, and the Namahana Education Foundation.

The Manager of Finance and Operations (MFO): The MFO is responsible for overseeing the fiscal functions and daily operations of Namahana School. The MFO will oversee and lead the budgeting and planning process in conjunction with the ED. The MFO will supervise the Custodian and Office Manager. Additionally, the MFO will be responsible for overseeing and managing several contractors including Simplicity HR by Altres, Bookkeeper, Grounds/Agricultural Maintenance, Transportation for field studies, food vendors, and IT.

The Academic Coach/Director of Academics: In the first two years of operation (Year 1 & 2), the Academic Coach will work closely with students and advisors/teachers in curriculum development, implementation, and assessment. The Academic Coach will be instrumental in ensuring the integration of ‘āina-based learning and cross-curricular implementation. This position will turn into the Director of Academics by Year 3.

The Director of Academics is responsible for oversight of all advisors and teachers including curriculum instruction and assessment. The main job function of the Director of Academics is to take lead on the professional development for Namahana’s school model. The Director of Academics will supervise all teachers, the Student Support Services Coordinator, and the Internship Coordinator. This person sits on the Students Support Services Team and ensures that each student is receiving the appropriate services. The position will also oversee accreditation, data collection, and analysis of trends to guide strategic planning as well as create transparency to the community.

In addition to providing strategic direction and management of academic and financial operations for the school, the Leadership Team is responsible for creating a trusting and respectful professional learning community and “family” for the teachers, staff, and students. Based on the values of Namahana, the Leadership Team will allot time to team-building and staff bonding through ‘āina-based activities. Grounded in the value of Aloha Kanaka, the Leadership Team will work to create respectful relationships with the rest of staff in order to maintain a professionally responsible environment built on mutual trust and aloha. With a teacher-student ratio maximum of 1:20 and a ratio of 1:12 of total adults to students for the school, it is a crucial element of Namahana’s model to maintain a low student-to-advisor ratio. This ratio will ensure that the advisories remain small and that advisory workloads remain manageable, but will also ensure that the school is fiscally sustainable indefinitely at full-enrollment. Additionally, the small school size will create a professional learning community indicative of an ‘ohana, whereby teachers and students hold themselves to the values of Namahana.]

Professional Development

Describe the school’s professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.
[Kapua Chandler, Executive Director and the Director of Academics (to be hired).]
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
[**Core Components:** The goal of the Namahana School’s professional development system is to ensure that every faculty member is competent and committed to implementing with fidelity Namahana’s

unique school, program, and curriculum designs and to ensure that all students are supported in achieving Namahana’s learning goals and objectives. With an ‘āina-based learning model, professional development will be a critical component to ensure that faculty are prepared to engage in field studies and projects grounded in our Halele‘a and Ko‘olau moku. This will include professional development with community-based organizations that work with/on the ‘āina as well as ‘āina-based professional development opportunities on Namahana’s campus (such as the school farm). Professionals and community members who have extensive knowledge of ‘āina-based learning best practices will be brought in to support Namahana’s ‘āina-based learning model. The system will adapt and employ external structures and processes used in Big Picture Learning schools to align with the values of Namahana (aloha kanaka, aloha ‘āina, aloha i ke ao) to create a community of lifelong learners who embrace continuous improvement.

The system will include teacher observations, instructional coaching and modeling of effective practices and techniques. Namahana will adapt Big Picture Learning’s three-tiered system of education, training, and support to create Namahana’s professional development system. The Director of Academics and highly effective teachers at the school will work with less experienced teachers through a process of observation, data collection, feedback, and demonstration of appropriate techniques in a “real-time” environment (i.e., in the classroom during instruction, during advisory, and out in the field). In addition, teachers will have out-of-school professional development through virtual and on-site school learning walks and conversations with high-quality Big Picture School staff.

The Executive Director, Academic Coach (in year one and two), and Director of Academics (in year three and on) will train teachers on the use of ongoing school and classroom assessments in planning, instruction, and evaluation. Teachers will be trained to understand what data reveals about the whole school, teacher effectiveness, student performance, and students’ instructional needs. Teachers will be trained to observe and record student actions during hands-on, ‘āina-based projects designed using the Common Core Standards.

Other specific components of the professional development system include:

Weekly Collaboration: During weekly faculty meetings, teachers will have the opportunity to meet in horizontal and vertical teams to plan and share resources. This will help create a culture where data is regularly used to effectively plan intervention and instructional strategies.

Teacher Performance Rubric: Our professional development program will use a model of individualized and contextual coaching, and professional learning communities based on teacher and school needs. Namahana will use the Danielson Framework for Effective Teaching, led by the Executive Director and Director of Academics.

Training: Drawing on Big Picture Learning coaches, the Executive Director and Director of Academics will be responsible for developing, leading and evaluating professional development in the summer and throughout the year so that teachers have the expertise to respond to students’ individualized needs.]

3. Provide a schedule and explanation of professional development that will take place before school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

[Namahana’s inaugural faculty and staff will attend an optional two-week paid orientation before the start of the school year. The intention of this orientation is to on-board new faculty during the first five years of opening. During this two-week orientation, participants will experience ‘āina-based learning, get oriented to Namahana’s educational model, develop interdisciplinary projects, role-play anticipated scenarios, and observe the Big Picture Learning design components and practices. They will also begin the process of shaping a strong professional learning community (PLC) and culture. One component that we will prepare teachers to deliver that is unique to our curriculum and instructional methods is ‘āina-based learning. As discussed previously in the Program Overview and School Culture sections, ‘āina-based learning is planned and designed with the ‘āina’s community, therefore, during this two-week orientation there will be opportunities for teachers to build their own relationships with the ‘āina and community. Trainings will be offered that walk teachers through scope and sequence for specific subject areas and will provide examples of how one might develop a curriculum unit that is ‘āina-based/project-based while covering the standards. The two-week orientation will be held the month prior to Namahana School’s start date.

During the opening days of Namahana school, all staff will attend two days of professional development, learn about the school’s policies and procedures, practice using quality rubrics, and get oriented to Big Picture Learning design components and practices. Teachers will be engaged in learning the curriculum resource database, continue to develop interconnected PLCs, and immerse into Namahana’s educational model including Advisories, ‘Āina-based Learning, Personalized Learning Plans, and Exhibitions. Teachers will be given time to engage in content specific training; however, this will be ongoing extensively throughout the first quarter. The Executive Director and Academic Coach will provide support (i.e. trainings, resources, and contacts) for teachers who are not from the Halele’a and Ko’olau communities as well as exposing teachers to examples and trainings for ‘āina-based learning.

Advisors and Teachers will have two additional days prior to opening to set-up their classrooms and prepare for students.]

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

[Professional development will take place every Friday for 90 minutes. Additionally, the entire faculty will meet for 30 minutes each Monday morning before students arrive to plan and commit to specific actions for the week ahead, based in part on the outcomes of the previous Friday professional development session. This practice ensures a shared understanding and commitment to priorities for ongoing implementation fidelity and attention to students’ needs. In addition to the weekly and daily opportunities for professional development, the school calendar includes 4 professional collaboration days with no school that are allocated toward professional development. While part of these days will be used to analyze school data, some will be allocated toward professional development trainings.]

5. Identify ways in which the professional development scheduling may conflict with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide a contingency plan in the event such amendments cannot be negotiated under supplemental agreements.

[The two-week orientation prior to the start of school will be optional, therefore, will not conflict with the Master Collective Bargaining Agreements. During the academic year, the professional

development will be scheduled within the school day and follow the requirements delineated in Appendix VI of the Agreement between the HSTA and the State of Hawaii Board of Education.]

Staffing Plans, Hiring, Management, and Evaluation

1. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring a strong teaching staff that is highly effective in accordance with the state's plan under the Every Student Succeeds Act ("ESSA"). Explain other key selection criteria and any special considerations relevant to your school design.

[Hiring Policies and Procedures for Teachers: Hiring policies and procedures will be developed during the pre-opening years and with the support of Big Picture Learning and guided by the School's mission, vision, and culture. As a community-driven school, it will be a priority for candidates to understand our mission and vision, have 'āina-based teaching experience, and be able to provide examples of how they would weave Namahana's values (Aloha Kanaka, Aloha 'Āina, Aloha i ke Ao) into their classrooms. Candidates would also need an understanding of the 10 adapted BPL distinguishers that make our school unique (see Section one, School Culture, question #1). Additionally, Namahana will take into consideration teaching staff's experience working with the Halele'a and Ko'olau student population. Namahana will hire teachers who are content specialists, state certified, and have a demonstrated record of success teaching middle and high school students, student recommendations, authentic student work products, promotion rates and qualitative data collected. Additional consideration will go to educators demonstrating expertise and experience in integrating content-specific work experiences into the curricula to support the Common Core standards. Teachers will also demonstrate a passion for working with a high-needs community and the ability to engage students, the community, and outside experts in rigorous, real-world, project-based work. These competencies and dispositions will be assessed during the interview process and through discussions with the candidate's references.

All teacher advisors hired by Namahana will be "highly qualified" in accordance with NCLB provisions; willing to team teach and continuously collaborate with school staff to meet the needs of all students and their career interests; capable of implementing the principles of 'āina-based instruction; have a thorough understanding of the concept of advisory and the important mentorship role advisors play in student success and development of the school community; understand and support the mission and vision; the willingness and ability to engage parents/guardians in their child's learning; and understand education is not confined to the school building and that the community is a valuable resource in our mission. Namahana will seek candidates whose instructional philosophy includes, but is not limited to: (1) the ability to lead and motivate students within Namahana's 'āina-based education culture and system; (2) a belief that students should be actively involved in their own learning and choosing their own career interests; (3) high academic expectations for all students; (4) the ability to build relationships with students and peers; and, (5) a belief in collaboration and team teaching.

Recruitment and Interviews: The Executive Director (ED) will adapt job descriptions and hiring processes developed by Big Picture Learning for recruiting, selecting, and hiring teachers who meet Namahana's mission. Additionally, the ED will receive intensive training by BPL staff on teacher recruitment and hiring processes. The screening process will include resume and cover letter screening; a demo lesson that showcases the candidate's ability to utilize an inquiry-based or project-based learning model; to include rigorous student work samples and rubrics; an in-

person interview with school leadership; and candidate referencing. All employment at Namahana will be conditionally based on background checks performed in accordance with the requirements of NCLB and related laws and regulations. Namahana School will utilize both traditional and nontraditional recruitment strategies. Traditional strategies include posting on school and Charter Commission websites, posting on job sites such as Indeed.com, and reaching out to Hawai'i based educator programs including UH Mānoa, Hilo, and Kaho'iwai.

Non-traditional strategies will utilize in-person recruitment opportunities that allow us to reach out to local Kaua'i-based candidates who might have an interest in Namahana's model. During the first year of the pre-opening phase, the ED will host a free professional development training for teachers of Kaua'i on 'Āina-Based Learning. This training will provide opportunities to network with local teachers, share out Namahana School's model and identify prospective candidates who have an interest in or already have 'āina-based teaching experience. We will also market teacher job openings and gather contact information for interested teachers throughout our community engagement efforts, i.e. when presenting to local organizations or attending local fairs and markets.]

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

The following is a list of Namahana employee positions and proposed monthly salary ranges: ED (\$93,109 - \$135,483); Director of Academics (\$85,090 - \$100,540); Academic Coach (\$65,000 – 73,250); Manager of Finance and Operations (\$73,747 – \$78,536); Office Manager (\$30,576 - \$54,108); Student Support Services Coordinator (\$60,000 - \$67,531); Internship Coordinator (\$60,000-\$67,531); Custodian (\$44,292 - \$51,240); Classroom Teachers (\$50,123 - \$79,383); and Teacher Aids/Assistants (\$27,600 - \$46,930). These salaries are based on the salary schedules and union contracts of DOE staff (HSTA, HGEA, & UPW, 2021). These are the salary ranges Namahana will utilize for the positions that we plan to hire in Year 1-5. All employee benefits as outlined in the collective bargaining unit contracts will be provided through State funding.

To ensure high levels of teacher retention Namahana will provide teachers with comprehensive professional development opportunities and support at the school, local, regional and national level through our partnership with the BPL Schools Network, including bi-annual principals' retreats, which convene BPL's 60 school leaders and teachers to share challenges and best practices. See Professional Development section for more detail.

3. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal history record checks.

[Namahana School intends to hire qualified teachers, administrators, teaching assistants, and operational support staff. Administrators and teachers are key partners in the instructional hiring process. There shall be written job descriptions for each position which will include the following information: job title, start and end dates, eligibility for benefits, reporting and supervisory lines, duties, minimum qualifications, preferred qualifications, and statement of non-discrimination. An announcement of all vacancies shall be posted to the school website, HI DOE websites, Charter Commission, and circulated through community listservs. Namahana plans to contract with SimplicityHR by Altres to manage all back-office Human Resources services, which will include recruitment and hiring support such as job description development, online job postings and applications, and employee onboarding.

Namahana will screen and hire faculty and staff who have successfully completed all requirements for employment, including required criminal history relevant screening procedures. These are specified in Hawaii Revised Statutes. The Executive Director will obtain verifiable information regarding the criminal history of persons who are employed or seeking employment in any position, including teacher trainees, that places them in close proximity to children, including criminal history record checks in accordance with Hawaii laws and regulations, specifically 2016 Hawaii Revised Statutes TITLE 18. EDUCATION, 302D. Public Charter Schools, 302D-33 Criminal history record checks. Information obtained pursuant to this subsection shall be used exclusively by Namahana for the purpose of determining whether a person is suitable for working in close proximity to children. All such decisions shall be subject to applicable federal laws and regulations. If the person has committed a crime, and if the employer or prospective employer finds by reason of the nature and circumstances of the crime, that the person poses a risk to the health, safety, or well-being of children, then refusal, termination, or denial may occur only after appropriate investigation and notification to the employee or applicant of the results and planned action and after the employee or applicant is given an opportunity to meet and rebut the findings.

Hiring Personnel: Namahana School selects employees on the basis of a written application, background and reference check and one or more personal interviews. Individuals who wish to apply for a position are required to submit a Namahana School Employment Application (to be developed in the pre-opening years), including employment and education history. The Executive Director (ED) will create hiring committees based on the positions comprised of the ED, Director of Academics, Manager of Finance and Operations as well as governing board members, teachers, and/or community members. The hiring committee will review all submissions and determine which candidates are best suited to Namahana based on the qualifications.

The hiring committee will use the following process for hiring:

1. Establish criteria for the position or positions being hired, including job title, start and end dates, eligibility for benefits, reporting and supervisory lines, duties, minimum qualifications, preferred qualifications, and required licenses/certifications, if any.
2. Establish hiring timeline for each position
3. Advertise position
4. Conduct initial reviews of all applications to check that the applicant meets the minimum eligibility requirements
5. Review strength of applications based on criteria which will be developed by the hiring committee
6. Compose a list of applicants to interview.
 7. Develop list of interview questions to be asked of all applicants for each position
8. Schedule and conduct interviews. If necessary, a second round of interviews will be conducted
9. Hiring committee will make a recommendation for hiring
10. Check references of all finalist(s)
11. Submit the name or names of recommended candidates the Governing Board for approval.
12. Extend offers of employment to finalist(s)
13. Conduct background checks for all those who accept offers of employment
14. Send letters of hiring and/or non-hiring to all applicants.

Upon hiring, the Executive Director and Manager of Finance and Operations will oversee the completion of the hiring process. The MFO and Office Manager will provide all necessary human resources information to Altres, the HR contracted services, in order to ensure that employees go through SimplicityHR’s online onboarding process.

Termination Criteria and Procedures: Namahana School will develop termination procedures that align with all collective bargaining unit contracts. Employment may be terminated by any of the following:

- Voluntary Termination (Resignation). Voluntary termination occurs when an employee chooses to leave Namahana.
- Involuntary Termination (Discharge). Involuntary termination occurs when Namahana chooses to discharge the employee. If an employee demonstrates under performance in their job duties, a series of intervention steps will occur prior to discharge. These steps include: conferencing, improvement plans, coaching, professional development where applicable, oral and written reprimands, observations, formal mentoring and additional intensive oversight from the Governing Board.
- Staff Reduction (Layoff): In the event that a drop in enrollment or reduced per-pupil funding requires a reduction in staff, Namahana School will follow the staff reduction guidelines outlined in collective bargaining unit contracts that describe the process for reducing staff positions based on seniority lists developed at the start of each school year and based on the amount of time employees have been with the the Hawaii Department of Education.

The Executive Director may terminate or suspend the employment of any employee if s/he determines that the employee has committed misconduct, failed to satisfactorily complete duties and responsibilities, or if other good cause exists as recorded over time. Prior to discharge for cause, the employee shall be provided with a statement of charges and given an opportunity to respond orally or in writing to such charges. The employee shall be entitled to appear personally before the Governing Board to respond to the statement of charges. The employee shall be provided a written decision setting forth the decision of the Governing Board. The decision of the Governing Board shall be final.

Namahana School will develop process for due process and complaint procedures to ensure that employees always have the right to engage in due process. Process will align with union contracts (i.e. HSTA, HGEA, and/or UPW).]

4. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment V**, any leadership evaluation tool(s) if already developed.

[The Governing Board Executive Committee will take the lead role in managing the Executive Director’s (ED) annual performance evaluation. The ED performance evaluation will align with collective bargaining contract for HGEA and include the following key components:

Namahana Executive Director Performance Evaluation	
Evaluation Preparation & Goal Setting	The Executive Committee, with input from the ED, will prepare for the ED’s evaluation by reviewing the following:

	<ul style="list-style-type: none"> • Evaluation instruments/tools to be used in the upcoming year’s ED performance evaluation and the current ED Job Description • The Professional Standards for Educational Leaders (PSEL) – formally known as ISLLC Standards. The Executive committee will discuss possible standards to prioritize for the upcoming year. • The performance goals and expectations that the ED has proposed for herself, which could include mission-specific/values driven goals, goals for improving academic, organizational and financial health outcomes for the school and professional development goals. <p>The Executive Committee will then bring a recommendation to the full board to review and approve these evaluation instruments including the ED’s performance goals. The approved goals become integrated into the ED’s Personal Learning Plan that the ED will revisit throughout the year to track progress on her goals.</p>
<p>Regular Monitoring and Feedback (Quarterly)</p>	<p>Throughout the year, the Board will conduct quarterly check-in meetings with the ED discussing her progress toward meeting the approved goals. In these meetings, the board will share feedback on what is working well and any specific concerns related to the director’s performance. The board also offers professional development support based on the ED’s needs.</p>
<p>Data Gathering</p>	<p>The board gathers data and information related to the ED’s performance. Data could include academic and financial information, input from direct reports, parents, and students and board member evaluation surveys.</p>
<p>ED Self Evaluation</p>	<p>The ED completes a self-evaluation utilizing a pre-approved evaluation tool.</p>
<p>Board Discussion</p>	<p>The full board engages in an Executive Session to discuss the data and information gathered related to the ED’s performance, including the ED’s self-evaluation. An assigned board member from the Executive Committee drafts a summary memo to the ED that communicates the results of the evaluations, highlighting the things that she is doing well, areas that need to be improved and the types of support that could be put in place to support growth.</p>
<p>Performance Evaluation Delivery</p>	<p>The Executive Committee will hold an in-person meeting with the ED to share the memo and communicate the overall evaluation results. During this meeting the ED and Executive Committee develop a new set of goals and expectations for the next year based on the results from this year along with school priorities for the upcoming year. These new goals must then be brought to the full board for formal adoption. The new goals are then included in the ED’s Personal Learning Plan and the evaluation cycle begins again.</p>

During the pre-opening conditional contract period, the governing board will finalize the ED's evaluation process and timeline and develop evaluation instruments and tools, adapting existing BPL Principal Learning Plans and Principal Evaluation tools to the needs of Namahana School. The evaluation process will meet the Hawaii Board of Education Policy 202-4 expectations for principal evaluations.

Executive Director (ED) Professional Development:

To provide ongoing support and development to the Namahana School ED, Big Picture Learning (BPL) will provide the ED with the following professional development and coaching opportunities:

Executive Director Mentorship and Coaching: The ED will be part of BPL's cohort of principals and participate in BPL's comprehensive new principal training. The ED will be assigned a Principal mentor who provides ongoing phone coaching sessions and in-person visits/trainings. Our Executive Director's BPL principal mentor is Dr. Andrea Purcell, who brings extensive school leadership experience, having served as a principal in both charter and private schools, and having been a school leader at a Big Picture Learning school. Dr. Purcell also brings a deep understanding of culturally relevant programming through her community involvement in a place-based program for Hawaiian high school students during her PhD program at UH Mānoa and during her time at Para Los Niños and New Village Girls Academy. See Andrea's bio in Section One, Educational Capacity, question #1.

Executive Director Immersive Trainings: As a part of the BPL training during the pre-opening year, the Executive Director will participate in multi-day immersive training sessions at a BPL school, where she will see a BPL school in action and shadow a BPL school leader.

Access to BPL's Online Training modules: The Executive Director will also gain access through a subscription to BPL's training modules, a professional development platform for BPL school leaders and educators.

Big Picture Learning Conferences: The Executive Director, along with key school staff, will attend two annual BPL conferences: the summer Big Bang Conference which is geared toward BPL educators, students and administrators and the annual Leadership Conference in the winter, specifically designed to support BPL school directors and leadership team members]

5. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment W**, any teacher evaluation tool(s) if already developed. *Note: Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. If amendments will be needed, the plan must describe the specific amendments that would be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, and include a reasonable plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.*

[Evaluation of Teachers (Advisors): The Leadership team will be responsible for evaluating teachers and aides on an ongoing basis. Evaluations are based on four components:

(1) Student achievement – Ensuring that all students achieve one or more years of growth each year as demonstrated by standardized state tests, performance assessments, projects, and

individual portfolios. These demonstrations of student mastery will be added to a teacher's portfolio and used to assess a teacher's score in the evaluation system.

(2) Instructional performance – Teachers will be evaluated and coached based on their performance and effectiveness in the classroom using research-based instructional techniques. Each teacher will be evaluated using an adapted Big Picture Teacher/Advisor Competencies & Skill Rubric multiple times throughout the year by several evaluators.

(3) Parent and community engagement – Teachers will be evaluated on parent surveys and establishment of meaningful ways for parents to participate in their students' educational experience.

(4) Teacher values and beliefs – Teacher attitudes and beliefs impact student progress, learning and achievement. Teachers must foster a culture that makes the classroom a safe, welcoming place for students to take learning risks. This will be measured through Executive Director (ED) observations and student surveys. We have not yet developed specific tools and protocols, but will address support, development, and evaluation tools and protocols in the Handbook, which will draw on tools and protocols employed by selected Big Picture Learning schools and follow the guidelines and directives in BOE Policy 2055. Namahana will adapt the Hawaii BOE policy (POLICY 202-3) for ED performance evaluation. Finally, the School will ensure that the process is aligned with the specifications in the HSTA Agreement, page 41+.]

6. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Leadership: The Board will use the yearly Executive Director (ED) evaluation process described above to determine satisfactory progress. Should the Board determine that progress is inadequate, the Board will meet with the ED to prepare a plan for addressing shortfalls. The Board may engage Big Picture Learning to aid in crafting the plan and in supporting ED in carrying out all provisions of the plan.

Teachers: Teachers found not to be achieving their goals consistently and who have yet to demonstrate proficiency in instruction will be given additional support from the ED and Director of Academics. In such cases, the ED may require the teacher to submit lesson plans, unit plans and other deliverables to review and provide feedback to the teacher. The ED and Director of Academics will provide additional coaching and support to struggling teachers. Teachers will be responsible for working with the ED on developing an action plan outlining what actions or steps the teacher will take to improve instruction. If it is determined that the teacher is not meeting the agreed upon terms consistently, and the ED has followed appropriate documentation, the ED has cause for dismissal.]

7. Explain any deviations in staffing plans, including salaries, from Master Collective Bargaining Agreements, including identification of amendments that would be needed in a supplemental agreement and a reasonable plan for contingencies if such amendments cannot be negotiated under a supplemental agreement.

[We do not anticipate any deviations from Master Collective Bargaining Agreements at this time. The proposed staffing plan uses personnel from Bargaining units 1,3 5, and 6 as currently written. We do anticipate the potential need to develop our own job description for the Manager of Finance and Operations due to the fact that no existing job classifications meet the salary range

required for our specific needs.]

Performance Management

The Commission will evaluate the performance of every charter school according to the Performance Framework that will be part of the Charter Contract.

1. Describe any mission-specific educational goals and targets that the school would propose to measure its success. State goals clearly in terms of the measures or assessments you plan to use.

[Educational Goals:

1. All high school students will have an internship experience beginning no later than grade 10 and continuing through grade 12.
The LTI coordinator will track all internship placements and report data to the Director of Academics.
2. All students will have a postsecondary learning plan by the end of grade 10.
Advisors for each student will oversee students' postsecondary plan and report progress and completion to the Director of Academics.
3. All students will have the opportunity to take college classes before high school graduation.
The Director of Academics will work with Kaua'i Community College to form the partnership and will monitor progress. (See Attachment M for partnership letter)
4. All students will work on at least one 'āina-based project with a community organization.
Advisors will work with community organizations. Advisors and the Director of Academics will analyze projects according to rubrics for data collection.]

2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.

[Organizational Goals: Our goal is to supplement the traditional assessments with tools and protocols developed and used by Big Picture Learning (BPL) schools to ensure implementation fidelity of school, program, and curriculum designs. The organizational goals are listed in the following:

1. Student Personalized Learning Plans assessed using an adapted BPL rubric for assessing the quality of student learning plans.
2. Student Project Management System in Place assessed by an adapted BPL rubric for assessing Namahana's student projects management learning system.
3. Out-of-school Learning System in Place measured by an adapted BPL rubric for assessing the School's out-of-school learning system.
4. Exhibitions System in Place measured by an adapted BPL rubric for assessing student exhibitions system.
5. Student Quarterly Performance "snapshot" System in Place measured by an adapted BPL rubric for assessing the School's snapshot system.]

3. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.

[Culminating Assessments (Formative & Summative): Several culminating deliverables will be required of all students. These include research papers, reports, multimedia shows, artifacts, presentations,

debates, poems, essays, narratives, and public exhibitions. Each culminating product will reflect a rigorous process—proposals, outlines, blueprints, drafts, critiques, models, journal entries, records, interviews, progress reports, and documentation. These deliverables will comprise individual student portfolios. Ultimately, Namahana graduates will have their PLPs and portfolios to present to postsecondary institutions and potential employers as substantive, compelling evidence of marketable, real-world core competencies.

Interim assessments include:

1. Personalized Learning Plan (PLP) - Each student’s plan integrates content standards, graduation requirements, school expectations, and data on academic performance. Advisors will conduct quarterly meetings of the student with their advisors, family members, and mentors to review the learning plan and make needed adjustments.

2. Student Development Snapshot - The Executive Director and Director of Academics will meet with each advisor quarterly to review each student’s growth and development on several indicators of success, including academic, social-emotional, and workplace competencies.

3. Exhibitions with rubrics - All students will develop a quarterly exhibition of their learning and work. Peers, family members, and mentors will participate in a review of the exhibition.

4. Workplace learning - A rubric will be used by students, advisors, and mentors to assess the quality and outcomes of the internship and/or other workplace learning.

5. Project assessments - A rubric will be used by students, advisors, and mentors to assess the quality and outcomes of the individual student projects.

6. Interim Assessment Blocks - Created by the Smarter Balanced Assessment Consortium, [Hawai'i State Assessments](#) provide interim assessments which allow teachers to check student progress throughout the year, giving them information they can use to improve their instruction and help students meet the challenge of career- and college- ready standards.]

4. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

[Data is collected at multiple levels throughout each academic year including teacher classroom data, diagnostic data, and Smarter Balance Assessment summative data. Teachers collect data through benchmarks, embedded Tier I curricula assessments and daily classroom instruction. Accordingly, teachers will differentiate their instruction based upon each student’s performance on formative and summative assessments. Summative data will also be reviewed by the Student Support Services Team (Executive Director, Director of Academics, and Student Support Services Coordinator) to identify areas of strength and areas of improvement. For school wide trends in data, professional development will be scheduled accordingly. Diagnostic data will be reviewed quarterly by the Student Support Services Team to ensure students are receiving the proper instructional supports according to their learning plan.

All Namahana students will have personalized learning plans (PLP) that will be developed at the beginning of each quarter. Parents, students, advisor(s) and mentors (when applicable) will meet to discuss all academic goals for the quarter and the ways that students plan to achieve them in class, online, small groups, field study, internships and tutoring. Each student and their family member will meet about academic performance data at the learning plan meeting and develop the instructional techniques and strategies needed for advancement and improvement. Diagnostic data and State assessment data will be part of the learning plan. They will be reviewed, and the plan will include ways that students stay on track academically. Advisors will meet students one-on-one on a weekly basis in advisory to review their weekly progress. Teachers will evaluate each of their student's academic performance in the various learning environments established in the learning plan on a weekly basis. Each student will keep a portfolio as evidence of their work in academic content areas as well as their management of their social-emotional growth and their college and career aspirations.

As teachers track student progress and performance within the classrooms and in small groups, teachers will collaborate in weekly Professional Learning Communities (PLCs), review student performance data, and work together to create a course of action for each student based upon their respective needs. Appropriate support may include small group instruction, preloading academic and content-specific vocabulary, remediation of concepts necessary to access current content, or other similar interventions. Academic intervention plans will be based on instructional data such as quizzes or daily assignments.

Each student will present a public exhibition of their learning to school staff, students, mentors and community members 4 times a year. Learning plan meetings will be scheduled to happen soon after exhibitions. In this way the student presents their learning, the school and broader community are part of the learning process, and feedback is given by the staff, family, mentors and community members as well as each student will reflects on their learning for the quarter, what's next, and how to get better academically, socially-emotionally with a future focus to graduation and post-secondary choices. When the school expands, in year 3, the Director of Academics will support the Executive Director with managing student academic achievement data and use the data to refine and improve instruction through the Namahana School structures outlined in this section. All results for the school on student academic achievement data, will be reported to the Board and the community. The results will also be shared on the school website. During the pre-opening planning years, the Executive Director will identify key dates to host school-wide community gatherings to share results and progress of Namahana.

Student Development Snapshot: In Year 1 and 2 the Executive Director and in Years 3-5 the Director of Academics will meet with each advisor quarterly to review each student's growth and development on several indicators of success, including academic, social-emotional, and workplace competencies. The advisor will craft a set of action steps for those students whose "snapshot" indicates a need for preventative or remedial action. The Executive Director and Director of Academics will use the snapshot data and review process to identify advisors who may need support in addressing the needs of individual students. The Executive Director and Director of Academics will analyze the snapshot data across all teachers to identify patterns of shortfalls that might be addressed through professional development.

Required Assessments. Namahana will conduct all testing as required by the Hawaii DOE including Smarter Balanced Assessments, Hawaii State Science and End-of-course Exams, and the National

Assessment of Educational Progress, see Assessments section, for further detail. Data from these tests will be reflected in each classroom snapshot and will inform the development of interventions and corrective actions for an individual student or for an advisor

Governing Board Academic Oversight: The ED will meet regularly with the Academic Committee to monitor student learning outcomes to assess progress toward the school’s academic performance goals. The Academic committee will provide strategic guidance to the ED and administrators to ensure effective use of student data and provide oversight in monitoring academic framework goals/expectations for the contract period. The Academic Committee will also bring monthly academic/student performance reports and/or key academic oversight discussions to the full Board]

5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
[The Student Support Services Team (Executive Director, Director of Academics, and Student Support Services Coordinator) will be responsible for managing the data, interpreting it for and with advisors, and leading or coordinating professional development to improve student achievement on several indicators of success, including academic, social-emotional, and workplace competencies.]
6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
[Professional staff from Big Picture Learning will train and support school leadership and teachers in analyzing, interpreting, and using performance data to improve student learning. Big Picture Learning has staff both familiar with performance data and the Hawaii School system. The Executive Director will use the snapshot data and review process to assist advisors, individually and collectively, in improving the design and use of exemplary educational practices]
7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.
[Trends in data, students not performing adequately in grade-level standards, exhibitions, or Personal Learning Plans (PLPs) and diagnostic data would trigger corrective actions. Corrective action will take place at various levels of the school accordingly.

School: The Executive Director will institute a schoolwide plan for staff professional development if the school falls short of student academic achievement expectations or goals at the school-wide level. This plan will delineate the specific action steps the faculty will take to address each shortfall that occurs at the school level.

Classroom: The advisor will craft a set of action steps for those students whose “snapshot” indicates a need for preventative or remedial action. If classroom data shows that teachers are struggling with specific standards or instructional delivery, coaching will be implemented by the Director of Academics.

Student: The way that Namahana is organized with PLPs allows for adjustments in learning strategies, a manageable task. In the event that a student falls short of academic achievement expectations, the PLP will be revised to change the ways students are receiving instruction to ways that work well for that student to achieve results (i.e. small classes, tutoring, online learning).

For more information about the process for reviewing data and implementing changes at the school, classroom, and student level, see the Assessment Section, Question 2.]

FACILITIES

Charter school facilities must comply with applicable state and county health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county planning review procedures and obtain all necessary certifications, permits, and inspections.

1. Facilities.

- a. If the proposed school has obtained a facility: Identify and describe the facility — including address, square footage, square footage rent, amenities, previous use, and what needs to be done in order for the facility to be in compliance and meet requirements to serve as a school—demonstrating that the facility is adequate for the intended purposes, has a sound plan and timeline for renovating and bringing the facility into compliance with applicable building codes, and will meet the requirements of the Academic Plan, including the needs of the anticipated student population. If the proposed school has a virtual/blended learning program, or relies heavily on technology, the description must adequately explain how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

OR

- b. If the proposed school has not obtained a facility: Describe the plan and timeline for identifying, securing, renovating, and financing a facility—including identifying any brokers or consultants the applicant is employing—that will be in compliance with applicable building codes and meet the requirements of the Academic Plan, including the needs of the anticipated student population. The plan must briefly describe possible facilities within the geographic area, including addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring each possible facility into compliance. If the proposed school has a virtual/blended learning program, or relies heavily on technology, the description must adequately explain how each possible facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

Permanent School Location:

Kaua'i North Shore Community Foundation (KNSCF) acquired eight acres of vacant land on the Wai Koa Plantation on which to build Namahana School. The land, located at 4820 Kahilihola Road Kīlauea, Hawai'i 96754, was generously donated by the Porter Revocable Trust, licensed by the Wai Koa Guava Plantation LLC through a 99-year renewable lease, at the rate of \$1 per year. The land is zoned for agriculture which aligns strongly with 'āina-based learning. See Attachment Z for land license.

In September of 2020, following the publication of a competitive Request for Proposals, KNSCF retained Hawai'i architects, G70 to develop a space program for the school, conduct a site and infrastructure feasibility analysis, complete preliminary design, and develop a construction budget. The G70 team includes civil, mechanical, electrical and structural engineering, and cultural practitioners. G70 brings a wealth of experience having designed more than 1 million square feet of K-12 educational facilities in Hawai'i and around the Pacific Rim. Examples include

Kanu o Ka Āina ‘Ohana Halau Ho‘olako, Island School, ‘Iolani School Phase I, Hawai‘i Baptist Academy Middle and High schools, and Kihei High School.

Programming, site feasibility assessment, and a series of stakeholder design charrettes are complete. Final conceptual design of the site and buildings will be completed in the First Quarter of 2022 (by March 2022). The development of construction documents will begin immediately following the completion of the conceptual design and will run concurrently with the County of Kaua‘i’s Use Permit and Special Permit application and review process.

An extensive community engagement process was employed by the school leadership team, in collaboration with G70 architects to develop performance standards for site infrastructure, design criteria for buildings and outdoor areas, utilities – including but not limited to electrical, plumbing, mechanical systems, waste water, cable/internet, pedestrian and vehicle circulation, and environmental considerations such as water conservation and catchment, solar power, energy efficient windows/doors and fixtures (plumbing and lighting). Additionally, Roth Ecological Design International has been retained to provide strategic water use planning and green infrastructure design.

The entitlement process for the school site and buildings requires a Use Permit and Special Permit from the County of Kaua‘i. The permit applications will be submitted in the First Quarter of 2022 (by March 2022). We expect permit approvals by the end of the Fourth Quarter in 2022 (by December 2022).

The Building Permit application will be submitted immediately upon approval of the Use and Special permits and completion of the construction documents in the First Quarter of 2023 (by March 2023) and completed by the Fourth Quarter of 2023 (by December 2023).

Entitlement Support and Construction Administration specialist, Kirsten Hermstad, has been hired to manage the entitlement process including preparation of the Use and Special permit applications, to coordinate the design and construction document development, and building permit application process. Kirsten brings 30 years of entitlement and construction management experience to the team.

Construction of the facility will take place over a 5-year period beginning the First Quarter of 2024 (by March 2024). Construction will be phased. In Phase 1, we will construct temporary classroom facilities to immediately house our first seventh and eighth grade classes. Temporary facilities will consist of portable structures that can be put into place in a very short period of time to ensure use by opening day. In each of the subsequent Phases we will build out permanent classrooms for the next two grades along with associated administrative buildings, maker’s spaces, and common areas such as the resource center and food service space. Upon completion of permanent facilities, the temporary classrooms will be removed or converted to subsidiary uses as green-houses, equipment storage, project learning spaces, etc.

The site infrastructure, circulation, and buildings will be designed to meet ADA requirements and all applicable building and zoning regulations adopted by the County of Kaua‘i, State of Hawai‘i, Hawai‘i Department of Education, Hawai‘i Department of Health, and any other agency with jurisdiction. A timeline for the facilities development process is outlined in the table below:

Completion Date	Target
Jan-Mar 2022	Completion of Campus Conceptual Designs
Feb-Mar 2022	Completion of Agricultural Plan
Mar-Apr 2022	Submit Use Permit and Special Permit to the County of Kaua'i
Oct-Dec 2022	Use Permit and Special Permit Completed
October 2023	Completion of Construction Documents
Oct-Dec 2023	Building Permits Completed
June 2024, Year 1	Phase 1: Temporary Facilities for 7th & 8th
July 2026, Year 2	Phase 2: Permanent Facilities for 9th & 10th
July 2028, Year 4	Phase 2 Continued: Permanent Facilities for 11th & 12th
July 2029, Year 5	Phase 3 Complete: Permanent Facilities for 7th & 8th and repurposing of temporary facilities from Phase 1
By Year 5	All Facilities Construction Complete for 7th-12th grades

Aloha 'Āina is a core value of Namahana School, therefore, in addition to the physical structures that will be utilized as classrooms and learning spaces for students, Namahana School has also gathered an Agriculture Advisory Committee to guide the development of an agricultural plan to compliment the facilities. With eight acres of agricultural land and an academic model grounded in 'āina, Namahana School plans to develop a school farm and create learning spaces/opportunities with the surrounding landscape. The Agriculture Advisory Committee has extensive experience and knowledge in the areas of farm to school, food production, Community Supported Agriculture (CSAs), agroforestry, livestock, business, non-profits, commercial and non-commercial production, and education. The following is the Agriculture Advisory Committee's bios:



Yoshito L'Hote, a resident of Kalihiwai and the Executive Director of 'Āina Ho'okupu o Kīlauea (AHK) for the past nine years. Incorporated in 2015, AHK is a stewardship of a 75-acre parcel in partnership with the County of Kaua'i, formerly owned by the Kīlauea Sugar Plantation Co. AHK's dedicated goal is to be able to facilitate solutions to economic, social, and agricultural food security challenges that the greater Kīlauea community faces. Yosh led AHK in \$3 million worth of production in 2020 and \$4.3 million in 2021. Yosh has extensive knowledge and expertise in produce cultivation, livestock, food systems, grafting, cooking, imu, fish pond restoration and management, lo'i farming, machinery, and construction. Prior to AHK, Yosh worked with the Waipā Foundation for six years and on Hawaii island worked as a stay at home dad developing a homestead cultivation of two acres of awa in Pana'ewa. Yosh also has experience with commercial crops (i.e. papayas) on a 15 acre farm. Yosh holds a B.S. in Mathematics from UH Hilo and serves as the Kilauea Neighborhood Association president.



Paul Massey has been an eager student and teacher of the interrelationship of people and plants since moving to Kauaʻi in 1998. Following five years of independent study of Kauaʻi’s northwest flora and terrestrial ecology, Paul received training in field botany at the National Tropical Botanical Garden, and then earned International Diplomas in Plant Conservation Strategies and Botanical Garden Management from the Royal Botanic Garden, Kew in London, UK. In 2006, he co-founded Regenerations Botanical Garden, a Kauaʻi-based 501(c)(3) nonprofit organization that provides training in subtropical agroforestry and related disciplines. Paul serves as project leader of the Kauaʻi Food Forest, a nine-year-old multistory agroforestry system located at Wai Koa Plantation in Kalihiwai. Since 2010, he has hosted a community radio program devoted to sustainable agricultural practices on KKCR, Kauaʻi Community Radio. Paul has been fortunate to work with a multitude of Hawaiʻi farmers, agricultural educators and researchers. He is an ISA Certified Arborist® specializing in the care of tropical fruit trees, and lives on a kalo and dairy water buffalo farm on Kauaʻi’s southeast shore.



Melanie Parker’s passion for food and farming took root when she apprenticed at the University of Santa Cruz Center for Agroecology and Sustainable Food System’s Farm & Garden. There she received a Certificate in Ecological Horticulture, gaining skills in organic gardening, small-scale organic farming, and Community Supported Agriculture (CSA) management. Melanie combined her love of growing food with a desire to change local food systems and began working with several Farm to School programs. While at the Center of Ecoliteracy’s Food Systems Project, she provided technical assistance to emerging school district Farm-to-School programs, designed survey instruments for local organic farms to develop a regional Farm Purchase Directory Database and started a Farm-to-School Field Study program that brought 2nd – 5th graders from 10 elementary schools to local organic farms. While at Berkeley Unified School District, Melanie managed the district’s garden and cooking nutrition education program which provided garden and culinary-based education classes for 14 schools ranging pre-K – High School. Melanie more recently has been providing support to Hanalei Elementary School’s garden program and also taught an afterschool cooking program to 3rd-5th grade students. During the pandemic, she taught a garden-based education class to a small learning pod and currently manages her homestead garden and a small pasture-raised flock of chickens, which provides local egg shares to the community.



Stacy Sproat-Beck grew up in Kalihiwai, Kauaʻi, a small coastal community in Kauaʻi’s Haleleʻa district, part of a family that practiced subsistence and commercial fishing and farming. A graduate of Kamehameha Schools with a BS from the University of Southern California Marshall School of Business, Stacy moved home to work with her `ohana and community in 1992. Over the next 30 plus years, Stacy led the growth of the Waipā Foundation from a small entirely volunteer organization to a thriving non-profit with over 18 staff, and over 25 weekly volunteers. Waipā manages the resources of the 1,600 acre Waipā watershed, while implementing a full range of eco-cultural programming and activities to various groups and schools year round,

serving thousands both from within and outside the local community. In addition to her role as Executive Director of the Waipā Foundation, Stacy has been a gardener for almost her entire adult life, growing kalo and produce, both for Waipā and personally, for subsistence and commercial sale. Stacy has two daughters, Māhie and Melela`i.

Namahana School is surrounded by farms, irrigation ditches, and a deep history of plantation farming. Therefore, agriculture is not only directly connected to the school model, it is also a huge part of the surrounding communities (Kīlauea and Kalihiwai). The Agriculture Advisory Committee will support Namahana in developing an agriculture plan that aligns with the values of the school, supports the curriculum, field study, and internship components of the academic model, and provides Namahana students and `ohana opportunities to practice Aloha `Āina.

As described in Section 3 under Start Up & Operating Budgets, question #3 related to anticipated funding sources, funds for the completion of facilities will be raised through the capital campaign and financing.]

- c. If the school plans to add students or grade levels during the first five years: Describe the facility growth plan that shows how the school will accommodate the additional square footage necessary for additional students, faculty, and staff and sufficiently identifies any permits or rezoning that might be necessary.

[As discussed above, we intend to grow the school facility in phases as the first tranche of seventh and eighth graders mature and advance to higher grades. To quickly accommodate the first two grades, we will begin with temporary facilities that can be constructed quickly to act as temporary classroom and office spaces while the permanent classrooms, administration, makers spaces, resource center, and learning commons spaces are being built. Upon completion of the permanent facilities, the temporary facilities will be repurposed for use as green-houses, equipment storage, and project learning spaces that align with our academic model.

The table provided in the previous question illustrates the construction completion process which aligns facility growth to accommodate all added students for each grade each successive year. Additionally, due to potential concerns of ongoing construction during operation of the school, the Governing Board and Executive Director are developing the phasing plan to include preventative measures for noise and other possible classroom disruptions. Temporary facilities are spatially separated from the initial area of Phase I construction, and each subsequent construction phase is similarly physically separated from the prior just completed phase. This will allow for the clear separation of students from the inconvenience and hazards of active construction areas.]

START-UP MANAGEMENT PLAN

*In accordance with the start-up charter school process, as shown in **Figure 5**, an approved applicant will not be able to hire employees who receive state benefits or receive funding until it completes its Pre-Opening Assurances. Generally, a Pre-Opening Charter School will not complete its Pre-Opening Assurances until a month or two before the school actually opens because these assurances include elements with practical limitations, such as proof of enrollment of the projected student body and facility compliance. The earliest that the first allocation of state per-pupil funding can be released to a charter school, once it has completed its Pre-Opening Assurances, is July 20th.*

Note: The management plan for the start-up year presented in the application will serve as the basis for the Pre-Opening Assurances.

1. Provide, as **Attachment X**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (be sure to complete all pages in the Financial Plan Workbook, and provide it as **Attachment Y**).
 - a. Plans to obtain financing for the proposed school’s facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility;
 - b. Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;
 - c. Plans to market the proposed school to the school’s anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school’s projected enrollment, including any other ways the applicant plans to achieve its projected enrollment;
 - d. Plans to hire teachers, administrative staff, and support staff during the start-up period;
 - e. Plans to identify, recruit, select, and add or replace new governing board members and provide or obtain any governing board training, as applicable; and
 - f. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

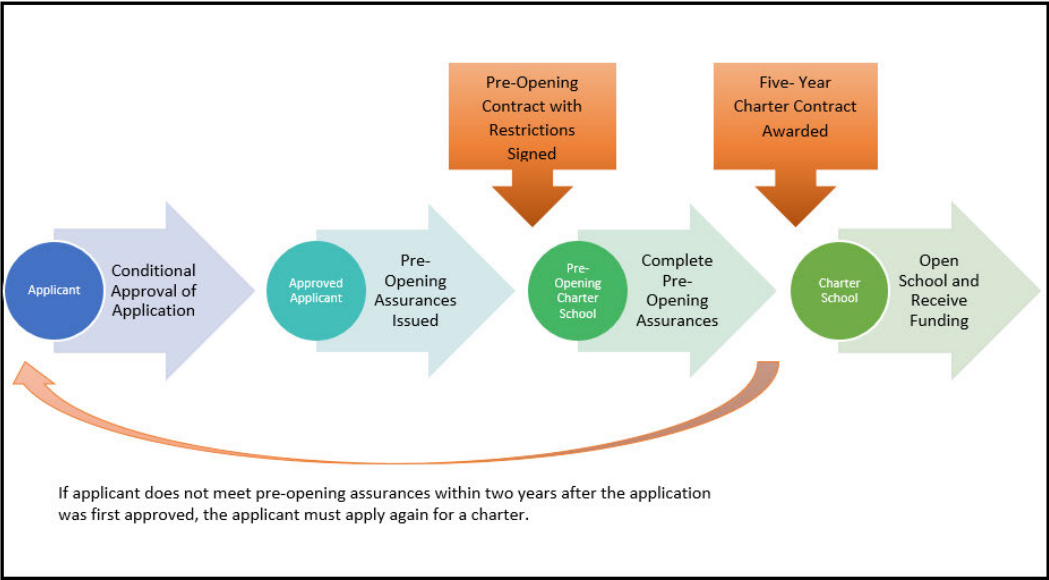


Figure 5: Start-Up Charter School Process

OPERATIONS

1. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. If the school will not provide daily transportation, what were the factors that led to this decision and what was the impact of not providing transportation?

[Initially Namahana School will not be providing daily (to/from) transportation for prospective students, however we are working with Hanalei Initiative's Kaua'i North Shore Shuttle (KNSS) to investigate the possibility of coordinating transportation between the School and KNSS in the future. The Kaua'i North Shore Shuttle is a community managed transportation system developed by the nonprofit, Hanalei Initiative, to reduce the number of cars traveling to Hā'ena State Park. Buses are empty on the return route to Princeville in the morning and just the opposite in the afternoon. Grants received by Hanalei Initiative require that the shuttle route be extended to include Kīlauea, which could provide service to Kīlauea students as well.

During the first year, Namahana's field trips and field studies will take place within walking distance to the school. We will be working to contract with a van or bus service for any school-based field trips that require transportation. Students participating in athletic programs will be required to provide for their own transportation.

The factors that lead to these decisions are limited resources, including financial, drivers, vehicles, maintenance facilities, etc. All of these resources are currently very limited on Kaua'i. As enrollment increases and the need for transportation becomes more critical, Namahana School will develop a longer-term plan for transportation.]

2. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

[We will employ a preventative approach to safety and security, recognizing that Namahana is an integral part of the community and the strong advisory system will be in place as a way to prevent many safety and security issues. If an event occurs, we will have procedures in place that follow Hawaii DOE guidelines for schools and communities to ensure our students are safe. Before opening, the Executive Director will oversee the development of a safety and security handbook and the inclusion of relevant safety and security provisions in all other handbooks, as appropriate. The handbook will describe how Namahana will follow all policies and procedures laid out by the State pursuant to all aspects of safety and security. Namahana will establish a bond with the community where everyone is welcome. That said, we will follow all state protocols to ensure a safe environment for students, staff and families. The facilities design will follow all guidelines set by the State for safety.

The Namahana School will adopt and implement a comprehensive set of health, safety, and risk management policies including but not limited to the following topics:

- Procedures and drills for response to natural disasters and emergencies, including fires, floods, and earthquakes, intruders
- Trainings for instructional and administrative staff in CPR, emergency response, including "first responder" training or its equivalent
- The administration of prescription drugs and other medicines
- Establishing the School as a drug, alcohol, and tobacco free school and workplace
- Supervision by the classroom teacher, or designated personnel, for all guests, lecturers and volunteers

- A requirement for all visitors to sign in at the reception desk
 - The establishment of a safe place off the grounds to move the students in the event of danger
 - State’s guidelines for tuberculosis testing
 - All pupil health screenings as mandated by law, for example epi pen and mandated reporter trainings]
3. If the school will provide food service, describe the plan for providing food to students, in compliance with applicable laws. If the proposed school will not provide food service, what were the factors that led to this decision and what will be the impact of not providing food service? During the first five years of operation, we plan to contract out with local food vendors who will provide a school lunch for students, both for students interested in buying lunch and students eligible to receive free and reduced-price lunches. We have included funds in our operating budget that will cover the cost of lunch for students eligible for free and reduced-prices lunches. During our pre-opening conditional contract phase, Namahana will:
- Identify and secure contracts with school food vendors who can provide enough grab-and-go meals for both students eligible for free and reduced priced lunches and those who want to buy lunches. We are in discussion with a number of local vendors already who have expressed interest in providing meals and will continue our outreach during the pre-opening years.
 - In order to maintain confidentiality of students receiving free and reduced-price lunches, we will develop a school lunch tracking system and payment plan for students wishing to purchase lunch that does not involve the exchange of cash at the point of service. This will ensure that there is no distinction between students eligible for free and reduced-priced lunches and students who choose to pay for lunch.
 - If we determine that using vendors becomes cost prohibitive, we have a potential contingency plan of contracting out with our DOE local elementary school, Kilauea Elementary School, to receive school lunches as a part of the National School Lunch Program. Currently Kilauea School already provides meals for the other North Shore Elementary School. To date, we have had preliminary discussions with the Hawaii DOE school food services as well as the Kilauea principal, and have done a preliminary cost analysis which included staffing needs. If necessary, we know that we can further explore this model as a potential school lunch option.

Farm To School Lunches: Namahana School’s outdoor learning spaces will include a school farm where students learn first-hand how to grow their own food. Over the long term, Namahana School will explore the feasibility of a Farm to School lunch program that offers scratch cooked meals that qualify for NSLP reimbursement. During the pre-opening conditional years, we will convene an Agricultural Advisory Committee to develop the school’s agricultural/food production plans which will include initial discussions about establishing a Farm to School Lunch Program. (See Curriculum Development Plan, Attachment D, for list of Agricultural Advisory Committee members).

A Farm to School lunch initiative would include the following key components:

- Partnering with local farmers and farmer hubs to purchase produce for the lunches;
- Having students grow produce on the school farm to be included in the lunch program

- Developing culinary education classes where students help make the school lunch
- Working with other North Shore and island-wide schools and institutions to consolidate purchasing to increase buying power
- Assessing regional facilities/infrastructure needs for both partners and Namahana School
- Integrating the lunch program into the curriculum through courses such as applied agricultural and culinary arts
- And raising public and private sources of funding to support a Farm to School lunch program initiative.

OPERATIONS CAPACITY

1. Describe the applicant team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - Staffing;
 - Professional development;
 - Performance management;
 - General operations; and
 - Facilities management.

[As a whole, Namahana School has put into place a high-quality team that will work during the conditional contract phase to move all aspects of the school forward. We currently have a full Governing Board with active members engaged on the following Committees: Academic, Finance, Governance, Fundraising, and Facilities. The Executive Director and Governing Board bring a wealth of skills in the following areas: nonprofit governance, education administration, Hawaiian cultural and ‘āina-based education, law, financial management, human resources, public and community relations, fundraising and facilities development. The applicant Board includes parents, educators, current and former school administrators with experience in traditional public schools, charter schools and higher education, lawyers, nonprofit fundraising and organization development consultants, members who have served as former executives of several nonprofits, and members with financial and corporate management experience.

In addition to the Governing Board, we have in place, the following paid individuals and contractors who are taking lead roles in the following areas:

Staffing and General Operations: Executive Director (ED), Dr. Kapua Chandler will take the lead role in developing and implementing the school’s staffing plan. Kapua is currently being paid on contract. (See Kapua’s qualifications in Attachment N and Attachment R and the Governing Board qualifications in Attachment R). We also plan to contract with Altres for back-office HR support and will utilize their SimplicityHR services and systems. We have already met with Jim Phillips of Altres and have a preliminary proposal for services and included costs for Altres in our operating budget.

Professional Development: Big Picture Learning consultants: Elliot Washor and Andrea Purcell will be taking a lead role in providing professional development to both the ED and school advisors (See their qualifications in Section One, Educational Program Capacity question #1). Once we receive conditional approval, we will renew BPL’s contract for the next phase of professional development.

Performance Management: The Executive Director and the Governing Board will take the lead during the conditional contract phase to develop performance management systems.

Facilities: Project Manager, Kirsten Hermstad; Architects, Group 70, KNSCF, and the Governing Board Facilities Committee are all taking lead roles in developing Namahana's school facility (see qualifications of the Facilities Team in the next question).

Fundraising: Capital Campaign consultant, Gina Lobaco is taking the lead role in developing the capital campaign plan. She is currently working with the Kaua'i North Shore Community Foundation, Namahana School's fiscal sponsor and Namahana Education Foundation, the long term institutional foundation that is in its start up phase for Namahana School.]

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

[Namahana School has a Facilities Team of highly experienced consultants and governing board members leading the facilities development process:

Kirsten Hermstad, Facilities Project Manager Consultant: Ms. Hermstad has over 30-years of professional experience in architecture and construction administration on commercial and high-end custom residential projects. She specializes in facilitating successful outcomes based on a clear understanding of desired project goals for all stakeholders (developer, design team, owner/tenant, general contractor, regulatory requirements, and the local community) with a keen understanding of the interplay between budget, schedule, and design aesthetic. Kirsten is currently the Project Coordinator of the Āhuimanu shopping center, a Hunt Group retail project in Kīlauea, Kaua'i. Raised on the North Shore of Kaua'i she brings valuable local knowledge and insight into Kaua'i community relations, a network of personal and professional relationships, an understanding of social protocols, Hawaiian culture, and governmental regulatory processes.

Group 70, Architect: G70 is Hawaii's largest multi-disciplinary design firm. Founded in 1971, the firm has a staff of more than 100 in the disciplines of architecture, interior design, planning and civil engineering. G70 has received numerous awards for their work which emphasizes collaboration and designs which reflect the culture and communities the project serves. In the education sector, G70 is recognized as a leader in sustainable design having delivered the first LEED Platinum school in Hawaii at Kanu O Ka Aina on Hawaii island, the first LEED certified campus for DOE at Pu'u Kukui Elementary on Maui and the first CHPS certified project at the Iolani Sullivan Center on Oahu.

Adam Roversi, Governing Board Facilities Committee Chair: Adam currently serves as Housing Director for the County of Kaua'i, where he oversees sizable affordable housing and infrastructure projects from concept to completion including pre-development, site evaluation, contract negotiation, project oversight, and eventual move-in and management of completed projects. He also served five plus years as Deputy County Attorney for the County of Kaua'i, handling matters before the Planning Commission and the State Land Use Commission while working hand-in-hand with the County's Departments of Public Works and Planning. Adam also worked as a former licensed contractor on Kaua'i specializing in residential construction.

Jennifer Luck, Governing Board Facilities Committee Member: Jennifer has extensive experience in land acquisition and land asset management. Jennifer served as the Executive Director of the

Kaua'i Public Land Trust where she oversaw the acquisition of real estate on Kaua'i valued at more than \$20 million. She served as the managing director of the Porter Trust, overseeing the trust's real estate assets on Kaua'i. Jennifer has also provided support for another school's Special Use Permit application and has experience navigating the application process. Prior to her move to Kaua'i, Jennifer served as the Executive Director of the Institute of Real Estate Management in Los Angeles.]

SECTION 3. FINANCIAL PLAN & CAPACITY

FINANCIAL MANAGEMENT & OVERSIGHT

1. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. [

Financial Planning

The Executive Director (ED) and Manager of Finance and Operations (MFO) will utilize a budgeting model that allows for detailed budgeting, current and out-year budgeting, and budgeting by restricted funding streams. This will help ensure that Namahana School will be able to design and maintain a sustainable academic model. Namahana School's associated non-profit, Namahana Education Foundation, will raise a reserve of 25% of the operating costs.

The ED and MFO will begin the budgeting process in February of the preceding year and by looking at variances in revenue and expenditures compared to the previous year including student projected enrollment and student per pupil revenue projections, as provided by the State Public Charter School Commission (the Commission, SPCSC), and completing known personnel assumptions. Both the MFO and the Executive Director will conservatively estimate enrollment in order to prevent any revenue short-falls. Once the variances have been analyzed, the ED and MFO will develop a preliminary budget that will meet the school's academic goals for the upcoming fiscal year. The Governing Board's Finance Committee will be consulted throughout the budget development process. The operating budget will then be submitted to the Finance Committee for review no later than April.

Finance Committee Review: The Finance Committee will review the budget and ensure that the budget is addressing fiscal and academic goals. The ED and MFO will address questions from the Finance Committee and modify the budget as necessary. Once questions are addressed, the Finance Committee will approve the proposed budget and the Board Treasurer will bring it to the full Governing Board for review and approval. The budget must be approved within 45 days of the final adoption of the state budget as designated in the charter contract.

In the unexpected case that Namahana School has to face a budget shortfall, the Executive Director will work with the MFO, the Finance Committee, and the Governing Board to develop a strategy to reduce costs. Namahana School will first work to cut financial costs that do not directly relate to Namahana's academic model and personnel.

The Executive Director will prepare and provide to the Commission a copy of its annual budget as approved by the Governing Board and cash flow projections for each upcoming fiscal year by the required deadline or two weeks after the Commission notifies Namahana School of the

anticipated amount of State non-facility general fund per-pupil funding to be allocated, whichever is later.

Accounting

Namahana School will adhere to the Generally Accepted Accounting Principles (GAAP) set by the Financial Accounting Standards Board (FASB), generally accepted government auditing standards (GAGAS), and applicable state and federal laws and regulations, such as 2 C.F.R. Part 200, Subpart F. The MFO will follow the GAAP guidelines to construct a complete chart of accounts and a comprehensive financial management system. By using the account codes consistent with GAAP, Namahana School will be able to export its financial data from its accounting system and report it accurately and in the proper format for quarterly submissions to the Commission within the required calendar days of the end of each fiscal year quarter as outlined in Namahana School's charter contract.

The Governing Board of Namahana School will retain a third-party audit firm to review Namahana's financial information and adherence to the school's financial policies, and express an opinion on the financial statements. The report will also include a report to management detailing any issues and corrective action needed.

The Governing Board will exercise its oversight responsibilities by reviewing the monthly financial reports, requesting additional information as needed to understand Namahana School's financial position fully and question any procedures or items on the financial statements.

Fiscal Policies and Financial Procedures: Namahana will establish policies, procedures, and controls to maintain strong financial stewardship. The Finance Committee, Executive Director, and MFO will work to promote a culture of financial independence and objectivity by designing and implementing controls to establish policies and procedures, reduce errors, prevent fraud and theft, and ensure a system of checks and balances. It is essential that this framework is in place so Namahana School can operate at a high-level. During the conditional contract period, the ED, MFO and Board Treasurer will develop a comprehensive Fiscal Policies and Financial Procedures Manual, which will include but not be limited to the following areas:

- General and Administrative policies and procedures, i.e. budget development and monitoring, files and record management, document control, confidential information
- Purchasing and Expenditures: General purchasing guidelines and approval of expenditures, issuance of contracts, vendor selection, employee reimbursement and travel
- Cash: Cash receipts and deposits, check signing authority, bank account reconciliation Payroll processing
- Revenue: Collecting and recording cash receipts, invoicing and accounts receivable, and grant revenue
- Financial Reports
- Annual Audit Process
- HR/Payroll

Payroll

Namahana School plans to enter into a contract with Altres to utilize their SimplicityHR services at the HR Select (Select Advantage) level for back-office Human Resources support. SimplicityHR services will include: recruitment and hiring support, payroll processing, benefits administration, employee management and producing payroll reports. Altres has the largest clientele in Hawai'i among charter school service providers and has been in this line of work for 50 years. The school will perform a series of reconciliations, including monthly bank account reconciliations, throughout the year to ensure that employees are being paid their agreed upon amounts, that amounts paid are consistent with forecasted expenditures, that all payments are fully recorded in Namahana School's accounting system and that all cash receipts are both recorded and consistent with amounts owed to it by state, federal, and local sources.

Internal Controls

Namahana School will keep track of expenditures that meet its capitalization thresholds, and will perform periodic inventories to ensure that Namahana has proper control over these physical assets. The Finance Team will be comprised of the Executive Director, accountant, and the MFO. The Finance Team will also conduct a mid-year internal audit to ensure accurate accounting and adherence to the school's adopted fiscal policies.

There will be a segregation of duties to ensure effective internal controls. In general, the approval function, the accounting/reconciling function, and the asset custody function will be separated among the MFO, Executive Director, and Governing Board Finance Committee. A specific example of segregation of duties implemented by Namahana School is that the person who approves purchases will not be the person who issues the vendor payments, and the person who issues the payments will not be the person who performs the monthly bank reconciliation. In the unusual situation when there are functions that cannot be separated, a detailed supervisory review of related activities will be required as a compensating control activity.

The Governing Board will additionally utilize the following fiscal controls and financial management policies to remain informed and oversee Namahana's financial position:

- **Monthly meetings between the Governing Board Finance Committee, Executive Director and the MFO:** The Governing Board Treasurer and/or Finance Committee will meet monthly to review the school's financial records in detail, including the most recent variance report of actual versus budgeted revenues & expenditures and balance sheet data. The Governing Board Finance Committee can express any concerns they have at this time and make additional report requests as needed to ensure that they are comfortable with the financial information and financial condition of Namahana School.
- **Review of monthly financial statements:** The Governing Board will review Namahana School's financial statements, including a balance sheet, income summary, detailed statements that compare actual versus budgeted expenses, statement of cash flows, and financial forecast at the monthly Governing Board meeting.
- **Review of school's Fiscal Policies and Financial Procedures Manual:** The ED, MFO and Governing Board Treasurer will develop the school's Fiscal Policies and Financial Procedures Manual annually.

- **Annual budget approval:** The Governing Board will review and approve the school’s annual budget each year.

Audit compliance: The Governing Board will hire an independent financial auditor to ensure that an annual audit is completed. The Governing Board Treasurer, with the support of ED and MFO, will prepare the response to any audit findings (if applicable).]

2. Describe the roles and responsibilities of the school’s administration and Governing Board for school finances and distinguish between each. [

Manager of Finance and Operations: The Manager of Finance and Operations (MFO) is responsible for managing the financial and operational side of Namahana School, ensuring adherence to the approved budget. The MFO oversees financial operations which include bank reconciliation, grant management and audits, data preparation for reporting and compliance. The MFO also oversees HR tasks and works closely with the contracted HR provider, Altres. The MFO supervises the school’s office manager and works directly with the contracted accountant. The MFO also works closely with the Executive Director to develop the school budget and interfaces with the Governing Board Treasurer and Finance Committee throughout the budget review and approval cycle. The MFO will provide the Finance Committee and the Governing Board with monthly financial statements and other requested fiscal reports.

Executive Director (ED): The ED oversees finances for the organization, including on target projections for student enrollment and revenue, and is responsible for fiscal planning, budget leadership and accurate reporting to the Governing Board and the Hawaii SPCSC. The ED works with the MFO and Board Treasurer and Finance Committee to develop the annual budget to be approved by the full board. The ED supervises and evaluates the MFO.

Board Roles/Responsibilities for Finances

Finance Committee: The Governing Board Finance Committee, chaired by the Board Treasurer will review monthly financial statements, including budget-to-actuals in depth in committee and then at monthly Governing Board meetings. The Finance Committee will discuss any material variances and work to ensure that Namahana School is tracking towards established financial metrics including annual risk assessment indicators as outlined in the Commission’s Financial Performance Framework. The Finance Committee will also review and approve the proposed annual budget presented by the ED and MFO and bring the final draft budget to the full board for review and approval.

Governing Board: The Governing Board appoints a Treasurer and creates a Finance Committee (see Governance Section and Attachment R for more details) to provide oversight of the ED and MFO and all financial reporting. The Governing Board will exercise its oversight responsibilities by reviewing the periodic financial reports, requesting additional information as needed to understand the Namahana’s financial position fully and question any procedures or items on the financial statements. The Governing Board will approve the annual budget and any large purchases, as well as review Namahana School’s annual independent financial audit.]

3. Describe the school’s plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

[The Governing Board will contract with an independent third-party auditor to conduct an annual audit. The MFO, Executive Director, and Finance Committee will work with the third-party auditor to ensure the auditors have all the required and necessary information to complete the audit in accordance with the Hawaii SPSCS requirements. The results of the audit will be presented by the auditors at a Governing Board meeting. The Governing Board will provide the completed audit or financial review to the Commission by the required deadline specified in the contract, after the conclusion of the fiscal year.]

4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.

[To ensure financial transparency to the Commission and the public, all Governing board meetings will be open to the public and all meeting notices and agendas will be posted at least 6 calendar days prior to the public meeting in a publicly accessible area of Namahana’s office and on the school’s website. All written minutes of public meetings will comply with the Hawaii Revised Statutes 302D-12 and be posted within 60 calendar days after the public meeting or 5 calendar days after the next public meeting. In addition, the Governing Board will develop and post publicly on the website, as required, the school’s financial management and procurement policies.

The Governing Board’s public adoption of its budget will be posted as a board agenda item, which will be available to the public as outlined in the public notifications process above. The annual audit findings and report will also be presented at a Governing Board meeting with the financial audit reports and annual financial reports available through the school’s publicly posted Governing Board agendas and minutes on the school’s website.

At monthly Governing Board meetings, the Finance Committee, chaired by the Board Treasurer will present a financial report which will include key performance indicators and ratios that evaluate the school’s financial performance. The Governing Board and the Finance Committee will focus on the accuracy of reporting and discuss any material differences between the actuals and budgeted amounts.]

5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

Accountant: Contracted accounting services include developing and maintaining the school’s chart of accounts, timely and accurate recording of transactions, and providing financial data and reports to the MFO and ED. Criteria for selecting a certified public accountant will include but not be limited to: contractor must have required current and valid license and to practice public accounting in Hawai’i, experience and qualifications relevant to school accounting, experience providing accounting for agencies of a similar scope, capacity to complete the work in required time, and cost.

Human Resources: Namahana will enter into a contract with SimplicityHR by Altres to provide HR back office administrative services including payroll and benefits administration. Proposed services will cost \$25/month/employee. SimplicityHR by Altres has been chosen because they have the largest clientele in Hawai’i among charter school service providers and have been in this line of work for 50 years. They are also a locally owned business.

Auditing Services: Namahana will contract with an independent third-party auditor to provide an annual independent audit of Namahana School’s operations and finances in accordance with the Hawaii State Charter Commission and DOE requirements. Criteria for selecting this contractor will include but not be limited to: contractor must have required current and valid license and to practice public accounting in Hawai’i, experience and qualifications relevant to auditing and related services, experience providing audits for public agencies of a similar scope, capacity to complete the work in required time, and cost. We will identify potential vendors the year prior to school opening and estimate a cost of \$15,000 based on rates that other charter schools have paid for audit services.]

START-UP & OPERATING BUDGETS

Charter schools are subject to HRS Chapter 37D and, as agencies of the State, may not enter into financing agreements or take out lines of credit without the approval of the Department of Budget and Finance as to fiscal responsibility and approval from the Department of the Attorney General as to form and legality.

*Note: In developing the proposed school’s budget, use the following per-pupil annual funding amount of **\$7800**. This amount is a projected per-pupil funding amount for the purpose of this application.*

1. **Start-up and Operating Budgets.** Using the Financial Plan Workbooks (Exhibit 4) as **Attachment Y**, provide the proposed school’s start-up and five-year operating budgets, aligned with the Educational and Organizational Plans.
[Please see **Attachment Y** for Year 0.]
2. **Budget Narrative.** Provide a detailed budget narrative that clearly explains your cost assumptions and funding estimates, including but not limited to the basis for funding projections, staffing levels, and costs. The narrative must specifically address the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:
 - a. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment Z**, for any funds on which the proposed school’s core operation depends (*e.g.*, grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.
 - b. A contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where enrollment is substantially lower than projected and/or anticipated variable income is not received. The contingency plan must also include a Year 1 cash flow contingency, in the event that funding projections are not met before school opening.

The table below explains the two secured revenue sources, State and Private, that are utilized within the budget.

Budget Revenue	
Source	Explanation/Description
State Per Pupil Funding	Each year, Namahana has budgeted per pupil funding received from the State of Hawaii in the amount of \$7800 per student. Enrollment figures are explained in Attachment A. Each year the per pupil funding is distributed throughout the year three times: July (60%), November (25%), and May (15%).
State SPED Funding	Each district provides funding for Special Education through SPAA funding. Namahana has budgeted a conservative revenue based on our anticipated student SPED % as each year of enrollment increases. Each year the SPAA funding reimbursement will be released in November.
Secured Private Grant	Namahana School has secured a \$2.08 million grant from a private donor, administered through Kaua'i North Shore Community Foundation payable at a lump sum of \$150,000 per year over 14 years ending in year 2032. See Attachment Z for grant contract. Please note, Namahana School will be administered this grant, \$150,000, in Year 0, whereby \$50,000 of this grant is budgeted for Year 1.

For expenses, the following tables illustrate Estimated Staff and Vendor Expenses. The first table explains the Estimated Staff Expenses. Column one, "Line, A2" identifies the location within budget (see Attachment Y). Column two, "Function Category" identifies the category row within the budget. The third column identifies the staff position(s) and corresponding union, bargaining unit, and salary ranges. Line 211, Instructional Leadership, includes multiple positions (Academic Coach, Director of Academics, Student Support Services Coordinator, and Internship Coordinator). Similarly, lines 221 and 222 denote the instructional staff which will consist of one teacher per 20 students, meaning that the school will begin with four core subject teachers and three specialists. At fully capacity, there will be 13 core teachers (line 221) and 9 specialist teachers (line 222). Please see the table below for details.

Estimated Staff Expenses		
Line, A2	Function Category	Explanation/Description Union, Bargaining Unit, Salary Range
Administration		
121	School Leadership	Executive Director, 12-month HGEA, BU-06, EO-07 & EO-08 (\$93,109 – \$135,485)
131	Business and Finances	Manager of Finance and Operations, 12-month HGEA, (\$73,747 - \$78,536)
181	Other Admin.	Office Manager, 10-month HGEA, BU-03, SR11 (\$30,576 - \$54,108)

Instructional Services		
211	Instructional Leadership	<p>Year 1 (2 FTE): Academic Coach, Student Support Services Coordinator</p> <p>Year 2 (2.5 FTE): Academic Coach, Student Support Services Coordinator, Internship Coordinator (0.5)</p> <p>Year 3-5 (3 FTE): Director of Academics, Student Support Services Coordinator, Internship Coordinator</p> <p>Academic Coach HSTA, (\$65,000 - \$79,383)</p> <p>Director of Academics, 12-month HGEA, BU-06, E04 (\$85,090 - \$100,540)</p> <p>Student Support Services Coordinator, 12-month Union: HSTA, BU-05, (\$50,123 - \$79,383)</p> <p>Internship Coordinator and Community Liaison, 10-month HSTA, BU-05, (\$50,123 - \$79,383)</p>
221	Classroom Teachers	Core Subject Teachers HSTA, BU-05, (\$50,123 - \$79,383)
222	Specialist Teachers	SPED staff will consist of two teachers with an anticipated IEP load of no more than 20 IEPs. HSTA, BU-05, (\$50,123 - \$79,383)
231	Educational Assistants	Educational Assistants, 10-month HGEA, BU-03, (\$27,600 - \$46,930)
410	Operation & Maintenance of Facilities	Custodian, 10-month HGEA, BU-01, BC02 (\$44,292 - \$51,240)

The following table provides budget justifications for contracted services from vendors with corresponding lines in the budget in parenthesis.

Overview of Expenses	
Source	Explanation/Description (Line #)
Administration (line 100)	Contracted services will include board trainings (line 111), an accountant (line 132), Altres (line 142), audit services (line 152), and IT services (line 161).
Instruction (line 200)	Substitute teachers based on \$140 for a 7-hour work day (line 234) and SPED contracted support services i.e. nurse, psychologist, testing (line 253).

Pupil Services (line 300)	Namahana has budgeted \$6 per lunch for students eligible for the Free and Reduced Lunch program to be contracted out to a food vendor (line 350).
Operation & Maintenance of Facilities (line 400)	Maintenance of buildings and grounds contractors (i.e. yard service, landscaping), maintenance (line 420), rental of farm equipment (line 425), networking and telecommunication services (line 430) will be contracted.

Namahana School will enter into a rental agreement with the associated non-profit, who will own the facilities. The current budget accounts for rental costs to the non-profit (line 440).

In the event that Namahana School is does not meet enrollment targets and there is a budget shortfall, the Executive Director, Manager of Finance and Operations, and the Director of Academics will meet to develop a budget shortfall and action plan. If the shortfall is projected to be significant, a budget crisis plan may be implemented to ensure the integrity of educational programs remain intact. Budget crisis steps may include:

- Prioritizing mission-critical expenses directly related to the delivery of classroom instruction including:
 - Instructional supplies and equipment; and
 - Instructional personnel
 - Instructional contracted services;
- Use of Namahana School reserves
- Delay or deferment of large capital purchases; or
- Reduction in non-essential expenditures not directly related to the delivery of classroom instruction including:
 - Non-instructional contracted services;
 - Non-instructional occupancy services;
 - Non-instructional supplies and equipment;
 - Non-instructional miscellaneous products and services; and
 - Non-instructional personnel.]

3. Anticipated Funding Sources. Identify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school’s core operation depends.

Overview of Revenue Sources	
Source	Explanation/Description
Per Pupil Funding	The State Public Charter School Commission requested that charter applicants utilize the figure of \$7,800 for per pupil funding.

Overview of Revenue Sources	
Source	Explanation/Description
Other Program Fees	As we will not collect other program fees, we did not account for this in our revenue estimates.
Transportation Fees	As we will not collect transportation fees, we did not account for this in our revenue estimates.
Private Grant	\$2.08 million grant from a private donor, administered through a Kaua'i nonprofit payable at \$150,000 per year over 14 years ending in year 2032. Funds can be used for charter school operating costs and cannot be used for construction or project improvements. See Attachment Z for grant contract.
Federal Grant: CSP Grants: Office of Elementary and Secondary Education.	Charter School Program (CSP) Grants to Charter School Developers for the Opening of New Charter School. Eligible applicants are developers that have: (a) Applied to an authorized public chartering authority to operate a charter school; and (b) Provided adequate and timely notice to that authority. (Section 4310(6) of the ESEA). We plan to submit an application during the conditional contract period prior to school opening. Estimated Grant request: \$300,000 over three years
NewSchool Venture Fund	Innovative Public School grant: supports new innovative public schools that enroll students within PK-12 on a full time basis and are eligible to receive public funding. <ul style="list-style-type: none"> Provides a one-year grant of \$215,000 to support a team's planning year (12-14 months prior to opening a new school). Each team is also eligible to receive additional funding to support the school's first three years of operation. We plan to apply during the conditional contract period prior to school opening. Estimated grant request: \$215,000
Land License:	A land license has been granted at a cost of \$1/year for 99-years (renewable) for the use of eight undeveloped acres for the purpose of developing Namahana School. Current values for land adjacent to the school site are approximately \$120,000 an acre, thus the present value of the land is approximately \$1 million and that value is expected to increase significantly over the course of the 99-year license. See Attachment Z for signed land license agreement.
Non-Operational Funds	
Capital Campaign:	Namahana School was incubated by the Kaua'i North Shore Community Foundation (KNSCF) which to-date has raised over \$2.7 million in gifts from

Overview of Revenue Sources	
Source	Explanation/Description
	<p>individual donors, (including the \$2.08 million private grant). They have cultivated major donors who have made gifts of \$50,000 and more, conducted matching campaigns and held fundraising events that have attracted more than 270 attendees. These strategies will continue and ramp up during the course of the capital campaign.</p> <p>Namahana School with support from the KNSCF and Namahana Education Foundation (NEF) will conduct a capital campaign to raise funds to build the Namahana Campus. KNSCF, Namahana School’s current fiscal sponsor, and has retained a fundraising consultant for the last three years who has identified high-net wealth residents on Kaua’i and elsewhere and will be conducting a campaign planning study in the near future to identify prospects with leadership gift potential for the campaign.</p> <p>A Capital Campaign Director will be hired for the sole purpose of conducting a three-year capital campaign to ensure timely construction of facilities. The Capital Campaign Director will work with our Capital Campaign Committee to develop campaign goals and policies and implement the campaign.</p> <p>In addition to KNSCF’s fundraising consultant, who is a certified fundraising executive (CFRE) with decades of experience, we are fortunate to have two additional fundraising experts serving Namahana: Marion Paul serves on the Namahana Governing Board as the Chair of the Fundraising Committee and Kathy Nelson, a member of the Namahana Education Foundation Board who has held senior philanthropy positions at Punahou, the University of Hawaii and the Hawaii Community Foundation. See Attachment X, Start-Up Plan for a detailed timeline for our capital campaign.</p>
State Grant:	Capital Improvement Projects (CIP) Grant in Aid (GIA) administered by the Office of Community Services: We plan to apply in a future CIP funding cycle to support construction of the school’s facilities
Federal Grant	USDA Farm to School Grant – we anticipate applying for this grant through our nonprofit foundation to support a Farm to School planning grant.
	The fundraising consultant has developed a preliminary roster of possible grant funders for Namahana Charter School. A search of the Foundation Center Online database reveals that 103 separate grants from 30 private foundations and state and federal agencies awarded to Hawai’i charter schools from 2015 to 2018. The Namahana Education Foundation will be tasked with ongoing grant-seeking for the school and will initially approach these foundations and conduct ongoing grant research and grant-seeking as new opportunities become available:

Overview of Revenue Sources	
Source	Explanation/Description
Potential Sources of Grant Funds:	<ul style="list-style-type: none"> • Walton Family Foundation • Harold K.L. Castle Foundation • Weinberg Foundation • Hawaii Community Foundation • Bank of Hawaii Foundation • Bill Healy Foundation • The Clarence T.C. Ching Foundation
Financing	Preliminary conversations have begun with a Kaua'i representative of a lending organization that specializes in Community Development Corporation loans and who has agreed to work with Namahana to provide seed or bridge funding for the development of the campus. We are also planning to apply for a USDA Community Facilities Direct Loan.

FINANCIAL MANAGEMENT CAPACITY

Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- Financial management;
- Fundraising and development; and
- Accounting and internal controls.

Manager of Finance and Operations:

In Year 0, Namahana will hire a Manager of Finance and Operations who will manage all financial and operational services. The current scope of work includes, but is not limited to:

- The set-up of a robust accounting system that will be capable of meeting state reporting requirements, and the tracking of restricted funding streams
- The creation and recommendation of financial policies and procedures
- The creation of annual budgets with the Executive Director, Finance Committee, and Governing Board
- The preparation of monthly budget-to-actual reports
- The preparation of monthly balance sheet reports
- The preparation of monthly profit & loss reforecast
- The completion of monthly bank and credit card reconciliations
- The completion of quarterly federal, local, and private grant claims
- The management of an annual audit performed by an independent third-party auditor

See Attachment P for details on the MFO's responsibilities, criteria for hiring, and hiring timeline.

Our Governing Board’s Finance Committee has extensive financial management and planning experience:

Pam Murphy, Board Treasurer & Finance Committee Chair: Pam served on Mammoth Mountain Ski Resort’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.

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

Melanie Parker Board Chair and ex-officio Finance Committee Member: Melanie managed a public school district nutrition education program with an annual budget of \$1.9 million from the USDA. She oversaw all budget development, maintained quarterly documentation of \$4 million in match revenue, managed contract compliance, deliverables, and quarterly and annual USDA financial reporting requirements. She worked closely with district accountants to reconcile district accounting records to provide accurate quarterly invoices to the state, which disbursed the USDA funding.

Fundraising and Development Capacity:

Gina Lobaco, the Kaua’i North Shore Community Foundation’s fundraising consultant: A seasoned nonprofit executive, Gina has more than 30 years’ experience in fundraising, marketing and public relations and has served in leadership roles in development and communications for a variety of regional and national nonprofits, including The Nature Conservancy in Hawaii; Para Los Niños; the ACLU Foundation of Southern California and Bet Tzedek—The House of Justice, a public interest law firm. She was recruited by Wilshire Boulevard Temple to serve as a capital campaign director to raise funds for the restoration of its historic sanctuary, raising \$90 million in four years. Gina began her career in journalism, working first for the Los Angeles Times as a copy editor and later as an associate editor for Crawdaddy, the pioneering magazine of rock criticism. She has written for dozens of magazines and newspapers on legal and political topics. Since 2011, she has been designated a certified fundraising executive by CFRE International.

Kathy Nelson, Namahana Education Foundation Board Member: With nearly 30 years of experience in philanthropy, Kathy Nelson recently retired from the Hawaii Community Foundation where she was the Senior Vice President of Philanthropy. Prior to joining HCF, Kathy was Vice President for Advancement at Punahou School where she was a primary architect of the successful Ku’u Punahou Campaign which ended in June 2019 and exceeded its \$175 million goal. In addition to Punahou, she has used her philanthropic experience to benefit the University of Hawaii Foundation, working there nearly 15 years with her final role as Vice President of Development responsible for fundraising across the state. She was also vice president and managing director at Grenzebach Glier and Associates, an international philanthropic management consulting firm.

Marion Paul, Namahana Governing Board Member and Fundraising Committee Chair: Marion has 25 years of experience in nonprofit leadership including serving as Executive Director for Kaua’i Planning

& Action Alliance, San Diego Social Venture Partners, the Equinox Center, and The McGrath Family Foundation. She also served as Executive Vice President of Junior Achievement of San Diego. Marion has raised millions of dollars in operating funds and led an \$8 million capital campaign for an educational facility. Marion has broad fundraising experience and has raised funds through individuals, corporations, foundations, government grants and special events.

Kaua'i North Shore Community Foundation Board Members:

Rory Enright, Board President

Area of Expertise: Management, Human Resources, Community Engagement

Bio: Rory is a highly engaged and active member of the local North Shore community. In addition to serving as president of the Kaua'i North Shore Community Foundation, Rory is on the board of the Kaua'i Chamber of Commerce and member of its Government Affairs Committee, is an active leader of the Princeville Community Emergency Response Team (CERT), and was previously the General Manager of the Princeville Community Association (PHCA).

Mary Paterson, Vice President

Area of Expertise: Community Engagement, Nonprofit Management

Bio: Originally from Henley-on-Thames, England, Mary has made the North Shore her home for over 30 years. Her first job on Kaua'i was with Princeville Corporation becoming the Promotions Manager in the marketing department. She started her own business, Custom Care Company, working with VIP clients to coordinate their property and concierge needs. Now retired, she keeps busy volunteering and staying healthy. Mary is a founding member of the Foundation, and is active on the board and the education and finance committees. She leads the educational enrichment program team helping North Shore youth succeed in their schoolwork.

Lorraine Mull, Education Chair

Area of Expertise: Fundraising, Legal

Bio: Lorri has been a property owner on Kaua'i since 1984 and a full-time resident of the North Shore since 1992. Originally from Louisiana, Lorri was a law clerk to the Chief Justice of the Louisiana Supreme Court and served as Dean of Admissions of Tulane Law School, prior to engaging in a full-time law practice. She served on the board of the Women's Health Foundation in Louisiana, and was named as one of the "Outstanding Young Women of America". Lorri was actively involved as a board member for the Hanalei and Kula PTSA for many years and a volunteer for the Red Cross swimming program.

Ken Rosenthal, Board Member

Area of Expertise: Finance

Bio: A permanent resident of Kaua'i, Ken is a passionate advocate for physical and fiscal fitness. He has taught fitness classes for over 30 years, is a former 6-time U.S., National, and World Aerobic Champion, and owned a health and fitness club in San Diego. Ken has an MBA in Marketing, Finance and Entrepreneurship from Arizona State University and a BA in Economics from the University of California, Berkeley. For almost 30 years, Ken has worked for a non-profit economic development lending company, with a nationwide mission to increase access to capital for owner-user commercial real estate and business loans. Ken is the Chair of the Foundation's Health & Wellness Committee and serves on the boards of the non-profit organizations Anaina Hou Community Park and the Kaua'i North Shore Business Council.

April McGinnis, Secretary

Area of Expertise: Fundraising, Event Planning

Bio: April has been an active volunteer on the North Shore since the time she moved to Princeville with her husband and three daughters in 2006. Her volunteer roles have included: Hanalei School PTSA Treasurer (4 years), the only North Shore Girl Scout Troop Leader (6 years), and Kapa'a High School PTSA Secretary and Treasurer (over 4 years). In addition to serving as the Secretary for the Kaua'i North Shore Community Foundation, April is a member for the North Shore Dog Park Committee and the Savor Wine and Chocolate fundraiser. April is currently the Director of Operations at the Princeville Community Association where she has worked since 2006; is a Registered Investment Adviser with a North Shore-based investment advisory firm; provides bookkeeping services for a local construction company; and bakes desserts for her cake and cupcake business.

Rose Vali, Board Member

Area of Expertise: Technology

Bio: Rosemary Vali is a web developer, PHP and JavaScript programmer and a user experience designer. An early pioneer in motion graphics and the Macromedia Flash platform, Rose was involved in developing three open-source software projects, working as a lead developer for Campus Commons, as well as a developer on teams for the learning management system Moodle and Drupal, a content management system. Rose is currently working with nonprofit clients on the Salesforce CRM platform. A longtime education advocate, Rose has served on the board of a Hawaii charter school, worked as an IT consultant for the Hawaii State Charter School Administrative Office, and served on the Hanalei Elementary School's 2016 -2018 SCC Board. She currently serves on the Boards of the Hanalei Watershed Hui and the Kaua'i North Shore Community Foundation. Rose lives in Hā'ena where she raised two children who attended local public schools.]

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