

Attachment 19 - ORG

19. Please list below the governing board members (first name, last name, and role) and attach their Resumes as Attachment -19 - ORG. Organize the resumes in order of the list provided in response to this question.

LNCA Governing Board:

- Tyler Dos Santos-Tam, Chair, Governance Committee Member
- Patrick Branco, Vice Chair, Governance Committee Chair
- Ryan Naka, Treasurer, Finance Committee Chair
- Nona Tamanaha, Secretary, Grassroots Committee Member
- Connie Epenesa, Member, Grassroots Committee Chair
- Miriam McMillian, Member, Education Committee Chair
- Ginger Camara, Member, Education Committee Member
- Brett Carey, Member, Grassroots Committee Member
- Lynn_Finnegan, Executive Director, Ex Officio Board Member, Non-voting

EDUCATION

Yale University, New Haven, Connecticut, B.A. Magna Cum Laude
Double Major in Political Science and Portuguese
Punahou School, Honolulu, Hawai'i

PROFESSIONAL EXPERIENCE

Honolulu City Councilmember, District 6 Nov 2022-Present

- Elected to serve the 120,000 residents of District 6, which is the heart of Honolulu's urban core.

Sep 2018-Oct 2022

Owner and Principal, Hōkūpa'a Consulting

- Offered companies and organizations expertise on strategic communications, government affairs, and special projects

Jan 2013-July 2018

Executive Director, Hawai'i Construction Alliance

- Advocated for Hawai'i's 15,000 unionized Carpenters, Laborers, Masons, Bricklayers, and Operating Engineers
- Coordinated the common statewide political, organizing, and communications activities of HCA's five member unions
- Managed, maintained, and enhanced relationships with strategic partners within the local construction industry

COMMUNITY INVOLVEMENT AND ACTIVITIES

Chairman, Democratic Party of Hawai'i Jul 2020-May 2022

- Elected leader of the largest political organization in the State of Hawai'i
- Elected as Chair of Western States Region for Association of State Democratic Committees

Honorary Consul of Portugal in Hawai'i Feb 2019-Present

- Representative of the Portuguese Government to Hawai'i, charged with strengthening and promoting mutual trade, culture, and educational relationships

President, Portuguese Chamber of Commerce of Hawai'i Feb 2019-Present

- Leads twelve-member board of directors, whose mission is to promote economic development, business activities, and education the arts, particularly among persons of Portuguese ancestry in the State of Hawai'i

Commissioner, Honolulu Neighborhood Commission Sep 2013-Present

- Elected Chairman of Commission from July 2017-August 2020
- Oversees islandwide Neighborhood Board system, assesses effectiveness of boards and neighborhood plans

At-Large Member, Neighborhood Board #14 (Liliha-Pu'unui-Ālewa-Kamehameha Heights) Apr 2011-Feb 2017

- Nominated to fill at-large vacancy in April 2011, re-elected in 2013 and 2015
- Served as Chair of Complete Streets study group to evaluate ways to improve pedestrian safety in neighborhood

Board Member, Hawai'i Children's Action Network Jul 2013-Jun 2016

- Served on Board of organization dedicated to promoting early childhood health and education issues

SKILLS

Foreign Languages

- Fluent Portuguese and Spanish

AWARDS AND RECOGNITIONS

- Fellow, Filipino Young Leaders Program (FYLPRO), Class of 2017
- Fellow, Pacific Century Fellows Program, Class of 2014
- Awardee, Forty Under 40, Pacific Business News, Class of 2015
- Young Trailblazer Award, Philippine Cultural Foundation of Hawai'i
- Dayaw Ti Kailokuan (Pride of the Ilocanos) Award, GUMIL-Hawai'i/Annak ti Kailokuan Iti Amerika (AKA)
- Recipient, Albert C. Bildner Prize, Dept. of Spanish and Portuguese, Yale University

- References and supplemental information available upon request -

PATRICK PIHANA BRANCO

Policy Professional with over 12 years of experience building, leading, and mentoring diverse teams. **Naval Reserve Officer, former U.S. diplomat and elected State Representative** that has forged consensus both internationally and domestically on some of the most difficult issues in order to solve pressing problems. This includes land and water use in Hawaii, and creating award winning lifesaving public information campaigns domestically and abroad including efforts that dispelled misinformation surrounding COVID-19 and campaigns to ensure individuals in Venezuela were not scammed as they prepared to flee the humanitarian crisis.

PROFESSIONAL EXPERIENCE

Hawaii Green Growth

Director of External Affairs & Communications, Honolulu, HI

Jan 2023 - Present

Provides leadership and strategic guidance to advance environmental, social, and economic priorities through Hawaii's local framework to achieve the United Nations Sustainable Development Goals.

U.S. Navy Reserve, Indo-Pacific Command

Naval Intelligence Officer, Honolulu, HI

Aug 2022 - Present

Part of a multibranch reserve unit that gathers, analyzes, and validates information focused on protecting U.S. foreign policy interests in the East Asian region.

The Hawaii State Legislature

STATE REPRESENTATIVE - House District 50, Honolulu, HI

Nov 2020 - Nov 2022

Elected Official serving ~37,000 constituents. During the height of COVID-19, arranged for free testing and vaccinations, delivered free meals and 4,000 masks with a minimal \$20,000 outreach budget.

- As **Vice Chair of the Water & Land Committee**, managed a team of attorneys and **subject matter experts** to vet implications of proposed legislation affecting water and land use policy resulting in a more equitable and sustainable use of Hawaii's freshwater resources
 - **Built consensus among all community voices** by developing a new task force and management structure for a **controversial telescope project**
- **Secured \$10M+ in capital improvements funds for local schools and communities, a significant impact from a Freshman Legislator**
- **Enabled entrance into the Green Economy** by re-establishing **Youth Conservation Corp** for 18-35 years old to compete for green jobs, **providing \$5M per year for 2 years resulting in 2,000 jobs dedicated to improving Hawaii's sustainable future over 4 years**
- **Introduced and passed legislation requesting an Apology Legislation for the 90 year ban on the Hawaiian language in public schools** to the Native Hawaiian people from the State of Hawaii and **enabled the passing of \$1M for education for Native Hawaiians**
- **Led team effort in passing a \$650M fund to build homesteads for Native Hawaiians**, which will build over 5,000 homes and establish an affordable housing rental program for Native Hawaiians

United States Congress

CONGRESSIONAL CANDIDATE, Honolulu, HI

Feb - Aug 2022

Candidate for U.S. Congress securing 26,965 votes/25% of the votes in the primary election. Raised over \$400,000 funds with outside spending reaching over \$1.5M. Ran a campaign centered around economic diversification and support for rural communities raising the profile of these issues and laying the groundwork for policy improvements at the State and National level. Endorsed by multiple national organizations including VoteVets, the Hispanic Congressional Caucus, and the LGBTQ Victory Fund. **Lima No'eau Career Academy** highest LGTBQ+ vote receiver in Hawaiian history.

The City & County of Honolulu

PLANNER - Department of Community Services, Honolulu, HI

Mar - Dec 2020

- Managed critical COVID-19 Rent Relief Program to 3,000+ families, **providing \$3K to each household by administering a \$25M federal fund with business and nonprofit partners** keeping people housed in the middle of the health emergency while also ensuring those renting properties were able to receive reasonable compensation for the housing they continued to provide to these vulnerable residents
 - Developed compliant award processes, **enabling massive food drives** keeping food insecure residents especially children, fed during a period of acute hardship
- **Strategically awarded \$40M to support economic revitalization** by providing grants to 26 nonprofits providing COVID-19 emergency relief, business and workforce support, and \$3M to homeless shelter

The U.S. Department of State

CULTURAL AFFAIRS ATTACHÉ - U.S. Embassy, Caracas, Venezuela

Sept 2018 - Jan 2020

Led 18-member team through full embassy evacuation and presidential crisis while also providing clear messaging as the relationship with Venezuela deteriorated and a humanitarian crisis engulfed the country. Managed \$3M budget.

- **Implemented dynamic communications and media strategies to dispel misinformation and propaganda** from the Maduro regime – created media content as a counter voice to regime
- **Managed and awarded multiple projects and 100+ grants, valued at \$5M, promoting economic stabilization, education, democracy, and English language programs**
- **Protected the team from the regime**, ensuring staff were safe and rotated out of the country to refuel

WATCH OFFICER - The Operations Center, Washington, DC

July 2017 - Aug 2018

Led policy analysis and served as a global escalation point in the Department's 24-hour, fast paced crisis management center for the Secretary of State on complex issues of diplomatic and international crises. Developed and staffed emergency task forces to provide effective whole-of-government response to emerging threats.

- **Assisted with mass evacuations in the Caribbean due to hurricanes** – helped get families evacuated and found in-country help for other Americans who wished to stay

SPECIAL ASST. TO SPECIAL REP. FOR AFGHANISTAN & PAKISTAN, Washington, DC **Oct 2016 - July 2017**

Assured that the most senior U.S. Diplomatic Official with responsibility for Afghanistan and Pakistan was able to effectively drive U.S. policy objectives with respect to both countries. Advised and drafted briefing policy papers, memorandum, talking points, and speeches for senior leadership on fast-moving crises and policy issues. Coordinated communication across the White House and dozens of federal agencies. Led planning and execution of overseas diplomatic engagements. Primary liaison between U.S. Missions overseas across multiple time zones.

VICE CONSUL - U.S. Embassy, Islamabad, Pakistan

Oct 2015 - Oct 2016

SPECIAL ASSISTANT TO U.S. AMBASSADOR - U.S. Embassy, Bogotá, Colombia

June 2014 - Oct 2015

DEPUTY PRESS ATTACHÉ - U.S. Embassy, Bogotá, Colombia

Sept 2012 - May 2014

EDUCATION & LANGUAGES

MA - International Relations - International Economics & Korea Studies, Johns Hopkins University

BA - International Relations & Political Science, Hawaii Pacific University

Lima No'eau Career Academy

Languages: Spanish - Intermediate, Korean and Hawaiian - Conversational

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RYAN NAKA

REALTOR & BUSINESS OWNER

PROFESSIONAL EXPERIENCE

Ninja Sushi Hawaii, Assistant Manager

2011-2016

- Managed front and back of house
- Balanced register and completed daily financial reports
- Maintained inventory and prepped kitchen for daily service

NAU Student Technology Center, Tech Support Agent

2014 - 2016

- Worked with students to resolve technology & connectivity issues

Ryan Naka Consulting, President

2016-2020

- Managed Gubernatorial, City Council, and other political campaigns
- Oversaw fundraising strategy and implemented fundraising activities to raise funds for election activities
- Compliance and reporting to Hawaii Campaign Spending Commission
- Activated volunteers statewide
- Developed marketing timeline and strategy for print and digital

Corcoran Pacific Properties, Realtor-Associate

2019-Present

- Represent buyers & sellers in real estate transactions on O'ahu and Big Island
- Develop marketing & sales around every listing
- Negotiate contracts on behalf of and in the best interest of my clients

Project Vision Hawai'i, Director of Philanthropy & Marketing

2020-Present

- Develop and execute marketing and fundraising strategy, raising millions of funds annually for increased access to health and human services for vulnerable populations across Hawai'i
- Plan and organize annual fundraising galas and smaller fundraising events throughout the state, reaching a broad base of donors & sponsors
- Actively engage with donors and advocating for PVH to foundations and government
- Oversee grant application and reporting processes

American Campaign Finance, President

2021-Present

- Compliance consulting and reporting to Hawaii Campaign Spending Commission
- Ensure Political Organizations are compliant on all levels of government
- Manage accounts for political campaigns of all sizes; Gubernatorial, Prosecutor, City/County Council, State Senate, and State House.

Prestige Events, Founder & Member

2021-Present

- Provide unique event planning & fundraising consulting services for nonprofit organizations, professional trade associations, and corporate clients.

EDUCATION HISTORY

Kamehameha Schools, Kapālama, HI

- High School Diploma

Northern Arizona University, Flagstaff, AZ

Lin ██████████ Career Academy

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NONA TAMANAHA

SUMMARY:

- Thirteen years in a senior leadership role working collaboratively with the executive team to create vision and strategic direction for the region/system.
- While in the position of Benefits Manager was able to raise our internal customer service ranking from second from the bottom to second place at the top in a year.
- Ability to work with all levels of associates and stakeholders such as owners, senior leadership, board members, union leadership.
- Ability to Lead Change/Be Nimble – participated in several organizational changes
- Member of the negotiating team for collective bargaining
- Ability to collaborate and work with other parties to achieve company objectives
- Ability to inspire and motivate others even during challenging times
- Ability to rebuild a human resources foundation to support a system

PROFESSIONAL WORK EXPERIENCE:

July 2022 – Current

MARRIOTT INTERNATIONAL/ KYO-YA OHANA LLC

DIRECTOR OF HUMAN RESOURCES, Central Resources Team

- Responsible for payroll administration; workers' compensation and benefits administration, compensation and talent acquisition. Develops strategies for talent acquisition and total rewards.
- Responsible for human resources administration which includes but is not limited to the creation of policies; manage the Employment Practices Liability (EPL); Unemployment claims administration; ensure we are in compliance with state and federal laws.
- Responsible for the associate experience for the Central Resources Team. This includes managing employee issues; administering associate engagement survey and the follow up that goes with it; as well as the other Appreciation programs such as Service Awards, and associate recognition.
- Responsible for conducting HR Audits
- Develops and implements new programs that impact the Associate Experience.

April 2014 – July 2022

THE QUEEN'S HEALTH SYSTEMS

VP HUMAN RESOURCES

- Develop strategy, direction and culture of the organization consistent with the mission and values of the organization. Design and execute people strategies that align and achieve organizational goals, objectives and initiatives; Implement procedures to adequately safeguard the assets of The Queen's Health Systems.
- Responsible for all areas of human resources including talent acquisition/retention, compensation, benefits, shared services; workers compensation, employee/labor relations, contract negotiations, performance improvement and organizational effectiveness, and human resources information systems, and talent management. Accountable for the effective business and operational management of the division.
- Develops and implements the strategy to maintain a positive work environment at the organization with ongoing assessments and improvement plans.
- Directly manage all executive compensation issues and provide support to the Queen's Health System Compensation Committee.
- Provides leadership and direction in the development, implementation, interpretation and maintenance of standards, policies and procedures for areas assigned and ensures compliance with local, state and federal regulatory requirements and other governing and accrediting agencies such as The Joint Commission.

- Develops effective working relationships with other vice presidents to ensure coordination of systems and services.
- Responsible for an operating expense budget of \$14.5M.

Aug 2013 – March 2014 **DIRECTOR OF CORPORATE HR, RECRUITMENT, TRAINING AND DEVELOPMENT**

- Responsible for developing and implementing the organization’s recruitment and retention strategies and programs.
- Develops the strategy for learning and development and organizational effectiveness.
- Provides human resources support and guidance to QHS Vice Presidents.
- Develop policies and procedures for the areas of responsibility assigned to this role.
- Responsible for the administration of the annual employee engagement survey and the strategy to ensure a positive work environment.

Jan 2008 – Aug 2013 STARWOOD HOTELS & RESORTS WORLDWIDE, INC. – HAWAII & FRENCH POLYNESIA

REGIONAL DIRECTOR OF HUMAN RESOURCES

- Design a strategic Human Resources Plan for the region and lead the execution of the plan. Insure there is alignment and engagement at the property level.
- Serve as a resource in the areas of compensation, compliance, labor relations, recruitment, core people processes (success planning), and other HR functions.
- Acts as a Talent Review process leader for General Manager and Executive Committee position which includes monitoring and assisting in the development of succession planning processes and identification of high potential associates.
- Oversees and monitors Engagement Index action planning and improvement process. Ensures that the property plans are providing the desired results and are in alignment with corporate direction and initiatives.
- Leads Property Human Resource Director staffing and development process.
- Participates in owner relations as required in the areas of labor relations and other HR issues.
- Liaison between corporate HR and the field in insuring that corporate wide initiatives are executed.
- Provide support and guidance for General Managers with HR matters.
- Responsible for addressing and resolving any ethicspoint (ombudsman line) issues.
- Provide budget instructions and guidelines for the region that supplement those instructions provided by corporate.
- Initiate, plan and coordinate learning and development programs for the region.
- Develop and implement workforce planning strategy for the region
- Responsible for governance and managing risk
- Active participant in labor negotiations during collective bargaining and developing a strong working relationship with our labor partners

August 1999-Dec 2007 KYO-YA HOTELS & RESORTS, LP dba Starwood Hotels & Resorts Waikiki Honolulu, Hawaii

AREA DIRECTOR OF HUMAN RESOURCES

- Oversees all Human Resources functions and legal issues for 5 resort hotels including the Sheraton Waikiki, The Royal Hawaiian, Sheraton Moana Surfrider, Sheraton Princess Kaiulani, and Sheraton Maui.
- Responsible for short and long-term planning of the Human Resources function; participant on the Regional Executive Committee team that develops strategic direction for the Company.

- Direct responsibility for the Human Resources functions as it pertains to the Support Services Unit of approximately 250 employees.
- Provide consultation as it relates to Human Resources matters to five properties.
- Create and implement policies and procedures; negotiate labor agreement; facilitates and directs the implementation of various corporate programs and initiatives.
- Responsible for preparing budget for the Department and provide input regarding such for the five properties.

June '96 – July 1999

HUMAN RESOURCES/BENEFITS MANAGER

- Administered all employee benefit programs for 500+ non-bargaining associates
- Managed health plans, pension plans (Defined Benefit and Defined Contribution), Employee Assistance Program, Group Life Insurance
- Responsible for maintaining costs and ensuring that benefits remain competitive; Initiated and proposed new and progressive benefit programs.

Mar '92 – June '96

***SHERATON MOANA SURFRIDER HOTEL
ASSISTANT DIRECTOR OF HUMAN RESOURCES***

- Managed various Human Resource functions including worker's compensation, salary administration, Affirmative Action Plan, recruitment, employee relations, labor relations and other projects

July '88 – Mar '92

PERSONNEL ASSISTANT

- Assisted with the re-opening of the Sheraton Moana Surfrider Hotel after its multi-million dollar renovation which included mass recruitment, the coordination of training, and the development of operating standards and procedures
- Responsible for the administration of worker's compensation, recruitment, employee relations and labor relations

Oct '86 – July '88

PERSONNEL/TRAINING SECRETARY

- Provided administrative support to the Director of Personnel and the Director of Training
- Maintained personnel files, distributed mail, administered and managed worker's compensation, handled all employment verifications, and performed other projects as assigned.

EDUCATION:

University of Hawaii at Manoa, Honolulu, Hawaii

Bachelors of Business Administration in Personnel & Industrial Relations

Dale Carnegie Leadership Training Course

CEBS Courses 1, 2, and 5 (Health & Welfare and Employment Law)

Starwood Training Courses

- Certified and conducted training to all managers in Change Management
- Certified Green Belt (Six Sigma)
- Certified as Property Service Culture Trainer (rolling out new brand culture)
- Certified as a trainer in Workplace Violence (training for managers)
- Attended a one-week course on labor relations
- Six Sigma for Leaders

SKILLS:

- HRIS System (Lawson, People soft and SAP)
- MS Office (Word, Excel, Power point)

PROFESSIONAL ORGANIZATIONS & COMMUNITY RELATIONS

- Member of the Advisory Board for the Masters in Human Resource Management Program at the University of Hawaii at Manoa
- Board Member for Leaders for Hawaii's Future; non-profit group focused on creating an educational path option via on line learning for students from K-12 with a CTE (technical education) component for high school.
- Board Member, Hawaii Dental Service

REFERENCES:

Available upon request



CONNIE EPENESA

NETWORK MARKETING/ SALES/
ADVOCATE

PROFILE

2+ years Network Marketing with Multilevel Marketing, as well as advocacy experience in abuse and domestic violence. Years of volunteer work in group organization and event coordination.

WORK EXPERIENCE

Monat Global

August 2020 - December 2022

- Market Partner
- Sales/ Marketing
- Meeting Organizing
- Content Creating
- Community Reachouts
- Product Knowledge

Michelle S. O' Phelan

September 1998- April 2001

- Live- in Caregiver
- Daily Care
- Grocery Shopping
- Banking

Club Komomai

March 1999- July 1999

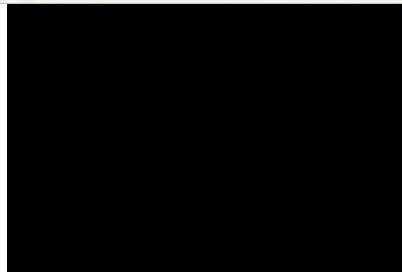
- Hostess/ Cocktail Server

EDUCATION

Mililani High School, [REDACTED]

'Aiea High School, [REDACTED]

Lima No'eau Career Academy



SKILLS

- Sales
- Marketing
- Advertising
- Abuse/ Domestic Violence Advocate
- Event Coordination
- Group Organization
- Community Outreach
- Content Creation
- Leadership

VOLUNTEER POSITIONS

- Life 4 Kea - Committee Member (2013- 2014)
- No Te Here O Tiare- Group Assistant (2014- 2017)
- Talk About It Tuesday- IG Segment (June 2021- January 2022)
- National Coalition for Public School Options (April 2022- January 2023)



Miriam P. McMillian

Educator

About

Miriam P. McMillian is a passionate and enthusiastic educator with a lifelong-love for learning and an expertise in mentoring and training teachers as well as connecting with families and supporting students. In addition to her work as an educator, she has experience working with members of the military while serving as an active duty member of the Air Force and providing customer service to Soldiers as a federal contractor.

Miriam's work history includes serving as an Elementary School Teacher for the Department of Education, Serving as the Lower School Department Head as well as the Middle School Science and Social Studies Teacher at Saint Mark Lutheran School in Kaneohe, Hawaii. She also serves as a University Supervisor at Chaminade University in Honolulu, Hawaii where she mentors and evaluates undergraduate and graduate teacher candidates.

In addition to her work in the classroom, Miriam has also served as a member of the Pearson Education Equity Advisory Panel and as a Curriculum Content Creator for the Hawaii Online Portal for Education (HOPE) in collaboration with Education Incubator and the University of Hawaii, Research Corporation. She has also presented at iTeach808: Empowering Hawaii's Teachers in Technology Conference and served as an Education Consultant for the Education Department at Pearl Harbor Aviation Museum.

Miriam holds a Master of Arts in Education and a Bachelor of Science in Organizational Security and Management, both from the University of Phoenix in Honolulu, Hawaii. She has obtained certifications, including the HTSB Advanced Teaching License, HTSB Standard Teaching License, and a National Certificate for STEM Teaching.

Miriam P. McMillian

Educator

Contact

Address

[Redacted]

Phone

[Redacted]

E-mail

[Redacted]

Languages

Tagalog

[Progress bar]

Excellent

Passionate and enthusiastic educator with a lifelong love for learning and an expertise in mentoring and training teachers, designing curriculum, and connecting with and supporting students.

Work History

2022-07 -
Current

Middle School Science and Social Studies Teacher

Saint Mark Lutheran School, Kaneohe, HI

- Led interesting and diverse group activities to engage students in course material.
- Prepared and implemented lesson plans covering required course topics.
- Administered assessments and standardized tests to evaluate student progress.

2019-01 -
Current

(Part-Time) University Supervisor

Chaminade University, Honolulu, Hawaii

- Observed and evaluated teacher candidate performance
- Provides feedback to teacher candidates
- Successfully mentored and assisted 15 undergraduate and graduate education students receive their teaching degree

2015-06 -
Current

(Part-Time) Summer School Teacher

Department Of Education (Kaneohe Elementary), Kaneohe, Hawaii

2016-11 -
2021-08

(Part-Time) Online English Teacher

VIPKID International, Beijing, China

2014-07 -
2021-07

Elementary Division Head/Elementary Teacher

Saint Mark Lutheran School, Kaneohe, Hawaii

- Co-authored school-wide virtual learning plan during COVID
- Led meetings and mentored elementary teachers
- Performed classroom evaluations to assess teacher strategies and effectiveness
- Evaluated and selected curriculum for use

- Worked cooperatively with other teachers, administrators, and parents to help students reach learning objectives.

2014-01 -
2014-06

Third Grade Elementary Teacher

Department Of Education-Holomua Elementary, Ewa Beach, Hawaii

2013-07 -
2014-01

Second Grade Elementary School Teacher

American Renaissance Academy, Kapolei, Hawaii

Education



Master of Arts: Education

University of Phoenix - Honolulu, Hawaii



Bachelor of Science: Organizational Security And Management

University of Phoenix - Honolulu, Hawaii

Certifications

2021-04	HTSB Advanced Teacher License
2013-05	HTSB Standard Teacher License
2020-01	National Certificate for STEM Teaching

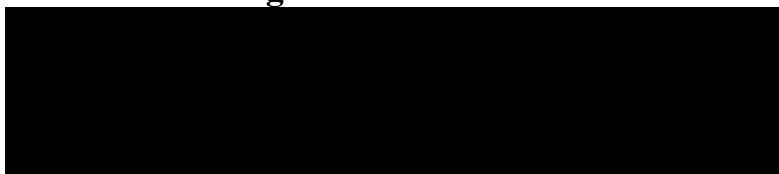
Consulting Work

2020-Present Pearson Education-Equity Advisor Panel Member

2021-2022 University of Hawaii, Research Corporation (in collaboration with Education Incubator)-Curriculum Content Creator for Hawaii Online Portal for Education (HOPE)

2019 Presenter at iTeach808: Empowering Hawaii's Teachers in Technology

Ginger Chiemi Camara



Objective

To be an effective and efficient Instructional Leader utilizing my professional and educational skills to ensure student growth and success.

Education

Certificate in Special Education (RISE)

Department of Education, [REDACTED]

Bachelor of Science - Secondary Education Social Studies

University of Portland, [REDACTED]

Professional Experience

July 2021 - Present	Student Services Coordinator	Kalama Intermediate School
August 2021 - June 2022	Dean of Student	Kekaulike High School
August 2021 - June 2022	Distance Learning Coordinator	Kekaulike High School
July 2016 - June 2021	TA Vice Principal	Kekaulike High School
July 2013 - June 2016	TA Vice Principal	Lokelani Intermediate School
July 2007-July 2013	Student Services Coordinator	Lokelani Intermediate School
September 2000 - June 2007	Special Education Teacher	Lokelani Intermediate School
	Special Education English Teacher	
	ILC Teacher	
	Special Education Department Chair	
July 1999 - June 2000	Special Education Teacher	Waimea High School
July 1998 - June 1999	Alternative Learning Center Teacher	Waimea High School
July 1997 - June 1998	10th grade Hawaiian History Teacher	Waimea High School
October 1996 - June 1997	9th grade English and US History Teacher	Waimea High School

Certifications

Danielson Observation Protocol Certification, last certified 2020 - 2021

CRAFT Certified

Special Education RISE Certification

Ginger Chiemi Camara

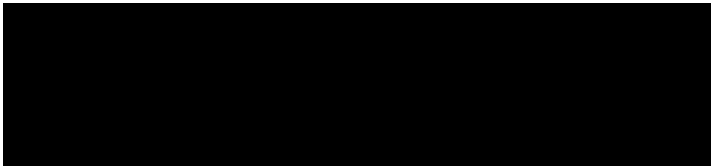


Related Experience

Kalama Intermediate School Community Council
Teacher Representative 2021-2022
Parent Representative 2020 - 2021

President of the Maui 4H Livestock and Agriculture Association 2016 - 2019
Board Member, Maui 4H Livestock and Agriculture Association

Work References



Dr. Brett Carey, D.P.T.



Education

Doctor of Physical Therapy, Old Dominion University, Norfolk, VA, May, [REDACTED]

Bachelor of Science, Biology, Old Dominion University, Norfolk, VA, May, [REDACTED]

Current Employment & Community Roles

Kalo Physical Therapy Multi-Speciality Group, CEO & Founder, 11/16/16 - Present

Business development and operation for several outpatient clinics servicing the islands of Hawaii, Maui, Kauai. Services include: pre-employment physical testing, functional capacity examinations, orthopedic and neurological based rehabilitation.

Accomplishments: \$250,000 in revenue during first year with one employee, “Best of the West” award recipient from West Hawaii Today in 2019, 2020, scaled from one to five staff members in 1.5 years, completely self funded.

Average annual revenue from 2019 - 2021 \$550,000 - \$600,000.

Desktop Health, Key Opinion Leader in Orthopedic Additive Manufacturing, 03/05/22 - Present

Assist Desktop Health with development of mobile applications for clinical work flow, materials creation and implementation of producing customized 3D printed hand splints for patient usage.

Position is budgeted for 20 hours per quarter.

Hawaii Pacific University, Adjunct faculty in Physical Therapy, 08/20/22 - Present

One week commitment each semester to teach hands-on examination techniques in orthopedics.

The Glia Project, Researcher and Technical Consultant, 05/01/22 - Present

**Volunteer role*

Serve as lead researcher for developing and validating 3D printed medical devices aimed at solving supply shortages within the Gaza Strip. Efforts aimed at decreasing infant and child mortality.

Accomplishments: Successfully designed and validated cast wedges and distal radius fracture orthoses. Certified work flow for recycling plastic bottles, spooling recycled material into filament and printing orthopedic supplies within Gaza City.

West Hawaii Community Health Centers Foundation & Trust President, 11/02/2021-Present

**Volunteer role*

Serve as President of a separate investment fund established by the West Hawaii Community Health Centers. This fund serves to subsidize operations not specifically covered within the scope of existing grant monies.

Accomplishments: Created investment strategy for the current sixteen million dollar fund.

We Make HI INC, President, 06/01/2020 - Present

**Volunteer role*

STEM based non-profit group, one main mission:

1. Manufacture free customized medical devices for lower income adults including dentures and hand orthotics.

Accomplishments:

Received County of Hawaii Innovation grant of \$10,000.00 in 2021 in order to instruct FQHC dentists as to the methods of using additive manufacturing to create dentures.

Successfully created customized full denture sets and provided to lower income adults free of charge.

Manufactured 3D printed face shields and masks for healthcare related businesses in Hawaii, Alaska, New York and Virginia. Produced and donated 3,000+ face shields, 1,000+ masks, 500 ventilator splitters during the COVID crisis.

Successfully engineered and built customized hand splints for low-income adults that did not have access to splints after flexor & extensor tendon repair surgeries.

West Hawaii Community Health Centers, Board of Directors President, 04/16/2017-04/21/2019

Board of Directors Member 03/15/2013 - 03/21/2021

**Volunteer role*

Accomplishments: Oversaw staff development from 59 staff members in 2013 to 220+ staff members by 2019.

Founded the Information Technology Committee to address work flow issues related to both hardware and software related challenges in 2019.

Successfully assisted with budgeting and planning for a new health center location in Kealahou, Hawaii in 2015.

Kai Kahele Congressional Campaign, Healthcare Policy Briefing, 02/2019 - 11/2019

**Volunteer role*

Served to research topics and brief Congressman Kahele's team on healthcare related policy.

American Physical Therapy Association, Federal Affairs Liaison, 2018 - 2020

**Volunteer role*

Lobbying related to the advancement of legislation aimed at bettering patient care within the field of physical therapy.

Previous Employment

Irehab.com, Co-Founder, Vice President, Content Development, 06/01/11 - 08/11/2018

Oversaw program development of mobile applications, assisted with securing investor funds for product cycles and development of diagnosis specific healthcare content. Produced eight applications available on the IOS App Store.

Accomplishments:

First ever treatment specific app for lower back pain.

Raised \$350,000 in initial seed funding.

Ranked 43rd of 7,000 available fitness apps.

Therapydia Kona, Clinical Director & Hawaii Operations Manager, 4/28/2014 - 11/15/2016

Oversaw all aspects of clinical care, managed and hired staff members, maintained and further developed new markets / revenue sources.

Accomplishments:

Became profitable within the first six months of operation in 2014, while expanding staff from one to five staff members.

Became the second highest grossing Therapydia franchise clinic in 2015 out of 12 clinics.

Experience / Awards

Old Dominion University, Recipient of the 40 under 40 alumni award, 2022

Friends of St. Patrick Hawaii, Irish person of the year, 2021

Belfast, Northern Ireland, International Homecoming Ambassador, 2019

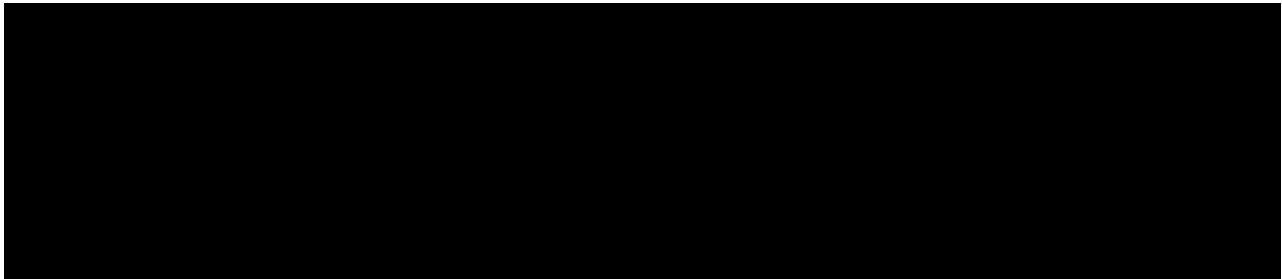
Irish Echo, Recipient of the 40 under 40 Award for Irish Entrepreneurs, 2020

Old Dominion University, Recipient of the Outstanding Alumni Award for the College of Health Sciences, 2016

Kuleana Academy, Hawaii Alliance For Progressive Action, Participant, Became one of three selected young professional (of Hawaii Island) to receive leadership development and non-partisan candidate training, 2016

Therapydia, Outstanding Patient Satisfaction Award recipient: Over 2,000 new patients rated Therapydia Kona as exceeding expectations and providing outstanding level of care, 2014, 2015

References



LYNN FINNEGAN

PROFESSIONAL SUMMARY

Born in Waiānae and currently living in Aiea, Lynn Finnegan's heart belongs to the islands. She began her career in the music and entertainment industry before pivoting to working in real estate mortgages and finance. However, early in her career, Lynn discovered her true passion for policy, first becoming a volunteer board member for her daughter's charter school, and later representing the 32nd district as the Minority Leader in the Hawai'i State Legislature, confidently advocating for education reform and small businesses. After 10 years, Lynn eventually left policy for an on-the-ground approach to improving the education of our keiki. Lynn stepped up as the Executive Director for the Hawai'i Public Charter School Network, leading 32 charter schools and kicking off a long 12 year career in education. Across her wide breadth of experiences, Lynn has developed skills in organizational leadership, financial planning, and resource management. Transitioning to the private sector, Lynn hopes to bring her expertise to Hawaii's small business community and nonprofit organizations, supporting these organizations, growing the local economy, and strengthening our state.

WORK HISTORY

President

Infinity Projects LLC | Honolulu, HI | 2022 - Present

State Chairman (Volunteer)

Hawaii Republican Party | Honolulu, HI | Oct 2021 - February 1, 2023

- Raised the highest amount of revenue the Party has seen in a decade by rebuilding trust and faith with existing donors and inspiring new donors
- Led the effort to recruit candidates which resulted in the most Republican candidates running for office in 20 years
- Developed and maintained regular communication and messaging initiatives that supported the growth of candidate recruitment, membership engagement, and fundraising
- Led an aggressive turnaround that led to 5 new state Republican elected officials, the highest increase in an election cycle in 20 years

Assistant Head of School, Business Operations and Advancement

Hanalani Schools | Mililani, HI | 2018 - 2021

Chief Operating Officer

Wai'ālae Elementary Public Charter School | Honolulu, HI | 2015 - 2018

Executive Director

Hawaii Public Charter Schools Network | Honolulu, HI | 2010 - 2015

Minority Caucus Leader, 05/2005 to 11/2010 **House of Representatives** – Honolulu, HI

State Representative, 11/2002 to 11/2010 **House of Representatives** – Honolulu HI

CERTIFICATIONS

- The John Maxwell Team Certification Program

- Emotional Intelligence (EQ) Certification for Mastering Emotional Intelligence Levels 1 & 2, San Diego, CA, 2015
- Project Management Certification, Ten Step Academy, Kennesaw, GA, 2011

AWARDS

- Aspen-Rodel Fellows Top Young Elected Officials, 2008
- National Guard Association, Patrick Henry Award 2007
- Hawaii Medical Association, Legislator of the Year 2006
- Hawaii's Ten Outstanding Filipino Young Women, 2004.

TRAINING

- Extensive training in development, marcoms, budgeting and finance, and leadership.
- National Alliance for Public Charter Schools, Master Classes Series, 2011-2015 Diversifying Our Fundraising, Executive Coaching Workshop, Summer 2012, National Charter School Conference, 2011 – 2015, National Association for Charter School Authorizers Conference, 2012, 2013 Alliance for Excellent Education Conference, 2012 California Charter School Association Annual Conference
- 2012 Aspen-Rodel Fellowship Program, 2008 Women in Government Conference, 2003 – 2009 National Foundation of Women Legislators Conference, 2003 – 2009 Western Legislative Academy, Council of State Governments, Leadership Program 2003

INTERESTS

- Board Member, Hanalani Schools, 2015 - 2018; New Generation Chair, Rotary Club Honolulu Sunset, 2012 - 2014; Member, Moanalua Lions Club, 2004 - 2010; Board Member, March of Dimes, 2009 - 2011; Board Member, Voyager Public Charter Schools, 2001 - 2002
- Finisher, Na Wahine Sprint Triathlon, 2008 & 2015

20. Attach as Attachment 20- ORG the board member information forms for each member (See Exhibit 2. Board Member Information Form in the Application). Each governing board member must complete and sign the form.

Regarding question #6 of the Board Member Information Form in the Disclosures section, none of the applicant governing board members have a personal relationship or conflict of interest with any employees, officers, owners, directors, or agents of the proposed ESP. To be clear, members of the applicant governing board know representatives of the proposed ESP as the ESP has been vetted and selected by the Board. We have worked together collaboratively with the proposed ESP on the application, and Board members have directed the proposed ESP as it has assisted the Board in the development and compilation of the application.

Board Member Information

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

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

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

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

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
Lima No'eau Career Academy

2. Contact information:

Name: Tyler Dos Santos-Tam

Phone: [REDACTED]

E-mail: [REDACTED]

1. **Describe your role and indicate your position on the governing board.**
As the board president, my role is to supervise, guide, and direct the Executive Director; work with my fellow board members in setting goals for the organization in line with our mission and vision; assess and evaluate our organizational progress; lead the board in conjunction with the committee chairs who are responsible for their areas of responsibility; assist with fundraising; and any and all other duties that may arise in carrying out the mission and vision of the organization.
2. **Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.**
 Resume and professional bio are attached to this form.

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

Does not apply to me Yes

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

Having been the Executive Director of the Hawai'i Construction Alliance, I saw a critical need for vocationally-focused education at the elementary, middle school, and high school level. Specifically, I saw that many of the prospective apprentices for the various construction union apprenticeship programs were not adequately prepared with the necessary mathematical skills, spatial aptitude, communication abilities, etc. Additionally, many of the "soft skills," such as planning ahead, follow through, and teamwork, were lacking among some of the prospective apprentices. This was clearly to the detriment of our local workforce, which is why I began to be involved with this initiative. Having also served on the board of the Hawai'i Children's Action Network, I also believe it is important to provide our next generation with the skills they need to be successful and to stay in Hawai'i. Now in my current job as a member of the Honolulu City Council, I often interact with constituents and their families, and I see the need in the community for options that meet students' and families' specific situations – whether that is students who don't feel comfortable at their "traditional" school, students who need additional time or resources so they can learn effectively, or students whose family situation requires a certain degree of flexibility.

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

A board member, whether in an officer role or not, must be an active participant in the board's governance, which includes considering and putting in place processes to guide the school's development, ensuring accountability among the staff and board itself, guiding and asking questions of the Executive Director, and working with external stakeholders to advance the mission and vision of the public charter school. The governing board should not interfere with the day-to-day administration of the school, but should rather provide clear guidance to the Executive Director/Principal and approve clear written policies that put reasonable and understandable guardrails around those operations.

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

I have served on several nonprofit boards, and most notably was the Chairperson of the Democratic Party of Hawai'i, in which I was responsible for working with the Executive Director and the staff and managing our Executive Board of approximately eight people as well as the overall Central Committee (board) of approximately 84 members. In this role, I was also responsible for the budgeting and fundraising of several hundred thousand dollars annually. I have also served as the Executive Director of a nonprofit (the Hawai'i Construction Alliance), and so I understand the roles and responsibilities from both sides.

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

As discussed above, having worked within our local construction industry, I have seen first hand the importance of high quality vocational- and career-focused education. I was a member of the HCR103 Career & Technical Education Task Force in 2016-2017, which identified curricular improvements, barriers, and proposed alternative curricula that could be implemented to support better vocational, career, and technical education, and I think that experience is relevant and helpful for our proposed charter school.

Having served on a number of nonprofit boards, including in officer and Executive Director roles, I am very familiar with nonprofit governance and mission execution.

Additionally, as a leader in the community, I have a wealth of connections among community members to cultivate support and partnerships for the school as we begin to open and operate.

School Mission and Plan

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

We are addressing a major need in the community, which is a virtual learning environment with a focus on career readiness. We acknowledge that traditional schools are not always the best fit for different learners based on their individual needs, family situations, or cultural background, and thus are creating a school that is flexible and responsive, that can adapt to fit those needs, and most importantly, provides them with the tools needed to succeed in Hawai'i.

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

LNCA is focused on a virtual platform that provides the basis for exploration, engagement with their teachers, flexibility to provide needed one-on-one small group or individual support; all grounded in a curriculum that prepares students for careers with both the hard and soft skills required to be successful in the 21st century. The plan is tailored to learners at all levels, starting with Elementary students to give them a strong educational foundation, then branches into middle school where they can continue to explore and engage, and then into high school where they can focus via an academic path focused on career readiness.

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

A few characteristics come to mind, first and foremost among them: a strong and solid "village" of committed supporters, advocates, friends, parents, and partners who can assist in the school's overall growth; talented and caring administrators and teachers who carry out the mission each and every day; all backed by a well-thought out plan with measurable deliverables.

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

Academic outcomes – not just raw test scores, but in the context of where each student began their journey; the quality of the curricular, exploratory, and enrichment activities provided to students; feedback from students, parents, and teachers; and of course post-graduation outcomes. Student retention is also a key measure but needs to be contextualized as well: if we are able to work with students on what was missing from their "traditional" school experience and thus they feel confident to transition to another school, that may actually be a positive outcome.

Governance

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

The operating phase is the most important part, and I think the board will need to be particularly active in the two years leading up to operations and also during the first year of operation to make sure that the policies adopted are working, to revisit things if necessary, and to set the school up for success thereafter. In year two and beyond of operations, the governing board will still need to be fully engaged, but the initial phase is critical with regard to executing the plan, operations, and keeping the school leadership on track. I also anticipate that the governing board will need to be proactive in engaging with parents on a regular basis to get their feedback – not just through “open board meetings” but through proactive town halls, etc.
- 2. How will you know if the school is successful at the end of the first year of operation?**

As explained earlier, another important measures will be whether we will be retaining our students and teachers into the second year. That said, it will have to be contextualized, because students who came in missing key academic skills may develop to the point where they're able to return to a “traditional” school, and thus we have been successful in meeting their needs. We will also compare student outcomes from when they exited their previous school and when they entered our school with their final assessments/tests at the end of their first year at LNCA.
- 3. How will you know at the end of five years if the school is successful?**

The most important measure is student improvement – not just whether they are hitting milestones, but comparing that to where they came from. We anticipate that our school will have many students who have had challenges at their “traditional” school, and so we need to accept them where they are at and assess their success and improvement within that context. We will also look at our graduating classes and where they go – whether they go to college or directly into a career, but the goal is to make sure that they are ready for that next step and equipped with the skills needed to continue on a positive trajectory.
- 4. What specific steps do you think the governing board will need to take to ensure that the school is successful?**

Fundraising will be critical to support the execution of our plan; provide the needed resources for our learners; and to attract, hire, and retain quality administrators and teachers. To this latter point, we need to focus on finding staff – an executive team – that can take the school through the remainder of the opening process, to opening the doors, and to continuing to grow and develop. Our governing board also needs to specifically work on adopting policies as we open so that we are ready, and also cultivating partnerships in the community to provide innovative opportunities for academic enrichment for our students.
- 5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?**

We would need to investigate all the relevant facts, and then if it is found that there is a violation of any of our internal policies or the applicable HRS or HAR with respect to the rules governing Charter Schools or the Ethics Code in general, we would take appropriate disciplinary action, which may extend to dismissal or removal of a board member.

Disclosures

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

I/we do not know these individuals Yes

I have been a personal friend of our board member, Patrick Branco, for several years.

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

I/we do not know any such employees Yes

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

I/we do not know any such employees Yes

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

I/we do not anticipate conducting any such business Yes

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

I/we do not have a financial interest Yes

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

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

I/we do not know any such persons Yes

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

Certification

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


Signature

09 May 2023
Date

TYLER DOS SANTOS-TAM

EDUCATION

Yale University, New Haven, Connecticut, B.A. Magna Cum Laude
Double Major in Political Science and Portuguese
Punahou School, Honolulu, Hawai'i

PROFESSIONAL EXPERIENCE

Honolulu City Councilmember, District 6 Nov 2022-Present

- Elected to serve the 120,000 residents of District 6, which is the heart of Honolulu's urban core.

Owner and Principal, Hōkūpa'a Consulting Sep 2018-Oct 2022

- Offered companies and organizations expertise on strategic communications, government affairs, and special projects

Executive Director, Hawai'i Construction Alliance Jan 2013-July 2018

- Advocated for Hawai'i's 15,000 unionized Carpenters, Laborers, Masons, Bricklayers, and Operating Engineers
- Coordinated the common statewide political, organizing, and communications activities of HCA's five member unions
- Managed, maintained, and enhanced relationships with strategic partners within the local construction industry

COMMUNITY INVOLVEMENT AND ACTIVITIES

Chairman, Democratic Party of Hawai'i Jul 2020-May 2022

- Elected leader of the largest political organization in the State of Hawai'i
- Elected as Chair of Western States Region for Association of State Democratic Committees

Honorary Consul of Portugal in Hawai'i Feb 2019-Present

- Representative of the Portuguese Government to Hawai'i, charged with strengthening and promoting mutual trade, culture, and educational relationships

President, Portuguese Chamber of Commerce of Hawai'i Feb 2019-Present

- Leads twelve-member board of directors, whose mission is to promote economic development, business activities, and education the arts, particularly among persons of Portuguese ancestry in the State of Hawai'i

Commissioner, Honolulu Neighborhood Commission Sep 2013-Present

- Elected Chairman of Commission from July 2017-August 2020
- Oversees islandwide Neighborhood Board system, assesses effectiveness of boards and neighborhood plans

At-Large Member, Neighborhood Board #14 (Liliha-Pu'unui-Ālewa-Kamehameha Heights) Apr 2011-Feb 2017

- Nominated to fill at-large vacancy in April 2011, re-elected in 2013 and 2015
- Served as Chair of Complete Streets study group to evaluate ways to improve pedestrian safety in neighborhood

Board Member, Hawai'i Children's Action Network Jul 2013-Jun 2016

- Served on Board of organization dedicated to promoting early childhood health and education issues

SKILLS

Foreign Languages

- Fluent Portuguese and Spanish

AWARDS AND RECOGNITIONS

- Fellow, Filipino Young Leaders Program (FYLPRO), Class of 2017
- Fellow, Pacific Century Fellows Program, Class of 2014
- Awardee, Forty Under 40, Pacific Business News, Class of 2015
- Young Trailblazer Award, Philippine Cultural Foundation of Hawai'i
- Dayaw Ti Kailokuan (Pride of the Ilocanos) Award, GUMIL-Hawai'i/Annak ti Kailokuan Iti Amerika (AKA)
- Recipient, Albert C. Bildner Prize, Dept. of Spanish and Portuguese, Yale University

- References and supplemental information available upon request -

Board Member Information

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

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

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

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

Background: Your Role and Experience

Name of charter school on whose governing board you intend to serve: Lima No'eau Leadership Academy

Contact information: Name: Patrick Branco

Phone: (808) 230-9457

E-mail: ptrck.branco@gmail.com

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

I serve on the governing board as the Vice Chair focusing on governance.

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

Please see attached.

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

Does not apply to me.

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

Hawaii is my home and has provided me with so much. I am invested in making our home a better place and providing the best and most innovative education for our keiki.

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

The appropriate role of a public charter school governing board member is to oversee the school's operations and ensure that it operates in compliance with the charter contract, state and federal laws, and regulations. The governing board has a fiduciary responsibility to act in the best interest of the school and its students. This includes developing policies and procedures, hiring and evaluating administrative staff, overseeing financial stability, ensuring compliance with laws and regulations, engaging with stakeholders, and ensuring rigorous academic programs aligned with state standards. The ultimate goal is to provide a high-quality education to students and operate the school in an efficient and effective manner.

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

As a former lawmaker and U.S. diplomat, I have several relevant experiences that are beneficial in serving on Lima No'eau's governing board. First, my experience in policymaking and legislation is useful in understanding the legal and regulatory frameworks that govern charter schools. This knowledge is helpful to ensure that the charter school is operating in compliance with applicable laws and regulations and to help the school navigate any legal or regulatory issues that may arise.

Second, my experience as a U.S. diplomat provides skills in communication, negotiation, and diplomacy that are useful in working with stakeholders, such as parents, teachers, and community members. My ability to build relationships and collaborate with others is important in ensuring that the school is meeting the needs and expectations of its stakeholders.

Lastly, my experience in public service allows for a deep understanding of the importance of providing high-quality education to all students. My commitment to public service and desire to improve the lives of others is an asset in ensuring that the charter school is providing a high-quality education to its students and is operating in the best interest of the community.

Overall, my experiences as a former lawmaker and U.S. diplomat provides a unique perspective and skill set that is valuable in serving on the governing board.

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

As a Native Hawaiian who was born and raised in Hawai'i, and has served as a policy maker and former U.S. Diplomat, I bring a wealth of knowledge and experience to the school's governing board.

Cultural Competency: As a Native Hawaiian, I bring a deep understanding of the cultural traditions, values, and practices that are unique to Hawai'i. This will enable me to ensure that the charter school is culturally responsive and respectful of the local community.

Community Engagement: I have extensive experience in engaging with diverse communities and building partnerships. This allows me to work collaboratively with school stakeholders, including parents, students, teachers, and community members, to ensure that the school is meeting their needs and goals.

Educational Policy: As a former lawmaker and U.S. Diplomat, I have an in-depth understanding of the educational policy landscape and the factors that influence educational outcomes. I will apply this knowledge to ensure that Lima Nō'eau is aligned with state and federal policies and is able to provide a high-quality education to our students.

Leadership and Governance: I bring experience in leadership and governance, which is valuable in overseeing the operations of our school. I am able to provide guidance and support to the school's administrators and ensure that the school is being run in an effective and efficient manner.

Overall, my unique background and experience as a Native Hawaiian, lawmaker, and former U.S. Diplomat is a valuable asset to the school's governing board. I will be able to contribute to the school's success by providing cultural insight, community engagement, educational policy expertise, and leadership and governance experience.

School Mission and Plan

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

The mission statement of the charter school is focused on providing a high-quality learning environment that is responsive to the individual needs and interests of students. The school aims to offer both synchronous and asynchronous learning options, which can accommodate students who may have different schedules, locations, or learning styles. Additionally, the mission statement emphasizes the importance of cultural sensitivity and inclusivity, as well as addressing students' social and emotional well-being. Overall, the goal is to provide a world-class education to students throughout Hawai'i, regardless of their academic level, physical location, social background, or cultural identity.

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

Lima Nō'eau's academic plan focuses on remote learning that prioritizes the establishment of a robust online platform and the provision of necessary technology and internet access for students. The curriculum is adapted to suit the remote learning environment, with a mix of synchronous and asynchronous instruction methods. Teachers facilitate live virtual classes and provide pre-recorded lessons and resources for students to access at their own pace. Regular teacher-student interactions, both one-on-one and in groups, are maintained through virtual office hours and discussions. Assessments and feedback are integral parts of the plan, ensuring students' progress is monitored and supported. Social-emotional support services are offered, and parents are actively engaged through regular communication and resources. Continuous improvement is emphasized, with data analysis and evaluation informing adjustments to the remote learning program.

In summary, Lima Nō'eau's academic plan for remote learning involves the establishment of a comprehensive online platform, curriculum adaptation, a blend of synchronous and asynchronous instruction, regular teacher-student interactions, assessments, and feedback mechanisms. It also includes social-emotional support services, parent engagement strategies, and a commitment to continuous improvement. By addressing these key elements, the charter school aims to ensure effective and engaging instruction in the remote learning environment while supporting students' academic and emotional well-being.

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

Clear Mission and Vision: A successful school has a well-defined mission and vision that outlines its goals, values, and educational philosophy. The mission serves as a guiding force in decision-making and provides a sense of purpose to the entire school community.

High Academic Standards: Successful schools set rigorous academic standards and expectations for their students. They prioritize academic achievement and have a curriculum that is challenging, engaging, and aligned with state standards or specialized programs.

Strong Leadership: Effective charter schools have strong and visionary leaders who inspire and motivate both staff and students. These leaders are responsible for creating a positive school culture, providing strategic direction, and fostering a collaborative and supportive environment.

Quality Teachers: Successful schools prioritize recruiting, retaining, and developing highly qualified and dedicated teachers. They invest in professional development opportunities, create a culture of collaboration and continuous learning, and provide the necessary support for teachers to excel in their roles.

Individualized Instruction: Schools that personalize instruction to meet the diverse needs of their students are successful. Successful teachers employ various instructional strategies, such as differentiated instruction, project-based learning, or blended learning, to address different learning styles and abilities.

Engaged Parents and Community Involvement: A strong partnership between the school, parents, and the local community is a characteristic of successful charter schools. These schools actively engage parents in their children's education, seek their input, and provide opportunities for involvement. They also foster community partnerships and collaborations to enhance the educational experience.

Data-Driven Approach: Successful charter schools use data to drive decision-making and improve student outcomes. They regularly assess student progress, analyze data to identify areas of improvement, and implement evidence-based strategies to address weaknesses and build on strengths.

Fiscal Responsibility: Schools that are financially sustainable and demonstrate responsible use of funds tend to be successful. They have effective financial management practices, transparent budgets, and strong oversight mechanisms to ensure resources are allocated efficiently and effectively.

Continuous Improvement: Successful schools embrace a culture of continuous improvement. They regularly evaluate their performance, seek feedback from stakeholders, and implement strategies to enhance teaching and learning. These schools are open to innovation, research-based practices, and adapting to changing educational needs.

Positive School Culture: A positive and inclusive school culture is a hallmark of successful charter schools. They prioritize building a safe, respectful, and supportive environment where students feel valued and empowered. They promote character development, social-emotional learning, and foster a sense of belonging among students and staff.

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

To determine whether Lima Nō'eau Charter School is succeeding or not in its mission, I will assess several key indicators. Firstly, I will consider the school's academic performance by examining standardized test scores, graduation rates, and student achievement data compared to local, state, or national benchmarks.

Additionally, evaluate individual student progress and growth over time to see if students are making significant academic gains. It is also essential to review official school accountability reports and gather feedback from parents and students to gauge their satisfaction with the educational program. Assess the level of community engagement and partnerships with local organizations, and monitor the long-term outcomes of graduates to see if they are successfully transitioning to higher education or meaningful employment. Lastly, regularly evaluate if the school's practices and initiatives align with its stated mission and vision.

In summary, assessing Lima Nō'eau Charter School's success in fulfilling its mission involves considering academic performance, student progress, accountability reports, parent and student satisfaction, community engagement, long-term outcomes, and mission alignment. By examining these indicators, you can gain a comprehensive understanding of whether the school is effectively achieving its mission.

Governance

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

Lima Nō'eau Charter School's Governing Board plays a vital role in its operation and governance. The Board works collaboratively with school leadership to define and uphold the school's mission and vision. The Board develops policies and procedures, engages in strategic planning, and ensures financial oversight to support the school's fiscal health and sustainability. The Board is responsible for hiring and evaluating school leadership, maintaining accountability and compliance with regulations, and actively engaging with the community. The Board serves as advocates for the school and the charter school movement, promoting the interests of the school and seeking support for educational initiatives.

In summary, the Governing Board of Lima Nō'eau Charter School has key responsibilities that include defining the mission and vision, developing policies, strategic planning, financial oversight, leadership hiring and evaluation, accountability and compliance, community engagement, and advocacy. Through collaborative efforts, the board contributes to the effective operation and success of the school in fulfilling its mission.

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

To assess the success of Lima Nō'eau Charter School at the end of its first year, several key indicators can be considered. These include academic performance, student engagement and retention rates, parent and student satisfaction, compliance with legal requirements, community perception, achievement of set goals, and a commitment to continuous improvement. By evaluating these indicators collectively, both quantitatively and qualitatively, a comprehensive understanding of the school's success can be assessed. It is important to compare the school's performance to initial expectations and benchmarks to identify areas of achievement and areas that may require further attention or growth.

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

To assess the success of Lima Nō'eau Charter School at the end of five years, several key indicators should be considered including academic achievement, student growth and progress, stakeholder satisfaction, retention and graduation rates, college and career readiness, community engagement and partnerships, financial stability, and long term outcomes of graduates. By evaluating these indicators collectively, the school's effectiveness in promoting student success, community integration, and financial sustainability can be determined. Regular monitoring and evaluation throughout the five-year period will provide

valuable insights into the school's progress, achievements, and areas for further improvement.

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

To ensure the success of Lima Nō'eau Charter School, the Governing Board should take several specific steps. Firstly, the Board needs to establish a clear and compelling mission and vision for the school, aligning with the educational needs of the community. We should develop and regularly review policies and procedures that support effective governance and operations, ensuring compliance with legal requirements and maintaining the integrity of the school's mission. The board should hire a qualified and visionary executive director or principal, and regularly evaluate their performance to ensure effective leadership. Financial oversight is critical, and the board should establish sound fiscal practices, monitor budgets, and secure adequate resources to support the school's programs and services. They should actively engage with parents, students, and the community, seeking their input and involvement in decision-making processes. Additionally, the board should regularly assess the school's performance, including academic outcomes and stakeholder satisfaction, and use data-driven insights to drive continuous improvement. By taking these steps, the governing board can play a crucial role in ensuring the success of Lima Nō'eau Charter School.

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

If I were faced with a situation where I believed one or more members of the Lima Nō'eau Charter School governing board were acting unethically or not in the best interests of the school, I would approach the situation in the following manner:

Gather Information: Collect as much information and evidence as possible to substantiate my concerns. This could include reviewing board meeting minutes, policies, financial records, or any other relevant documentation.

Internal Resolution: If appropriate, address the issue internally within the board. This can involve discussing my concerns with the board chair or other trusted members of the board to seek clarification, express my reservations, and advocate for the best interests of the school.

Report to the Appropriate Authority: If the unethical behavior or actions persist or are of a serious nature, I would report the situation to the appropriate authority. This could involve informing the school's charter authorizer, state education department, or any other governing body that has oversight of charter schools. Provide them with the necessary evidence and information to initiate an investigation or take appropriate action.

Seek Legal Advice: Depending on the nature and severity of the unethical behavior, consulting with legal professionals may be necessary to understand the legal implications and potential courses of action available.

Maintain Confidentiality and Professionalism: Throughout the process, it is crucial to maintain confidentiality and professionalism. Avoid spreading rumors or discussing the issue with individuals who are not directly involved in addressing the situation. Focus on the facts, act in an objective manner, and prioritize the best interests of the school.

It is important to note that the exact steps to be taken may vary depending on the specific circumstances and the established protocols of the school and its governing board. Consulting with appropriate legal and governance professionals can provide further guidance in handling such situations.

Disclosures

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

Yes, several are the board members operate in the political sphere and I know them through being involved in that space.

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

No, I do not know any such employees.

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

Yes, I am former classmates with Kekoa McClellan, who represents the technology company.

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

No, I do not anticipate conducting any such business.

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

No, I do not have a financial interest.

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

No, I do not know any such persons.

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

No, I have no such interest.

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

Neither, I or my family do not anticipate conducting any such business.

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

No, Does not apply to me, my spouse or family.

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

None.

Certification

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

Date: May 8, 2023

PATRICK PIHANA BRANCO

Policy Professional with over 12 years of experience building, leading, and mentoring diverse teams. **Naval Reserve Officer, former U.S. diplomat and elected State Representative** that has forged consensus both internationally and domestically on some of the most difficult issues in order to solve pressing problems. This includes land and water use in Hawaii, and creating award winning lifesaving public information campaigns domestically and abroad including efforts that dispelled misinformation surrounding COVID-19 and campaigns to ensure individuals in Venezuela were not scammed as they prepared to flee the humanitarian crisis.

PROFESSIONAL EXPERIENCE

Hawaii Green Growth

Director of External Affairs & Communications, Honolulu, HI

Jan 2023 - Present

Provides leadership and strategic guidance to advance environmental, social, and economic priorities through Hawaii's local framework to achieve the United Nations Sustainable Development Goals.

U.S. Navy Reserve, Indo-Pacific Command

Naval Intelligence Officer, Honolulu, HI

Aug 2022 - Present

Part of a multibranch reserve unit that gathers, analyzes, and validates information focused on protecting U.S. foreign policy interests in the East Asian region.

The Hawaii State Legislature

STATE REPRESENTATIVE - House District 50, Honolulu, HI

Nov 2020 - Nov 2022

Elected Official serving ~37,000 constituents. During the height of COVID-19, arranged for free testing and vaccinations, delivered free meals and 4,000 masks with a minimal \$20,000 outreach budget.

- As **Vice Chair of the Water & Land Committee**, managed a team of attorneys and **subject matter experts** to vet implications of proposed legislation affecting water and land use policy resulting in a more equitable and sustainable use of Hawaii's freshwater resources
 - **Built consensus among all community voices** by developing a new task force and management structure for a **controversial telescope project**
- **Secured \$10M+ in capital improvements funds for local schools and communities, a significant impact from a Freshman Legislator**
- **Enabled entrance into the Green Economy** by re-establishing **Youth Conservation Corp** for 18-35 years old to compete for green jobs, **providing \$5M per year for 2 years resulting in 2,000 jobs dedicated to improving Hawaii's sustainable future over 4 years**
- **Introduced and passed legislation requesting an Apology Legislation for the 90 year ban on the Hawaiian language in public schools** to the Native Hawaiian people from the State of Hawaii and **enabled the passing of \$1M for education for Native Hawaiians**
- **Led team effort in passing a \$650M fund to build homesteads for Native Hawaiians**, which will build over 5,000 homes and establish an affordable housing rental program for Native Hawaiians

United States Congress

CONGRESSIONAL CANDIDATE, Honolulu, HI

Feb - Aug 2022

Candidate for U.S. Congress securing 26,965 votes/25% of the votes in the primary election. Raised over \$400,000 funds with outside spending reaching over \$1.5M. Ran a campaign centered around economic diversification and support for rural communities raising the profile of these issues and laying the groundwork for policy improvements at the State and National level. Endorsed by multiple national organizations including VoteVets, the Hispanic Congressional Caucus, and the LGBTQ Victory Fund. **Lima No'eau Career Academy**
highest LGTBQ+ vote receiver in Hawaiian history.

The City & County of Honolulu

PLANNER - Department of Community Services, Honolulu, HI

Mar - Dec 2020

- Managed critical COVID-19 Rent Relief Program to 3,000+ families, **providing \$3K to each household by administering a \$25M federal fund with business and nonprofit partners** keeping people housed in the middle of the health emergency while also ensuring those renting properties were able to receive reasonable compensation for the housing they continued to provide to these vulnerable residents
 - Developed compliant award processes, **enabling massive food drives** keeping food insecure residents especially children, fed during a period of acute hardship
- **Strategically awarded \$40M to support economic revitalization** by providing grants to 26 nonprofits providing COVID-19 emergency relief, business and workforce support, and \$3M to homeless shelter

The U.S. Department of State

CULTURAL AFFAIRS ATTACHÉ - U.S. Embassy, Caracas, Venezuela

Sept 2018 - Jan 2020

Led 18-member team through full embassy evacuation and presidential crisis while also providing clear messaging as the relationship with Venezuela deteriorated and a humanitarian crisis engulfed the country. Managed \$3M budget.

- **Implemented dynamic communications and media strategies to dispel misinformation and propaganda** from the Maduro regime – created media content as a counter voice to regime
- **Managed and awarded multiple projects and 100+ grants, valued at \$5M, promoting economic stabilization, education, democracy, and English language programs**
- **Protected the team from the regime**, ensuring staff were safe and rotated out of the country to refuel

WATCH OFFICER - The Operations Center, Washington, DC

July 2017 - Aug 2018

Led policy analysis and served as a global escalation point in the Department's 24-hour, fast paced crisis management center for the Secretary of State on complex issues of diplomatic and international crises. Developed and staffed emergency task forces to provide effective whole-of-government response to emerging threats.

- **Assisted with mass evacuations in the Caribbean due to hurricanes** – helped get families evacuated and found in-country help for other Americans who wished to stay

SPECIAL ASST. TO SPECIAL REP. FOR AFGHANISTAN & PAKISTAN, Washington, DC **Oct 2016 - July 2017**

Assured that the most senior U.S. Diplomatic Official with responsibility for Afghanistan and Pakistan was able to effectively drive U.S. policy objectives with respect to both countries. Advised and drafted briefing policy papers, memorandum, talking points, and speeches for senior leadership on fast-moving crises and policy issues. Coordinated communication across the White House and dozens of federal agencies. Led planning and execution of overseas diplomatic engagements. Primary liaison between U.S. Missions overseas across multiple time zones.

VICE CONSUL - U.S. Embassy, Islamabad, Pakistan

Oct 2015 - Oct 2016

SPECIAL ASSISTANT TO U.S. AMBASSADOR - U.S. Embassy, Bogotá, Colombia

June 2014 - Oct 2015

DEPUTY PRESS ATTACHÉ - U.S. Embassy, Bogotá, Colombia

Sept 2012 - May 2014

EDUCATION & LANGUAGES

MA - International Relations - International Economics & Korea Studies, Johns Hopkins University

BA - International Relations & Political Science, Hawaii Pacific University

Lima No'eau Career Academy

Languages: Spanish - Intermediate, Korean and Hawaiian - Conversational

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Board Member Information

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

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

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

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

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve: Lima Noeau Career Academy
2. Contact Information:
 - a. Name: Ryan Naka
 - b. Phone: [REDACTED]
 - c. Email: [REDACTED]
1. Describe your role and indicate your position on the governing board.

As a member of the governing board, my role is to ensure that the school is financially and academically viable, compliant with state and federal laws, and within our school's mission.

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

I am a [REDACTED] graduate of Kamehameha Schools with some college experience at Northern Arizona University. I returned home from college in 2016 and managed a restaurant at Ala Moana Center and then went on to become Director of Finance for a Hawaii Gubernatorial campaign. I oversaw the compliance and reporting to the Hawaii Campaign Spending Commission as well as developed and executed the fundraising strategy for the campaign.

In 2019, I became a licensed Realtor with Corcoran Pacific Properties, specializing in residential sales. Since then, I have expanded my business to sell on Oahu and The Big Island. Our team of three agents provide top quality service to clients of all types, selling properties from \$100,000 to over \$10M.

In addition to my role as a Realtor, I am Director of Philanthropy & Marketing for Project Vision Hawaii, a local nonprofit organization committed to increasing access to health and human services for vulnerable populations and access-challenged communities across Hawaii.

In 2020, I launched American Campaign Finance which manages the reporting and compliance for political organizations statewide. I have many years of experience in Hawaii Campaign Finance compliance and reporting, and work with campaigns of every size and race.

I also work with my family's business, Charley's Taxi, which is the oldest and largest transportation company in Hawaii. Started by my great grandparents in 1938, Charley's remains family owned and operated and continues to be an industry leader in the transportation sector. As a highly regulated industry, I work to advocate for the taxi industry with legislators and ensure that regulations set forth by the State and City are fair to our drivers and taxi operators statewide.

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

Does not apply to me

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

In my work with my nonprofit, we work to provide health and human services to vulnerable populations and access-challenged communities across the state every day. I have seen first-hand how lack of access to vital services has detrimental effects on health and wellbeing. Lima Noeau would provide so many families an opportunity to give their children a quality education and break down many of the barriers that cause truancy or keiki to suffer in a traditional school setting.

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

Our role as governing board members is to work to not only develop and open a charter school, but ensure that the school can live on into perpetuity. It requires long term commitment and active participation.

6. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous

I have many years of experience in starting, managing, and growing businesses and nonprofits, especially in growing revenue and building sustainability. Since my start in February of 2020 with my nonprofit, we have more than tripled our staff from 25 to over 80 statewide, and worked with our team to expand our services to serve thousands of patients every year with plans for continued growth and expansion.

member.

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

I have many years in sales, marketing, and fundraising. In my role as Director of Philanthropy & Marketing, I have a great understanding of how to operate a nonprofit organization and expand it in a very sustainable way. I worked together with my team to grow Project Vision Hawaii from 25 staff members to over 80 statewide. I understand the importance of diversifying our revenue and creating sustainability within all of our programs so we don't have to rely solely on grants or donations. From a compliance standpoint, I also have many years of experience in ensuring our nonprofit is compliant on all levels of government and is properly reporting and tracking necessary data. I'm confident in working with donors of all giving capacities and specialize in my ability to engage and connect with our donor base and grow our community of supporters.

In my role as a Realtor and owner of several businesses, I grew all of my businesses from the ground up. I understand the importance of marketing and providing excellent service to my client base. The same applies to Lima Noeau. We need to be sure that we properly market the school and also provide an excellent learning experience for students, their parents, family members, and the community. I will be working closely with Stride and School Leadership to ensure that we have clear strategies to reach our goals and operate successfully.

School Mission and Plan

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

Lima Noeau Career Academy is addressing the need for an alternative type of education for students who face barriers to accessing a quality education. Whether it's bullying in school, language barriers, transportation issues, or any other issues that prevent the student from being successful in their learning, we are confident that our virtual option will give students a way to learn in a way that works best for their situations.

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

We have worked closely with Stride to develop courses and an academic plan that we feel provides students of Lima Noeau Career Academy with the tools they need to be successful in a virtual environment. I feel confident in the product and plans that are

being put forth.

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

While it is important that we have a well developed academic plan, we also need to be sure that everyone involved receives the proper support and has access to the right tools to be successful. The students alone cannot be successful if the teachers do not have the tools they need to successfully teach. And vice versa. We need to ensure that we have the proper funds to operate the day-to-day operations of the school, support teachers and faculty, and most importantly support the students and their families and/or learning coaches so that they can be successful in their learning.

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

The great part of the technology behind the education platform we are using is that we are constantly collecting data. This data reveals if the student is actively engaging and if they are making progress in their learning. Should they be failing in their courses, we will see the data in nearly real-time and be able to work with their parent/learning coach to address the problem. We will also see regular reports on the school's finances to ensure we are operating in the black. It will also be obvious through the participation and grades of the students. We understand that the students who will enroll in Lima Noeau are likely to not be excelling in their current environment and time will tell if their educational journey improves. Again, the data becomes very powerful because we can quickly address concerns and make adjustments to ensure students and the school itself is successful.

Governance

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

The governing board is there to guide the school into the right direction. We are not a part of the day-to-day operations, but there to support and monitor metrics to ensure Lima Noeau continues on into perpetuity.

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

We have very clear goals set for Lima Noeau Career Academy and if we reach those goals or surpass them, then that would be a great first year of operation. With our strategic plans, we have a good understanding of enrollment, teachers and staff needed, projected revenue and expenses, and other important factors to building a successful school.

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

We have plans from now through five years that clearly define goals and metrics that need to be met as well as a specific plan for how those goals will be met. Enrollment, financial health, staff satisfaction, students satisfaction, and student grades are indicators of success. Lima Noeau Career Academy goals to indicate that the school is successful.

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

The governing board has been very hands on with Stride and working together to develop our strategic plan for the next five years. We have a diverse group of experts who have a wealth of knowledge around starting, operating, and growing businesses and organizations. We have all developed and agreed upon the goals and metrics set forth to ensure the success of Lima Noeau Career Academy.

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

I would have to address the problem with the board and ensure that all proper parties are aware of the situation so that it can be handled quickly and properly. Our job is to ensure that the school is successful. Any situation where the governing board members are acting unethical is not in the best of the school and does not contribute towards its success.

Disclosures

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

I/we do not know these individuals Yes

I know Lynn Finnegan through our work together on a fundraising project for a separate cause.

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

I/we do not know any such employees Yes

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

I/we do not know any such employees Yes

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

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


Does not apply to me, my spouse or family Yes

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

None Yes

Certification

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


Signature

5/10/23
Date

Board Member Information

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

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

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

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

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve: Lima No'eau

2. Contact information:

Name: Nona Tamanaha

Phone:

E-mail:

1. Describe your role and indicate your position on the governing board.
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
4. Why do you wish to serve on the governing board of the proposed charter school?
5. What is your understanding of the appropriate role of a public charter school governing board member?
6. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous

experience of this nature, explain why you have the capability to be an effective board member.

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

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed academic plan?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding or is not succeeding in its mission?

Governance

1. Describe the role that the governing board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of five years if the school is successful?
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such employees Yes

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

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

Does not apply to me, my spouse or family Yes

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

None Yes

Certification

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



Signature

5/1/2023

Date

**Board Application – Addendum for Nona Tamanaha
Lima No’eau**

1. Describe your role and indicate your position on the governing board.
I am a member of the Board of Directors and in such a role, I am responsible to participate in scheduled meetings and help to establish policy and governance. During the interim, I am serving as Treasurer and am the Secretary.
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
4. Why do you wish to serve on the governing board of the proposed charter school?
I believe that every child learns differently and should have access to education in an environment and through a venue that matches how they best learn. A virtual classroom and learning environment offers students and their parents another option for learning.
5. What is your understanding of the appropriate role of a public charter school governing board member?
The Board would provide high level oversight of the school’s activities and provide governance in accordance with the by-laws. We insure that the organization stays true to the mission and that there is compliance with not only the by-laws but that the school operates within the parameters and guidelines required by the state for any charter school.
6. Describe any previous experience you have that is relevant to serving on the charter school’s governing board (*e.g.*, other board service). If you have not had previous

experience of this nature, explain why you have the capability to be an effective board member.

I have served on other boards such as the Waikiki Community Center, the Department of Education Merit and Appeals Board, and the Hawaii Job Corps Board. Thus, having served as a Board Member, I do believe I can contribute and understand the Board's role. Also, having worked in a large non-profit organization, I was able to observe the role the board had in the overall organization. Staying true to the mission and insuring the organization did not stray from that as well as the long term strategies to insure long term goals were being met that aligned with the mission. Beyond the governance committee, there was audit/finance and numerous other committees that were established to insure that the Board had overarching oversight. The CEO reported to the Board and Board Chair.

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

My background has been in human resources and as such we provide that next step for students to enter the world of work so that they may be able to provide for themselves and their families. We partner with many of the schools both at the high school and middle school levels to give them exposure to different industries and we also meet with teachers to discuss the skills and qualities we seek in our candidates. This helps with insuring the curriculum aligns with what employers are seeking in a particular industry or in general. Having just spoken with a group of high school teachers, we spoke about the importance of some of the core subjects such as English and the importance of communication, in some of our operational areas, it was math (engineering), problem solving, etc.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
To provide another option for students to learn, that being a virtual learning organization. We would offer this option to all students across the state and at the high school level we would offer technical education preparing them for careers in various industries.
2. What is your understanding of the school's proposed academic plan?
The academic plan is such that it will meet all of the state's standards for the various grade levels and ensure that it meets the established learning benchmarks. The plan will be appropriate for the age and skill levels and if a student is struggling in certain areas, there will be intervention and a plan to insure they meet the respective learning benchmarks.
3. What do you believe to be the characteristics of a successful school?
It would be that there are engaged students and teachers. Teachers would inspire students to want to learn and create a plan to assist them if they are struggling. Creating a learning environment that also meets the child where they are at but also ensures the learning benchmarks are met. There would be a variety of learning activities at the different grade levels. You would also see students who were struggling now confident and engaged. The teachers and the school should also include the parents on the student's learning journey. Also ensuring that there are different activities and venues for learning (i.e. experiential field trip, etc.).
4. How will you know that the school is succeeding or is not succeeding in its mission?
There are several indicators from meeting academic benchmarks; graduation from high school; advancement to the next grade level; I believe the schools have certain

academic achievement tests that they must administer annually and that could be used as an indicator of success; attendance; participation by parents through parent/teacher associations; conducting a survey to get feedback from the parents. Also acceptance into college.

Governance

1. Describe the role that the governing board will play in the school's operation.
The governing board has the responsibility for the overall performance of the school. The Board establishes policies; holds the Executive Director/Principal of the School accountable; and is responsible for making decisions related to financial planning and personnel management.
2. How will you know if the school is successful at the end of the first year of operation?
There are several indicators that we could consider: enrollment; retention/turnover of teachers at the end of the first year; moving on to the next grade level at the end of the school year; and projections for growth in students for the coming year as it could mean that the community, word of mouth, etc. increases interest and enrollment grows for the next school year (year 2).
3. How will you know at the end of five years if the school is successful?
In addition to those indicators as noted after Year 1, we could consider the following:
 - Enrollment data year over year; movement to the next grade level.
 - Test Scores: Year over Year improvement at the different grade levels (1st grade; 2nd grade; etc.)
 - Turnover in students; turnover in teachers
 - Focus groups or a survey of the parents and/or students to gather feedback so we can continue to do well in what we are doing, but also identify areas for improvement that we could strategize and work on for the coming year.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
 - The Board would need to hire an experienced School Administrator who has been responsible for a school in the past.
 - Establish a long term plan with clear goals and measurements to identify success
 - Hire the right teachers
 - Ensure that the curriculum conforms to the state requirements
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
 - Documentation in any situation is key. Documenting behavior, specifics about an incident/situation.
 - Conduct an investigation and gather facts; speak to any witnesses; gather information. It would be best to hire an external party to conduct the investigation or perhaps there is a division within the Charter School Commission or the DOE who could assist with the investigation.
 - Raise it with the Chairperson of the Board, unless of course it is the Chairperson.

NONA TAMANAHA

SUMMARY:

- Thirteen years in a senior leadership role working collaboratively with the executive team to create vision and strategic direction for the region/system.
- While in the position of Benefits Manager was able to raise our internal customer service ranking from second from the bottom to second place at the top in a year.
- Ability to work with all levels of associates and stakeholders such as owners, senior leadership, board members, union leadership.
- Ability to Lead Change/Be Nimble – participated in several organizational changes
- Member of the negotiating team for collective bargaining
- Ability to collaborate and work with other parties to achieve company objectives
- Ability to inspire and motivate others even during challenging times
- Ability to rebuild a human resources foundation to support a system

PROFESSIONAL WORK EXPERIENCE:

July 2022 – Current

MARRIOTT INTERNATIONAL/ KYO-YA OHANA LLC

DIRECTOR OF HUMAN RESOURCES, Central Resources Team

- Responsible for payroll administration; workers' compensation and benefits administration, compensation and talent acquisition. Develops strategies for talent acquisition and total rewards.
- Responsible for human resources administration which includes but is not limited to the creation of policies; manage the Employment Practices Liability (EPL); Unemployment claims administration; ensure we are in compliance with state and federal laws.
- Responsible for the associate experience for the Central Resources Team. This includes managing employee issues; administering associate engagement survey and the follow up that goes with it; as well as the other Appreciation programs such as Service Awards, and associate recognition.
- Responsible for conducting HR Audits
- Develops and implements new programs that impact the Associate Experience.

April 2014 – July 2022

THE QUEEN'S HEALTH SYSTEMS

VP HUMAN RESOURCES

- Develop strategy, direction and culture of the organization consistent with the mission and values of the organization. Design and execute people strategies that align and achieve organizational goals, objectives and initiatives; Implement procedures to adequately safeguard the assets of The Queen's Health Systems.
- Responsible for all areas of human resources including talent acquisition/retention, compensation, benefits, shared services; workers compensation, employee/labor relations, contract negotiations, performance improvement and organizational effectiveness, and human resources information systems, and talent management. Accountable for the effective business and operational management of the division.
- Develops and implements the strategy to maintain a positive work environment at the organization with ongoing assessments and improvement plans.
- Directly manage all executive compensation issues and provide support to the Queen's Health System Compensation Committee.
- Provides leadership and direction in the development, implementation, interpretation and maintenance of standards, policies and procedures for areas assigned and ensures compliance with local, state and federal regulatory requirements and other governing and accrediting agencies such as The Joint Commission.

- Develops effective working relationships with other vice presidents to ensure coordination of systems and services.
- Responsible for an operating expense budget of \$14.5M.

Aug 2013 – March 2014 **DIRECTOR OF CORPORATE HR, RECRUITMENT, TRAINING AND DEVELOPMENT**

- Responsible for developing and implementing the organization's recruitment and retention strategies and programs.
- Develops the strategy for learning and development and organizational effectiveness.
- Provides human resources support and guidance to QHS Vice Presidents.
- Develop policies and procedures for the areas of responsibility assigned to this role.
- Responsible for the administration of the annual employee engagement survey and the strategy to ensure a positive work environment.

Jan 2008 – Aug 2013 STARWOOD HOTELS & RESORTS WORLDWIDE, INC. – HAWAII & FRENCH POLYNESIA

REGIONAL DIRECTOR OF HUMAN RESOURCES

- Design a strategic Human Resources Plan for the region and lead the execution of the plan. Insure there is alignment and engagement at the property level.
- Serve as a resource in the areas of compensation, compliance, labor relations, recruitment, core people processes (success planning), and other HR functions.
- Acts as a Talent Review process leader for General Manager and Executive Committee position which includes monitoring and assisting in the development of succession planning processes and identification of high potential associates.
- Oversees and monitors Engagement Index action planning and improvement process. Ensures that the property plans are providing the desired results and are in alignment with corporate direction and initiatives.
- Leads Property Human Resource Director staffing and development process.
- Participates in owner relations as required in the areas of labor relations and other HR issues.
- Liaison between corporate HR and the field in insuring that corporate wide initiatives are executed.
- Provide support and guidance for General Managers with HR matters.
- Responsible for addressing and resolving any ethicspoint (ombudsman line) issues.
- Provide budget instructions and guidelines for the region that supplement those instructions provided by corporate.
- Initiate, plan and coordinate learning and development programs for the region.
- Develop and implement workforce planning strategy for the region
- Responsible for governance and managing risk
- Active participant in labor negotiations during collective bargaining and developing a strong working relationship with our labor partners

August 1999-Dec 2007 KYO-YA HOTELS & RESORTS, LP dba Starwood Hotels & Resorts Waikiki Honolulu, Hawaii

AREA DIRECTOR OF HUMAN RESOURCES

- Oversees all Human Resources functions and legal issues for 5 resort hotels including the Sheraton Waikiki, The Royal Hawaiian, Sheraton Moana Surfrider, Sheraton Princess Kaiulani, and Sheraton Maui.
- Responsible for short and long-term planning of the Human Resources function; participant on the Regional Executive Committee team that develops strategic direction for the Company.

- Direct responsibility for the Human Resources functions as it pertains to the Support Services Unit of approximately 250 employees.
- Provide consultation as it relates to Human Resources matters to five properties.
- Create and implement policies and procedures; negotiate labor agreement; facilitates and directs the implementation of various corporate programs and initiatives.
- Responsible for preparing budget for the Department and provide input regarding such for the five properties.

June '96 – July 1999

HUMAN RESOURCES/BENEFITS MANAGER

- Administered all employee benefit programs for 500+ non-bargaining associates
- Managed health plans, pension plans (Defined Benefit and Defined Contribution), Employee Assistance Program, Group Life Insurance
- Responsible for maintaining costs and ensuring that benefits remain competitive; Initiated and proposed new and progressive benefit programs.

Mar '92 – June '96

***SHERATON MOANA SURFRIDER HOTEL
ASSISTANT DIRECTOR OF HUMAN RESOURCES***

- Managed various Human Resource functions including worker's compensation, salary administration, Affirmative Action Plan, recruitment, employee relations, labor relations and other projects

July '88 – Mar '92

PERSONNEL ASSISTANT

- Assisted with the re-opening of the Sheraton Moana Surfrider Hotel after its multi-million dollar renovation which included mass recruitment, the coordination of training, and the development of operating standards and procedures
- Responsible for the administration of worker's compensation, recruitment, employee relations and labor relations

Oct '86 – July '88

PERSONNEL/TRAINING SECRETARY

- Provided administrative support to the Director of Personnel and the Director of Training
- Maintained personnel files, distributed mail, administered and managed worker's compensation, handled all employment verifications, and performed other projects as assigned.

EDUCATION:

University of Hawaii at Manoa, Honolulu, Hawaii

Bachelors of Business Administration in Personnel & Industrial Relations

Dale Carnegie Leadership Training Course

CEBS Courses 1, 2, and 5 (Health & Welfare and Employment Law)

Starwood Training Courses

- Certified and conducted training to all managers in Change Management
- Certified Green Belt (Six Sigma)
- Certified as Property Service Culture Trainer (rolling out new brand culture)
- Certified as a trainer in Workplace Violence (training for managers)
- Attended a one-week course on labor relations
- Six Sigma for Leaders

SKILLS:

- HRIS System (Lawson, People soft and SAP)
- MS Office (Word, Excel, Power point)

PROFESSIONAL ORGANIZATIONS & COMMUNITY RELATIONS

- Member of the Advisory Board for the Masters in Human Resource Management Program at the University of Hawaii at Manoa
- Board Member for Leaders for Hawaii's Future; non-profit group focused on creating an educational path option via on line learning for students from K-12 with a CTE (technical education) component for high school.
- Board Member, Hawaii Dental Service

REFERENCES:

Available upon request

Board Member Information

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

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

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

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

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
Lima No'eau Career Academy

2. Contact information:

Name:

Connie M Epenesa

Phone:

[REDACTED]

E-mail:

[REDACTED]

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

I am the Grass Roots Committee for the governing board. My role as a governing board member is to be in attendance of any and all board meets, training sessions and in person meetings. It is also my role and responsibility to make connections with parents, educators and community leaders to gain support for our school.

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

Resume and professional bio are attached to this form.

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

Does not apply to me Yes

I have served as the National Coalition for Public School Options Hawai'i Chapter Chair

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

I believe that the children of Hawai'i should have access to quality education. I feel that being a part of the governing board and help build this program from the ground up knowing what the benefits of virtual education are, is something I can be beneficial to.

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

The governing board is responsible for the financial, organizational, and academic viability of the charter school and implementation of the school.

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

Being the former National Coalition for Public School Options Hawai'i Chapter Chair, as well as being a former parent advocate for Lima No'eau Career Academy has given me the experience and confidence to serve on the governing board.

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

Being a part of the National Coalition for Public school Options, as well as Multi Level Marketing taught me how to relate to people on their level of understanding in all aspects of life, as well as education. Being experienced in homeschooling my children, having them on virtual distance learning, as well as having children in the public school system, allows me to be able to bring a better understanding to the governance board that is needed when interacting with each parent/child.

School Mission and Plan

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

My understanding of the school's mission and guiding beliefs is that every child should have access to quality education.

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

The proposed academic plan for Lima No'eau Career Academy is to provide an adaptive learning environment built to meet each child where they are at academically, physically, culturally, as well as socially.

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

I believe that the characteristics of a successful school is having board members as well as school educators who have a heart for wanting to see each student excel academically and also in life overall. When a school is staffed with educators who have integrity, honesty and transparency, and a level of relatability to each student, it makes the school more successful. Having these type of board members and administrators/ educators allows a child a comfortability to want to excel.

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

You will know the school is successful by how each child excels in every aspect of their education, as well as their knowledge of culture and society. Also by their test scores for each academic subject.

Governance

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

The role the governing board will play in school operations is to ensure all state and federal laws are abided by, as well the guidelines set in the charter contract. It will also determine the organization and management of the school and curriculum. Follow the terms set within the contract, be responsible for the financial, organizational, and academic viability.

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

We will know by the amount of students who excel in academics and test scores, as well as the way each child excels mentally, socially, emotionally, and culturally.

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

You will know by the number of students who graduate from the program, the way student's test scores excel, and by the amount of students and families that are a part of the school.

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

Data tracking, along with frequent meetings with administrators/ educators and parents to see what is working and what is not, in order to know what should or needs to be changed in order for each child to be successful academically.

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

I would discuss it with the board member/ members privately, and if changes are not made; I will

to the attention of the rest of the governing board members and see how changes can be proposed.

Disclosures

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

I/we do not know these individuals Yes

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

I/we do not know any such employees Yes

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

I/we do not know any such employees Yes

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

I/we do not anticipate conducting any such business Yes

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

I/we do not have a financial interest Yes

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

Certification

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

A large black rectangular redaction box covering the signature area.

Connie M Epenesa

May 05, 2023



CONNIE EPENESA

NETWORK MARKETING/ SALES/
ADVOCATE

PROFILE

2+ years Network Marketing with Multilevel Marketing, as well as advocacy experience in abuse and domestic violence. Years of volunteer work in group organization and event coordination.

WORK EXPERIENCE

Monat Global

August 2020 - December 2022

- Market Partner
- Sales/ Marketing
- Meeting Organizing
- Content Creating
- Community Reachouts
- Product Knowledge

Michelle S. O' Phelan

September 1998- April 2001

- Live- in Caregiver
- Daily Care
- Grocery Shopping
- Banking

Club Komomai

March 1999- July 1999

- Hostess/ Cocktail Server

EDUCATION

Mililani High School, [REDACTED]

'Aiea High School, [REDACTED]

Lima No'eau Career Academy

SKILLS

- Sales
- Marketing
- Advertising
- Abuse/ Domestic Violence Advocate
- Event Coordination
- Group Organization
- Community Outreach
- Content Creation
- Leadership

VOLUNTEER POSITIONS

- Life 4 Kea - Committee Member (2013- 2014)
- No Te Here O Tiare- Group Assistant (2014- 2017)
- Talk About It Tuesday- IG Segment (June 2021- January 2022)
- National Coalition for Public School Options (April 2022- January 2023)

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve: [Lima No'eau](#)

2. Contact information:

Name: [Miriam P. McMillian](#)

Phone: [REDACTED]

E-mail: [REDACTED]

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

Position: [General Board Member and Education Committee Chair.](#)

Role: [My role as a board member is to attend and actively participate in board meetings, contribute to decision-making, assist in setting policies and goals, and provide oversight. My role as the Education Chair is to organize and lead the Education Committee meetings as well as collaborate with the other committee chairs, as needed. I am also responsible for reporting any vital information and progress updates to the board.](#)

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

Resume and professional bio are attached to this form.

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

Does not apply to me Yes

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

[I wish to serve on the governing board of the proposed charter school, Lima No'eau because I am a firm believer in the effectiveness and value of virtual learning. I have personally experienced the benefits of this approach as it was my only option when I wanted to attend college while I was an active duty military member. Additionally, attending a virtual school paved the way for me to pursue my dream of becoming an educator while juggling a family and full-time job.. Lastly, I was able to supplement my income by teaching virtually. These experiences allowed me to be well-prepared and equipped to assist in establishing a virtual program at my current employment during the COVID-19 pandemic.](#)

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

The governing board member should provide oversight and leadership. A public charter school governing board member should ensure that the policies being made always align to the school's mission and vision. The governing board member should ensure that the bylaws as well as any other regulations are being adhered to. Lastly, the role of a public charter school governing board member is to ensure that they are engaged and committed to all the stakeholders, specifically the students, their families and the community they are serving.

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

I do not have any previous charter school (or other board) governing experience. However, I have a deep passion for education and a strong belief in the mission and vision that this board has established. Also, as a military veteran and educator, I have a motivation and commitment to serve and better my community.

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

My ten years of teaching has provided me with a deep knowledge of the curriculum, pedagogy and overall education system in Hawaii. I have also spent my life both as an educator and in the military working with people from different backgrounds and with different perspectives. Through these experiences, I have gained valuable skills in communication, problem solving, and adaptability.

School Mission and Plan

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

The school's mission and guiding beliefs is to ensure that families have a variety of choices when choosing an educational pathway for their children. This choice includes a flexible learning environment that empowers the students to reach their full potential. The school wants to provide a method that enables students to learn at their own pace and on their own schedule as well as give parents and/or caregivers the opportunity to actively participate in

their child's education. We also believe that by working together as a learning community we can support, engage and be inclusive for all students.

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

The proposed academic plan will consist of a curriculum that is taught both synchronous and asynchronous. Synchronous learning will include a variety of whole groups, small and collaborative groups as well as individual instruction. Learning will be rigorous and customized to each child based on their specific learning needs and goals. The academic plan will include student support and intervention services for those that are struggling academically. Instructional strategies may include project-based learning and/or career exploration opportunities, depending on the age and/or grade level of the student. Assessments will be well-documented and consist of teacher documented formative assessments as well as more formal summative assessments that the virtual learning platform will record. The teachers will be locally-based and certified and be provided with the professional development and tools to teach in the synchronous and asynchronous settings. Last, but not least, the academic plan will also provide strategies for engaging family members and community.

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

A successful school is one that has strong and effective leadership that directs and supports their teachers and staff. Another characteristic of a successful school to me is positive school culture. One that always promotes respect and a sense of belonging for everyone. The school should also have a curriculum that engages the students as well as allows the students to take responsibility for their learning. Last but not least, a successful school has strong support from parents and community members.

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

High student academic performance and engagement is a good indicator of a school succeeding in its mission. Also, student and parental satisfaction is another indicator.

Governance

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

The governing board may be responsible for the hiring of personnel. The board also plays a role in allocating the budget and/or resources within the school. Last, the board will engage with stakeholders when necessary to ensure that the school is meeting its school goals and mission.

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

Positive feedback from stakeholders as well as teachers and staff are a good indicator of first year success. Academic improvement is also another characteristic. Students that want to return to the school after the end of the first year of operation is also a good indicator.

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

A school could be deemed successful after five years if academic data from students from the last five years has shown improvement and/or high academic performance. The school has high student, teacher and staff retention rates as well as parent and community satisfaction. Post-graduation success such as college enrollment rates, job placement and alumni satisfaction are also good indicators. Lastly, a positive (responsible) fiscal school budget is also another indicator that the school is successful.

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

Some steps the governing board will need to take to ensure the school is successful is to establish a well-defined school mission and vision. Ensure that the academic plan being implemented is comprehensive and clear. Help to establish policies and procedures for the school's operation. Hire highly qualified teachers and staff. Build partnerships with the parents and community. Monitor student progress and use school resources effectively.

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

I would gather whatever documentation of proof that I have of the unethical situation and ensure that I am following the necessary protocols established for this particular situation. This may or may not include consultation and/or reporting to other board members or the proper authorities.

Disclosures

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

I/we do not know these individuals Yes

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

I/we do not know any such employees Yes

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

I/we do not know any such employees Yes

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

I/we do not anticipate conducting any such business Yes

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

I/we do not have a financial interest Yes

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization. I/we do not know any such persons Yes

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

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

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

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

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

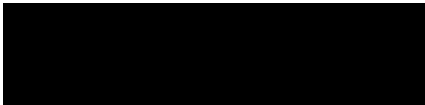
Does not apply to me, my spouse or family Yes

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

None Yes

Certification

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



4/2/2023

Signature

Date



Miriam P. McMillian

Educator

About

Miriam P. McMillian is a passionate and enthusiastic educator with a lifelong-love for learning and an expertise in mentoring and training teachers as well as connecting with families and supporting students. In addition to her work as an educator, she has experience working with members of the military while serving as an active duty member of the Air Force and providing customer service to Soldiers as a federal contractor.

Miriam's work history includes serving as an Elementary School Teacher for the Department of Education, Serving as the Lower School Department Head as well as the Middle School Science and Social Studies Teacher at Saint Mark Lutheran School in Kaneohe, Hawaii. She also serves as a University Supervisor at Chaminade University in Honolulu, Hawaii where she mentors and evaluates undergraduate and graduate teacher candidates.

In addition to her work in the classroom, Miriam has also served as a member of the Pearson Education Equity Advisory Panel and as a Curriculum Content Creator for the Hawaii Online Portal for Education (HOPE) in collaboration with Education Incubator and the University of Hawaii, Research Corporation. She has also presented at iTeach808: Empowering Hawaii's Teachers in Technology Conference and served as an Education Consultant for the Education Department at Pearl Harbor Aviation Museum.

Miriam holds a Master of Arts in Education and a Bachelor of Science in Organizational Security and Management, both from the University of Phoenix in Honolulu, Hawaii. She has obtained certifications, including the HTSB Advanced Teaching License, HTSB Standard Teaching License, and a National Certificate for STEM Teaching.

Miriam P. McMillian

Educator

Contact

Address

[Redacted]

Phone

[Redacted]

E-mail

[Redacted]

Languages

Tagalog

[Progress bar]

Excellent

Passionate and enthusiastic educator with a lifelong love for learning and an expertise in mentoring and training teachers, designing curriculum, and connecting with and supporting students.

Work History

2022-07 -
Current

Middle School Science and Social Studies Teacher

Saint Mark Lutheran School, Kaneohe, HI

- Led interesting and diverse group activities to engage students in course material.
- Prepared and implemented lesson plans covering required course topics.
- Administered assessments and standardized tests to evaluate student progress.

2019-01 -
Current

(Part-Time) University Supervisor

Chaminade University, Honolulu, Hawaii

- Observed and evaluated teacher candidate performance
- Provides feedback to teacher candidates
- Successfully mentored and assisted 15 undergraduate and graduate education students receive their teaching degree

2015-06 -
Current

(Part-Time) Summer School Teacher

Department Of Education (Kaneohe Elementary), Kaneohe, Hawaii

2016-11 -
2021-08

(Part-Time) Online English Teacher

VIPKID International, Beijing, China

2014-07 -
2021-07

Elementary Division Head/Elementary Teacher

Saint Mark Lutheran School, Kaneohe, Hawaii

- Co-authored school-wide virtual learning plan during COVID
- Led meetings and mentored elementary teachers
- Performed classroom evaluations to assess teacher strategies and effectiveness
- Evaluated and selected curriculum for use

- Worked cooperatively with other teachers, administrators, and parents to help students reach learning objectives.

2014-01 -
2014-06

Third Grade Elementary Teacher

Department Of Education-Holomua Elementary, Ewa Beach, Hawaii

2013-07 -
2014-01

Second Grade Elementary School Teacher

American Renaissance Academy, Kapolei, Hawaii

Education



Master of Arts: Education

University of Phoenix - Honolulu, Hawaii



Bachelor of Science: Organizational Security And Management

University of Phoenix - Honolulu, Hawaii

Certifications

2021-04	HTSB Advanced Teacher License
2013-05	HTSB Standard Teacher License
2020-01	National Certificate for STEM Teaching

Consulting Work

2020-Present Pearson Education-Equity Advisor Panel Member

2021-2022 University of Hawaii, Research Corporation (in collaboration with Education Incubator)-Curriculum Content Creator for Hawaii Online Portal for Education (HOPE)

2019 Presenter at iTeach808: Empowering Hawaii's Teachers in Technology

Background: Your Role and Experience

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

Lima No'eau

2. Contact information:

Name: Ginger C Camara

Phone: [REDACTED]

E-mail: [REDACTED]

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

Education Committee

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

https://docs.google.com/document/d/14eAz4Qn1KR4d6lq339S0NyEsL-xQmbtc920AQDnf-JY/edit?usp=share_link

X Resume and professional bio are attached to this form.

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

X Does not apply to me Yes

4. Why do you wish to serve on the governing board of the proposed charter school? I believe in the vision and mission of Lima No'eau. I believe all students of Hawaii deserve a choice to choose a school which provides a fully virtual and online option to quality education which will prepare them for college, career and their community. Students in underserved communities and underprivileged homes especially deserve to have access to this opportunity.

5. What is your understanding of the appropriate role of a public charter school governing board member? To help oversee the operations of the charter school, to hold all stakeholders accountable to providing quality education to all students to ensure student growth.

6. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board Member. I have 27 years of experience in the Hawaii public school system which includes such positions as general education secondary teacher, special education teacher, Student Services Coordinator, District Educational Specialist for Special Education and TA Vice Principal.

7. Describe the specific knowledge and experience that you would bring to the governing Board. I bring many years of service through various positions in education. I have been in positions and have had experiences across the board that allows me to bring insight and big picture view to operating a school.

School Mission and Plan

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

To bring a quality education choice to students and their families throughout the state of Hawaii, providing a fully virtual option to curriculum and resources they may not otherwise have access to due to economic and geographical challenges.

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

To provide a fully virtual option using K12 curriculum ;and resources which prepares students for college, career and their community.

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

A school which provides a culture of nurturing, accountability and expectation of success to all stakeholders in the school. A school who supports all learners regardless of where they are at academically, physically, emotional and economically to provide a safe learning environment that promotes success and growth.

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

My vision of success for Lima No'eau would be students thriving academically, emotionally and physically. Students and their families reaching the individual learning goals they have set for themselves and the school has set for all students. Students continue to make growth academically both in their general curriculum and as measured by the state assessment.

Governance

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

To help oversee the operations of the charter school, to hold all stakeholders accountable to providing quality education to all students to ensure student growth.

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

Students of Lima No'eau will be thriving academically, emotionally and physically. Students and their families reaching the individual learning goals they have set for themselves and the school has set for all students. Students continue to make growth academically both in their general curriculum and as measured by the state assessment.

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

Students of Lima No'eau continue to demonstrate academic growth in their general education curriculum and state assessment. Students are thriving academically, emotionally and physically in their virtual learning environment. Students and families continue to choose Lima No'eau as their school of choice.

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

The governing board will need to ensure there are systems of accountability to ensure decisions made are inline with the Charter School Contract, agreements made in the Charter school application and bylaws, and rules and regulations set forth by the State of Hawaii. Areas in which systems of accountability will need to be established include but not limited to finances, curriculum, student and staff success.

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

In order to preserve the integrity of the school, it would be important that we address any concerns as a board in a timely manner. Ethical issues should be researched and investigated in order for the Board to have a complete understanding of the issue at hand and the best way to problem solve or be solution oriented in order to address the issue at hand.

Disclosures

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

I/we do not know these individuals Yes

2. Indicate whether you or your spouse knows any person who will be a school employee. If so,

indicate the precise nature of your relationship.

I/we do not know any such employees Yes [There is a possibility I would pursue a position with the school.](#)

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

I/we do not know any such employees Yes [There is a possibility I would pursue a position with the school.](#)

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

I/we do not anticipate conducting any such business Yes [There is a possibility I would pursue a position with the school.](#)

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

I/we do not have a financial interest Yes

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

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

I/we do not know any such persons Yes

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

N/A I/we have no such interest Yes

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

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

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

Does not apply to me, my spouse or family Yes

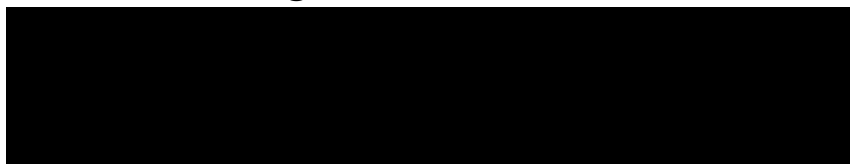
10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board. None Yes

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

DocuSigned by:


May 15, 2023
Date

Ginger Chiemi Camara



Objective

To be an effective and efficient Instructional Leader utilizing my professional and educational skills to ensure student growth and success.

Education

Certificate in Special Education (RISE)

Department of Education, [REDACTED]

Bachelor of Science - Secondary Education Social Studies

University of Portland, May [REDACTED]

Professional Experience

July 2021 - Present	Student Services Coordinator	Kalama Intermediate School
August 2021 - June 2022	Dean of Student	Kekaulike High School
August 2021 - June 2022	Distance Learning Coordinator	Kekaulike High School
July 2016 - June 2021	TA Vice Principal	Kekaulike High School
July 2013 - June 2016	TA Vice Principal	Lokelani Intermediate School
July 2007-July 2013	Student Services Coordinator	Lokelani Intermediate School
September 2000 - June 2007	Special Education Teacher	Lokelani Intermediate School
	Special Education English Teacher	
	ILC Teacher	
	Special Education Department Chair	
July 1999 - June 2000	Special Education Teacher	Waimea High School
July 1998 - June 1999	Alternative Learning Center Teacher	Waimea High School
July 1997 - June 1998	10th grade Hawaiian History Teacher	Waimea High School
October 1996 - June 1997	9th grade English and US History Teacher	Waimea High School

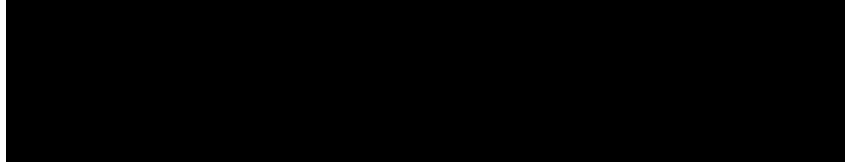
Certifications

Danielson Observation Protocol Certification, last certified 2020 - 2021

CRAFT Certified

Special Education RISE Certification

Ginger Chiemi Camara



Related Experience

Kalama Intermediate School Community Council
Teacher Representative 2021-2022
Parent Representative 2020 - 2021

President of the Maui 4H Livestock and Agriculture Association 2016 - 2019
Board Member, Maui 4H Livestock and Agriculture Association

Work References



Board Member Information

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

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

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

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

Background: Your Role and Experience

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

2. Contact information: Name: Brett Carey

Phone: [REDACTED]

E-mail: [REDACTED]

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

Board of Directors general member. As a board member I am responsible for general board activities such as attending scheduled board meetings, engaging in policy and governance related matters as defined in the bylaws

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

X Resume and professional bio are attached to this form.

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

Does not apply to me Yes

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

Children of Hawaii deserve the opportunity to have as many educational opportunities as possible. My family is from Ireland and when I was born, Ireland was the poorest country in Europe. Through tailoring education with technical jobs, Ireland is now set to become Europe's wealthiest country per capita. I have seen the difference that career academies can make.

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

Provide high level oversight of organizational activities, performance, governance in accordance with bylaws.

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

As the board of directors president for a community health center, I had the opportunity to develop a strong understanding of the importance of strategic planning and effective decision-making. In this role, I oversaw the development and implementation of policies and procedures, collaborated with other board members and staff, and managed the center's budget. These experiences honed my leadership, communication, and problem-solving skills, and prepared me to effectively serve on the charter school's governing board. Although the context is different, I believe that the skills and knowledge I've gained from my previous board work will allow me to contribute positively and effectively to the charter school's mission and priorities.

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

As a former community health center board member, one specific area of knowledge I could bring to a charter school board is a deep understanding of information technology and its importance in driving organizational efficiency and innovation. This is particularly relevant given that I spearheaded the formation of a special information technology committee during my tenure. My experience leading this committee involved overseeing the development of policies and procedures related to data collection, management, and analysis, as well as ensuring the implementation of new technologies and systems to support the health center's

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operations. This experience could translate well to the charter school board, where technological advancements, such as e-learning tools and virtual classrooms, are transforming the traditional school environment and redefining how students learn and interact with their peers and teachers. I believe my experience in this area would make me a valuable asset to any school board looking to stay ahead of the curve when it comes to leveraging technology in support of student learning.

School Mission and Plan

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

To provide the best educational opportunities possible for K-12 students to engage in career education. To make sure that every child in Hawaii has the opportunity to apply for this experience.

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

The academic plan will be appropriate to meet all standards of learning benchmarks. The plan will be appropriate for the age and skill level of each student with interventions planned for children that are not meeting benchmark performance measures.

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

A successful school should have engaged teachers who are skilled at inspiring learning in their students. The school should offer a range of programs that cater to different learning styles and keep students engaged. Creative and fun activities, extra-curricular opportunities, and a supportive and safe environment are also important for helping children grow and thrive. Further, parents should feel included in the education of their children, with regular updates from the school, opportunities for parent-teacher conferences, and a welcoming school community.

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

As a board member, you can assess the success of the school in achieving its mission by looking at several key factors.

Firstly, you can review the school's test scores and grades to see if students are meeting or exceeding grade level expectations. You can also look at the school's graduation rates to see if students are successfully completing their education. You could also review any surveys or feedback from parents, students, and teachers to gauge their satisfaction with the school and its programs. Is the school effectively meeting the needs and expectations of the community it serves? Attendance rates can also be a good indicator of success. Low absenteeism rates suggest that students feel supported and engaged by the school, and are motivated to come to class. Finally, it's important to review the school's financial health and sustainability. Are resources being allocated effectively to improve outcomes for students? What policies and practices are in place

Attachment 20 - ORG

to ensure accountability and transparency in financial management? By looking at these factors, you can gain a comprehensive understanding of how well the school is executing its mission and supporting its students.

Governance

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

The governing board plays a crucial role in the operation of a school. Its primary responsibility is to establish policy and provide leadership to ensure that the school runs effectively and efficiently. The board is responsible for making decisions related to financial planning, budgeting, curriculum development, personnel management, and educational strategy. It may also be involved in the hiring and evaluation of staff, as well as setting the vision and direction of the school. In short, the governing board is accountable for the overall performance and success of the school.

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

There are a few key indicators that can help us gauge whether a school is successful after the first year of operation. These can include things like student achievement, teacher and staff retention, parent and community engagement, and overall school culture and climate. We might also look at factors like enrollment and attendance rates, as well as feedback from students, parents, and staff. By gathering data and feedback in these areas, we can get a good sense of how well the school is meeting its goals and serving its students and community.

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

There are a few different ways that one could measure the success of a school over the course of five years versus just one year. Here are a few possible indicators:

A. Test scores: If the school is able to consistently improve on its students' standardized test scores over the course of five years, that could indicate that the school is successful.

B. Graduation rates: Similarly, if the school is able to improve its graduation rate over the course of five years, that could be a sign of success.

C. Student retention: If the school is able to retain a high percentage of its students from year to year, that could be a good indicator of success, since it suggests that students are happy and engaged with their education.

D. Alumni success: If the school is able to show that its alumni are successful in their post-school lives (i.e. they have good jobs, are actively involved in their communities, etc.), that could be a sign that the school is successful in preparing them for the future. Ultimately, the most important thing is probably to define what success looks like for the particular school in question, and then to track progress toward those specific goals over time.

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

There are several important steps that a governing board should take to ensure the success of a charter school:

A. Develop a clear mission and vision for the school: The governing board should work with teachers, parents, and students to create a clear mission and vision for the school. This will help guide decision-making and ensure that everyone is working towards the same goals.

B. Recruit and retain skilled staff under direction of the executive director / principal: Hiring and retaining skilled teachers and administrators is essential to the success of any school. The governing board should create a competitive compensation package and provide ongoing professional development opportunities to keep staff motivated and engaged.

C. Build strong relationships with families and the community: The governing board should work to build strong relationships with families and the wider community to establish support for the school and attract new students.

D. Create a rigorous and engaging curriculum: The governing board should collaborate with teachers to develop a challenging, engaging and relevant curriculum that meets the needs of all students and helps them achieve academic success.

E. Implement effective evaluation and tracking systems: The governing board should implement effective evaluation and tracking systems to continually assess student performance, identify areas for improvement, and make necessary adjustments to improve student outcomes.

F. Secure adequate funding: The governing board should be diligent in securing adequate funding resources to ensure financial sustainability. This could include applying for grant opportunities, seeking private funding, or collaborating with local business partners to sponsor the school.

Overall, these steps should help the governing board establish a strong foundation for the charter school's success and create a safe, fulfilling learning environment for students to thrive and achieve their full potential.

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

Firstly, document any suspicious behavior or actions that I have observed, including dates, times and descriptions of events. This will provide you with evidence to support concerns. Next, depending on the situation, I could report the behavior to an authority, such as the school principal or superintendent, or an external regulatory body, such as the local education department. Alternatively, I could try to address the situation by communicating directly with the board member(s) involved, expressing my concerns

Attachment 20 - ORG

and attempting to persuade them to change their behavior. Ultimately, the best course of action will depend on the specific circumstances of the situation, and it may be necessary to consult with legal or ethical experts to determine the most appropriate response.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members

for the proposed school. If so, please indicate the precise nature of your relationship.

I/we do not know these individuals Yes

2. Indicate whether you or your spouse knows any person who will be a school employee.

If so,

indicate the precise nature of your relationship.

I/we do not know any such employees Yes

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

I/we do not know any such employees Yes

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

I/we do not anticipate conducting any such business Yes

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

I/we do not have a financial interest Yes

Attachment 20 - ORG

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

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

X I/we do not know any such persons Yes

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

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

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

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

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

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

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

X None Yes

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Certification

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

Signature

A large black rectangular redaction box covers the signature area.

Date 04/02/23

Dr. Brett Carey, D.P.T.

Education

Doctor of Physical Therapy, Old Dominion University, Norfolk, VA, May, [REDACTED]

Bachelor of Science, Biology, Old Dominion University, Norfolk, VA, May, [REDACTED]

Current Employment & Community Roles

Kalo Physical Therapy Multi-Speciality Group, CEO & Founder, 11/16/16 - Present

Business development and operation for several outpatient clinics servicing the islands of Hawaii, Maui, Kauai. Services include: pre-employment physical testing, functional capacity examinations, orthopedic and neurological based rehabilitation.

Accomplishments: \$250,000 in revenue during first year with one employee, "Best of the West" award recipient from West Hawaii Today in 2019, 2020, scaled from one to five staff members in 1.5 years, completely self funded.

Average annual revenue from 2019 - 2021 \$550,000 - \$600,000.

Desktop Health, Key Opinion Leader in Orthopedic Additive Manufacturing, 03/05/22 - Present

Assist Desktop Health with development of mobile applications for clinical work flow, materials creation and implementation of producing customized 3D printed hand splints for patient usage.

Position is budgeted for 20 hours per quarter.

Hawaii Pacific University, Adjunct faculty in Physical Therapy, 08/20/22 - Present

One week commitment each semester to teach hands-on examination techniques in orthopedics.

The Glia Project, Researcher and Technical Consultant, 05/01/22 - Present

**Volunteer role*

Serve as lead researcher for developing and validating 3D printed medical devices aimed at solving supply shortages within the Gaza Strip. Efforts aimed at decreasing infant and child mortality.

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Accomplishments: Successfully designed and validated cast wedges and distal radius fracture orthoses. Certified work flow for recycling plastic bottles, spooling recycled material into filament and printing orthopedic supplies within Gaza City.

West Hawaii Community Health Centers Foundation & Trust President, 11/02/2021-Present

**Volunteer role*

Serve as President of a separate investment fund established by the West Hawaii Community Health Centers. This fund serves to subsidize operations not specifically covered within the scope of existing grant monies.

Accomplishments: Created investment strategy for the current sixteen million dollar fund.

We Make HI INC, President, 06/01/2020 - Present

**Volunteer role*

STEM based non-profit group, one main mission:

1. Manufacture free customized medical devices for lower income adults including dentures and hand orthotics.

Accomplishments:

Received County of Hawaii Innovation grant of \$10,000.00 in 2021 in order to instruct FQHC dentists as to the methods of using additive manufacturing to create dentures.

Successfully created customized full denture sets and provided to lower income adults free of charge.

Manufactured 3D printed face shields and masks for healthcare related businesses in Hawaii, Alaska, New York and Virginia. Produced and donated 3,000+ face shields, 1,000+ masks, 500 ventilator splitters during the COVID crisis.

Successfully engineered and built customized hand splints for low-income adults that did not have access to splints after flexor & extensor tendon repair surgeries.

West Hawaii Community Health Centers, Board of Directors President, 04/16/2017-04/21/2019

Board of Directors Member 03/15/2013 - 03/21/2021

**Volunteer role*

Accomplishments: Oversaw staff development from 59 staff members in 2013 to 220+ staff members by 2019.

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Founded the Information Technology Committee to address work flow issues related to both hardware and software related challenges in 2019.

Successfully assisted with budgeting and planning for a new health center location in Kealahou, Hawaii in 2015.

Kai Kahele Congressional Campaign, Healthcare Policy Briefing, 02/2019 - 11/2019

**Volunteer role*

Served to research topics and brief Congressman Kahele's team on healthcare related policy.

American Physical Therapy Association, Federal Affairs Liaison, 2018 - 2020

**Volunteer role*

Lobbying related to the advancement of legislation aimed at bettering patient care within the field of physical therapy.

Previous Employment

Irehab.com, Co-Founder, Vice President, Content Development, 06/01/11 - 08/11/2018

Oversaw program development of mobile applications, assisted with securing investor funds for product cycles and development of diagnosis specific healthcare content. Produced eight applications available on the IOS App Store.

Accomplishments:

First ever treatment specific app for lower back pain.

Raised \$350,000 in initial seed funding.

Ranked 43rd of 7,000 available fitness apps.

Therapydia Kona, Clinical Director & Hawaii Operations Manager, 4/28/2014 - 11/15/2016

Oversaw all aspects of clinical care, managed and hired staff members, maintained and further developed new markets / revenue sources.

Accomplishments:

Became profitable within the first six months of operation in 2014, while expanding staff from one to five staff members.

Became the second highest grossing Therapydia franchise clinic in 2015 out of 12 clinics.

Experience / Awards

Old Dominion University, Recipient of the 40 under 40 alumni award, 2022

Attachment 20 - ORG

Friends of St. Patrick Hawaii, Irish person of the year, 2021

Belfast, Northern Ireland, International Homecoming Ambassador, 2019

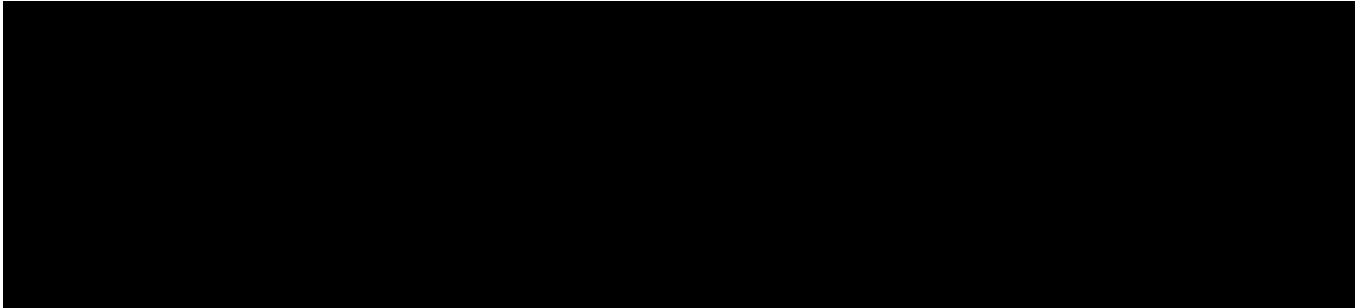
Irish Echo, Recipient of the 40 under 40 Award for Irish Entrepreneurs, 2020

Old Dominion University, Recipient of the Outstanding Alumni Award for the College of Health Sciences, 2016

Kuleana Academy, Hawaii Alliance For Progressive Action, Participant, Became one of three selected young professional (of Hawaii Island) to receive leadership development and non-partisan candidate training, 2016

Therapydia, Outstanding Patient Satisfaction Award recipient: Over 2,000 new patients rated Therapydia Kona as exceeding expectations and providing outstanding level of care, 2014, 2015

References



Attachment 20 - ORG

Board Member Information

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

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

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

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

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve: **Lima Noeau Career Academy (LNCA) is name of the proposed charter school and Leaders For Hawaii's Future (LFHF) is the name of the applicant governing board.**

2. Contact information:

Name: **Lynn Finnegan**

Phone: [REDACTED]

E-mail: [REDACTED]

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

I serve as the Executive Director (ex officio, non-voting member) of the Applicant Governing Board. My role during the application phase is to shepherd LFHF and the proposed ESP through the charter school application process. I work with the LFHF/K12 team to write, research, and design the school plan in accordance with the SPCSC charter school application instructions and its Charter School Contract and Hawaii's charter school law.

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

X Resume and professional bio are attached to this form.

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

Does not apply to me Yes

I serve(d) on several nonprofit boards, however, the most relevant to this application are the Voyager Public Charter Governing Board (2000-2002), Parent Representative; Hanalani Schools Board of Trustees, Community Member (2014-2018); and, Journey Church Hawaii Board of Trustees (2019-present).

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

First, I believe in the power of high-quality charter schools that, collectively with HDOE public schools, can meet the educational needs of all of the children in Hawaii. Both my son and my daughter attended Voyager PCS and I believe their education model was a good fit for both my children.

Second, I believe that LNCA is a school that Hawaii needs to add to its "tool belt" to meet the varying needs of Hawaii's students especially at this critical juncture where computers are ubiquitous and quality of life can greatly be improved through the advancement of technology and virtual learning.

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

The appropriate role of the governing board is to provide oversight and direction to the charter school in accordance with the Hawaii Charter School law. The Board has the responsibility to ensure the accountability of public funds and the viability of the charter school as measured by the Performance Framework of the Charter School Contract.

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

I was a charter school board member; a member of the Hawaii House of Representatives on both the Finance and Education Committees; the executive director of the Hawaii Public Charter School Network, a nonprofit membership organization; the COO of Waialae Elementary Public Charter School; and both a trustee and then the Assistant Head of School of Hanalani Schools. I have had first hand experience on multiple levels of operating a charter and a private school. As a former public policy maker I understand the need for accountability. As a charter school advocate, I understand the need to maximize autonomy to give room for these schools to be innovative. I respect and thoroughly understand the

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tension between the two. My experience, understanding, attitude, and responsibility to both the public and innovative education can serve well on the LFHF Board.

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

As a former Hawaii State Representative, I would bring a wealth of experience in policymaking and legislative processes to a charter school governing board. I would have a deep understanding of the laws, regulations, and policies that govern education in the state of Hawaii. I also have experience working with government agencies and organizations in Hawaii's charter school environment, such as the Hawaii Department of Education and the different public sector unions.

I have experience working with diverse stakeholders, including teachers, parents, and community members and am skilled in communication, negotiation, and advocacy, which could be invaluable in promoting the interests of the charter school and its students. In addition, leadership positions at Hawaii's schools, I would bring experience in managing and running a school. I have experience in budgeting, finance, human resources, and operations, which are critical for the effective functioning of any school. I am also familiar with best practices in education and instructional design, which could help improve the quality of education offered by the charter school.

Overall, the combination of the legislative and administrative expertise could be highly beneficial to a charter school governing board, as it works to provide quality education to students while navigating the complex landscape of education policy and regulation.

School Mission and Plan

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

The mission is a commitment to a high quality virtual education that can meet the needs of students across Hawaii. The education program is flexible and adapts to the needs of the students and has a strong college and career complementary component designed to set up students for a successful life after high school graduation.

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

The academic plan combines synchronous and asynchronous teaching that seeks to meet the needs of ALL students by weaving together education technologies and proven, effective, and live teaching methods to engage students in their learning. Through instructional cycles and using formative and summative assessments, teachers and school leadership operate in a data rich environment that helps to personalize learning and provide interventions when needed. The College and Career program is not just CTE courses, but a complete program with wrap around

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services like internships, career planning and coaching, and certifications and drives the school culture motivating students to do well.

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

- Strong internal and external communication
- Strong community and social connections
- Flexible and accessible
- Engaging academic program
- Accountable to the community/public

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

We will know if the school is succeeding in its mission if its elements of the mission statement can be observed in the school's daily operations.

Governance

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

The governing board plays a crucial role in the operations of a school. It is responsible for providing overall direction, making key decisions, and ensuring the school's mission and goals are achieved. Here are some important roles and responsibilities of a governing board in a school:

Strategic Planning: The governing board is involved in the development and implementation of the school's strategic plan. It works closely with school administrators and stakeholders to establish long-term goals, objectives, and policies that guide the school's growth and development.

Policy Development: The board formulates and approves policies that govern various aspects of the school's operations, including academic standards, student discipline, curriculum development, financial management, and personnel matters. These policies provide a framework for the day-to-day functioning of the school.

Financial Oversight: The board oversees the financial management of the school. It reviews and approves the annual budget, monitors financial performance, and ensures resources are allocated appropriately. The board may also be involved in fundraising efforts and resource mobilization to support the school's initiatives.

Hiring and Evaluation of School Leadership: The governing board typically hires and evaluates the performance of the school's principal or headteacher. They set performance expectations, conduct regular evaluations, and provide necessary support and guidance to the school leader.

Accountability and Compliance: The board ensures that the school operates in compliance with relevant laws, regulations, and policies. It monitors the school's performance against set targets and holds the school leadership accountable for meeting educational standards and achieving desired outcomes.

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Stakeholder Engagement: The governing board acts as a liaison between the school and its stakeholders, including parents, teachers, students, and the broader community. It communicates the school's vision, progress, and challenges, and seeks input and feedback to improve the school's effectiveness.

Advocacy and Public Relations: The board represents the school's interests in the wider community and advocates for its needs. It promotes the school's achievements, fosters positive relationships with external organizations, and works to build support and partnerships that benefit the school and its students.

Overall, the governing board serves as a vital governing body that ensures the smooth functioning of the school and supports its mission of providing quality education. By setting strategic direction, establishing policies, overseeing finances, and engaging stakeholders, the board plays a pivotal role in the effective operation and success of the school.

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

We will know if LNCA is successful in the first year of operation when we recruit 700 students or more and students achieved at least a year's worth of academic growth.

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

We will know that we are successful at the end of five years if LNCA meets or exceeds the measures in the Commission's Performance Framework.

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

- For Year 0, it is imperative that the governing board raises the necessary funds to pay for costs prior to receiving state funds.
- Hire, support, and hold accountable, a quality School Director and Admin team
- Conduct governing board training and adopt all necessary board level policies and procedures
- Negotiate and finalize a contract with the ESP
- Review and understand the Performance Framework and use it to assess the school's success
- Govern by asking questions, providing support, intervening when necessary, and holding leadership accountable.

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

- Determine if the behavior in question violates any rules, policies, or procedures
- Speak with the member(s) privately, express concerns, and document the

Attachment 20 - ORG

conversation.

- If the issue remains, bring the issue to the attention of the board.
- If the behavior is serious, consult with legal counsel for further action
- If the behavior is found to be in violation of the organization's bylaws or codes of ethics, recommend the board take action.

Disclosures

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

I/we do not know these individuals Yes

I knew Ryan Naka before being added to the board. We worked together fundraising for an organization in 2022.

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

I/we do not know any such employees Yes

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

I/we do not know any such employees Yes

I met Don Lee of K12 when I was the Executive Director of the Hawaii Public Charter Schools Network during my tenure (2010-2015).

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

I/we do not anticipate conducting any such business Yes

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

I/we do not have a financial interest Yes

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6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

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

X I/we do not know any such persons Yes

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

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

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

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

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

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

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

X None Yes

Certification

Lima No'eau Career Academy

I, Lynn Finnegan, certify to the best of my knowledge and ability that the information I am providing to **Page 77**

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the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

Signature/Date

LIMA NOEAU CAREER ACADEMY

LYNN FINNEGAN

PROFESSIONAL SUMMARY

Born in Waianae and currently living in Aiea, Lynn Finnegan's heart belongs to the islands. She began her career in the music and entertainment industry before pivoting to working in real estate mortgages and finance. However, early in her career, Lynn discovered her true passion for policy, first becoming a volunteer board member for her daughter's charter school, and later representing the 32nd district as the Minority Leader in the Hawai'i State Legislature, confidently advocating for education reform and small businesses. After 10 years, Lynn eventually left policy for an on-the-ground approach to improving the education of our keiki. Lynn stepped up as the Executive Director for the Hawai'i Public Charter School Network, leading 32 charter schools and kicking off a long 12 year career in education. Across her wide breadth of experiences, Lynn has developed skills in organizational leadership, financial planning, and resource management. Transitioning to the private sector, Lynn hopes to bring her expertise to Hawaii's small business community and nonprofit organizations, supporting these organizations, growing the local economy, and strengthening our state.

WORK HISTORY

President

Infinity Projects LLC | Honolulu, HI | 2022 - Present

State Chairman (Volunteer)

Hawaii Republican Party | Honolulu, HI | Oct 2021 - February 1, 2023

- Raised the highest amount of revenue the Party has seen in a decade by rebuilding trust and faith with existing donors and inspiring new donors
- Led the effort to recruit candidates which resulted in the most Republican candidates running for office in 20 years
- Developed and maintained regular communication and messaging initiatives that supported the growth of candidate recruitment, membership engagement, and fundraising
- Led an aggressive turnaround that led to 5 new state Republican elected officials, the highest increase in an election cycle in 20 years

Assistant Head of School, Business Operations and Advancement

Hanalani Schools | Mililani, HI | 2018 - 2021

Chief Operating Officer

Wai'alaie Elementary Public Charter School | Honolulu, HI | 2015 - 2018

Executive Director

Hawaii Public Charter Schools Network | Honolulu, HI | 2010 - 2015

Minority Caucus Leader, 05/2005 to 11/2010 **House of Representatives** – Honolulu, HI

State Representative, 11/2002 to 11/2010 **House of Representatives** – Honolulu HI

CERTIFICATIONS

- The John Maxwell Team Certification Program

- Emotional Intelligence (EQ) Certification for Mastering Emotional Intelligence Levels 1 & 2, San Diego, CA, 2015
- Project Management Certification, Ten Step Academy, Kennesaw, GA, 2011

Attachment 20 - ORG

AWARDS

- Aspen-Rodel Fellows Top Young Elected Officials, 2008
- National Guard Association, Patrick Henry Award 2007
- Hawaii Medical Association, Legislator of the Year 2006
- Hawaii's Ten Outstanding Filipino Young Women, 2004.

TRAINING

- Extensive training in development, marcoms, budgeting and finance, and leadership.
- National Alliance for Public Charter Schools, Master Classes Series, 2011-2015 Diversifying Our Fundraising, Executive Coaching Workshop, Summer 2012, National Charter School Conference, 2011 – 2015, National Association for Charter School Authorizers Conference, 2012, 2013 Alliance for Excellent Education Conference, 2012 California Charter School Association Annual Conference
- 2012 Aspen-Rodel Fellowship Program, 2008 Women in Government Conference, 2003 – 2009 National Foundation of Women Legislators Conference, 2003 – 2009 Western Legislative Academy, Council of State Governments, Leadership Program 2003

INTERESTS

- Board Member, Hanalani Schools, 2015 - 2018; New Generation Chair, Rotary Club Honolulu Sunset, 2012 - 2014; Member, Moanalua Lions Club, 2004 - 2010; Board Member, March of Dimes, 2009 - 2011; Board Member, Voyager Public Charter Schools, 2001 - 2002
- Finisher, Na Wahine Sprint Triathlon, 2008 & 2015

Attachment 21 - ORG

21. Describe each applicant governing board members' role in this application process

Tyler Dos Santos-Tam, Chair, Governance Committee Member

As board chair of LNCA's Governing Board, Chair Dos Santos-Tam holds a critical leadership role in the application process overseeing board governance and strategic direction. He is responsible for running effective board meetings; selection and oversight of the Board's Executive Director; leading the governing board through the charter school application process; and helping to raise the necessary funds to start the proposed school

Patrick Branco, Vice Chair, Governance Committee Chair

VC Branco is responsible for supporting the chair in his duties. In his role as chair of the governance committee, Branco plays a critical role in ensuring LFHF is governed effectively and ethically. During the application process, Branco's role is to lead efforts for good governance, identify and recruit new board members, and ensure LFHF is following legal and regulatory requirements. He works closely with the board chair and the Board's executive director to ensure the board is operating transparently and accountably.

Ryan Naka, Treasurer, Finance Committee Chair

As Finance Committee Chair, Naka works closely with the Board's executive director and the K12 Finance team to develop the 0–5-year budget. His expertise is in non-profit development, and he is leading the effort to raise the necessary funds for year 0 of the budget.

Nona Tamanaha, Secretary, Grassroots Committee Member

As secretary, Tamanaha is responsible for keeping accurate records of the board's meetings and activities, including minutes and attendance. Tamanaha is a leader in Human Resources in Hawai'i with experience in two of Hawai'i's most important industries — tourism and healthcare. She also served on the Merit and Appeals Board for HIDOE.

Connie Epenesa, Member, Grassroots Committee Chair

As the Grassroots Committee Chair, Epenesa works closely with the Board's executive director to build relationships with other parents and community members.

Miriam McMillian, Member, Education Committee Chair

As Education Committee Chair, McMillian works with the K12 Education team and leads the effort to understand, review, and suggest changes to the K12 virtual education and CTE program model to customize it for Hawai'i's students, parents, and teachers and to ensure student engagement and success.

Ginger Camara, Member, Education Committee Member

As an Education Committee member, Camara serves to improve the charter application and bring additional Hawai'i perspective as a SPED teacher, Student Services Coordinator, former and temporary Dean of Students, and distance learning director in a HIDOE school during the pandemic.

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Brett Carey, Member, Grassroots Committee Member

Carey brings non-profit good governance and virtual teaching and learning experiences to the LFHF Board. During the application process, Carey's role is to give a neighbor island perspective and provide CTE Program feedback and suggestions.

Lynn Finnegan, Executive Director

For the application process, Finnegan works closely with board members and K12 to outreach to the community, to conduct various activities throughout the application process, to research and analyze data, and write the charter school application.

Attachment 22 - ORG

22. Provide a copy of the job description for your proposed school leadership team and provide the roles and responsibilities for each position during the pre-opening period and once the school is open.

The LNCA leadership team will include the Governing Board, the School Director, School Principals, Special Education/Programs Academic Administrator/Student Services Coordinator, Human Resources (HR)/Payroll/Benefits Manager, and Community Engagement Specialist.

Attachments 19, 20, and 21 – ORG of this application provide detailed information about the key skills, areas of expertise, and individual and collective qualifications of the governing board members to implement the school design successfully especially in the areas of school leadership, administration, and governance during the pre-opening period and once the school is open.

The LFHF Executive Director, Lynn Finnegan, will lead LNCA through the Planning Year of the School. LNCA will employ a School Director who will lead the School starting in its first year of operation. The LNCA School Director will oversee the development and supervision of school programs, budget, and academics. The School Director will work with the school administrators (School Principals, Special Education/Programs Academic Administrator/Student Services Coordinator, HR/Payroll/Benefits Manager, and Community Engagement Specialist) and with the proposed education service provider's support services to ensure student academic progress and overall school success. Among the responsibilities of the School Director are to:

- Serve as the executive officer of the school reporting directly to the Governing Board, administering the development and sustainment of a positive educational program designed to foster student achievement
- Create and advance a positive, professional learning culture
- Use data-driven decision making to identify opportunities to improve school performance
- Engage families and teachers in open, effective communication about their school and encourage input and feedback
- In coordination with the school principals, track and analyze student achievement, engagement, and success and ensure student supports are provided when needed
- Allocate capital and people resources to achieve school and functional goals in accordance with the Board approved budget
- Oversee all business decisions within the school to ensure successful outcomes are achieved and business decisions conform to directives of the Board, rules and regulations of the Hawai'i State Public Charter School Commission (HSPCSC), Hawai'i statutes and regulations, and federal law

The Elementary and Middle/High School Principals, Special Education/Programs Academic Administrator/Student Services Coordinator, HR/Payroll/Benefits Manager, and Community Engagement Specialist will be highly qualified in all areas of school management including curriculum, instruction, and assessment; performance management; and student, parent, and community engagement related to schools serving students in the LNCA target community of students enrolled in a virtual Career and Technical Education (CTE) school for grades K-12. They

Attachment 22 - ORG

will meet any and all state requirements related to certification for their respective positions as applicable including through the HODOE Hawai'i Certification Institute for School Leaders (HICISL) and as further set forth by the HSPCSC. Among the responsibilities of the Elementary and High School Principals, Special Education/Programs Academic Administrator/Student Services Coordinator, HR/Payroll/Benefits Manager, and Community Engagement Specialist during the pre-opening period and once the school is open are:

- **School Principals**
 - Help articulate the school's mission and vision with the aim of ensuring all stakeholders have a common understanding and are positioned to work cooperatively in order to achieve desired results; Implement communication technologies and practices that most effectively support a predominantly virtual / remote learning environment;
 - Ensure conformance of educational programs to HIBOE and HSPCSC standards (including the HSPCSC Online Virtual and Blended Learning Guidelines) and terms of the charter contract with the HSPCSC and the Performance Frameworks through evaluation, development and coordination activities;
 - Ensure that the school is meeting the needs of students while complying with State and federal laws, including laws pertaining to special education;
 - In coordination with the School Director, track and analyze student achievement, engagement, and success and ensure student supports are provided when needed;
 - Manage teaching and administrative staff.
- **Special Education/Programs Academic Administrator/Student Services Coordinator**
 - Develops, implements, and disseminates "best practices" for special education policies and procedures in collaboration with school leadership;
 - Supports the school's administration and teachers in providing training on and implementation of special education programs and services;
 - Develops contracts with service providers to provide related services to students and supports full implementation of the related services database to track related services in order to ensure all eligible students are receiving services and costs of those services are being reported correctly;
 - Engage special education families with open, effective communication to ensure the eligible students;
 - Ensures that special education students are integrated in all school activities and that general education and special education teachers and administrative staff work collaboratively to ensure academic success for all students and that their needs are being met;
 - Performs the duties and function of the Student Services Coordinator.
- **Human Resources/Payroll/Benefits Manager**
 - Develops, implements, and evaluates ongoing Human Resources policies, programs, functions and activities in collaboration with the School Director, the Board, and the ESP's HR support team, including applicable compliance with the Hawai'i State Teachers Association Collective Bargaining Agreement (HSTA CBA);
 - Manages day-to-day operation and compliance of the organizations' payroll, group health and welfare and retirement programs, in conjunction with using

Attachment 22 - ORG

any state and/or authorizer systems/business processes, including processing HR/payroll-related onboarding of new staff, routine payroll, maintaining related records, filing tax reports and voluntary deduction reports, processing involuntary deductions such as levies and garnishments, preparing accounting transactions and documents, documenting and updating procedures, and preparing special reports for senior management;

- Serves as the HR strategic partner with school leaders;
 - Partners with school leaders and staff to provide strategic guidance and counsel that drives performance improvement;
 - Serves as employee champion;
 - Analyzes data trends and metrics to provide action oriented decisions.
- **Community Engagement Specialist**
 - Helps with the transition to virtual education for new students and parents and connects them to a community of parents, teachers, staff, and students with special programming and engagement opportunities and support along the way;
 - Serves as a liaison between each student, parents, and teachers to ensure all school personnel understand how to contact and communicate effectively with the student and parents and helps students and parents know how to get answers to their questions;
 - Develops and/or facilitates education programs available to parents to help them support the successful engagement and academic achievement of their student;
 - Works with families, Board members, administrators, and school staff to foster community involvement in school community development.

The School Director, School Principals, Special Education/Programs Academic Administrator/Student Services Coordinator, HR/Payroll/Benefits Manager, and Community Engagement Specialist's job descriptions are in **ATTACHMENT 22 – ORG**.

Lima No'eau Career Academy
Job Title: School Director

Attachment 22 - ORG

SUMMARY: The School Director oversees the development and supervision of school programs, budget and academics. The School Director works with school administrators and the school's education service provider's (ESP) support services to ensure student academic progress and overall success.

ESSENTIAL FUNCTIONS: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Serve as the executive officer of the school, reporting directly to the Governing Board, administering the development and sustainment of a positive educational program designed to foster student achievement;
- Create and advance a positive, professional learning culture;
- Use data driven decision making to Identify opportunities to improve school performance;
- Engage families and teachers in open, effective communication about their school and encourage input and feedback;
- Work collaboratively with the educational services provider (ESP) to ensure compliance with contract requirements, and provide feedback and directives to the ESP;
- Collaborate with the Board, Board Treasurer and the ESP's finance support function on school budget, forecasting and work force planning, and associated adherence t the Board-approved budget and enforcement of fiscal policies and procedures;
- Make appropriate financial, operational, and resource allocations to achieve short- and long-term financial goals in accordance with the Board approved budget;
- Oversee all business decisions within the school to ensure successful outcomes are achieved and business decisions conform to directives of the Board rules and regulations of the Hawaii State Public Charter Commission (HSPSC), Hawaii statutes and regulations and federal law;
- Guide and empower school academic leaders in supervision of staff related to teaching and academic outcomes;
- In coordination with the school principals, and collaboration with ESP's support services, track and analyze student achievement, engagement and success and ensure student supports are provided when needed.

Supervisory Responsibilities: Directly supervises 5 - 10 full-time equivalent (FTE) employees and/or contractors. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

REQUIRED QUALIFICATIONS:

- Ten (10) years of related professional experience and five (5) years of leadership or equivalent combination of education and experience
- Bachelor's degree in Education or relevant field
- Demonstrated school leadership, management, interpersonal relations and communication skills.
- Proven business experience and acumen.
- Owner of a line of business or school budget.
- Experience building a leadership team of top talent and creating an environment that supports active listening and willingness to share different viewpoints.
- Successful creation of strategic partnerships that enable school performance.
- MS 365; Web proficiency.
- Ability to travel 20% of the time
- Ability to clear required background check

DESIRED QUALIFICATIONS:

- Experience leading a remote team
- Master's degree or MBA
- Hawaii administrator licensure

Attachment 22- OBG

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- This is an office-based position.

The above job is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor. All employment is “at-will” as governed by the law of the state where the employee works. It is further understood that the “at-will” nature of employment is one aspect of employment that cannot be changed except in writing and signed by an authorized officer.

Attachment 22 - ORG

LIMA NO'EAU CAREER ACADEMY

JOB TITLE: MIDDLE/HIGH SCHOOL PRINCIPAL

SUMMARY: The Middle/High School Principal directs and coordinates educational, administrative and counseling activities of student by performing the following duties personally or through subordinate supervisors.

ESSENTIAL FUNCTIONS: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Help articulate the school's mission and vision with the aim of ensuring all stakeholders have a common understanding and are positioned to work cooperatively in order to achieve desired results; Implement communication technologies and practices that most effectively support a predominantly virtual / remote learning environment;
- Ensures conformance of educational programs to HIBOE and HSPCSC standards (including HSPCSC Online Virtual and Blended Guidelines) and terms of the charter contract with HSPCSC and Performance Frameworks through evaluation, development and coordination activities;
- Ensures that the school is meeting the needs of students while complying with local, state, and federal laws, including laws pertaining to special education;
- In coordination with the School Director, and collaboration with ESP's support services, track and analyze student achievement, engagement and success and ensure student supports are provided when needed
- Manages teaching and administrative staff;
- Ensures effective implementation of Career Readiness Education program;
- Confers with teachers, students, and parents concerning educational and behavioral problems in school;
- Coordinates with teacher and educational services provider (ESP) enrollment support regarding expulsions and withdrawals;
- Develops and oversees implementation of the school's Academic Improvement Plan.

Supervisory Responsibilities: Directly supervises 15-30 Full-time Equivalent (FTE) regular employees and/or contractors. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems

MINIMUM REQUIRED QUALIFICATIONS:

- Master's Degree in business, education or related field of study AND
- Five (5) years of educational experience AND
- One (1) year of supervisory experience OR
- Equivalent combination of education and experience

Certificates and Licenses: Valid state administrative license required.

OTHER REQUIRED QUALIFICATIONS:

- Demonstrable leadership, organizational and time management skills
- Strong written and verbal communication skills
- Microsoft Office (Outlook, Word, Excel, PowerPoint, Project, Visio, etc.); Web proficiency.
- Ability to travel 20% of the time
- Ability to clear required background check

DESIRED QUALIFICATIONS:

- Experience as an on-line / virtual educator
- State Supervisory Certificate or working toward it

WORK ENVIRONMENT:

Attachment 22 - ORG

This is a home-based position.

The above job is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor. All employment is “at-will” as governed by the law of the state where the employee works. It is further understood that the “at-will” nature of employment is one aspect of employment that cannot be changed except in writing and signed by an authorized officer.

Attachment 22 - ORG

LIMA NO'EAU CAREER ACADEMY

JOB TITLE: ELEMENTARY SCHOOL PRINCIPAL

SUMMARY: The Elementary School Principal directs and coordinates educational, administrative and counseling activities of student by performing the following duties personally or through subordinate supervisors.

ESSENTIAL FUNCTIONS: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Help articulate the school's mission and vision with the aim of ensuring all stakeholders have a common understanding and are positioned to work cooperatively in order to achieve desired results; Implement communication technologies and practices that most effectively support a predominantly virtual / remote learning environment;
- Ensures conformance of educational programs to HIBOE and HSPCSC standards (including HSPCSC Online Virtual and Blended Guidelines) and terms of the charter contract with HSPCSC and Performance Frameworks through evaluation, development and coordination activities;
- Ensures that the school is meeting the needs of students while complying with local, state, and federal laws, including laws pertaining to special education;
- In coordination with the School Director, and collaboration with the educational services provider's (ESP) support services, track and analyze student achievement, engagement and success and ensure student supports are provided when needed
- Manages teaching and administrative staff;
- Confers with teachers, students, and parents concerning educational and behavioral problems in school;
- Coordinates with teacher and ESP enrollment support regarding expulsions and withdrawals;
- Develops and oversees implementation of the school's Academic Improvement Plan.

Supervisory Responsibilities: Directly supervises 15-30 Full-time Equivalent (FTE) regular employees and/or contractors. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems

MINIMUM REQUIRED QUALIFICATIONS:

- Master's Degree in business, education or related field of study AND
- Five (5) years of educational experience AND
- One (1) year of supervisory experience OR
- Equivalent combination of education and experience

Certificates and Licenses: Valid state administrative license required.

OTHER REQUIRED QUALIFICATIONS:

- Demonstrable leadership, organizational and time management skills
- Strong written and verbal communication skills
- Microsoft Office (Outlook, Word, Excel, PowerPoint, Project, Visio, etc.); Web proficiency.
- Ability to travel 20% of the time
- Ability to clear required background check

DESIRED QUALIFICATIONS:

- Experience as an on-line / virtual educator
- State Supervisory Certificate or working toward it

WORK ENVIRONMENT:

This is a home-based position.

Attachment 22 - ORG

The above job is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor. All employment is “at-will” as governed by the law of the state where the employee works. It is further understood that the “at-will” nature of employment is one aspect of employment that cannot be changed except in writing and signed by an authorized officer.

Attachment 22 - ORG

LIMA NO'EAU CAREER ACADEMY

JOB TITLE: SPECIAL EDUCATION/PROGRAMS ACADEMIC ADMINISTRATOR/STUDENT SERVICES COORDINATOR

SUMMARY: The Special Education/Programs Academic Administrator/Student Services Coordinator develops and implements policies and procedures and oversees all matters related to special education and student support for the school. The role also assists the School Director with developing and implementing more general academic policies and procedures and with school operations.

ESSENTIAL FUNCTIONS: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Develop, implements, and disseminates "best practices" for special education policies and procedures in collaboration with school leadership;
- Support the school's administration and teachers in providing training on and implementation of special education program and services Creates and maintains appropriate contacts with district(s), intermediate units, and state special education leaders in order to ensure continued compliance of special education programs and represent the school throughout the state in meetings and trainings related to the implementation of special education programs;
- Develop contracts with service providers to provide related services to students and supports full implementation of the related services database to track related services in order to ensure all eligible students are receiving services and that the cost of those services are reported correctly;
- Engage special education families with open, effective communication;
- Oversee the development, compliance, maintenance, and implementation of all Review of Exiting Data (RED), Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS), and Individualized Education Plans (IEP);
- Ensure fiscal compliance for special programs including IDEA Part B funds and compliance with all school, local, state, and federal reporting related to special education,
- Work with the Test Coordinator to ensure that all students receive appropriate accommodations during state testing;
- Work with K12 enrollment team to develop processes for ensuring timely identification and enrollment of students with special needs;
- Proactively communicates all changes in local, state and/or federal special education practices and laws to the School Director;
- Ensure that special education students are integrated in all school activities and that general education and special education teachers and administrative staff work collaboratively to ensure academic success for all students and that their needs are being met;
- Implement a system of supports to address barriers to student learning through the use of school-based and community resources so all students have an equal opportunity to learn at school;
- Participates in the school's self-evaluation programs;
- Collect data for internal studies of special education Works directly with parents and students (both regular and special education) where necessary.

Supervisory Responsibilities: Directly supervises 5-10 Full-time Equivalent (FTE) employees and/or contractors, e.g. Related Service Coordinator, School Psychologist, and Speech Therapist, Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems

MINIMUM REQUIRED QUALIFICATIONS:

- Bachelor's degree in related field of study AND

Attachment 22 - ORG

- Seven (7) years of special education teaching experience AND
- Three (3) years of managerial experience OR
- Equivalent combination of education and experience

Certificates and Licenses:

- Special Education Teacher Certification AND
- Early Childhood OR Elementary Education OR Middle or Secondary Education in Math OR Science OR Language Arts Teacher Certification

OTHER REQUIRED QUALIFICATIONS:

- Project management experience
- Strong interpersonal skills with both in-person and electronic communication platforms and a customer service orientation
- Able to read data and determine what steps are needed to assist students academically and behaviorally, as a whole and on an individual basis
- Able to apply adult instructional methods in the training and development of staff
- Communicates effectively both orally and in writing
- Demonstrates the use of good judgment in decision-making
- Understanding of applicable sections of the State Education Code and other pertinent regulations
- Ability to travel up to 25% of the time to school office to review files, work with office staff, attend meetings, as well as to attend staff and student related events;
- Willingness and ability to obtain additional licensing as required
- Proficiency in Microsoft Excel, Word, and Outlook as well as Internet research methods and report writing techniques; Utilizes computer software associated with curriculum and special education
- Ability to clear required background check

DESIRED QUALIFICATIONS:

- Master's degree
- Supervisory certificate
- English as Second Language (ESL) certification and/or Reading or Math specialist endorsement
- Three (3) years of special education administration experience

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- This is a home-based position

The above job is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor. All employment is "at-will" as governed by the law of the state where the employee works. It is further understood that the "at-will" nature of employment is one aspect of employment that cannot be changed except in writing and signed by an authorized officer.

Attachment 22 - ORG

LIMA NO'EAU CAREER ACADEMY

JOB TITLE: HR/PAYROLL/BENEFITS MANAGER

SUMMARY: The Manager Human Resources (HR), Payroll and Benefits is responsible for developing, implementing, and evaluating ongoing HR policies, programs, functions, and activities in collaboration with the School Director, the Board and the ESP's HR support team, including applicable compliance with the Hawaii State Teachers Association Collective Bargaining Agreement (HSTA CBA). They will also manage day-to-day operation and compliance of the organizations 's payroll, group health and welfare and retirement programs, in conjunction with using any state and/or authorizer systems/business processes, including processing HR/payroll-related onboarding of new staff, routine payroll, maintaining related records, filing tax reports and voluntary deduction reports, processing involuntary deductions such as levies and garnishments, preparing accounting transactions and documents, documenting and updating procedures, and preparing special reports for senior management.

This position applies expert management skills and sophisticated judgment to effectively support a range of clients and staff and remain aligned with HR strategy and goals for the organization.

ESSENTIAL FUNCTIONS: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

In addition to the functions described in the Summary above:

- Serve as the HR strategic partner with school leaders
- Partner with school leaders and staff to provide strategic guidance and counsel that drives performance improvement;
- Participate and lead in HR/payroll/benefits training and professional development.
- Serves as employee champion
- Analyze data trends and metrics to provide action oriented decisions;
- Incorporate business acumen in making recommendations to school leaders, including workforce and data trends that influence and support school goals;
- Manage and resolve complex employee relations cases;
- Conduct exit and stay interviews, analyzes data, and makes recommendations to the management team for corrective action and continuous improvement;
- Manage complex and challenging HR projects cross-functionally;
- Mentor and guide other team members to ensure consistent policy interpretation and practices;
- Processes payroll, and records, or directs recording of, new or changed pay rates in payroll register or computer files;
- Directs computation of pay according to organization policy;
- Directs compilation and preparation of other payroll data such as pension, insurance, and credit union payments;
- Reviews and approves payroll deductions;
- Interprets organization policies and government regulations affecting payroll procedures;
- Manages benefit enrollment and eligibility processes, including HRIS set up and vendor interfaces to ensure a positive employee experience alongside accurate and timely update of information to vendors and finance;
- Establishes and executes audits of all benefit plans to ensure compliance and support timely payments to vendors;
- Lead benefits open enrollment set up, testing, communication and maintenance;
- Manages vendor relationships and assist with vendor selection and implementation projects
- Ensure compliance with State and Federal laws and regulations; Reviews and keeps informed about recent and changing employment related laws, guidelines and trends and recommends changes in policy/procedures.

Supervisory Responsibilities: No supervisory responsibilities.

MINIMUM REQUIRED QUALIFICATIONS:

- Bachelor's degree in Human Resources or related field required AND
- Five (5) years of progressive HR/Benefit/Payroll experience AND

Attachment 22 - ORG

- One (1) year of experience managing others OR
- Equivalent combination of education and experience

Certificates and Licenses: None required.

OTHER REQUIRED QUALIFICATIONS:

- Proven ability to organize and lead a project to completion
- Demonstrate flexible leadership and proactive problem solving
- Highly skilled at goal setting, coaching, performance evaluation active listening feedback
- Ability to plan, organize and prioritize multiple tasks/projects
- Ability to influence and negotiate
- Ability to take initiative, be innovative and work effectively in a variety of settings
- Knowledge of current State and Federal Wage, Employment Laws and HR policies and procedures
- Excellent written and verbal communication skills
- Excellent interpersonal skills, with the ability to communicate sensitive and confidential matters effectively to executive leaders
- Proficient MS365, especially MS Excel
- Ability to travel up to 20%
- Ability to clear required background check

DESIRED QUALIFICATIONS:

- Professional in Human Resources (PHR) or Senior PHR (SPHR) certification
- Experience in education

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- This position will require regular in-office work, with some flexibility of home-based work.

The above job is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor. All employment is “at-will” as governed by the law of the state where the employee works. It is further understood that the “at-will” nature of employment is one aspect of employment that cannot be changed except in writing and signed by an authorized officer.

Attachment 22 - ORG

LIMA NO'EAU CAREER ACADEMY

JOB TITLE: COMMUNITY ENGAGEMENT SPECIALIST

SUMMARY: The Community Engagement Specialist provides a range of school-wide services to new and returning students and their families to help set the right tone for their academic success in the virtual school program. The position works with all student support roles including learning coach programming and serves in various groups to provide critical training, facilitate academic engagement, and promote effective communication practices between parents, teachers and support staff.

ESSENTIAL FUNCTIONS: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Helps with the transition to virtual education for new students, parents and Learning Coaches and connects them to a community of parents, teachers, staff and students with special programming and engagement opportunities and support along the way;
- Facilitates new student orientation;
- Serves as a liaison between each student, parent, Learning Coach and teachers to ensure that all school personnel understand how to contact and communicate effectively with the student, parent and Learning Coaches in a manner that builds ties between the student and the school and ensures students, parents and Learning Coaches know how to get answers to questions;
- Facilitates professional development on effective family engagement practices for school staff;
- Develops and/or facilitates Learning Coach education programs and Learning Coach training in partnership with educational service provider (ESP) national programming to effectively support the academic achievement of students;
 - Provides online parent enrichment trainings/development in skills such as goal-setting, portfolios, learning styles, working with multiple children, technology skills, creating and maintaining a schedule, time management, getting back on track, test taking, etc.
- Works with stakeholders (families, board members, administrators, and school staff) to foster community involvement in school community development (Learning Coach Mentor program, Learning Coach University, Parent Volunteers, etc.);
- Supports the state and local standardized testing processes and policies, with a focus on family engagement and volunteers;
- Works on re-registration activities in collaboration with school leadership and national teams;
- Connects families to national ESP programming to engage students in the greater K12 community;
 - Marketing competitions (Art, Music, STEM, Poetry, etc.);
 - Student Clubs;
 - Academic Student Competitions;
- Provides individualized attention and support to students and Learning Coaches identified for training gaps or requested networking within the school community.
- Collaborates with the school leadership team to develop, implement and evaluate the annual communications plan for various stakeholder groups;
 - Develops an internal communication strategy that improves collaboration between teams, increases organizational effectiveness, builds engagement, and fosters a positive transparent culture;
 - Develops and maintains a range of external communications including, but not limited to, family newsletters, school announcements, school event flyers, local website, auto-dialer calls/texts and social media groups;
 - Writes, edits and designs content for internal communications (newsletters, calendars, emails, videos, SharePoint, etc.);
- Facilitates live face-to-face opportunities for families to connect with the larger school community in partnership with other school teams (i.e. college visits, back to school events, book fairs, etc.);
- Provides outreach, training, and support to families who respond to feedback surveys as it relates to family engagement to enhance the sense of community and belonging.
- Serves as the school's social media manager and facilitator, including training leaders and teachers as appropriate

Supervisory Responsibilities: This position has no formal supervisory responsibilities.

Attachment 22 - ORG

MINIMUM REQUIRED QUALIFICATIONS:

- Bachelor's degree in Education, Counseling, Human Services or related field of study AND
- Two (2) years of experience work with families in a similar capacity, developing parent mentors/Learning Coaches, and/or facilitating community involvement OR
- Equivalent combination of education and experience

Certificates and Licenses: None required.

OTHER REQUIRED QUALIFICATIONS:

- Familiarity with online learning environment;
- Strong organizations and time management skills;
- Strong written and verbal communication skills;
- Microsoft Office Suite (Outlook, Word, Excel, PowerPoint, Visit, etc.); Web proficiency;
- Ability to travel 25% of the time;
- Ability to clear required background check.

DESIRED QUALIFICATIONS:

- Three (3) years of experience working with families in a similar capacity, developing parent mentors/parent training, and/or facilitating community involvement
- Master's degree in Education, Counseling, Human Services or related field of study

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- This is a home-based position but may require one or more days a week in the office or at community events as determined by the supervisor.

The above job is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor. All employment is "at-will" as governed by the law of the state where the employee works. It is further understood that the "at-will" nature of employment is one aspect of employment that cannot be changed except in writing and signed by an authorized officer.

Attachment 23 - ORG

23. Describe the constitution of the applicant governing board and the process by which applicant governing board members were selected?

LNCA's applicant governing board has been in existence for several years now. Three members of the current nine on the applicant governing board were involved in the previous charter school application cycle. This time around, the Board sought help from Lynn Finnegan, a consultant with many years of experience in Hawai'i's charter school environment and a firm believer in virtual learning as a viable and high-quality option for students, parents, and families to improve student academic outcomes. Upon review of the 2023 charter application, the charter school contract template, and a refresh of the charter school law, the existing Board members worked on recruiting new board members that were willing to be active and engaged Board members and could complement the Board composition and serve well in key areas as follows:

Education

Virtual – McMillian, Camara, Carey

High Needs Students – Camara, Epenesa

Private – McMillian, Finnegan

HIDOE – McMillian, Camara

CTE - Carey

Fundraising – Naka, Finnegan, Dos Santos-Tam, Branco

Finance – Naka, Finnegan

Good Governance – Dos Santos-Tam, Branco, Finnegan, Carey

Human Resources – Tamanaha, Finnegan

Collective Bargaining – Finnegan, Tamanaha

Grassroots – Epenesa, Dos Santos-Tam, Branco, Finnegan

CTE Industries – Tamanaha (Tourism & Healthcare), Carey (Healthcare), Dos Santos-Tam (Construction), Branco, (Environment)

Parent Perspective – McMillian, Camara, Carey, Epenesa, Finnegan

Neighbor Island – Carey, Camara

Through their community engagement, Board members and others were asked to recommend people for consideration for Board membership. Either the board chair or the Board's Executive Director conducted an initial interview and reviewed resumes to assess experience, fit, and desire to serve. Upon careful review, the Board Chair made recommendations to the board for vote, and the Board indeed conducted said vote, which is how the current Board membership was constituted.

Attachment 24 - ORG

- 24. a. As an applicant GB that has constructed the proposed school model, if approved, describe any changes to the governing board membership, or roles and responsibilities once the school is open**
- b. Based on your current applicant GB membership, if approved as a new charter school, are there any changes or additions to the operational governing board that you would make based on your review of 302D-12(b)?**

a. As an applicant GB that has constructed the proposed school model, if approved, describe any changes to the governing board membership, or roles and responsibilities once the school is open

The Governing Board just went through the exercise of recruiting new board members that can add real value to key areas in providing direction and oversight to the School. The Board is still seeking good candidates with backgrounds in the accounting and legal fields, who can help the Board in its leadership and oversight roles. In particular, while the Attorney General's office will serve as legal counsel to LNCA, it would be advantageous to have an attorney on the Board who can spot issues and interpret contractual language with vendors. We have some prospective individuals for consideration, but nothing to report at the time of the application's submission.

b. Based on your current applicant GB membership, if approved as a new charter school, are there any changes or additions to the operational governing board that you would make based on your review of 302D-12(b)?

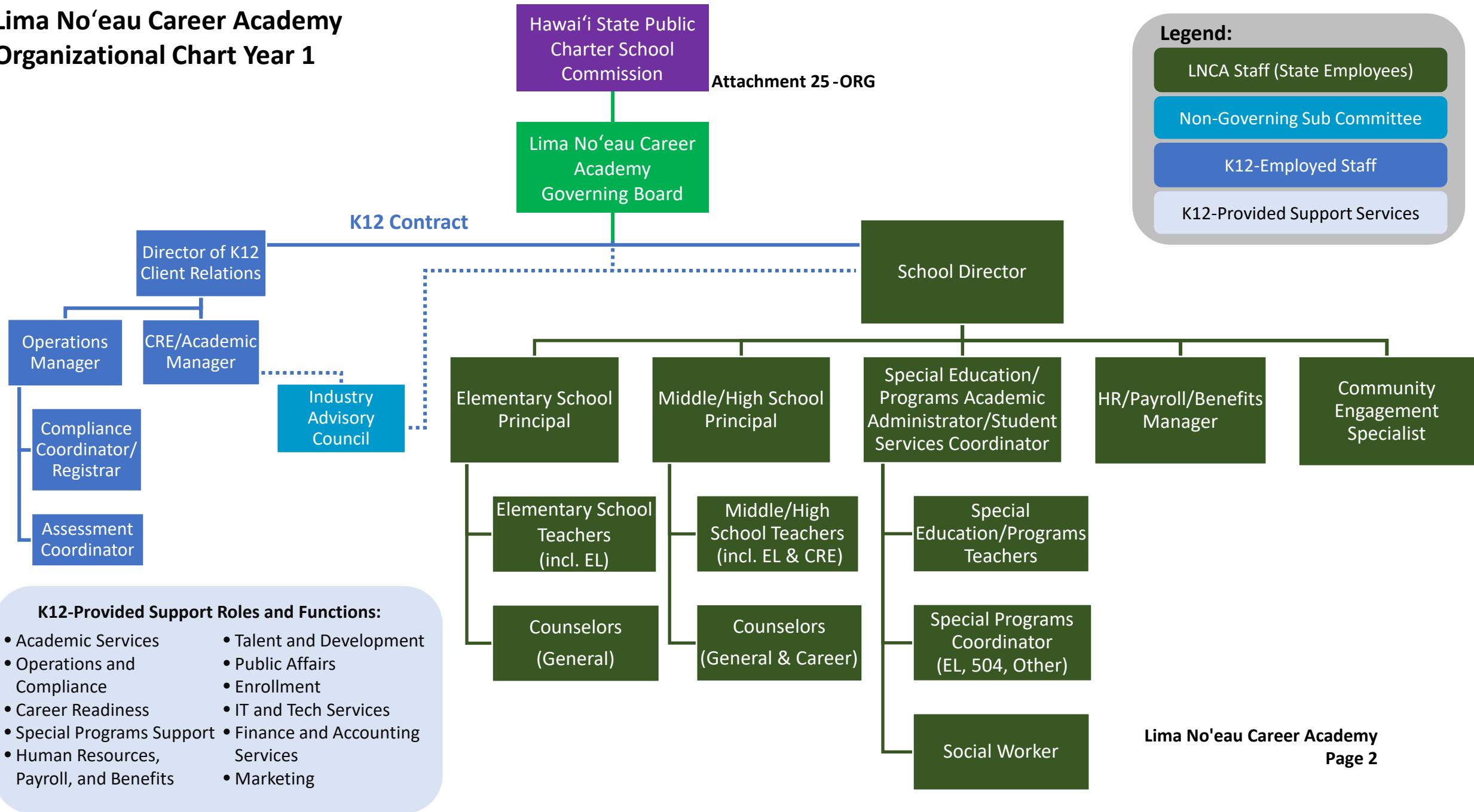
The Governing Board is currently composed of seasoned community leaders that (1) provide the governing board with a diversity of perspective and a level of objectivity that accurately represents the interests of the charter school students and the surrounding community, which for LNCA is the state of Hawai'i; (2) demonstrate an understanding of best practices of non-profit governance; and (3) possess strong financial and academic management and oversight abilities, as well as human resource and fundraising experience. Looking again at the answer to Question 24, which sets forth the exercise the Governing Board went through to identify the key areas of expertise we needed on our Board and then how we went about recruiting and finding the right people for those roles and responsibilities, we believe we would still benefit greatly by adding Board members from the accounting and legal fields. In addition, as we speak with community leaders, especially those in rural and remote areas and with a Micronesian background, we will look to grow our Board and improve upon our ability to serve students and engage communities among these target demographics.

Attachment 25 - ORG

25. Provide organization charts that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in Year 1.

With respect to Question 25, please also see **Attachment 14 – FIN** (Staffing Chart & Budget Narrative), **Attachment 14 – FIN** (Excel Budget), **Attachment – 15 FIN**, **Attachment 16 – FIN**, and **Attachment 18 – FIN**.

Lima No'eau Career Academy Organizational Chart Year 1



Legend:

- LNCA Staff (State Employees)
- Non-Governing Sub Committee
- K12-Employed Staff
- K12-Provided Support Services

- K12-Provided Support Roles and Functions:**
- Academic Services
 - Operations and Compliance
 - Career Readiness
 - Special Programs Support
 - Human Resources, Payroll, and Benefits
 - Talent and Development
 - Public Affairs
 - Enrollment
 - IT and Tech Services
 - Finance and Accounting Services
 - Marketing

Attachment 26 - ORG

- 26. (Optional- If you have an associated non-profit entity),**
- a. Describe the purpose and mission of your associated nonprofit, and give the names, occupations and a brief summary describing the roles of the non-profit board members;**
 - b. Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved; and discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.**
 - c. Submit all Department of Commerce and Consumer Affairs filings in accordance with HRS302D-1 including the Certificate of Good Standing, and Annual Filings (for the most recent five years), and the Articles of Incorporation.**

Attachment 26 – ORG is not applicable to this application because there is no associated nonprofit entity.