

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.

Our Mission: Maui Academy of Arts and Sciences develops individuals who are capable, connected, and cared for. Our school serves the children of the North Shore and Upcountry communities. Our school culture fosters confidence through collaborative place-based experiences inside and outside the school. Our children impact their broader community by working with experts beyond the walls of our school. Through self-selected field work, students explore community challenges in order to innovate real world solutions. Our students are empowered leaders who are engaged both locally and globally; they leave us fully prepared for rigorous high school, college, and the world beyond.

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.

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

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

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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.

We plan to serve the areas known as the North Shore and Upcountry towns of Maui. These stretch through the Hamakua ahupua'a, mauka to makai, from the mountain uplands down to the farming plains and ocean shoreline.

History of the Communities to be served: The Upcountry area of Maui is a vast rural area of land with many rolling hills, while the North Shore boasts white sandy beaches frequented by the local fisherman and watermen alike. The majestic mount Haleakalā sits atop the island enveloping the community from the mountain to the sea. Since early times, Hawaiians have farmed the volcanic soil of Upcountry fields, growing kalo/taro and 'uala/sweet potato. Upcountry is known for the paniolo, Hawaiian cowboys, that came from early Hawaiian days under the direction of King Kamehameha III to teach the men how to rope their cattle. The paniolo lifestyle remains a tradition today. The Upcountry area has hundreds of acres of land from the local industries of sugarcane and pineapple fields, as of late. Families moved to the islands, heavily concentrated in these upcountry communities for opportunity to farm these lands, raise their families, and carry on the traditions of their ancestors. Today, our population of students are a blend of native Hawaiian students, residents of many different ethnic backgrounds, others stemming from Japan and other parts of Asia, the Philippines, Micronesia, the continental United States, Tonga, Samoa, Europe, and Central and South America. This makes for a rich community of a "mixed plate culture" in the Upcountry community of Maui County.

Geographic Location & Rationale for Selection: Ideally, the proposed school will be located within five miles of the ocean surrounded by land to farm. Our school will be the first Hawaiian culture-focused school on our island that offers a flexible indoor-outdoor learning model. Students will learn from both classroom teachers and expert community members. Through field trips to the surrounding farmland and shoreline, students will explore current issues happening in our environment and community. They will experience authentic problem-solving by researching issues, innovating solutions, and making suggestions to the larger community for how to implement these ideas. Our educational model reimagines school by utilizing the researched Place-Based Learning model that bridges the gap between school and students' everyday lives. Our teachers will be able to demonstrate the value of mastering knowledge and skills that might otherwise seem abstract or meaningless to students by drawing upon real-life cultural, economic, civic, and environmental challenges and opportunities encountered in our students' own region. Students will engage in daily lessons on cultivating the land, learning about the ahupua'a system of the Hawaiian ancestors, the problems and solutions our islands face, such as the dying reefs, warming oceans polluted by plastic, and time in the field examining best practices in sustainable agriculture and soil rehabilitation. The students' educational needs will be met daily through rigorous coursework that asks Essential Questions rooted in our place-based Hawaiian cultural curriculum. The contribution the school will bring to the community is an innovative place-based curriculum that is steeped in Hawaiian culture, language, and native arts, integrating these on a weekly basis.

Enrollment Priorities: There are more than 10,000 families living in the geographic location that Maui Academy will serve. These families currently have just one public middle school to attend. There are many private schools in the area, but the tuition costs of these schools place their educational offerings out of reach for many of the families in the community. With more than half of students in the public

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elementary and middle school qualifying for free and reduced lunch, Maui Academy aims to fill a need for an additional free schooling option for the families of the community.

From the Hawaii Department of Education's Enrollment Report of 2016-2017, the Baldwin- Kekaulike Complex area services 1,183 students in the fifth grade, servicing 731 Special Education students in grades K-6. Our school will be pulling from the public school fifth grade classes, and the private school fifth grade classes in school year 2020-2021. Knowing that families are currently searching for more school options and that parents drive their children from many different towns for the right school no matter the distance, we expect to be able to fill our 100 seats for our incoming 6th grade population. Being the only Upcountry place-based charter school on the island of Maui, we are focusing specifically on students of the North Shore, Upcountry area, but are open to enrollment of families from all parts of the island.

As stated in our Intent to Apply packet, our anticipated student population will be: Free and Reduced Lunch: 55%; Special Education: 10-15%; English Language Learner: 5-15%; under Other: our Native Hawaiian population will be: 33%+ (this is the number we are using as a target based on prior school data for the indigenous population in our area, and because we cannot determine a specific number due to the lottery format for admittance).

Based on the Public School Review for Samuel Enoka Kalama Intermediate School of 2016, the only traditional public middle school in the Upcountry area, the minority student enrollment is 74% of the student body. Two or more races are 6% of the population, 41% of the student population is of Hawaiian descent, 26% is White; 1% is Black; 6% is Hispanic; 19% is Asian; and 1% is American Indian.

- 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.

The academic challenges will present when the students become known to the school through enrollment. Data from beginning-of-year baseline diagnostic assessments combined with student report cards and historical data that is shared with the school will help identify academic challenges early in the academic year. Utilizing data from the Strive HI school report cards for the feeder schools in the area, we can expect that many of our incoming 6th graders will be reading below grade level, and will be performing similarly poorly in math. We can also expect a reasonable number of students with varied learning needs to attend Maui Academy, such as English Language learners and neurodiverse learners. These anticipated challenges will be met readily by the planning undertaken by the founding board members with deep expertise in the field of education. Beyond planning, the School Co-Directors will strategically interview and hire experienced teachers who are adept at supporting diverse learners. In addition, the teaching staff will be prepared to respond to student needs via the skills they will gain during in-depth professional development.

The non-academic challenges the proposed school may face are finding the facility that supports our vision for our ideal school setting, as well as the common funding challenges that daunt charter schools in our state. The co-founders have proactively sought to head off the facilities challenge by identifying multiple possibilities for school facilities. Anticipating the financial burdens that are typical for charter

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schools to bear, the co-founders have actively pursued and been awarded large grants to date. Ultimately, the per pupil funding will eventually alleviate the need to seek these grants on an ongoing basis.

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.

Our school will be the first Hawaiian culture-based school on our island, Maui. It will also be the first school on island to offer a flexible learning model that allows students to engage in work both inside and outside of the classroom walls. Students will learn from both classroom teachers and master teachers in the community. By utilizing the surrounding farmland and shoreline, students will engage with current issues happening in our environment and community-- all while applying real life learning in science, history, math, and social justice. They will explore problem-solving at the most authentic level by researching problems, innovating solutions, and making suggestions to the larger community for how to implement these solutions. Specific to the Hawaiian Islands, more specific to Maui Academy of Arts and Sciences, our students will be culturally enriched by the history, the land, the people, and the Hawaiian language through the arts and sciences. Our students will reflect each day upon their studies, how the learning applies to their lives, how it involves the place in which they live, and deepens students' sense of where they come from. This model will drive students to succeed and be a part of the local and global community, both today and in the future.

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.

The applicants have been discussing and working on an innovative charter school for Maui County for several years. Applicant Daria Boone wrote her Master's Thesis on a Hawaiian Culture based charter school for the island of Maui in 2003 while attending the University of San Francisco School of Education. As a fifth grade teacher for many years in one of the towns that will service this population (Haiku), the applicant has had many conversations with parents over the years since she began teaching at Haiku Elementary in 2006. Each year, concerned parents come to her seeking and asking for more public school options for their children, knowing that they could not afford the private school route and not knowing where else to send their son or daughter for sixth grade.

The co-founders have spent many hours soliciting the public's support by holding monthly community meetings since July of 2017. At these meetings, an overview of the curriculum we will use and why we feel a Hawaiian culture, place-based focused charter middle school is needed for the Upcountry area. We have worked alongside a non-profit organization, Hamakua Alohalua, to gain public interest. We held an information booth at two of Maui's most popular annual North Shore events: 1) The Ian Walsh Menehune Mayhem Surf Contest and 2) The Ha'iku Ho'olaule'a and Flower Festival. The community in

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large part supports and agrees that there is a dire need for another public middle school option for tomorrow's keiki, at the 6-8th grade level, to meet the needs of the children.

At these two community events, interest was gained from approximately 120 students, parents, and community members. At the community meetings, we heard support and excitement from approximately 325 people. One location the community has repeatedly expressed interest in is the Hamakuapoko "Old Maui High School" campus located between the towns of Paia and Ha'iku. Historically, families would commute from all over the island to attend this school. In 2016, the community was in opposition of a large corporation from the mainland that planned to come in and take over this lease. In public testimony the applicant spoke up about the community desire for a charter school to be planned for the area. Many community members also contributed to this conversation, saying they felt a school was needed in this area, especially because it links the Upcountry towns of the ahupua'a system together with close proximity to the communities along the ocean shoreline.

Maui Mama Magazine, a widely distributed free community publication, posed an online questionnaire to garner feedback from the Maui community in regards to public sentiment about a free public charter school in the Upcountry/North Shore community. The magazine also published a hard copy informational article that reached tens of thousands in the community. We did an online questionnaire on the Maui Mommies Facebook page that has 12,000 members from within Maui County. We will place informational events/fundraiser dates in the Maui Mama Magazine and the Maui Family Magazine to reach the entire island as a recruitment strategy in the future.

During the pandemic the community meetings were brought to an abrupt halt. Efforts then transitioned to holding online meetings to continue to stoke interest in and garner community feedback on the type of school that is desired for the community to be served. Most recently, in early 2022, community members have shared their desire for and support of a community charter school via an online survey.

The earnest opinions shared by local community members are now reflected in the rationale of Maui Academy's charter application as well as in the trauma-sensitive school design. Maui Academy's community asset mapping and listening tours were frequent and will evolve into informational sessions following charter approval in June 2022. MAAS parents will continue to influence the school's programming through board membership, PTA participation, and an open-door policy when students arrive in 2024. Our school's culture of inclusion, learning, and affirmation begins first within our community.

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
6	100	100	100	100	100	100
7		100	100	100	100	100
8			100	100	100	100

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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.

MAAS will begin with an entry level of 100 sixth grade students. This is a large need for the Upcountry Maui area as there are 8 private schools, all of which offer grades 6-8, and **only one public middle school** that services five elementary feeder schools **for the 10,000 families** in the North Shore and Upcountry communities. Each year as we continue to grow, we will add one additional grade and add another 100 students at a time. In reviewing the School Quality Survey for the Baldwin-Kekaulike Complex, the results of the middle school students are glaring: as our students transition to middle school they no longer feel safe at school, and their academic performance drops drastically. Our children need a place where they feel cared for, safe, engaged, and have a sense of connection to others at this crucial time of development.

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**.

3.

From the Hawaii Department of Education's Enrollment Report of 2016-2017, the Baldwin- Kekaulike Complex area services 1,183 students in the fifth grade, servicing 731 Special Education students in grades K-6. Our school will be pulling from the public school fifth grade classes, and the private school fifth grade classes in year 2020-2021. Knowing that families are currently searching for more school options and that parents drive their children from many different towns for the right school no matter the distance, we expect to be able to fill our 100 seats for our incoming 6th grade population. Being the only Upcountry place-based charter school on the island of Maui, we are focusing specifically on students of the North Shore, Upcountry area, but are open to enrollment of families from all parts of the island.

As stated in our Intent to Apply packet, our anticipated student population will be: Free and Reduced Lunch: 55%; Special Education: 10-15%; English Language Learner: 5-15%; under Other: our Native Hawaiian population will be: 33%+ (this is the number we are using as a target based on prior school data for the indigenous population in our area, and because we cannot determine a specific number due to the lottery format for admittance).

Based on the Public School Review for Samuel Enoka Kalama Intermediate School of 2016, the only traditional public middle school in the Upcountry area, the minority student enrollment is 74% of the student body. Two or more races are 6% of the population, 41% of the student population is of Hawaiian descent, 26% is White; 1% is Black; 6% is Hispanic; 19% is Asian; and 1% is American Indian.

Currently in the Upcountry Maui area there are approximately 566 students attending private schools at the middle school level; these numbers are based on public records of school enrollment reports. (Overall student and family numbers in the expansive geographic area were culled from public census data.) The majority of the students enrolled in private school attend Kamehameha Schools Maui middle school, with approximately 238 students; approximately 212 students attending Seabury Hall. Carden Academy and Doris Todd private schools have approximately 54 students each; Clearview Girls School has about 13 middle schoolers; Haleakala Waldorf has approximately 61 students; Montessori enrolls

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about 12 middle school students yearly. Upcountry Maui's only public middle school, Samuel 'Enoka Kalama Intermediate School, services approximately 900 middle school students in grades 6, 7, and 8. In total, at the middle school level Maui's Upcountry area services approximately 1,466 students in grades 6, 7, and 8. This population comes from the areas of Kula, Pukalani, Paia, Haiku, Makawao, and Hali'imaile. (Please note that within Kamehameha Schools Maui middle school, many students are also bussed in from Wai'ehu, Wailuku, Waihe'e, and Waikapu, at least thirty minutes away in central Maui.)

Maui Academy of Arts and Sciences will support the learning of approximately 100 students in Grade Six in its first year, adding another 100 students in Grade 7 the following year, ultimately serving 100 Grade 8 students in Year Three. The advent of the COVID pandemic highlighted parents' desires for alternate schooling options for their children. While many students returned to in-person learning in the 2020-2021 school year, many more remain enrolled in distance learning or have enrolled in homeschool programs. The time now is more appropriate than ever before to offer an additional educational option to the families who do not see the public or private schools as viable options at this time. Therefore, the co-founders are confident that they will be able to meet the enrollment target of 100 students enrolled per year. In the current climate, we do not feel that 100 students per year will make a large impact on the surrounding public or many private schools in the area.

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.

Maui Academy of Arts and Sciences' educational model holds at its apex the goal of empowering our students to become change agents in their communities and the world beyond. Student-centered, project-based, inquiry-driven learning is the heart of our reimagined educational program.

Key components of the robust educational model include:

CROSS-CURRICULAR LEARNING UNITS

The schedule is designed around four core blocks of instruction that are planned across the curricula by core class instructors. Teachers work together to plan in advance cohesive cross-curricular learning units which expose students to new ideas, both in the classroom combined with application and practice in the field.

PLACE-BASED LEARNING via COMMUNITY FIELD TRIPS

Students will take field trips and work with community experts to explore the student-selected learning topic. In this way the learning is both culturally responsive and immediately relatable to students and families.

INQUIRY-BASED LEARNING via PROPOSAL, RESEARCH, IMPLEMENTATION, and PRESENTATION

Students will use an inquiry-based model to ask essential questions, research potential answers, and innovate solutions to identified problems within the community. These cross-curricular units will culminate in students publicly presenting their projects at the end of the semester and year. The cross-curricular learning units will involve students applying scientific processes such as the scientific method, engaging in action research, and implementing their proposed solutions to their self-selected problems of study. All of this intense work will culminate in students publicly presenting their community projects at the end of the quarter and semester.

STUDENT WELLNESS

Student wellness is a key indicator of where student needs are being met and where they need support. The heart of the school's wellness focus is a tool called the Wellness Wheel which assists students in checking in with themselves, their feelings, and their daily habits. Students will learn self-reflection, self-regulation, and the importance of focusing on a healthy balance of behaviors in one's daily life.

STRATEGIC CLASS LENGTH

Research-based class length with longer passing periods: 50-minute class blocks followed by 15-minute passing periods to allow for processing of the learning, deepening connections, and minimizing stress for both students and teachers.

INGRAINED COMMUNITY CELEBRATIONS

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Focus Fridays, also known as Po'okela Po'alima, present a communal time to gather as a whole school to celebrate together and hear updates on student project progress. After the celebrations, students and adult experts meet to take field trips into the community.

STAFF PROFESSIONAL DEVELOPMENT

All staff will engage in in-depth professional development around trauma-informed practices that will be used school-wide throughout the year. Like their students, staff will enjoy opportunities to self-select their areas of study and they will also be invited to present as the experts in their areas of focus. The design for staff professional development will include group, individualized, and teacher-selected formats to ensure that teaching faculty possess the knowledge and skills to accomplish the aforementioned foci.

DATA-DRIVEN INSTRUCTION

Teachers will collect diagnostic/baseline data at the beginning of the year and use an ongoing model of data-driven instruction to inform their teaching, student learning, quality assessment, and meaningful reflection. Students will be empowered to set their own individualized learning goals. Teachers will support students and parents to track growth and mastery based on student-set goals. The school co-directors will work with teachers to adjust course pacing and design when indicated by their student results.

TEACHER COLLABORATION, PRACTICE, and APPLICATION

Teachers work together to plan in advance their cohesive cross-curricular learning units which expose students to new ideas both in the classroom combined with application and practice in the field. Teachers prepare lessons to meet the high rigor level of Common Core State Standards and Next Generation Science Standards. Learning from any text or video is further explored through hands-on application in the neighboring farmland, shoreline, or community.

KEY COMPONENTS OF THE ACADEMIC PLAN IN ACTION:

Students will engage in their Common Core-aligned curriculum classes in 50-minute increments of study: Cross-Curricular Literacy (Reading/Language Arts), Applied Mathematics, Science/Environment, and Hawaiian/U.S./World History. Each of these 50-minute Learning Blocks will be followed by 15-minute Connections time. These Connections allow students and teachers to have flexible time to continue an interesting discussion, have one-on-one conversations about life, work, or homework, and help both students and teachers connect to avoid a stressful feeling of rushing from class to class. Scientific research supports that the brain learns and retains information best when focused on work and new information for approximately 50 minutes at a time, followed by 15-minute 'brain breaks'. School will also start and end on a slightly later schedule than surrounding schools, as adolescents' circadian rhythms cause them to naturally stay up later and need more sleep at this age. After a 45-minute lunch break, students will self-select their enrichment classes for two elective periods. Their options will be native Hawaiian/Foreign Language, Music/Dance, Technology/STEAM, Agriculture/Garden, Physical Education, and Fine Art (including Native, Western, and Eastern practices). It is important to note that in 6th grade students will have the opportunity to experience every elective that the school has to offer.

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They will get to select two per trimester, exposing them to no less than six electives in their first year of middle school. As they move to 7th and 8th grades, students may choose to focus on the two electives they enjoy most in order to become proficient and/or excel in their enrichment activities of choice.

On Focus Friday mornings teachers host their homerooms at school-wide events. On a rotating monthly schedule, this time allows for culture-building, celebration, Advisory groups, and public project presentations. The remainder of the day on Focus Fridays will be wholly dedicated to the specific problem being explored through cross-curricular unit examination. Teachers will escort students on field trips within the larger community. Parents fulfill their commitment to chaperone at least once per semester. Experts from the community will lead these sessions with the support of school teachers. These sessions will provide the bulk of time for hands-on learning, research, design, and innovating solutions to the identified community issue. This model is also unique to MAAS, not currently being offered by any other school on the island of Maui.

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

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.

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MAAS will begin with an entry level of 100 sixth grade students. This is a large need for the Upcountry Maui area as there are 8 private schools, all of which offer grades 6-8, and **only one public middle school** that services five elementary feeder schools **for the 10,000 families** in the North Shore and Upcountry communities. Each year as we continue to grow, we will add one additional grade and add another 100 students at a time. In reviewing the School Quality Survey for the Baldwin-Kekaulike Complex, the results of the middle school students are glaring: as our students transition to middle school they no longer feel safe and their academic performance drops drastically. Our children need a place they feel safe, engaged, and have a sense of connectivity at this crucial time of development.

Currently in the Upcountry Maui area there are approximately 566 students attending private schools at the middle school level; the majority choosing Kamehameha Maui middle school with approximately 238 students; and approximately 212 students attending Seabury Hall. Carden Academy and Doris Todd have approximately 54 students each; Clearview Girls School has about 13 middle schoolers; Waldorf has approximately 61 students; Montessori about 12. Maui's only public middle school, Samuel 'Enoka Kalama Intermediate School, serves approximately 900 middle school students in grades 6, 7, 8. In total, at the middle school level, Maui's Upcountry area services approximately 1,466 students in grades 6, 7, 8 before high school. This population comes from the areas of Kula, Pukalani, Paia, Haiku, Makawao, and Hali'imaile. (Please note that within Kamehameha Schools Maui, many students are also bussed in from Wai'ehu, Wailuku, Waihe'e, and Waikapu in central Maui.) Maui Academy of Arts and Sciences would service approximately 100 students in Grade Six in its first year, and add another 100 students in Grade 7 the following year, then will serve 100 Eighth Grade students in Year Three. We do not feel 100 students per year will make a large impact on the surrounding public or private school (s).

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.

At Maui Academy of Arts and Sciences we are focused on traditional gap-closing instruction combined with innovative approaches to learning. Our two-pronged method is designed to both challenge students who are on grade level and deeply engage students who need to catch up to grade level. We do this by providing them with strong grade-level content-based instruction within the classroom. We employ Project-Based Learning and hands-on outdoor Place-Based learning to support Multiple Learning Intelligences. We support students as they make real-world connections and apply their learning to work that is deeply satisfying to them. Our students learn in a truly culturally contextual way, through authentic Hawaiian standards and values. Students internalize that they can be problem-solvers for society. Our learning model exists for students to accomplish these three things: master grade-level standards, learn through traditional Hawaiian values, and to become the current and future problem-solvers of our communities.

Key components of the educational model include four core blocks of instruction in English Language Arts, Mathematics, Social Studies, and Science that are planned across the curricula by core class

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instructors. Teachers work together to plan in advance cohesive cross-curricular learning units which expose students to new ideas, both in the classroom combined with application and practice in the field. Students will take field trips and work with community experts to explore the learning topic. Students will use an inquiry-based model to ask essential questions, research potential answers, and innovate solutions to identified problems. These cross-curricular units will culminate in students publicly presenting their projects throughout and at the end of the semester.

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](#)

Student instruction and learning will follow the scope and sequence as laid out clearly in the Common Core State Standards. We will utilize the best resources that we bring from the DOE, such as the incredibly rigorous and interesting Wonders reading and language arts curriculum for our incoming sixth graders. Daily instruction will involve reading the challenging text of non-fiction, and then heading outside to make real world connections using the Text-to-Self and Text-to-World strategies. Next, the Science teacher will follow the plans that the team of teachers collaborated on in weeks prior, ensuring that the study in the garden or in the lab or at the shoreline is related to the literacy content from the Cross-Curricular Literacy block. We will look at World History from the lens of indigenous people, again relating the literacy and science blocks to what is being discovered in the world history block. We might use the theme “Conflict Leads to Change” to explore the way historical events could have turned out differently depending on the way the conflict was handled, and how this impacted indigenous peoples. Sixth grade will touch on ancient Hawaiian History, while the 7th grade standards cover the Hawaiian Islands from the Kingdom of Hawai’i through the modern era. Our eighth graders will study current Hawaiian issues and how the students of today can help solve these problems.

We will follow all standards and meet all students in our classrooms, based on our inclusion model. Our School Directors will make Unit plans with staff that are aligned to the state standards, along with formative and summative assessments. Our grading will be standards-based. The School Directors along with the teaching staff will develop sound plans to pick research based programs when choosing the curriculum.

All programs and processes will be carefully looked at and selected for our school programs.

We will follow the Common Core Standards in all subject areas;

For example: see the NGSS Science Standards: [Grades 6-8](#). This is one content area.

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.

Not Applicable. Curricular choices are being explored, researched, and vetted. Please see response below in Question #4, as well as Attachment D.

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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.

Please see Attachment D.1, Attachment D.2, and Attachment D.3 for the research that has already been undertaken to identify rigorous curricula that are also culturally responsive and affirming of students' many identities here in the Islands. Maui Academy received a grant that provided expert support from outside partners in identifying the curriculum most appropriate for our student population in both Reading and Math. In addition, the school Co-Directors both possess deep knowledge of a variety of curricula. Additionally, several board members also have deep expertise in the areas of rigorous standards-aligned curricular options as well as deep knowledge of culturally appropriate learning content. Together, the governing board members who are the traditional curriculum experts and those who are the native cultural experts will work to select the curricular choices in all subject areas that will best meet the learning needs and affirm the identities of the students at Maui Academy.

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.

Our overall approach to school is housed in the **Inquiry-Based Learning** model. Simply put, this philosophy, *"is an approach to learning that emphasizes the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas. Inquiry-based learning uses different approaches to learning, including small-group discussion and guided learning. Instead of memorizing facts and material, students learn by doing. This allows them to build knowledge through exploration, experience, and discussion."* (<https://gradelearning.com/what-is-inquiry-based-learning/>)

Our educational model will utilize two key structures that promote inquiry-based learning. The first is the well-researched **Place-Based Learning** approach that offers a way to bridge the gap between in-school learning and students' real everyday lives. Students will be given the opportunity to apply what they learn in the classroom to the place that they live.

"By drawing upon cultural, natural, economic, civic features and problems and opportunities encountered in their own region, teachers can demonstrate the value of mastering knowledge and skills that might otherwise seem abstract or meaningless to students. This is especially true when learning opportunities are situated in the broader community as well as the classroom. Enhanced student engagement and achievement can often result from this shift in curricular and instructional focus."

(Place-Based Education: Learning to Be Where We are, https://www.researchgate.net/publication/44835725_Place-Based_Education_Learning_to_Be_Where_We_are)

The other core structure of our learning model is **Project-Based Learning** (PBL). This teaching method encourages deep student learning by challenging students to engage in real-world and personally meaningful projects. Students then demonstrate their knowledge and skills by creating a public product or presentation for a live audience. PBL helps students develop the critical 21st century skills necessary for college and career readiness. Below are three characteristics of meaningful project-based learning activities that lead to deeper student understanding:

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1.) Interdisciplinary

PBL focuses on engaging students with real-world problems. This is an interdisciplinary approach because real-world challenges are rarely solved using information or skills from a single subject area. Projects require students to engage in inquiry, solution building, and product construction to help address the real-world issue or challenge presented. As students do the work, they often use content knowledge and skills from multiple academic domains to successfully complete the project.

2.) Rigorous

Project based learning requires the application of knowledge and skills, not just recall or recognition. Unlike rote learning that assesses a single fact, PBL is more complex and can be used to assess how students apply a variety of academic content in new contexts. As students engage in the work of a project they follow a process that begins with inquiry. Inquiry leads to deeper learning, not just related to academic content, but also related to the use of content in real world applications. Inquiry processes can help lead to the development of solutions that address the problem/challenge of the project and the creation of products to communicate solutions to an audience based upon the application of content and skills.

3.) Student-centered

In PBL, the role of the teacher shifts from content-deliverer to facilitator/ project manager. Students work more independently through the PBL process, with the teacher providing support only when needed. Students are encouraged to make their own decisions about how best to do their work and demonstrate their understanding. The PBL process fosters student independence, ownership of his/her work, and the development of 21st century/workplace skills.

[\(https://www.definedstem.com/blog/what-is-project-based-learning/\)](https://www.definedstem.com/blog/what-is-project-based-learning/)

"A Framework For High Quality Project Based Learning."



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The Buck Institute for Education convened a steering committee of project-based learning stakeholders to write a framework for high quality PBL. (Courtesy/[HQPBL](#))

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.

See response to Question #4 above: "Please see Attachment D.1, Attachment D.2, and Attachment D.3 for the research that has already been undertaken to identify rigorous curricula that are also culturally responsive and affirming of students' many identities here in the Islands." The list of individual board members who will make these curricular decisions are:

Traditional Common Core Standards-Based Curricula:

Daria Boone
Rana Boone
Jennifer Ka'imi Gutierrez

Hawaiian-focused Curriculum Decisions:

Alika Atay
Kahokule'a Haiku
Jasmine Kilborn

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.

At Maui Academy of Arts and Sciences we have a laser focus on Data-Driven Instruction (DDI). From a high-level perspective this means that every teacher is well-versed in their subject area's Common Core State Standards (CCSS) *as well as* how these standards are presented and assessed on the State Standardized Exam. By developing a deep understanding of both the standards and how they are assessed, teachers develop strengths in creating their own ongoing assessments that are aligned to the rigorous learning required to prepare students to "show what they know" on the Smarter Balanced Assessment state exam. Ongoing, teachers use these skills to fine-tune their formative and summative assessments, grading, and reporting of student progress--rooting them all in the Common Core State Standards. School leadership has put steps in place that support development of the skills necessary to implement ongoing and meaningful use of DDI. Paul Bambrick-Santoyo, esteemed author of the book *Leverage Leadership*, calls these steps the "Keys to Data-Driven Instruction". They are:

1. Assessment. Define the roadmap for rigor.
2. Analysis. Determine where students are struggling and why.
3. Action. Implement new teaching plans to respond to this analysis.
4. Systems. Create systems and procedures to ensure continual data-driven improvement.

(Leverage Leadership, Paul Bambrick-Santoyo.)

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The school leaders have identified the need to develop a system to explain the ongoing DDI process at Maui Academy. Teachers first hear about this in the interview and hiring process, and then take a deep dive into what it means in theory during staff Professional Development at the start of the school year, even before students arrive.

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.
[We will follow all Hawaii DOE Common Core Standards.](#)
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.)
[Not Applicable. Please see Question #5 below and Attachment F.](#)
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.
[Not applicable. We will follow the Hawaii Common Core State Standards.](#)
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.
[See attachment F.](#)
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

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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.
[Not Applicable. We are a Charter Middle School.](#)
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
[Not Applicable. We are a Charter Middle 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.
[Not Applicable. We are a Charter Middle School.](#)

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.

MAUI ACADEMY OF ARTS AND SCIENCES "EVERY STUDENT SUCCEEDS ACT" ACADEMIC GOALS

	Top Neighborhood Score	District Average	State Average	ESSA Final Goal SY 24-25	Year 1 Goal SY 25-26	Year 2 Goal SY 26-27	Year 3 Goal SY 27-28
ELA	40	41	49	61	47	54	61
MATH	21	27	38	54	30	35	40
SCIENCE	46	41	43				

Maui Academy of Arts and Sciences has set clear academic goals for student performance. These are aligned to the State's Every Student Succeeds Act goals as they currently exist. We operate with six distinct goals in mind as we set our academic goals for each year. We aim to:

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- Outperform neighborhood schools by at least 5% each year in all tested subject areas
- Rank in the top 25% of state schools in growth
- Rank in the top 5% of growth in the state by Year 3
- Achieve 1 ½ years of student growth annually
- 80% of 8th graders score a 15 or above on the ACT EXPLORE test
- 80% of 8th graders taking Algebra I earn a grade of C or higher

With this focus we set the following goals for the first three years of operation: in Year 1 our students will score at 47% on ELA testing, which is 7 percentage points higher than our peers are currently scoring. Our goal is to continue to increase scores at 7 percentage points so that students are earning 54% in ELA in Year 2 and 61% in Year 3, reaching the bar set by the State's current ESSA plan. In Math our students will score 30% proficiency on the exam, which is 9 percentage points higher than our peers are currently scoring. We believe we can meet this ambitious goal in Year 1 due to our small classroom size and ability to excite our small school community around specific goals. In Year 2 students will score 35% proficiency, an increase of 5 percentage points, and in Year 3 they will score 40% proficiency for another increase of 5 percentage points. Achieving these goals in Math will put our students on the upward trajectory to meet the State's ESSA goals within another three years. With this plan in place we aim to outperform our teammates and our peers for each of the first three years of operation, setting the tone for consistent and ongoing student achievement.

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.

At Maui Academy of Arts and Sciences, we ultimately define student success by producing the next generation of leaders who are inspired by their island community to use their skills and talents to impact the world in a positive way for many generations to come. It is our priority to provide each student with a rigorous academic program that challenges them to their greatest ability. The goal of our academic program is to monitor student learning to measure the effectiveness of teaching, the depth of the learning, and responses to instruction. We measure student learning using formative and summative assessments such as exit tickets and end of unit assessments. We engage in daily, weekly, and monthly data analysis to celebrate areas of success and address focus areas in need of remediation. The use of assessments and analysis aids us in reaching academic goals to increase local proficiency rates of 40% in Reading and 21% in Math by 5% minimum in our initial and succeeding years. Doing this will allow us to build confident readers and leaders who are proficient or approaching proficiency by exhibiting at least 1.5 years of growth annually.

It is also our priority to gain meaningful information about how healthy, safe, engaged, supported, and challenged students feel at MAAS. We use school climate surveys, gathering the perspective of all stakeholders, to indicate our progress toward sustaining a healthy school climate and culture. For example, we measure students' mental and emotional health, sense of safety, belonging, and relationships through asking targeted questions such as, how much do you matter to others at MAAS? Furthermore, we use other forms of measurement such as observations, interviews, and data analysis to

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determine our effectiveness. By measuring both academic and non-academic outcomes, Maui Academy will improve the academic outcomes for students, increase stakeholder voice, and reduce incidents of disciplinary action, including suspensions.

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

At MAAS we continue to offer targeted instruction for students struggling with meeting the goals and targets. Through the RTI process, teachers will measure student growth in meeting or not meeting the learning targets. From here, if students are not meeting identified goals and targets further support will be put in place through the RTI process.

Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Teachers at MAAS will keep careful record of educational decisions about the intensity and duration of interventions based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- **High-quality, scientifically based classroom instruction:** All students receive high-quality, research-based instruction in the general education classroom.
- **Ongoing student assessment:** Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison within their peer group. This data is then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- **Tiered instruction:** A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- **Parent involvement:** Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

The Three-Tier Model is described below:

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such

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as curriculum-based measurement as listed in this link. At the end of this intervention period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency & duration of intervention, and level of training of the professionals providing the instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer stretch of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred to a comprehensive evaluation and considered for eligibility in special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education. Feldman, Ross. "Tiered Instruction Intervention." *Response to Intervention Tiers for Instruction | RTI Action Network*, www.rtinetwork.org/essential/tieredinstruction.

MAAS will use RTI as a school-wide framework for efficiently allocating resources to improve student outcomes.

Tier 1: If a student enters MAAS on or close to grade level proficiency and has no specific learning needs, they will be placed in Tier 1 until identified as needing support or intervention.

Tier 2: If a student is more than a year behind in Reading or Math, or begins to fall behind in formative or summative assessments, they will be identified for Tier 2 support, such as small group interventions.

Tier 3: If a student is two or more years behind in Reading or Math, or begins to fall behind in formative and summative assessments, this child will be identified as possibly needing Tier 3 support at a more intensive level.

The anticipated student population we plan to service with special needs in our area is 10-15% based on data collected from the Department of Education's Baldwin-Kekaulike Complex.

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

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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.
[We will follow the Hawaii DOE 2024-2025 School Calendar. See Attachment G.](#)

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.

Maui Academy of Arts and Sciences Sample Student School Day

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

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

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

Sample School Week

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8:30-9:20	Class A	Class D	Class C	Class B	Master teachers
9:35-10:25	Class B	Class A	Class D	Class C	from the community
10:40-11:30	Class C	Class B	Class A	Class D	will guide hands-on
11:30-12:10	<i>LUNCH</i>				
12:15-1:05	Class D	Class C	Class B	Class A	<i>learning in the field accompanied by a teacher(s) from MAAS.</i>
1:15-2:00	Elective 1	Elective 1	Elective 1	Elective 1	
2:10-2:55	Elective 2	Elective 2	Elective 2	Elective 2	
2:55-3:00	<i>DISMISSAL</i>				

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

Maui Academy of Arts and Sciences Attachment H, Page 1

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.*

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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.
Not Applicable. We will be following the DOE 10-month academic calendar.
2. Describe the extracurricular or co-curricular activities or programs the school will offer, and when the activities or programs will be scheduled.
None at this time. We may coordinate with other area schools in the future to offer co-curricular activities or programs.
3. Describe any supplemental programs or strategies that will address student mental, emotional, and social development and health.

SOCIAL EMOTIONAL LEARNING: FOCUS ON STUDENT WELLNESS & COMMUNITY BELONGING

At Maui Academy of Arts and Sciences we have also set holistic goals for the whole child: **Student Wellness and Community Belonging**. These are integrated into the daily curriculum. We strive to create a trauma-sensitive environment so that all our learners feel safe, included, and well-known by staff and peers alike.

Student Wellness: Students will take part in a weekly reflection called the **Wellness Wheel** that asks them to center themselves in a broader community. They will privately reflect on how well they have taken care of their bodies (physical fitness, healthy foods eaten, etc.); how they have related to others (kind to themselves, proactive in working out problems with relationships); and how they have contributed to the community (school, family, neighborhood). Students will complete their reflections on the Wellness Wheel tool at least weekly, if not daily. They will discuss their responses with one peer, teacher, or family member on a weekly basis. To measure our Wellness and Belonging goals the annual Gallup student survey will be administered; it asks students whether they feel safe at school, cared for, and listened to. While the Wellness Wheel tool has always been a part of our school plan, the pandemic has created some additional challenges that we feel must be directly addressed to support student wellness. The pandemic has also highlighted some opportunities for us to seek support from families in utilizing SEL strategies such as the Wellness Wheel to meet the needs of the whole child.

Community Belonging: Above all else, we embrace equity and justice (both social and environmental) through our focus on community involvement. We believe that communities are strengthened by those who live there and know what is best for the people with whom the space is shared. Empowering our community is our paramount goal.

We utilize Student Wellness as a key indicator of where student needs are being met and where they need support. All staff will engage in in-depth professional development around trauma informed practices that will be used school-wide throughout the year. Students will learn self reflection, self-regulation, and the importance of focusing on a healthy balance of behaviors in one's daily life.

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Students will also have the opportunity to be recognized on a weekly basis for their academic gains as well as contributions to their community at our school's weekly Focus Friday assemblies. In addition to school efforts, Maui Academy of Arts and Sciences will include the broader community in wellness efforts. Maui Academy will hold weekend workshops for the community to take part in restorative practices such as learning about how to apply the Wellness Wheel in their own lives, give space for discussing race-related issues such as decolonizing the classroom, and ways we can work together as a community to decolonize our historically colonized island-state.

If the need arises for students to further reflect on whether their actions were supportive of the school community, we will employ best practices of Restorative Justice to reconcile the student's behavior with community members. We believe these are the most effective ways to support our students' well-being. We also believe that this is the direction that justice in the country is headed: we cannot expect our children to practice peace and mindfulness in their actions if we do not model it, practice it, and teach it. Our approach to equity and justice allows our students to experience fairness and self-awareness before going into the world as adults. We hope that this approach will impact them so that when they are the ones making decisions about what equity and justice should look like in society, they will draw on their peaceful experiences in our school community and allow that to inform their choices.

Maui Academy of Arts and Sciences promotes a positive school culture through our School Wide Behavior Expectations. Rooted in our overarching value of **Kuleana (responsibility)**, our policy maintains that students and adults alike are expected to interact in a way that is respectful toward everyone else; each person has the obligation to contribute positively to the learning environment. When this does not happen, we give ample opportunities for improvement through the Hawaiian practice of **Ho'oponopono (to make things right)**. To support these efforts in a structured and reliable way, we will utilize the models of Positive Behavior Intervention Supports (PBIS) and Response to Intervention (RTI). These models allow for many layers of structure and support in between the identification of inappropriate behaviors and serve as purposeful steps to avoid more severe measures such as suspension or dismissal.

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

Not applicable at this time.

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.

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The core values of Maui Academy of Arts and Sciences drive everything we undertake within our school family. The values drive all of our actions in our day to day school life.

OUR CORE VALUES

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

At the heart of our mission, vision, and values, Maui Academy of Arts and Sciences aligns strategically with the Hawai'i Department of Education's HĀ model: Nā Hopena A'o (HĀ). Our school culture will be embedded in the vision and mission of this model. Students, parents, and community members will be exposed to this model through daily observations, interviews, attitudes, to develop the overall well being of our student population. The Department-wide framework will help develop the skills, behaviors and dispositions that are reminiscent of Hawai'i's unique context, and will honor the qualities and values of the indigenous language and culture of Hawai'i. By embedding this model into our school culture, our students will thrive in the six areas, growing to their full potential.

Maui Academy of Arts and Sciences views academic success as dependent on the environment in which the learning is occurring. Given that a safe and supportive school climate and culture is linked to positive student outcomes, it is critical that educators understand how to create and sustain such an environment. Maui Academy faculty and staff receive professional development, including hours during the summer PD Days, prior to student arrival focused heavily on creating and maintaining a climate and culture reflective of the vision of MAAS Academy. A school's academic achievement is contingent upon and inextricably linked to its ability to establish a strong school culture. For this reason, MAAS leadership and staff hold two, 4-hour student and guardian orientations prior to entering school. During this time,

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faculty and families are given time to meet, connect, and commit over the core beliefs and values of MAAS.

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.

Please see Question #1 above for how this will be accomplished starting with the early days of the new school year. In addition to Professional Development days for staff and Orientation days for students and families, the culture will be embedded into other areas of the school day and week. Focus Friday celebrations every week will highlight the chosen value for that week or months. Teachers will receive guidance around messaging for Advisory meetings so that the school's culture and values permeate every part of the day. Through Maui Academy of Arts and Sciences guiding practices, mission & vision, and our core values, we will remain aligned with the Department of Education's HA model to strengthen students' sense of self and belonging to this place. Team building, annual school events such as quarterly cultural nights, art showcases, talent shows, science fairs, community outreach days/evenings (public invited) focused on sustainability, farming and place-based learning are all critical aspects to the life of our student culture. The above events, activities, and presentations will be student-led with the intention of addressing community based problems along with proposed innovative solutions. This will allow a students' ownership of their own Academic Foundation and promote the desire for further learning.

Students who begin their MAAS journey mid year as a transfer student start with a family meeting with the Principal, spend their first morning with the one of the School Co-Directors) for a mini-orientation, and are placed in a friend group within their homeroom to help ease the transition to the new school and new expectations. In partnering with families and the community, MAAS creates a welcoming and sustainable culture for all students.

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.

OVERALL PLAN TO SERVE STUDENTS WITH SPECIAL NEEDS

It is the goal of the Maui Academy of Arts and Sciences to ensure all students in their school feel safe, encouraged, and supported. Students will have an Advisory teacher who works hard to get to know each student on an individual basis. Weekly Advisory meetings and Focus Friday celebrations will be purposeful in engaging all students, despite their academic performance. It is our duty to meet each student at their ability level, providing a conducive environment for all learners and learning styles. We will have a surplus amount of support within the school that follows the Response to Interventions (RTI) model to best meet the needs of individual students, sub-groups such as disadvantaged students, homeless students, at risk students, and our IDEA population. All Individualized Education Plans (IEPs) will be followed with fidelity under the guidelines set forth by the Department of Education. We will look at 504 plans and follow the guidelines set forth by the Department of Education here as well. Tier Level supports, planning, and modification will take place. We strongly believe at MAAS that if the correct and proper interventions are being applied and executed in each of our classrooms, our students' needs will be met and achievement will flourish.

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To best understand and follow the RTI process, staff members need to be trained and know the different levels and purpose of the model. Extensive and ongoing professional development will take place at the beginning and middle of each year with a reflection at the end of year. The first question to answer is: What is RTI? Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Teachers at MAAS will keep careful record of educational decisions about the intensity and duration of interventions based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- **High-quality, scientifically based classroom instruction:** All students receive high-quality, research-based instruction in the general education classroom.
- **Ongoing student assessment:** Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison within their peer group. This data is then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- **Tiered instruction:** A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- **Parent involvement:** Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

The Three-Tier Model is described below:

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement as listed in this link. At the end of this intervention period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

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Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency & duration of intervention, and level of training of the professionals providing the instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer stretch of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred to a comprehensive evaluation and considered for eligibility in special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education. Feldman, Ross. "Tiered Instruction Intervention." *Response to Intervention Tiers for Instruction | RTI Action Network*, www.rtinetwork.org/essential/tieredinstruction.

MAAS will use RTI as a school-wide framework for efficiently allocating resources to improve student outcomes.

Tier 1: If a student enters MAAS on or close to grade level proficiency and has no specific learning needs, they will be placed in Tier 1 until identified as needing support or intervention.

Tier 2: If a student is more than a year behind in Reading or Math, or begins to fall behind in formative or summative assessments, they will be identified for Tier 2 support, such as small group interventions.

Tier 3: If a student is two or more years behind in Reading or Math, or begins to fall behind in formative and summative assessments, this child will be identified as possibly needing Tier 3 support at a more intensive level.

The anticipated student population we plan to service with special needs in our area is 10-15% based on data collected from the Department of Education's Baldwin-Kekaulike Complex.

Any student who comes to our school or has an IEP or 504 plan will be a part of our Inclusion Model. MAAS will have at least one Special Education teacher that will rotate to the different classrooms to meet students' needs. We will follow the six best practices for inclusion; 1-Teacher 1-Observe; Station Teaching; Parallel Teaching; Alternative Teaching; Team Teaching; 1-Teach 1-Assist. Our staff will have extensive training in these various approaches during professional development. Inclusion classrooms are mandated by the 1975 Individuals with Disabilities Education Act (IDEA). According to Art Shapiro on *Education World*, inclusion classrooms can benefit all types of learners when supports are in place. Shapiro told *Education World* that inclusion classrooms improve learning for both special education students, and students without learning disabilities. Being in a classroom with all types of learners helps

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to show students how to accept individual differences from an early age, as well as helping both types of students to develop new friendships. (Special Education Inclusion, n.d.)

At the beginning, middle, and end of the year, our school will do screeners to see where our students are in relation to their reading, comprehension, and mathematics skills. After each baseline, we will meet to see where our students currently are, measure their growth, set benchmarks, and measure success and needs. These screeners will take place in August, December, and May.

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 support 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.

SERVING SPECIAL POPULATIONS and AT-RISK STUDENTS

Maui Academy of Arts and Sciences’ comprehensive plan for serving students with special needs include the following:

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Conduct universal screeners (i.e. MAP or similar assessment for grades 6-8) and identifying students falling below the 40th percentile as candidates for RTI (Response-To-Intervention) services. After students are populated for RTI services:

- Grades 6-8- students are assessed with the Benchmark Assessment System (BAS), then tiered
- Students placed in tier 2 receive daily intervention from their classroom teacher
- Students placed in tier 3 receive daily intervention in RTI-appropriate small groups during intervention block
- Students in tier 2 are progress monitored bi-weekly, and tier 3 students are progress monitored weekly
- In addition, students with disabilities also receive instructional supports with
- accommodations and modifications as outlined in their IEPs

In addition to serving students academically, we will also implement a Response to Intervention-Behavior (RTI-B) process and system to identify, track, and respond to students' disciplinary actions that may be linked to the social/emotional health and development of the student. A universal screener for behavior will be administered 2-3 times per school year to identify high, medium, and low behavioral risks. After the universal screener is conducted, the risk roster will be cross-referenced with the behavioral referral tracker to analyze the behavioral risks. Students will then be tiered based on risk rating. Students that are synonymously high risk will be referred for a functional behavior assessment (FBA) and development of a tier three behavior intervention plan (BIP). Students that are rated as medium risk may or may not be referred for an FBA, data collection of specific behavior are tracked, and based on the outcome are considered for the development and implementation of a Tier 2 BIP. Students rated as low risk will be monitored for behaviors exhibited via classroom observation of social emotional learning (SEL) curriculum implementation. Appropriate family support will also be offered to all students through our service personnel, which includes our Academic School Counselor, Contracted EL Teachers, Special Populations Teachers and Special Populations Team Lead.

Our School Academic Counselor will host monthly events for families and parents, as well as our Co-Directors/Teachers will serve as the committee chairperson for our ESL parent/family advocacy group. In addition, our Special Populations teachers will contact parents regularly via phone, text, and in-person at arrival/dismissal and school events. School leadership and instructional staff will ensure that students with disabilities participate in a full school day, with regards to their IEP services and accommodations. Students receiving transportation services outlined and documented in their IEPs will also receive those services. School leaders and teachers will track assessment, progress monitoring, exit ticket, and other pertinent intervention data by inputting data into a goals tracker for each student with an IEP, which captures CBM data for RTI purposes, intervention data, and classroom performance. Special Populations teachers will collaborate and plan with general education teachers weekly about student progress. Making changes to the services and programming, if necessary, this will be done by the Special Education Lead Teacher contacting the parent to schedule an IEP meeting, along with the IEP team members to discuss student progress.

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:

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- 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.

EDUCATING STUDENTS WITH SPECIAL NEEDS

The methods for identifying students with special needs while avoiding misidentification includes implementing our child-find study process, which requires multiple sources of information to be considered and reviewed by our student support team. Additionally, our student support team, while some team members are stationary, some members are constantly changing based on the type of referral, utilizing multiple referral sources. Likewise, in the event that parents request evaluation, the student support team will respond to the parent's request by conducting a meeting and inviting the parent to share his/her concerns and to consider all academic/behavioral data.

Our school will address over-identification by ensuring that we offer high quality, tier one quality instruction, and consistently analyzing student achievement data, as well as behavioral data, to ensure that our academic programs and behavioral/culture programs align to consistently create a conducive learning environment. Also, instructional staff will receive ongoing training through observations and feedback and professional development which includes modeling and execution of research-based teacher moves.

Additionally, we will address over-identification by implementing our child-find study process/protocol with fidelity for every suspected case. Response to intervention, data team meetings, and intervention-planning will be pivotal to ensure that students are not over-identified. All teachers conducting intervention will be held to a very high standard of practice for implementing intervention, progress monitoring, conducting universal screeners, as well as following up with secondary and tertiary assessment to identify the most basic skill deficit areas. Providing meaningful, and strategic training to interventionists, the Special Populations Teachers and Team Lead, as well as the Dean of Curriculum and Head of School will be necessary to ensure that each person of the team is clear and aware of his/her role in providing, implementing, and monitoring intervention practices. Specific instructional programs that will be utilized to improve basic skill deficiencies include phonics programs such as Reading Mastery and Wilson Phonics. In addition to the phonics instructional programs, comprehension programs to be implemented including Guided Reading.

Special Populations Teachers will employ the same standards of student expectations as general education teachers, with consideration to the skill deficit areas. Special Populations Teachers will be

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advocates, service providers, and liaisons for students with disabilities. Special Populations Teachers will inform and educate General Education Teachers by co-teaching along with them, when applicable. The co-teaching model will be used for inclusive settings, which not only benefits students with disabilities, but general education students as well. Co-Teaching models can vary from low leverage to high leverage. Our Special Populations Teachers will implement the high-leverage co-teaching models such as pull a group within a group, alternate teaching, and parallel teaching.

Ensuring academic success for all students is a priority, especially students with disabilities. Our Special Populations Teachers will have access and be encouraged to share a service provider directory which includes various service providers, and resources for wrap around services for our students. Providing informational access to our parents and families increases the success rate for students with disabilities. Special Populations Teachers will be trained in providing accommodations, and making modifications to ensure students' access to the general education curriculum. Plans for monitoring and evaluating the progress of students with disabilities include data tracking with a goals tracker spreadsheet, tracking attendance and discipline data via our Student Information System, discipline referrals and behavior data as tracked by the Dean of Students, and using all data points in a comparative analysis. The comparative analysis will be conducted throughout the school year to verify that student success is aligned with student services. Likewise, if student success and services are misaligned, then we will consider programmatic changes, professional development for teachers, deans, instructional coaches, or change in service providers/services per an IEP team decision.

GOALS

The Special Populations Department will be driven by three main goals and the priorities for each goal. The goals are as followed:

1. Goal: Department will be in compliance with all federal and state mandated laws.

Priority: Special Populations teachers hold themselves accountable in accordance with federal and state laws, district policies and Maui Academy expectations.

2. All students with disabilities grow 10 percentile points annually in math and/or reading as measured by our school's vetted assessments, such as the NWEA MAP.

Priority: Special Populations teachers use student achievement data to drive instruction.

3. By the end of 8th grade, students will lead their IEP meetings.

Priority: Students meet grade-level expectations for self-advocacy.

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);

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- 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.

EDUCATING ENGLISH LANGUAGE LEARNERS

Identifying our English Language Learners will begin during open enrollment on the application. We will include the home language survey, which gives us a starting point for identifying possible ELs. We will also inquire about further information during entrance interviews with students and families. In addition, we will be reviewing incoming WIDA scores from students that may come from Maui County Public Schools, or other schools out of state to help determine language proficiency. We will employ phonics and comprehension instructional programs. The plans for monitoring and evaluating progress and success of EL students, including those that may be exiting from EL services will be data analysis, and ongoing collaboration between our ESL and general education teachers. Analyzing student work samples, comparing skill mastery to standard mastery, reviewing intervention data, if applicable, as well as universal screeners and interim assessments is going to be key in evaluating our ESL program and the progress of our EL students. Conducting classroom observations during ESL service times and providing valuable and actionable feedback to the ESL teacher regarding instructional strategies, techniques, curriculum-use, etc. will also be a means to evaluate the progress and success of EL students.

Analyzing the rigor of the instructional delivery to ELs will be vital in determining the impact on student success.

- 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.

As mentioned above, all students can benefit from the supports put in place for learners with special needs. Students who are performing below grade level will be monitored via the RTI process.

- 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.

INTELLECTUALLY GIFTED STUDENTS

Our methods for identifying and meeting the needs of intellectually gifted students include the process of beginning with the universal screeners and then following up with observations and questionnaires to be completed by general education teachers. Our research-based instructional programs include adaptive rigor to provide additional challenges for gifted students. Likewise, instructional strategies such as action-based learning/project-based learning will be implemented

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to provide gifted students a more individualized approach to learning with more rigor.

The Special Education Lead Teacher will inform and educate General Education Teachers by co-teaching along with them, when applicable. The co-teaching model will be used for inclusive settings, which not only benefits students with disabilities, but general education students as well. Co-Teaching models can vary from low leverage to high leverage. Our Special Populations Teachers will implement the high-leverage co-teaching models such as pull a group within a group, alternate teaching, and parallel teaching. Ensuring academic success for all students is a priority, including intellectually gifted students. Students scoring above the 90th national percentile on the school-wide assessment will be further assessed for gifted and talented services provided by teachers with appropriate certification. Families will be provided notification of student performance and provided monthly reports on academic and affective progress. Services will be provided during the 50-minute rotation in Grades 6-8 Literacy Block, 5-minute Intervention Block in Grades 6-8.

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.

Maui Academy as a public charter school is open to any student residing in the state and will in no way limit student admission based on ethnicity, national origin, religion, gender, income level, disability, proficiency in the English language, or academic or athletic ability. Maui Academy's recruitment plan and admissions policies are intentionally created to offer a high quality educational option to Maui students and families. Recruitment efforts seek to provide all eligible parents with accurate knowledge of Maui Academy while the admissions process is dedicated to ensuring a fair and equitable enrollment for potential students and their families.

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.

Maui Academy will advertise for open registration such that all interested families will be able to meet with the staff of Maui Academy and learn about the innovative model, offerings, responsibilities, and expectations of the school. Should there be more families indicating interest in seats than seats available, Maui Academy shall hold an admissions lottery, ensuring that a random selection process is used in admission. After all seats have been assigned, a waiting list will be established for the remaining

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students who have registered in the event that a seat should open up. Any seated students for whom the required paperwork has not been submitted by a date in the Summer of 2024 agreed upon with Hawai'i Public Schools may lose their seat. After all efforts have been made to complete school registration, and if those efforts are unsuccessful, the family will be notified of un-enrollment by certified mail. These un-enrolled spots will then open to the waitlist.

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.

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

MAAS will host Parent/Community Information nights throughout the year to focus on recruitment, Question and Answers to hear about Maui Academy. We will do a hard push to increase our recruitment efforts within the five major towns that we will serve, along with expanding our recruitment efforts to the other parts of the island.

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

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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.

See Attachment L.

High Expectations

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

At Maui Academy of Arts and Sciences we propose a reflective, supportive, and equitable student discipline system, grounded in our philosophy that all students can and want to learn. Our disciplinary approach is based on the RTI2 Behavior Framework, a data-based model to prevent inappropriate student behavior through decision-making grounded in data and interventions to support students' needs. We will provide every student universal tier 1 support, such as, implementation of school-wide positive behavior incentive program and trauma-sensitive learning environments, to support students successfully make choices that lead to excellence. We establish and sustain trauma-sensitive learning environments through building adult's self-awareness, maintaining positive relationships, and using affirmative language when speaking to students. Our RTI2 Behavior Framework will help us to model, teach, and reinforce appropriate behaviors instead of simply punishing inappropriate behaviors. We use Live School, an online platform to document and communicate student behavior as a classroom management tool. Using technology allows us to share best practices and activities with parents that can be used at home and collecting data to inform our RTI2 Behavior Framework.

Policy

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

Approach

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

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

Procedural Due Process

1. We will follow legally sound policies under Chapter 19 and Special Education due process measures under IDEA. See Attachment (#) for details.
2. Chapter 19 will be followed at the Maui Academy of Arts and Sciences. We will ask for parent input to our school policies through our PTA and parent Board Members.

PARENT AND COMMUNITY INVOLVEMENT

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

To get an accurate understanding of local needs, the founding members partnered with a strong community of nonprofits and community organizations. The MAAS team has spoken with community members at churches, community centers, libraries, community events, with politicians, and to Teach for America leaders and alum, all in efforts to build the gap between a proposed community school, and an actual one.

MAAS has created social media accounts and interest forms to gauge family feelings on the types of programming they would like to see implemented between the approval of the charter and opening the doors of Maui Academy of Arts and Sciences.

Maui Academy is a true community school in that its model is informed by both community members as well as research, and its design is created to impact the entirety of Maui. The impact is not limited to its transference of education. It will benefit Maui's North Shore economically through job creation, and create more opportunities for community members to interact with an array of social resources to build social capital.

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.

The applicants have been discussing and working on an innovative charter school for Maui County for many, many years. One of the applicants wrote her Master's Thesis on a Hawaiian Culture based charter school for the island of Maui in 2003 while attending the University of San Francisco School of Education.

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As a fifth grade teacher for many years in one of the towns that will service this population (Haiku), the applicant has had many conversations with parents over the years since she began teaching at Haiku Elementary in 2006. Each year, concerned parents come to her seeking and asking for more public school options for their children, knowing that they could not afford the private school route and not knowing where else to send their son or daughter for sixth grade. We have spent many hours soliciting the public's support by attending monthly community meetings since July of 2017. We have presented an overview of the curriculum we will use and why we feel a Hawaiian culture, place-based focused charter middle school is needed for the Upcountry area. We have worked alongside a non-profit organization, Hamakua Alohalua to gain public interest. We held an information booth at two of Maui's most popular annual North Shore events: 1) The Ian Walsh Menehune Mayhem Surf Contest and 2) The Ha'iku Ho'olaule'a and Flower Festival. The community in large part supports and agrees that there is a dire need for another public middle school option for tomorrow's keiki, at the 6-8th grade level, to meet the needs of the children. At these two community events, we gained interest from approximately 119 students, parents, and community members. At the community meetings, we have had support and excitement from approximately 325 people. One location the school is interested in is the Hamakuapoko 'Old Maui High School' Campus located between the towns of Paia and Ha'iku. Families would commute from all over the island to attend this school. In 2016, the community was in opposition of a large corporation from the mainland swooping in and taking over this lease, and in public testimony the applicant spoke up about a charter school being desired and planned, and the community also said they felt a school was needed in this area, that links the ahupua'a system together with close proximity to the shoreline. Further up the road, about three miles, sits the historic Hui No'eau Visual Arts Center. The Hui No'eau Visual Arts Center remains in this same ahupua'a. Students would be a little higher up the slopes of Haleakala, able to embark on the daily curriculum of core subjects in the Hawaii Common Core State Standards, including the interdisciplinary electives in the place-based curriculum, rooted in the Hawaiian cultural values, able to express themselves in the creative arts, visual arts, and performing arts. Both locations are deeply rooted in the past of Hawaii, a beacon to the sugar cane industry and the villages that formed around it. Furthermore, the applicants have been meeting with Kamehameha Schools Maui who show their support for a Hawaiian culture-based charter school, as they know Maui does not have one and has been in need of one. They offer support to the other islands that currently have a Hawaiian culture-based curriculum. We have also had a meeting with the Maui County Mayor, Alan Arakawa, who offers his support in a middle school charter for the Upcountry area, and has been in touch with us on setting up site visits for different locations within the Upcountry/North Shore Area.

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.

School-to-Community communication is vital to bringing into fruition the village concept often referred to in the Yoruba proverb regarding the raising of children. Well-attended PTSO meetings each month will be a highly effective mechanism in sharing with school families and the broader community updates on academic progress, policy changes, and pertinent information about the local educational landscape. Annually, by September 1st, an annual report will be published and made available to families and stakeholders communicating the academic progress and areas of improvement for the school based on the prior year's state test data and other assessment data.

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Sound parent engagement plans that are welcoming and accessible to all parents or guardians from the time that the proposed school is approved through opening and after the proposed school is opened, including plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.

We will provide open lines of communication for receiving comments and suggestions from parents on a variety of topics, and build the school's capacity to route this information to the intended persons. Establish multiple mechanisms for gathering opinions from parents, students, and teachers, such as on-site suggestion boxes, annual parent surveys, random sample parent phone surveys, parent/teacher focus groups, and school-sponsored parent blogs. Future plans could possibly be to appoint or hire a school staff member (e.g., a parent liaison) to be the point of contact for parents in the schools. For on-going success we will use a group of advocates to help promote improved program outcomes outside the immediate organization—constituents who understand the mission of the school, who share the champions' vision and passion for student success, and who have a personal stake in the performance of the school and its students. Parents play a significant role in supporting their children's health and learning, guiding their children successfully through school processes, and advocating for their children and for the effectiveness of schools. Parent engagement will play a significant part in our school success and is something we are committed to.

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.

We have worked alongside a non-profit organization, Hamakua Alohalua to gain public interest. We held an information booth at two of Maui's most popular annual North Shore events: 1) The Ian Walsh Menehune Mayhem Surf Contest and 2) The Ha'iku Ho'olaule'a and Flower Festival.

Furthermore, the applicants have been meeting with Kamehameha Schools Maui who show their support for a Hawaiian culture-based charter school, as they know Maui does not have one and has been in need of one. They offer support to the other islands that currently have a Hawaiian culture-based curriculum. We have also had a meeting with the Maui County Mayor, Alan Arakawa, who offers his support in a middle school charter for the Upcountry area, and has been in touch with us on setting up site visits for different locations within the Upcountry/North Shore Area.

Additionally, MAAS will work closely with the arts programs already established in the Upcountry area: forming partnerships within the community such as the Maui Dance Council, The Hui No'eau Arts Center, the new King Kekaulike High School Performing Arts Center, and Seabury Hall's A'ali'ikuhonua Creative Arts Center, to name a few. We have already started conversations with the Hui No'eau Arts Center; they are very interested in partnering with us for specific programs in the arts. They offered 11 acres of their land to be leased for Maui Academy of Arts and Sciences school campus in the future. Recently, at the King Kekaulike Performing Arts Center inaugural opening, one of our Board members started a conversation with King Kekaulike's past Principal, Mark Elliott, about his vision for the arts center: to be a beacon of the performing arts. Through the many partnerships listed above, along with the Farmer's

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Union of Maui, Common Ground Collective, the many community members that support us, MAAS will be a hub for all seeking an innovative educational system with culture, the arts and sciences at its center.

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.

All board members are from Maui or are long-time residents of Maui. Most board members are from the North Shore and Upcountry communities that the school aims to serve. The School Co-Directors will carry the primary responsibilities of School Leadership, Administration, Curriculum, Instruction, Assessment, Performance Management, and Parent and Community Engagement. The remaining board members have been committed to this project for more than four years. They will hold the responsibilities of Governance. For specific qualifications, please scroll down to the section titled "Board Expertise" under "Financial Management Capacity".

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.

As noted in previous answers, MAAS is grounded in community support and involvement. To date we have support from:

Maui Dance Council, The Hui No'eau Arts Center, King Kekaulike High School Performing Arts Center, Seabury Hall's A'ali'ikuhonua Creative Arts Center, and others for shared resources.

Through the many partnerships listed above, along with the Farmer's Union of Maui, Common Ground Collective, the many community members that support us, MAAS will be a hub for all seeking an innovative educational system with culture, the arts and sciences at its center.

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

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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.

Not Applicable. The School Co-Directors have been identified. Please see Attachment N.

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.

The school leadership team will begin with the School Co-Directors (identified), the Business Manager (not yet identified), the Special Education Lead Teacher (not yet identified), and the School Counselor (not yet identified). In Year 3 the Operations/Office Manager will be added to this team (not yet identified). The School Co-Directors' qualifications can be found in the Intent To Apply Packet and the Board Member Info Forms.

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 Chief Education Officer has been working nearly full-time during the application phase. She will continue to take the lead on this development work upon approval of the charter. The Chief Academic Officer will support the work in a half-time capacity in the planning year(s). Compensation will be paid through grants specifically designed to support school leaders in the start-up years. This compensation plan is reflected in the Financial Workbook.

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

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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.

Serving on the board of a charter school means sharing your time, talents, and expertise. It is especially wonderful to do things for the students and families who attend the school. The relationships among and between the Co-Directors, board members, and essential community partners as contributing members enhance the overall mission and vision of MAAS. When all school entities work together—the authorizer, board, school leader— all parties involved benefit: the students, families, and communities. We expect all board members to aspire to govern for greatness. Preparing for meetings, asking wise questions, guiding the school are all primary roles and responsibilities of each board member.

Roles and Responsibilities

The following individuals/groups will be responsible for financial oversight and management: School Director, Operations Lead, School Board Chair, School Board, School Board Finance Committee, Nonprofit Board Chair, Nonprofit Board. The strategy for oversight and management will land in four buckets: (1) active management and oversight, (2) strategic review and planning, (3) overview and approval, and (4) auditing and control.

(1) Active Management and Oversight

The budget, finances, and day-to-day operations and strategy execution will be overseen by the Operations Lead and School Director. The Operations Lead will be the primary lead for all cash and check handling, budget updating, reimbursements and expense tracking, bookkeeping and accounting, and other daily/weekly financial duties. The School Director will support the Operations Lead in these duties, while highlighting potential hot spots and making near-term strategic decisions with regard to finances and resource allocation.

(2) Strategic Review and Planning

On a bi-weekly to monthly basis, the School Director will engage the School Board Chair and the Nonprofit Board Chair in a strategic review and update of current expenditures, projections, and financial health. The School Board Chair will engage the Finance Committee for review and support, while the Nonprofit Board Chair will engage the Nonprofit in aligned fundraising and financial support needed given the strategy and circumstances of the budget.

(3) Overview and Approval

The School Board Chair, with the support of the School Director and Finance Committee, will engage the overall School Board in review, feedback, and approval of budget and financial-related matters. The Nonprofit Board Chair will engage the Nonprofit Board in approving fundraising and financial support amounts and strategy, while also collaborating with the School Board.

(4) Auditing and Control

Lastly, the School Board (led by the Finance Committee) will support and engage with the independent auditor for all auditing and control purposes. The School Director and Operations Lead will provide support throughout this process.

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

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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.
[See Attachment Q.](#)

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.

[We have had a couple board members rejoin our board, as they had to step down due to the Pandemic. We also have one new Board Member who has a vast majority of experience working with Hawaiian families and helping them to overcome challenges they may be facing in their lives.](#)

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,
[See Attachment R](#)
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).
[Please see responses below Question #7.](#)
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.
[Please see responses below Question #7.](#)
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.

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Governance Procedures

All methods for board elections and turnover are delineated in Maui Academy of Arts and Sciences' bylaws. An existing MAAS School Board member may recommend a potential board member to the School Board at any time; a simple majority vote and approval from the board chair would qualify this person.

School Board members serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term is considered to have been served after three annual meetings. Board members serve staggered terms to balance continuity with new perspective. Any vacancy occurring on the School Board and any position to be filled by reason of an increase in the number of board members may be filled, upon recommendation of a sitting board member, by a majority vote. A director elected to fill the vacancy will be elected for the unexpired term of his/her predecessor in office. A board member may resign at any time by filing a written resignation with the School Board chair.

The Board may remove any member by a majority vote of the entire School Board at any regular or special meeting of the board, provided that a statement of the reason or reasons shall have been mailed by registered mail to the member proposed for removal at least thirty (30) days before any final action is taken by the board. This statement will be accompanied by a notice of the time when, and the place where, the board is to take action on the removal. The member shall be given an opportunity to be heard and the matter considered by the board at the time and place mentioned in the notice.

Board members are elected by the board and will meet monthly during start-up and bi-monthly during the first academic year of operation, moving to quarterly meetings beyond; the last meeting of the calendar year will be deemed the annual meeting. Board agendas are distributed to board members at least one week prior to each meeting. All meetings of the School Board and of board committees shall be called, noticed, and held in compliance with Hawai'i State Law. MAAS shall keep adequate and correct records of account and minutes of the proceedings of its meetings.

Meetings shall be conducted at the to-be-determined school site, unless it is determined more feasible to schedule meetings at a different geographic location, such as town or at a central location for our board members. Board meetings will generally follow: call to order; ongoing business and follow-up; urgent, high priority items; academic performance committee; organizational governance committee; finance/fund development committee; next steps and timeline; closing. Meetings will generally be led by board chair and School Director, as well as committee members as appropriate. Meeting notes will be uploaded to the MAAS website within 48 hours of board meeting, as well as distributed via listserv. Board members who are not able to attend meetings in person will be required to attend virtually via conference call, videoconference, or web conference.

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

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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.

We do not have a non-profit at this time. We will establish a future non-profit board to govern our non-profit organization in the coming months.

Nonprofit Organization - During the Startup Year(s) (Year Zero), we will set up an associated nonprofit organization for the School. The non-profit's sole mission will be to support the success of Maui Academy of Arts and Sciences charter school. The non-profit will focus on "3 F's" - Fundraising, Friendraising, and Facilities. All private grants and programs will flow through our non-profit and then on to the school.

Our nonprofit board will be independent of the proposed school; the proposed school will have no fiduciary responsibility or contractual obligation to the nonprofit. Nonprofit board members will be determined when the nonprofit is set up. Additional community, business, political, and cultural leaders will be identified and engaged in joining the MAAS nonprofit board in order to bring their experiences, qualifications, and networks in support of the proposed school.

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.

Not Applicable. We will establish a future non-profit board to govern our non-profit organization in the coming months. See above in Question #8.

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 alignment with 302D-19, MAAS has designed the following school closure protocol around three main pillars: (1) Communication to parents, community, and stakeholders; (2) Smooth transfer of students and records to new schools; (3) Fulfilling financial obligations and asset distribution. In the case that school closure has become the only viable option forward, the following would occur:

TIMELINE / TASKS / PERSONNEL RESPONSIBLE
WEEK 1: Immediate (day-of decision)
Bucket: Communication / Personnel: School Leader + School Board Chair

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- (1) Notify Commission of decision and work in close partnership through each step; internal staff meeting / communication as well;
- (2) Release e-mail to all parents notifying dissolution, including next steps and educational options, with support;
- (3) Print / mail-merge notification letter; send home with students (or mail);
- (4) E-mail all funders and major supporters; local school leaders who may receive our children; creditors
- (5) Write public information release and distribute to local news agencies to get ahead of story + provide next steps.

WEEK 1: Following day(s)

Bucket: Communication / **Personnel:** School Team, School Board, Non-Profit Board

- (1) Call every home and share facts, empathize, listen, and clear next steps; invite to open meeting;
- (2) Host open meeting in community / at school to lift up facts, empathize, listen, and offer very clear next steps and options
- (3) Clearly track e-mail opens, phone calls received, attendance at event; ensure 100% information distribution

Bucket: Financial Obligations / **Personnel:** School Leader, Operations Lead, School Board, Non-Profit Board

- (1) Compile real-time financial position, cash on hand, A/R + A/P, short-term obligations, etc.
- (2) Communicate financial position to Commission, employees, creditors; expected timeline of events; ensure payment (if possible) or restitution order, protocol (if not possible);

Bucket: Student Transfer / **Personnel:** School Leader, Operations Lead, Special Ed Lead, School Board Chair

- (1) Compile individual digital files for each student; share with school student enrolls in;
- (2) Collaborate with Special Ed Leads at respective schools to ensure smooth transition for children with IEP / 504 Accommodations
- (3) Deliver / make available for pick-up all confidential records and paper copies

WEEK 2

Bucket: Communication / **Personnel:** School Leader

- (1) Update stakeholders (parents, creditors, etc.); give clear timeline + next steps

Bucket: Student Transfer / **Personnel:** School Leader, Operations Lead, Special Ed Lead

- (1) Ensure all students have new school home within the first 10 school days following announcement
- (2) Ensure all records follow students; track
- (3) Connect with each Special Ed Lead at respective school to ensure smooth transition

Bucket: Financial Obligations / **Personnel:** School Leader, Operations Lead, School Board, Non-Profit Board

- (1) Fulfill all possible financial obligations (school payroll, creditors, state treasury); create

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restitution protocol and action timeline if assets are insufficient
WEEK 3+
Bucket: Communication / Personnel: School Leader (1) Update stakeholders (parents, creditors, etc.)
Bucket: Student Transfer / Personnel: School Leader, Operations Lead, Special Ed Lead (1) Follow up on student transfers and check student status, outstanding record needs
Bucket: Financial Obligations / Personnel: School Leader, Operations Lead, School Board, Non-Profit Board (1) Liquidate all owned assets and submit proceeds to outstanding obligations, or to state treasury (tracking everything; working closely with Commission) (2) Donate all remaining assets to local schools, Goodwill, etc. (3) Engage Commission in final check of books, protocol, student transfer, etc.

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.

[See Attachment T.](#)

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.

[There are no potential or 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.

[Through purposeful Board Meeting records and Meeting notes, MAAS will continue to meet monthly to hold their Board Meetings. As the school develops and board members grow seasoned and accustomed to their roles, further recruitment will be added to interview new board members, vote on members and hold them to the highest degree of integrity. Current board members will be guided to train new board members joining the board.](#)

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

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role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

There is no plan for Advisory bodies or councils at this time.

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.

Should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school, we will advise them to go through the [Complaints Against A Public Charter School](#) website. We will do our best to hold a mediation meeting with the family, revisit the school handbook, and attempt to mitigate the situation to a mutually satisfactory agreement before the issue escalates to the complaint phase.

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.

[See Attachment U.](#)

The school's leadership team will consist of the two School Co-Directors, the Business Manager, the Special Education Lead Teacher, and the Counselor. besides the classroom and support teachers

Professional Development

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

1. Identify the person or position responsible for professional development.

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The School Co-Directors also have a wealth of experience in designing and leading high-quality interactive adult PD sessions. The PD schedule will be planned in advance for the school year, with some PD days left open for teachers to share their expertise as it matches up with what teachers are experiencing, or development they feel they are in need of during specific times in the school year. Teachers will complete surveys at the end of all PD to indicate the session’s success and applicability as well as PD they would like to have in upcoming sessions.

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.

PROFESSIONAL DEVELOPMENT DAYS

Professional Development days will take place on the designated teacher workdays on the MAAS calendar, which coincides with the DOE calendar. The first three days of the school year will be dedicated to PD, while the fourth day will be wholly dedicated to teachers having the time to fully prepare their classrooms for their inaugural class of incoming sixth graders. As agreed to in the HSTA collective bargaining agreement/contract, additional days during the week will be utilized for team collaboration and planning. At MAAS these times will take place on Focus Fridays/Po’alima Po’okela when students are engaged in the field with master teachers/kumu and kupuna from the community. PD will be led at other times, and particularly in the beginning of the year, by the School Co-Directors. Once norms have been set and foundational goals have been established, teachers may take on leading PD as part of their teacher leadership development. This also increases their interest and engagement, as teachers will be able to determine the PD that will be of most value to them and their colleagues. Teachers will take part in a common planning time in the mornings before school starts or in the afternoon after dismissal. Teachers will inform the School Co-Director of which option they will participate in per quarter. There will be no conflicts with the collective bargaining agreement.

Induction-First Semester (Aug - Dec)	Second Semester-EOY (Jan - May)	Reflection & Planning (June-Aug)
<ul style="list-style-type: none"> ● PD days for foundational culture-building & goal-setting ● Norm around the process of using of plus / deltas, and feedback (culture & climate) ● first week, first two weeks, and first month success measures, reflection, and future planning on Focus Fridays ● DDI foundational training and planning for RTI based on data ● Informal observation cycle begins 	<ul style="list-style-type: none"> ● Early January PD days to review scores/grades, set goals; ● feedback cycles continue on Focus Fridays to gauge climate, shifting of culture ● DDI cycle continues with brainstorming and planning for TIII based off TII data ● Formal observation cycle begins during instruction 	<ul style="list-style-type: none"> ● All-team comprehensive data review & reflection ● Set goals for next year; ● Supportive summer resources shared with all staff ● end of year climate survey, RTI data review and reflections ● Foundational PD planned for SY 21-22

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PROFESSIONAL DEVELOPMENT COORDINATORS

Professional Development will be led at times, and particularly in the beginning of the year, by the School Co-Directors. One of the two Directors has extensive experience in designing and leading highly engaging meaningful PD for adult learners. Both Directors have extensive experience in deciphering data and utilizing it to drive reflection; they will lead the early rounds of baseline data collection, data analysis, assisting with small group and RTI formations, facilitating ongoing DDI discussions, and then being present for these cycles in a supportive manner as teachers take on the ownership of this Data-Driven Instruction cycle.

STAFF STRUCTURE

See Attachment F.

RATIONAL FOR STAFFING PLAN

Staff Management: School Co-Directors will share responsibility for management of the school. Both School Co-Directors will report to the Board. All teachers and staff will report to the School Co-Directors, whose supervisory roles and management responsibilities will be equally divided. The Business Manager will work closely with and report to one Co-Director while the Registrar will report to the other. All on this leadership team will work closely together for the efficient, effective, and responsible running of the school. Both Co-Directors will share the responsibility of observing and evaluating all teachers in order to provide the teachers with a well-informed and balanced evaluation process with more than one perspective on their teaching capabilities.

Staff Responsibilities: One Co-Director will take on coordination of Focus Fridays/Po'alima Po'okela monthly field trips, school culture celebrations, and overall school climate. The other Co-Director will own communication with the community, families, and internal messaging. Both Co-Directors will sit on committees of the Board, such as the Finance Committee and the Education Committee. Both Co-Directors will work together on Professional Development and Assessment, even as one may take the lead over the other based on expertise and interest. The Business Manager will also be expected to sit on the Finance Committee. One teacher may sit on the Board as an honorary member. School Co-Directors will work with the Business Manager and Registrar to share supervisory lunch duties so that Teachers can enjoy a 45-minute duty-free lunch .

Faculty Responsibilities: Teachers will teach one core class subject and one elective subject daily. They will also build culture with students on the three Friday mornings of the month dedicated to celebrations, Advisory class, goal-setting, and other culture-building activities as planned throughout the year. Once per month on a rotating schedule each teacher is expected to join the students on the community field trip/hands-on project day. School Co-Directors will each teach one elective in Year One to balance the afternoon electives schedule. In Year Two a half-time teacher will be hired to take on this role, and in Year Three another half-time elective teacher will be added to the teaching roster for this purpose.

STAFFING PLANS, HIRING, MANAGEMENT, and EVALUATION

We will contract with the Hawaii Department of Education for our hiring process, making certain to higher highly effective in accordance with the state's plan under the Every Student Succeeds Act ("ESSA") and are well-suited to the proposed school, including other key selection criteria and any special considerations relevant to the proposed school's design. Teachers on our staff will have a set salary for year one, in year two they will receive an approximate 3% raise. Each year they will receive this raise which will allow our teachers to have a livable wage and give MAAS stability with low teacher turnover.

b. Not Applicable. MAAS will not have a virtual/blended model.

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c. Maas will follow DOE legally sound procedures for hiring and dismissing school personnel, including procedures for conducting criminal history record checks.

d. We will frequently use a survey with staff, parents, and board members rating the school leadership on a Likert Scale. We will use the Educator Effective System (EES) for teacher evaluations and reflections, focusing on the Danielson method. The criteria will follow what is outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. The Charlotte Danielson model is research based and this framework offers the profession of teaching a shared vocabulary as a way to communicate about excellence. For novice teachers, a framework provides a pathway to excellence by laying out the twenty-two important components that constitute professional practice. A framework for teaching provides a structure for discussions among teachers and also serves to sharpen the focus for professional development.

MAAS will build upon its structure of using the EES to rate teachers and team leaders.

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.

The school schedule is designed so that staff will have time to collaborate and professionally develop one another every Friday afternoon. Hired teachers will come to MAAS bringing with them their own areas of expertise; they will be asked to volunteer to share their expertise at various points in the year. The School Co-Directors also have a wealth of experience in designing and leading high-quality interactive adult PD sessions. The PD schedule will be planned in advance for the school year, with some PD days left open for teachers to share their expertise as it matches up with what teachers are experiencing, or development they feel they are in need of during specific times in the school year. Teachers will complete surveys at the end of all PD to indicate the session's success and applicability as well as PD they would like to have in upcoming sessions.

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 days will take place on the designated teacher workdays on the MAAS calendar, which coincides with the DOE calendar. The first three days of the school year will be dedicated to PD, while the fourth day will be wholly dedicated to teachers having the time to fully prepare their classrooms for their inaugural class of incoming sixth graders. As agreed to in the HSTA collective bargaining agreement/contract, additional days during the week will be utilized for team collaboration and planning. At MAAS these times will take place on Focus Fridays/Po'alima Po'okela when students are engaged in the field with master teachers/kumu and kupuna from the community. PD will be led at other times, and particularly in the beginning of the year, by the School Co-Directors. Once norms have been set and foundational goals have been established, teachers may take on leading PD as part of their

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teacher leadership development. This also increases their interest and engagement, as teachers will be able to determine the PD that will be of most value to them and their colleagues. Teachers will take part in a common planning time in the mornings before school starts or in the afternoon after dismissal. Teachers will inform the School Co-Director of which option they will participate in per quarter. There will be no conflicts with the collective bargaining agreement.

Induction-First Semester (Aug - Dec)	Second Semester-EOY (Jan - May)	Reflection & Planning (June-Aug)
<ul style="list-style-type: none"> ● PD days for foundational culture-building & goal-setting ● Norm around the process of using of plus / deltas, and feedback (culture & climate) ● first week, first two weeks, and first month success measures, reflection, and future planning on Focus Fridays ● DDI foundational training and planning for RTI based on data ● Informal observation cycle begins 	<ul style="list-style-type: none"> ● Early January PD days to review scores/grades, set goals; ● feedback cycles continue on Focus Fridays to gauge climate, shifting of culture ● DDI cycle continues with brainstorming and planning for TIII based off TII data ● Formal observation cycle begins during instruction 	<ul style="list-style-type: none"> ● All-team comprehensive data review & reflection ● Set goals for next year; ● Supportive summer resources shared with all staff ● end of year climate survey, RTI data review and reflections ● Foundational PD planned for SY 21-22

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.

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

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.

2.

Staffing Plans, Hiring, Management, and Evaluation

We will contract with the Hawaii Department of Education for our hiring process, making certain to hire highly effective in accordance with the state’s plan under the Every Student Succeeds Act (“ESSA”) and are well-suited to the proposed school, including other key selection criteria and any special considerations relevant to the proposed school’s design. Teachers on our staff will have a set salary for year one, in year two they will receive an approximate 3% raise. Each year they will receive this raise which will allow our teachers to have a livable wage and give MAAS stability with low teacher turnover.

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

Hiring School Personnel

MAAS carefully selects its employees through written applications, certification reviews, personal interviews, sample lessons and reference checks. This selection process helps MAAS find and employ people who are concerned with the success of its students; people who are highly qualified in their job assignments; people who can carry on their work with skill and ability; and people who are comfortable with MAAS and who can work well with the MAAS team, students and families. The list below indicates the MAAS hiring process. The hiring manager for all teacher positions is the Head of School.

1. Resume Review & Application Review
2. Phone Interview
3. In-Person Interview & Sample Lesson
4. Reference Checks & Follow Up Tasks (at the discretion of Head of School)

MAAS looks for the following attributes in candidates above all else:

1. Learns Quickly
2. Receives Feedback with Humility & Adjusts Quickly
3. Ability to Think Critically
4. Social-Justice Orientation
5. Strength as Classroom Teacher *or* High-Likelihood of Strength after 4 weeks of training

During the in-person interview, the candidate teaches a sample lesson to MAAS students that they have planned in response to a specific standard or objective provided to the candidate. In hiring for the 2024-25 school year, given there will not yet be any MAAS students, teaching candidates will be asked to teach a sample lesson to the founding leadership team and submit a video of themselves teaching their current students, for candidates who are current teachers at the time. Following the sample lesson, feedback is given. If there is concern about the candidate's ability to learn quickly or receive feedback & adjust, the candidate is given a short amount of time to process the feedback and then teaches the sample lesson again to another group of students. If there is concern about the candidate's likelihood to build trusting, academically focused relationships with students or likelihood to garner student engagement, student feedback will be sought by the School Co-Directors.

MAAS relies on the accuracy of the information provided in these written applications and personal interviews, as well as the accuracy of other data presented throughout the hiring process and

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employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

Dismissing School Personnel

Leaders and teachers who, for an extended period of time, have struggled to meet the expectations of their At-Will employment due to under performance, attendance, or misconduct and first placed on an improvement plan. If expectations go unmet or behaviors are egregious, MAAS may choose to terminate the employee under the following procedures:

Employees who leave the service of MAAS before the end of the school year for any reason will be entitled to all pay that may be due to them with the following qualifications:

Unused sick days will be forfeited.

Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) of their right to continue health care coverage for themselves and their dependents at group rates, but at their own expense, for up to 18 months.

Any employee who is terminated or who resigns must return all office property, materials and supplies in such employee's possession to their supervisor before they receive their final payout.

No information or copies of information, including, but not limited to files, memos, computer-stored items, lists or other similar information may be taken by such employee without the express permission of their supervisor.

The final date of employment is the final date on which the employee serves his or her duties at MAAS. It should not be construed as the date upon which the employee receives his or her final pay.

MAAS will pay all employees through their last day of employment, unless they are on a leave of absence. Employees will receive pay for any accrued, but unused vacation time.

Employees will not receive pay for any unused sick days. Employees will receive their final pay according to the normal payroll processing cycle, or in accordance with applicable wage laws.

5. 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.

C Leader Support and Evaluation

All members of MAAS leadership team will receive weekly coaching from the Chief Education Officer in the form of a weekly check-in. This check-in includes a mini-performance review, deep diving on off track areas through co-observation and co-investigation, action planning for the next week and looking ahead to the next month. On a semesterly basis, the Head of School will evaluate all members of the school leadership team utilizing a leader evaluation tool developed by Freedom Prep Charter Schools, included as Attachment 21.

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Additionally, each MAAS leadership team member will attend external training experiences aligned to their specific role, including training programs through Relay Graduate School of Education, Teach Like a Champion and school visits to excellent schools such as the DEAP Indigenous School in New Mexico, the NACA Indigenous School in New Mexico, Freedom Prep Charter Schools, Achievement First and Uncommon Schools.

The Chief Education Officer will maintain a relationship with the Freedom Fellows Institute, which will provide monthly coaching and quarterly in-person visits to support the CEO and CAO in the establishment and constant improvement of MAAS. The CEO and CAO will conduct an annual 360 survey and engage in an annual review process as determined by the MAAS Board of Directors.

6. 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.*

MAAS provides a highly supportive high expectations environment for all teachers. Each MAAS teacher will receive bi-weekly observation and feedback, with all new teachers and struggling teachers receiving observation and feedback as frequently as daily. Each development and in service of their students' achievement, developed in partnership with the Chief Academic Officer.

Each MAAS teacher receives a semesterly evaluation on the chosen MAAS teacher evaluation rubric, which, like the leader evaluation model, has been developed out of the Charlotte Danielson Framework for Teaching.

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

Staff turnover is inevitable in any organization, institution or place of work, and the high stress associated with leading and teaching in high-expectations schools in low-income communities suggest that success looks like 10-20% of staff will elect to leave the team or not be asked to return. On top of replacing those staff members, each year until 2025-26 the MAAS team will be expanding by design. Therefore, effectively managing staff turnover will be essential to maintaining the quality of MAAS and maintaining trust with students and families. Staff culture and family culture both must be grounded in trust, and community building rituals with staff and families to welcome new team members into the MAAS family will be key to the annual life of MAAS.

8. 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.

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Not Applicable. We do not have any deviations from the Master Collective Bargaining Agreements. We have budgeted for an average starting teacher salary of \$55,000 with the hope and expectation that our teachers have some experience in the classroom prior to joining our team. At this time we do not have a need for amendments or supplemental agreements, as we do not plan to deviate from the Bargaining Agreements at this time.

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.
Click or tap here to enter text.
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.
Click or tap here to enter text.
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.
Click or tap here to enter text.
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.
Click or tap here to enter text.
5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
Click or tap here to enter text.
6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
Click or tap here to enter text.
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.
Click or tap here to enter text.

FACILITIES

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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.

Click or tap here to enter text.

- 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.

Click or tap here to enter text.

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.

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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**).

Please see Attachment X and Attachment Y, as well as the Budget Narrative section of this Narrative Proposal to answer these questions.

- 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.

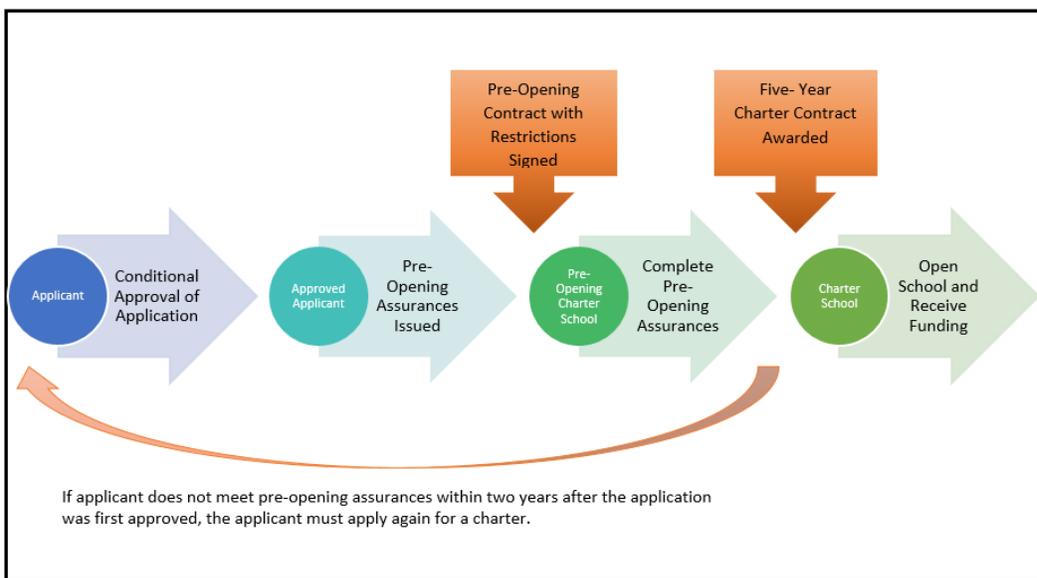


Figure 5: Start-Up Charter School Process

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

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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?

At this time, MAAS will not offer daily public transportation to our prospective students. First, our students will come from all parts of the island. Second, the existing bus companies currently have a hard time servicing their public student populations. Some school's did not have bus service for months upon the start of the 2017-2018 school year due to lack of availability of qualified bus drivers. This was a widely publicized issue. Parents had to take off of work to get their child to school, disrupting their own schedule and other work-related duties. We will charter busses, as needed, for field trips through bus companies such as Akina Bus and Roberts Hawaii. We will work on getting a chartered owned school bus in the future to use for our field trip model.

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.

MAAS will make sure the safety and well being of our students comes first and foremost. We will have set guidelines in our school handbook that follow proper procedures in emergency situations and school safety protocol. We will walk parents through our safety handbook at Open House and will make sure to answer any questions they may have about our emergency preparedness plans.

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?

We have been in discussion with schools near our proposed site locations to create a sound plan for food service for our students. One school in close proximity to one of our prospective site locations has a food service from a local business that facilitates lunch operations. There was an early plan to develop a similar partnership with this business or a nearby school to facilitate our lunch program for students. At this point we have factored in the cost-benefit of taking part in the National School Lunch Program. While this is a financially sound plan, the facility we ultimately lease will impact the feasibility of this plan. There is also the possibility of leasing a school facility without a hot kitchen, in which case we may be able to partner with a neighboring public or charter school to bus in fresh meals.

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.

Click or tap here to enter text.

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

Click or tap here to enter text.

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 will be codified via the annual budgeting process. The annual budget for the school will be developed by the Co-Directors and the Business Manager. The Co-Directors will solicit school staff for budget input and engage them in a strategic planning exercise each year to ensure budgeting is aligned to mission and intended outcomes. MAAS will conduct analysis and provide knowledge and expertise around charter school funding, observed spending trends, and other industry benchmarks, as well as prior year and current year financial information. MAAS will help to bring the technical work together of the budget pro forma, along with the relevant supporting schedules.

The budget cycle will start in January with a working draft developed by the Co-Directors and the Business Manager, and then brought to the Finance Committee of the Governing Board for their review at the February Finance Committee Meeting. The Finance Committee will analyze the budget draft and provide a recommendation to the Governing Board for presentation at the March or April Governing Board Meeting, and then approval at the May or June Governing Board Meeting. Throughout the course of the budget development process, staff, 4th Sector Solutions, and the Governing Board will evaluate the budget to ensure MAAS Academy is working towards charter goals and advancing student outcomes. In addition, they will also ensure that all compliance related to restricted grants and budgeting is in place.

As changes to financial circumstances occur, the Finance Committee, along with the Co-Directors, Dean of Operations, and MASS will be tasked with developing updated projections and propose amendments to the budget when meaningful variances occur.

2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.

Click or tap here to enter text.

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

Click or tap here to enter text.

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.

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Finance/Fund Development Committee - The Finance Committee coordinates the board's financial oversight responsibilities by recommending policy to the board, interpreting it for the staff, and monitoring its implementation. The committee also provides oversight of the organization's financial audit. Specifically, the committee: monitors the organization's financial records; reviews and oversees the creation of accurate, timely, and meaningful financial statements to be presented to the board; reviews the annual budget and recommends it to the full board for approval; monitors budget implementation and financial procedures; monitors budget assets monitors compliance with federal, state, and other financial reporting requirements; and helps the full board understand the organization's financial standing. This committee will also support fund development and fundraising.

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.

MAAS does not anticipate using a contracted service for payroll.

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 review Attachment Y.](#)
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.

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Budget Narrative

Introduction

Leveraging expert and experienced practitioners in charter school budgeting and finance in Hawaii and beyond, Maui Academy of Arts & Sciences has developed the attached startup and multi year budget plan for the proposed charter school over the last several years. The budget plan put forth is conservative in both the revenue and expense assumptions incorporated, while at the same time it is anchored in real-world budgetary and financial management practices in place at high-performing charter schools throughout the country. The budget plan projects balanced budgets in each year, establishing an operating cash reserve each year that reaches over 40% by the end of its 5th year of operations. By way of snapshot, the following chart summarizes anticipated budget performance from its startup year through the end of its 5th year of operations.

Indicator	Y0	Y1	Y2	Y3	Y4	Y5
Total Revenues	225,000	1,105,310	2,195,466	3,286,776	3,286,776	3,286,776
Total Expenses	203,000	1,072,935	1,938,808	2,869,425	2,907,775	3,002,003
Gain (Loss)	22,000	32,376	256,658	417,351	379,001	284,773
Beginning Net Assets	-	22,000	54,376	311,034	728,385	1,107,386
Ending Net Assets	22,000	54,376	311,034	728,385	1,107,386	1,392,159
Net Income as % of Total Expenses	10%	3%	12%	13%	12%	9%
Ending Net Assets as % of Total Expenses	11%	5%	16%	25%	38%	46%

Startup Year

The startup year calls for \$203K in spending to facilitate the planning and successful implementation of the proposed charter school. \$128K of the \$203K in budgeted spending is earmarked to pay 1.5 staff members, the two administrators, to engage in the various planning and implementation activities prior to the school opening its doors. Another \$75K of the \$203K budgeting is earmarked to

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support both student and staff recruitment activities, as well as engaging various consultants and services to ensure the school is adequately insured and represented legally and financially, and some initial technology, furniture and equipment that must be ordered prior to the start of Year 1.

The budgeted spending is to be covered by two sources, a one-time grant of \$200K through the New Schools Venture Fund (NSVF) and a \$10K Reinvention Lab Grant. These have been awarded with confirmation award letters provided. Additionally, the school is eligible for more funding through NSVF once a charter contract is approved. As far as a contingency plan for cash flow in the event that the funding projections are not met before school opening, we believe there is limited risk given the capital and funds raised to date.

Enrollment and Demographic Assumptions

The budget plan for Years 1 through 5 is built around a school opening up with grades 6th through 8th. Each grade level is built with an assumption of 100 students, so Maui Academy of Arts & Sciences opens in its first year with 100 students and at full capacity, it serves 100 students across all grade levels. For planning purposes, it has been assumed that about 51% of students will qualify for Free or Reduced Lunch (FRL), about 10% of students will be designated as English Language Learners (ELL), and about 15% of students will have an Individual Education Plan (IEP).

Revenue Assumptions for Years 1 through 5

The major revenue assumption for Years 1 through 5 is the \$7,800 per pupil funds, which has been conservatively kept flat.

For federal categorical funding, Maui Academy of Arts & Sciences has included estimates for Title I, Part A of \$1100 per FRL Student. This estimate is based on the allocation of \$5.4MM in Title I funds to 23 charter schools with approximately 4,900 eligible students. Maui Academy of Arts & Sciences also has budgeted a \$14K base Impact Aid allocation with a \$175 per student add on per the methodology for this past school year. Maui Academy of Arts & Sciences intends to register as a School Food Authority to be able to apply for federal reimbursements to cover or subsidize breakfast and lunch offered to students; this, along with paid students, has been estimated at about \$877 per student, acknowledging that this is an approximation and that Maui Academy of Arts & Sciences is aware the methodology for reimbursement is driven by the type of meal served and the income level of a student receiving the meal in question. To that end, Maui Academy of Arts & Sciences has budgeted a larger, offsetting expense to these revenues to reflect either scenario.

It is the school's understanding that it is eligible for reimbursement of its special education expenses, so it has assumed an offset of \$10,000 per SPED student to offset \$10,000 spent per SPED student via contracted services. Notwithstanding, the school has included other related SPED expenses above and beyond \$10,000 per student via a teacher, supplies, and other materials. It believes the amount included is prudent and consistent with the practice.

It is important to note that we have not included any unsecured funds, though we have several active applications under consideration with various groups capitalizing charter schools. Additionally, we expect to be extremely competitive for the Federal CSP grant program and will apply when we are able.

Staffing Assumptions for Years 1 through 5

Narrative Proposal

Staffing incorporates 9.5 staff in Year 1, with most significant growth in Years 2 and 3 to 15 and 21.5 staff, respectively, and then it stays flat. The specifics of each position and the rationale of the timing of when those staff members come on in a given year has been outlined in other aspects of this charter application, and the budgeted staffing is a reflection of that. Salaries budgeted for each position or position type are based on both local and national market data regarding compensation in other high-performing charter schools. In the case of all teaching staff in particular, the average in Year 1 of \$55,000 is representative of a wider range Maui Academy of Arts & Sciences expects to see as it hires teaching staff, with those with limited or no experience coming in below the average and those with more substantive experience coming in above the average. Positions not reflected in the staffing model like janitorial are budgeted as contracted or outsourced services. Starting in Year 2, despite no assumed increase in rates for per pupil or other revenue sources, Maui Academy of Arts & Sciences has assumed a 3% year over year increase to all compensation.

Tax and Benefit Assumptions for Years 1 through 5

For internal planning purposes, we did calculate rough benefit and tax assumptions at about 22% of total payroll in a given year. Per the instructions, this was not included in the budget.

Facility Expenses

Maui Academy of Arts & Sciences anticipates securing a site that can offer 8,000 square feet and expand to 24,000 square feet at full size. We have budgeted a starting rent of \$10 per square foot, escalating by \$2 per square foot to a terminal \$18 per square foot in Year 5. We have also budgeted another \$5 per square foot in operating expenses including janitorial and utilities, growing by 1.5% year over year.

Expense Assumptions for Years 1 through 5

In addition to extremely detailed staffing, benefits, and facility expenses and assumptions, Maui Academy of Arts & Sciences has put together an extensive set of budget assumptions for about 70 additional line items mapping out planned spending around supplies and materials, equipment, furniture, and technology, and other critical operating expenses. Expenses run the gamut of typical spending within a public charter school, from academic to administrative in nature. The assumptions for line items are either tied to discussions with specific vendors or they are based on spending levels and strategies at other high-performing charter schools. Expenses have been thoughtfully evaluated over the 5 year period to outline which expenses should be expected to be constant and which ones should change each year and the associated driver, whether it is enrollment or number of staff or change in enrollment or change in the number of staff. Again, despite not including any sort of assumed increase in funding levels year over year, most of our expense assumptions include a 1.5% year over year increase starting in Year 2. The table below provides a snapshot of how expenses break down as a % of total budgeted spending in a given year by function. We are pleased that to note that more than 2/3rd of the operating budget goes to support instructional and pupil services, administrative expenses are minimal. We are concerned by facility expenses reaching 20% of the budget by Year 5, but we recognize this is a shared challenge among charter schools.

Functional Area	Y1	Y2	Y3	Y4	Y5
Administration	24%	14%	12%	12%	12%
Instructional Services	52%	58%	58%	56%	56%

Narrative Proposal

Pupil Services	11%	12%	12%	12%	12%
Operation & Maintenance of Facilities	12%	15%	17%	19%	20%
Benefits and Other Fixed Charges	1%	1%	1%	1%	1%
Community Services	0%	0%	0%	0%	0%

Because the budget template provided by the commission does not offer the ability provide in-depth assumptions, we have provided as a courtesy to the reviewers supplemental workbooks with both the commission’s template and supplemental worksheets underpinning the values in the template. These tabs detail all the various assumptions in depth.

Contingency Planning

First and foremost, by taking a conservative approach towards assuming public funding rates stay flat year over year, while building in an assumed increase in operating costs year over year, Maui Academy of Arts & Sciences has created a budget plan that leaves little room for financial shortfalls. Additionally, by projecting sizable operating incomes each year and growing fund balance, Maui Academy of Arts & Sciences builds in some buffer to absorb shortfalls out of its bottom line and cash reserves. In Year 1, Maui Academy of Arts & Sciences is projecting an operating gain of \$33K, to be augmented by anticipated carryover of \$23K from Year 0.

Revenue shortfalls do occur, largely driven by issues with missed enrollment targets. In order to avoid this situation, part of the contingency planning includes adequate efforts, as measured by budget spend, towards student recruitment and marketing. In the startup year, Maui Academy of Arts & Sciences has earmarked about \$4K towards those initiatives, making missed enrollment targets less likely. That said, should Maui Academy of Arts & Sciences miss its enrollment targets, the school would make targeted cuts to address that shortfall. Part of this work starts with a break-even analysis. In conducting an in-depth break-even analysis as part of the charter application process, Maui Academy of Arts & Sciences has determined that by just adjusting line items driven by the number of students and not changing any of the proposed staffing in Year 1:

- it could miss its enrollment target by as many as 5 or about 5% and still have a balanced budget
- it could miss its enrollment target by as many as 8 students or 8% and run a slight deficit offset by prior year

Again, this is strictly just adjusting enrollment-driven line items part and parcel with any commensurate decrease in enrollment and does not take into account making any adjustments related to the staffing model or other fixed contracts. If Maui Academy of Arts & Sciences is missing its enrollment targets by as much as 5-8% or more, it is highly unlikely that those other aspects like staffing would escape scrutiny and not be considered.

Additionally, Maui Academy of Arts & Sciences has chosen to not include any assumed fundraising or donations during Years 1 through 5. If there were to be significant misses on the enrollment, this inevitably would lead to a more concerted push for additional fundraising and donor cultivation efforts, as well as other supplemental grants. Maui Academy of Arts & Sciences might also look to re-plan how it intends to use the CSP grant during Years 1 and 2 based on any shortfalls in Years 1.

Narrative Proposal

Ultimately, there is no silver bullet to address a revenue shortfall, but for some situations, the re-balancing of the budget may not be difficult. The break-even analysis shows that there's a credible path forward to right-size the budget without significant change or impact to the proposed charter and operating plans. At the same time, Maui Academy of Arts & Sciences recognizes that the spending plan in a given year needs to be carefully aligned to the resources available in a specific period, while still ensuring that the mission and the goals of the charter can still be prioritized and met.

If there is an impact to cash flow, we will be prepared. During the startup period, we will be working to secure additional resources including a standing line of credit that the school might access in time of need. Additionally, we will work closely with vendors to secure deferred payment terms as needed until projected cash flow stabilizes.

Note on Accounting Basis

For the purposes of demonstrating financial viability on both a budgeted and cash basis, the startup and multi year budget plan has been presented on a cash basis, even though it is expected that Maui Academy of Arts & Sciences will prepare and issue financial statements on an accrual basis. What that means for the reader of the budget plan is that there are a number of items that would likely be capitalized and either amortized or depreciated over a period of time. That capitalization and subsequent amortization or depreciation would not impact the projected cash, but it would meaningfully improve net income based on GAAP.

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.

Narrative Proposal

SUSTAINABILITY | Our financing plan incorporates a defined window of fundraising to support growth to sustainability, which we are projecting by our 3rd year of operation when we have a projected enrollment of 300 students; at this point, we anticipate state and federal cash flows that cover our projected budget and build solid retained earnings. Fundraising will no longer be required for operating costs and we will be fully sustainable on per pupil funding.

ACTIVE MANAGEMENT | The Maui Academy of Arts and Sciences team will employ a rigorous and continuous financial management strategy that includes personnel from our board, our management team, our future non-profit team, and external partners, transparent frameworks and performance indicators aligned to Commission and peer metrics, and active modeling and projecting to remain ahead of challenges that arise.

BOARD EXPERTISE | The Maui Academy of Arts and Sciences founding board is comprised of eleven dedicated individuals who are mission-aligned and have expertise in the following areas but are not limited to, senior executive management, business management, fundraising, community engagement, and education. Each of our board members resembles the profile of a MAAS graduate: concerned community members who have discovered their unique purpose and passion, and thus commit to work relentlessly on behalf of their community. Their areas of expertise are listed below:

Rana Kili Boone:

Narrative Proposal

Rana has more than twenty years of experience as a teacher, instructional coach, school administrator, and national education consultant. She has worked in the education sector in California, Hawai'i, Texas, Kansas, Louisiana, New York City, and Washington, D.C. She began her career as a first grade teacher; she has also taught middle and high school courses. She recently led her alma mater as its K-12 Principal before embarking on the challenge of founding a community-based charter school with her sister.

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

Rana is also passionate about languages: she studied French, Hawaiian, Italian, Japanese, and Spanish. She is a proud graduate of Howard University, Washington, D.C., where she earned a Bachelor of Arts in Political Science. She received her teacher certification and pursued her Master of Education Administration at the University of St. Thomas, Houston, TX. She is a certified teacher in Texas and Hawai'i.

Daria Boone

Narrative Proposal

Academic Management expertise: Attended public school on Maui K-12th grade. Current: Curriculum Coordinator, long time upper grades elementary teacher at Ha'ikū Elementary School on Maui's North Shore. Thirteen years teaching for HDOE; Six years as Grade Level Chair--responsible for curriculum, parent/teacher communication, field trips, end of year events such as May Day and the Fifth Grade Banquet. Math PLC and Data Team member; Math Coach; Yearbook Advisor; Founder of the School Wide Holiday Read-A-Thon at Ha'ikū Elementary. Past CSAP teacher of at-risk students at 'Iao Intermediate School; ELL Teacher and Computer Tech Teacher at Stella Charter Academy in Los Angeles; Private School substitute teacher in Los Angeles; Tutor at the Learning Center of Maui; AYSO Soccer Coach; AYSO Team Parent. Master of Arts in Teaching, Bachelors of Sociology, both from University of San Francisco.

Chelsie Evans

Born and raised in Makawao, Maui, Chelsie has overcome trials in her own life leading to a deep empathy for what many Native Hawaiians face on a daily basis. Starting in 2012 in Hilo, she began working at QLCC as a Direct Service Specialist, partnering with Hawaiian Homestead of Panaewa for grant opportunities to help families find housing. From there, she moved on to other organizations that helped her to grow as a native Hawaiian leader and provided her the opportunity to serve survivors of domestic violence, keiki displaced from their homes, and youth with barriers to their educational and career goals.

Chelsie has spoken at national symposiums for social justice and domestic violence, and founded and led Wrapped in Wings, an organization which supports critically ill children and their families. In 2019, she stepped up as Executive Director of Maui Hui Malama, an organization that focuses on eliminating barriers for at-risk youth.

Now as Executive Director of Hawai'i Community Assets, Chelsie is committed to creating a thriving community that gives people options for the life experiences that Hawai'i has to offer.

Maile Davis

Community Outreach and Academic expertise: Early Childhood Educator in the Hawai'i PATCH Program. Parent-Community Networking Center Coordinator and Kindergarten Teacher at Ha'ikū Elementary School, Ha'ikū, Hawai'i. Assistant Teacher (Grades K-2) at Roots School, Ha'ikū, Hawai'i. Upcountry Maui AYSO Registrar. Haiku Community Association Project Manager.

Jasmine Kilborn

Narrative Proposal

Running her own successful Hawaiian culture based business with her husband for over ten years, Jasmine brings knowledge in budgeting, finance, and sustainability. Managing the sales, accounts, bookkeeping, vehicles, and employees, Jasmine brings a skill set for organization. Having been an Events Coordinator at the Maui Chamber of Commerce for many years, working in the tourism industry and sharing her cultural roots; Jasmine shares the cultural practice of her home where she was born and raised.

THIRD PARTY SERVICE PROVIDERS

Note: This section is required of any applicant intending to contract with a Service Provider. A Service Provider is any third-party entity, whether nonprofit or for-profit (including CMOs, EMOs, and ESPs), that provides comprehensive education management services to a school via contract with the school's governing board. If the proposed school plans to contract with more than one Service Provider, the application must address the criteria below for each Service Provider, as applicable.

At this time, MAAS does not have plans to contract with a Service Provider. If the need arises in the future we will follow the steps below:

Vendors or Contractors | Along with direct support from the School Director and Operations Lead, the School Board Chair and Finance Committee will solicit and engage appropriate vendors and contractors for a variety of services. Selecting vendors and contractors will adhere to Advisory Opinion No. 2015-2 issued by the Hawai'i State Ethics Commission on August 19th, 2015, among other conflict of interest-related guidelines from the Commission and state. Our procedures for soliciting and engaging vendors and contractors will adhere to the following guidelines:

1. The Maui Academy of Arts and Sciences personnel identifies potential vendors or contractors to assist The Maui Academy of Arts and Sciences with needed service.
2. Business Manager and School Co-Director perform due diligence on third party including, but not limited to, screening for conflict-of-interest-related issues (relationships with school staff, board, or Nonprofit board), need/service alignment, financial prudence, and viability of partnership;
3. If after engaging third party there is alignment and partnership is financially and operationally reasonable/feasible, School Co-Director engages School Board Chair and Finance Committee to review and render decision;
4. If affirmative, School Co-Director consults with Nonprofit Board Chair (if reasonable) to update financial transaction and impact on budget;

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5. Business Manager and SchoolCo- Director engages third party and contract is executed;
6. Contract execution components in chronological order: (1) purchase requisition, (2) purchase order, (3) invoice, (4) bill, (5) voucher, (6) check / payment, (7) receipt
7. Business Manager and School Co-Director monitor and report on third party to School Board and make adjustments as needed;
8. Prior to terminating and significantly altering the vendor contract, the School Co-Director consults with the Board Chair and Finance Committee.

If the proposed school would contract with a Service Provider as defined above, provide:

1. Service Provider Selection and Track Record

- a.** Explain why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.

Not applicable. MAAS will not be contracting with any service providers.

- b.** Explain the process the applicant used to identify, vet, and select the Service Provider. The description must explain how and why the Service Provider was selected, including when and how the applicant learned of the Service Provider, which other Service Providers were considered, why the Service Provider was selected over other Service Providers, and what due diligence was conducted, including a summary of the findings of the reference checks conducted by the applicant.

Not applicable. MAAS will not be contracting with any service providers.

- c.** If the Service Provider is providing academic services, evidence demonstrating academic success, especially in the grade levels the proposed school intends to serve, including academic performance data of all clients of the Service Provider that demonstrates the provider's services lead to *high-quality charter schools*, as defined in the RFP. Provide, as **Attachment FF**, academic performance data for each of the Service Provider's charter school clients that shows evidence of strong academic results for the past three years (or over the life of the charter school, if the school has been open for fewer than three years), based on the following factors:

- i.** Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, *educationally disadvantaged students*, as defined in the RFP, served by the charter school;
- ii.** Either—
 1. Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school: low-income students, students from major racial and ethnic groups, students with disabilities, and English language learners; or
 2. No significant achievement gaps between any of those subgroups of students at the charter school and significant gains in student academic achievement for all populations of students served by the charter school; and
- iii.** Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other

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educationally disadvantaged students served by the charter school that are above the average academic achievement results for such students in the state.

Not applicable. MAAS will not be contracting with any service providers.

- d. A listing and explanation of any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings that the proposed Service Provider has experienced in the past five years that does not indicate that the Service Provider lacks the necessary capacity or display inconsistencies in its academic, organizational, or financial performance. The explanation must reference the other jurisdictions where the Service Provider operates or services other charter schools and provide, as **Attachment GG**, a list of all the charter schools operated or managed by the Service Provider, the respective authorizer for each of those charter schools, and contact information for each authorizer.

Not applicable. MAAS will not be contracting with any service providers.

- e. A list or description of all charter schools operated or managed by the Service Provider that are accredited, including a list or description of the accrediting organization for each accredited school and a current accreditation report from **one** of those schools, provided as **Attachment HH**, that demonstrates strong organizational health attributable to the Service Provider. If however, the Service Provider does not operate or manage any accredited charter schools then state “NO ACCREDITED CHARTER SCHOOLS” and attach the statement as Attachment HH.

2. Legal Relationships

- a. Full disclosure of any existing or potential conflicts of interest between the proposed school governing board, proposed school’s employees, proposed Service Provider, and any affiliated business entities and a satisfactory explanation as to how such existing or potential conflicts of interest will be addressed.

Not applicable. MAAS will not be contracting with any service providers.

- b. A list of all subsidiaries or related entities that are affiliated or owned in whole or in part by the Service Provider, a description of the nature of those entities’ business activities, an explanation as to whether the proposed school has or will have any relationship with or receive any services from any of those entities, and a reasonable justification for any such relationship.

Not applicable. MAAS will not be contracting with any service providers.

- c. If the Service Provider will have supervisory responsibilities, a description of the supervision of the proposed school employees by the Service Provider that is reasonable, legally sound, and aligns to Master Collective Bargaining Agreements and gives the proposed school governing board oversight over the Service Provider’s supervisory responsibilities. The description must explain the supervisory responsibilities of the Service Provider, including which school employees the Service Provider will supervise, how the Service Provider will supervise these employees, and how the proposed school governing board will oversee the Service Provider’s supervisory responsibilities.

Not applicable. MAAS will not be contracting with any service providers.

- d. If the proposed school governing board intends to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service Provider, draft facility or financing agreements, or other evidence, provided as **Attachment II**, that:
 - i. Demonstrate such agreements are separately documented and not part of or incorporated in the proposed school’s management contract; and

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- ii. Ensure any agreements are consistent with the proposed school governing board's authority and practical ability to terminate the management agreement and continue operation of the proposed school.

Not applicable. MAAS will not be contracting with any service providers.

- e. A description of any loans, grants, or investments made between the Service Provider and the proposed school or the proposed school's associated nonprofit organization, including a legally sound explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the proposed school or the proposed school's associated nonprofit, as applicable.

Not applicable. MAAS will not be contracting with any service providers.

3. Service Provider's Organizational Structure

- a. A detailed description of the roles and responsibilities of the Service Provider that adequately and accurately describes how the Service Provider fits into the proposed school's organizational structure and how the organizational structure ensures the proposed school governing board is independent from the Service Provider and self-governing, including a satisfactory description of independent legal representation and arm's-length negotiating.

Not applicable. MAAS will not be contracting with any service providers.

- b. A satisfactory business plan that demonstrates the Service Provider will be able to provide the services in the management agreement. The business plan must explain how the Service Provider will grow, scale, or adjust its operations to ensure quality service to the proposed school.

Not applicable. MAAS will not be contracting with any service providers.

- c. An effective and comprehensive oversight and evaluation plan for overseeing the Service Provider. The oversight and evaluation plan must include the school-wide and student achievement results that the management organization is responsible for achieving, the methods the proposed school governing board will use to review and evaluate the Service Provider's progress toward achieving agreed-upon goals, the frequency of such reviews and evaluations, an explanation whether there will be an external evaluator to assess the Service Provider's performance, and the conditions, standards, and procedures for the proposed school governing board intervention, if the Service Provider's performance is deemed unsatisfactory.

Not applicable. MAAS will not be contracting with any service providers.

- d. A comprehensive description of the respective financial responsibilities of the proposed school governing board and the Service Provider that allows for reasonable financial controls from the proposed school governing board. The description must include details about who will own property purchased with public funds, which operating and capital expenditures each party be responsible for, the types of spending decisions the Service Provider can make without obtaining board approval, the reports the Service Provider must submit to the proposed school governing board on financial performance and the schedule for reporting, and how the proposed school governing board will provide financial oversight.

Not applicable. MAAS will not be contracting with any service providers.

ADDENDUM 1. APPLICANTS PROPOSING A VIRTUAL/BLENDED LEARNING MODEL

IN CONJUNCTION WITH THE COMMISSION'S *ONLINE VIRTUAL AND BLENDED LEARNING GUIDELINES* (OCTOBER 18, 2019), COMPLETE THIS SECTION IF YOU ARE PROPOSING A VIRTUAL/BLENDED LEARNING MODEL.

Finance and Governance

1. What are the costs associated with your proposed virtual/blended school and its various components?

Not applicable. MAAS will be a brick and mortar school for in person learning.

2. How will these costs change over the life of the proposed contract?

Not applicable. MAAS will be a brick and mortar school for in person learning.

3. How are these costs affected by different student characteristics and contextual factors?

Not applicable. MAAS will be a brick and mortar school for in person learning.

4. What are the implications for weights and adjustments in the accountability or funding system due to your proposed virtual/blended school?

Not applicable. MAAS will be a brick and mortar school for in person learning.

5. Provide a 5-year budget showing how your proposed school will operate, including a breakdown of teacher costs (including specialized training, dates and supplemental pay for recall days if necessary), facilities, technology, internet access, curriculum, and any other associated costs.

Not applicable. MAAS will be a brick and mortar school for in person learning.

6. Provide a demographic breakdown of the students you are proposing to serve through this program, e.g. Free and Reduced Lunch, geographic home location, grade level, general demographics.

Not applicable. MAAS will be a brick and mortar school for in person learning.

7. What geographic area(s) will your proposed school be serving?

- a. How is your proposed school's staffing model sufficient to address all of the requirements of reporting and oversight?

Not applicable. MAAS will be a brick and mortar school for in person learning.

8. If you are creating your own curriculum skip to **Instructional Program Quality**.

Not applicable. MAAS will be a brick and mortar school for in person learning.

9. If purchasing the curriculum:

- a. explain why you are purchasing the curriculum and identify the company you are purchasing the curriculum from,
- b. explain how it aligns to your proposed school's mission and vision,
- c. state the cost as well as the specific services the company will provide, and
- d. provide a copy of your proposed agreement with this company.

Not applicable. MAAS will be a brick and mortar school for in person learning.

10. If purchasing the curriculum, what are the expected costs over the contract period? Provide a copy of your contract/proposed agreement. How does your budget account for any increases in costs over the life of the contract?

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Not applicable. MAAS will be a brick and mortar school for in person learning.

11. Have you had prior experience using the curriculum and the provider? Explain.

Not applicable. MAAS will be a brick and mortar school for in person learning.

12. What were the academic results for students as measured by a state assessment using this curriculum in other schools or districts?

Not applicable. MAAS will be a brick and mortar school for in person learning.

Instructional Program Quality

1. How did you and/or your instructional team decide on the curriculum?

Not applicable. MAAS will be a brick and mortar school for in person learning.

2. In addition to the state assessments (i.e., Smarter Balanced Assessment, Kaiapuni Assessment of Educational Outcomes (KĀ'EO)), what additional assessments of your students will you use to determine student outcomes and performance?

Not applicable. MAAS will be a brick and mortar school for in person learning.

3. Where/how state testing will be held for all students?

Not applicable. MAAS will be a brick and mortar school for in person learning.

4. How will the curriculum help your students meet the [Hawaii DOE Subject Standards](#)? a. If you are using purchased curriculum, provide evidence of student outcome data as measured by a state assessment showing progress towards proficiency or beyond. b. If you have developed your own curriculum, provide a copy of your curriculum. You may also provide electronic access to the curriculum or video samples of the curriculum/course work students will be expected to experience.

Not applicable. MAAS will be a brick and mortar school for in person learning.

5. How did you assess the quality of the curriculum and how can we be assured that the curriculum you have chosen meets the needs of the students you are proposing to serve? How will your school determine that the student is learning the subject matter?

Not applicable. MAAS will be a brick and mortar school for in person learning.

6. What assessments will you be using to evaluate learning progress, and how will your staff monitor that progress and ensure that students are meeting the required standards?

Not applicable. MAAS will be a brick and mortar school for in person learning.

7. How will your staff determine students' subject mastery and certify their eligibility to be promoted to the next grade level?

Not applicable. MAAS will be a brick and mortar school for in person learning.

Teacher and Administrator Quality to run a Virtual/Blended School/Program

1. What are the professional qualifications of the teacher(s) and administrator(s) who will be running your proposed school?

Not applicable. MAAS will be a brick and mortar school for in person learning.

2. What specific training have the proposed teacher(s) and administrator(s) completed that addresses the unique needs of virtual/blended learning?

Not applicable. MAAS will be a brick and mortar school for in person learning.

3. How is/are the administrator(s) qualified to manage and support teachers of virtual/blended learning students?

Not applicable. MAAS will be a brick and mortar school for in person learning.

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4. Please provide the Commission with the teacher evaluation instrument you plan to use to evaluate and support your virtual/blended learning program teachers.

Not applicable. MAAS will be a brick and mortar school for in person learning.

5. Has this teacher evaluation instrument been approved by HSTA? If not, provide documentation that you sought approval or entered into discussions with HSTA for review of this instrument. If your application is approved, you will need to provide documentation of approval of your evaluation instrument or utilize an HSTA approved evaluation instrument.

Not applicable. MAAS will be a brick and mortar school for in person learning.

6. How is your administrator qualified/trained to evaluate virtual/blended learning teachers?

Not applicable. MAAS will be a brick and mortar school for in person learning.

7. If virtual/blended learning teacher needs support, what kind of professional development will the school provide?

Not applicable. MAAS will be a brick and mortar school for in person learning.

8. What training will be provided to teachers to adjust to virtual/blended teaching?

Not applicable. MAAS will be a brick and mortar school for in person learning.

Special Education and Section 504 of the Rehabilitation Act of 1973 requirements:

1. How will your proposed school ensure implementation of Section 504 of the Rehabilitation Act of 1973 ("504) and Special Education Individualized Educational Plans ("SPED IEP") that call for various services such as counseling, one-on-one support, small group, differentiation, varied learning support systems and devices, pacing, social programming etc.

Not applicable. MAAS will be a brick and mortar school for in person learning.

2. How will IEPs and 504 reviews be held?

Not applicable. MAAS will be a brick and mortar school for in person learning.