

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

CSP Non-SEA Planning, Program Design, and Implementation (84.282B)

CFDA # 84.282B

PR/Award # U282B130068

Grants.gov Tracking#: GRANT11449229

OMB No. 1894-0006, Expiration Date: 09/30/2014

Closing Date: Jul 12, 2013

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/12/2013"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Hawaiian Educational Council"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="990142666"/>	* c. Organizational DUNS: <input type="text" value="9671434590000"/>

d. Address:

* Street1:	<input type="text" value="Ala Moana Pacific Center"/>
Street2:	<input type="text" value="1585 Kapiolani Blvd., #1212"/>
* City:	<input type="text" value="Honolulu"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="HI: Hawaii"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="96814-0000"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Lucy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Ahn"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="President"/>

Organizational Affiliation: <input type="text" value="Hawaiian Educational Council"/>
--

* Telephone Number: <input type="text" value="808-973-1536"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="lucy@hawainedcouncil.org"/>
--

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-061113-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program Non-State Educational Agencies (Non-SEA) Planning, Program Design, And Initial Implementation Grant CFDA Number 84.282B

13. Competition Identification Number:

84-282B2013-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Malama Honua Learning Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="197,667.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="197,667.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Lucy Ahn</p>	<p>* TITLE</p> <p>President</p>
<p>* APPLICANT ORGANIZATION</p> <p>Hawaiian Educational Council</p>	<p>* DATE SUBMITTED</p> <p>07/12/2013</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:
* Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B130068

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

HEC_MHLC_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Statement

In compliance with the U.S. Department of Education’s General Education Provision Act (GEPA), Section 427, Hawaiian Education Council (HEC) and the Mālama Honua Learning Center (MHLC) will make the following specific provisions to provide equitable access to services and eliminate barriers that may impede participation in Federal-supported project services:

Barrier—Parents of students who are educationally disadvantaged may have less access to resources and information about the school.

Solution—Mālama Honua Learning Center (MHLC) embraces the notion that a diverse and representative student body will address the needs of the at-risk Native Hawaiian population in the target area. As such, MHLC will actively recruit students and families from these communities in an effort to promote diversity. The Governing Board (GB) will leverage their collective, affiliated organizations to publicize the school even more broadly. As part of project activities, the GB will also develop informational materials that can be distributed and shared via print, radio, TV, in-person, and Internet marketing. The school will make every effort to ensure that these materials appeal to all the cultural, social and economic groups represented in the surrounding communities. As the need arises, the GB is committed to translating informational materials into languages other than English.

Barrier—Parents and community members may be less inclined to attend an informational meeting if project staff are perceived as “outsiders” or individuals who have not gone through their similar life experiences.

Solution—While HEC and MHLC adhere to strict compliance with State and Federal Equal Employment Opportunity guidelines, we will bring in individuals who are members of groups that have overcome circumstances like those of the target participants. In addition, our Parent

GEPA Statement

Community Liaison was specifically identified as an individual with strong connections to the community and the distinct ability to connect with our target population. When possible, we will also encourage newly recruited community members and parents to invite their neighbors and extended family members to further disseminate information about the schools.

Barrier—Parents often do not feel welcome inside school walls or do not have time to visit the school or participate in school activities.

Solution—We plan on having a Parent Library where parents can meet, receive school information, and even sign-out resources like books and movies. Periodically, all parents will be invited to a group meeting with the school’s administration. These meetings typically occur after parents drop their children off in the morning or before they pick them up in the afternoon and are a chance for the school and parents to discuss school-wide initiatives or issues, and answer any questions that parents may have. Lastly, the school has an assembly (Piko) every morning and afternoon. Once a month, these assemblies will be extended to include student presentations and recognition and parents will also be welcome to attend.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Hawaiian Educational Council"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="Lucy"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Ahn"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="President"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Lucy Ahn"/>	* DATE: <input style="width: 150px;" type="text" value="07/12/2013"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Part I: Abstract

Hawaiian Educational Council (HEC)
Ala Moana Pacific Center
1585 Kapiolani Blvd. #1212
Honolulu, HI 96814-4527

Lucy Ahn, HEC President
(808) 973-1530
(808) 973-1545
lucy@hais.org

Project Title: Malama Honua Learning Center

ALIGNMENT WITH CHARTER SCHOOL PROGRAM PURPOSE: The project will open a new charter school located in Waimanalo, HI. Multiple assessments will provide evidence of the effectiveness of the proposed model.

PROJECT GOAL, OBJECTIVES AND PERFORMANCE MEASURES

The stated goal is to improve academic achievement among high-need students, particularly Native Hawaiians, in the MHLC target area. Project objectives include: to increase the number of high-quality charter schools in the state of Hawaii serving diverse, high-need populations; to reduce the achievement gap in reading and math between students in the target area and the statewide population; to ensure highly qualified, well-trained leadership and teaching staff; and to ensure competent governance by the local school board members.

Performance Measure 1.1 (GPRA): By August 2014, a new school will be open with a minimum enrollment of 50 students in grades K-4.

Performance Measure 1.2 (Program): By August 2014, MHLC will serve a diverse population of high-need students, with at least 50% represented by Native Hawaiians.

Performance Measures 2.1 and 2.2 (GPRA): By June 2015, at least 75% of all students will meet or exceed proficiency in math and reading on the HSA.

Performance Measure 2.3 (Program): By June 2014, MHLC's instructional hours will exceed the state average by 180 hours.

Performance Measure 3.1 (Project): By June 2014, 100% of all school leaders and teaching staff will complete the intensive, 30-day new staff orientation.

Performance Measure 3.2 (Program): By June 2015, 100% of all teaching staff will receive classroom observation and immediate feedback on instructional practices at least three times/yr.

Performance Measure 3.3 (Project): By June 2015, at least 90% of all teaching staff will demonstrate consistent use of culturally relevant, project-based instructional strategies, according to classroom observations and scoring rubrics.

Performance Measure 4.1 (Project): By July 2014, all MHLC Governing Board members will have participated in intensive 5-day leadership training.

Performance Measure 4.2 (Project): By July 2015, the MHLC's Governing Board will demonstrate strong leadership, financial management and organizational viability as defined by Hawaii Revised Statutes (HRS) 302B—the Hawaii Charter School Law.

CONTRIBUTIONS TO RESEARCH, POLICY AND PRACTICE

MHLC will provide an exemplary place-based and project-based education for K-4 students and also serve as a research school, housing an embedded professional development institute committed to actively preparing teachers and leaders for excellence in the face of today's rapidly changing educational demands.

Project Narrative File(s)

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Part III: Project Narrative

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The Hawaiian Educational Council (HEC) will plan, design, and implement a high-quality charter school, Malama Honua Learning Center (MHLC), with the goal of educating students to fulfill their potential and positively impact society's most pressing social and environmental challenges. The mission of MHLC is to provide an education that integrates 21st century skills and indigenous Hawaiian values that cultivate the caring, compassionate, and astute "mind of the navigator" in students and teachers alike. MHLC will provide a rigorous, values-based, place-based education beginning with grades K-2 on Oahu.

The Polynesian Voyaging Society (PVS) is a founding member of MHLC. In June 2013 the PVS Hokulea—an iconic, traditional Hawaiian open-ocean canoe—began a multi-year voyage to circumnavigate the globe, beginning with a sail around the Hawaiian Islands. This Worldwide Voyage revives the ancient art of wayfinding and brings together a diverse array of expertise in the planning and operation of this momentous and historic journey. Because of MHLC's partnership with PVS, our students and teachers will have access to on-board science experiments via web-designed interactions with teachers serving as crew. An escort vessel will carry a high-tech communication system to facilitate elementary, secondary, and tertiary research into urgent environmental issues. In addition, to participate actively in real-time science, MHLC will also become the repository of all educational exploration outcomes during the four-year voyage. This becomes an important added-value for MHLC students as they will learn how to steward a unique body of "new" knowledge and then learn to disseminate the knowledge to a world-wide professional learning community (PLC) that emerges at every port of call. The mission will establish new relationships with crew, teachers and students in over 45 ports-of-call worldwide; creating a legacy that will be stewarded by our new school.

MHLC will also serve as a “research school” that houses an embedded professional development institute—funded by our partner the Hawaii Association of Independent Schools (HAIS). The institute is committed to actively preparing teachers and leaders for excellence in the face of today’s rapidly changing educational demands. MHLC will thus develop leaders and learners of all ages who can engage with the problems and the promise of our social, educational, and ecological interdependence. MHLC believes these aspirations and commitments are best achieved in a diverse, strong community with partners that have a sophisticated understanding of cultural values and educational instructional practice (Kanaiaiapuni, 2010).

Based on its recruitment and enrollment plan, the school anticipates serving a broad area that predominantly spans the following seven land areas on Oahu: Wailupe, Niu, Kuliouou, Maunalua, Koko, Waimanalo and Kailua (see target area map in Appendix 1). Based on the demographics of the region, the school will serve a large Native Hawaiian population within a statewide public school system whose largest ethnic group is Native Hawaiian (Office of Hawaiian Affairs, 2012). MHLC’s planned enrollment for the first seven years of operation is shown below.

Table 1: Anticipated Enrollment Over Seven Years

Grades	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
K	25	25	25	25	25	25	25
1	25	25	25	25	25	25	25
2	25	25	25	25	25	25	25
3		25	25	25	25	25	25
4			25	25	25	25	25
5				25	25	25	25
6					25	25	25
7						25	25
8							25
Total	75	100	125	150	175	200	225

No other federal funding requests have been made at this time for the proposed work. However, HEC just received an award from the Department of Commerce National Oceanic & Atmospheric Administration (NOAA) for environmental education funding for professional development of teachers in Biomimicry 3.8. The award of \$93,500 of federal funding has a period of performance of Oct. 1, 2013 until Sept. 30, 2014 and will support curriculum and professional development efforts within this grant proposal.

MHLC has formed solid partnerships with a number of organizations—including HEC, the HAIS, and PVS—who have pledged their support for this project. In addition, MHLC has commitments for significant in-kind services and goods from key partners. The HEC has pledged the use of its reserves to help with cash flow and deficits in the early years, along with HEC's commitment to use proceeds from other programs and services and to raise funds on behalf of MHLC as an ongoing, annual practice. Punahou School has committed to contribute the equivalent of one FTE teacher, annually. The partnership and support of these organizations are significant in ensuring the success and long-term sustainability of the school.

1.0 Absolute & Competitive Preference Priorities

MHLC will meet the required absolute priority throughout the performance period. MHLC also meets competitive preference priorities 1 and 2 as described below.

1.1 Absolute Priority

MHLC will be the first charter school to serve families in the Waimanalo community, located on the Windward side of the most-populated Hawaiian island of Oahu. Waimanalo has a total population of about 5,500 and the highest ratio of Native Hawaiians (approximately 80%) for communities on Oahu (2010 census data for Waimanalo, a census-designated place or CDP).

Waimanalo, furthermore, contains one of 34 sites in the State of Hawaii designated as “Hawaiian Home Lands.” (Hawaiian Homes Commission Act, 1920). Currently, the community comprises 640 Homestead lots and will increase to approximately 980 by 2015 (Department of Hawaiian Home Lands (DHHL), March 2012). Of Native Hawaiian youth in Hawaii, the children within the Hawaiian Homestead community of Waimanalo are among those with the least amount of resources and the lowest academic performance. For example, twice as many Waimanalo households receive public assistance compared with other Hawaiian households and reliance on food stamps is 70% higher in Waimanalo than the statewide average. 85% of students attending the local Blanche Pope Elementary (PK-6) are free- or reduced-price lunch eligible and 76% of students at Waimanalo Elementary and Intermediate School (PK-8) are free- or reduced-price lunch eligible (CCD Public school data, 2010-2011, 2011-2012 school years). The performance rankings for these two traditional public schools in 2010 were, respectively, 166th and 214th out of 237 (Grading the Public Schools: 2010 Database, Honolulu Magazine).

MHLC will target for enrollment students from low-income families not only by locating the school in a high-need area, but also through collaboration with varied community leaders and organizations that interface directly with low-income families in Waimanalo. Many of these community contacts are described in Section 2 of the proposal. This includes, but is not limited to, State libraries and district-area traditional public schools, doctors’ offices, churches, the Waimanalo Health Clinic, after-school and youth mentoring programs including Hui Malama O Ke Kai, youth athletic leagues, Head Start and the pre-school programs of Kamehameha Schools, the Harold K.L. Castle Foundation, Pacific American Foundation, Queen Liliuokalani Trust Family, YMCA, Office of Hawaiian Affairs and DHHL. MHLC has contacts with many of these organizations already and has included some letters of support in Appendix 4. These

collaborations are expected to not only continue throughout the grant period, but to expand in collective impact as the school begins operation and grows.

Because of our targeted recruitment strategy and the high socio-economic needs of communities within MHLC's targeted geographical service area, MHLC expects to enroll a significant percentage of educationally disadvantaged students. MHLC's proposed innovative educational strategies will accelerate learning for students of low-income families within our targeted communities, as discussed below.

1.2 Competitive Preference Priority 1

MHLC will accelerate learning and help to improve high school graduation rates and college enrollment rates for students with disabilities by implementing innovative educational strategies built on best practices and thorough research, in combination with Individualized Educational Plans (IEPs). MHLC's innovative educational strategies are discussed in Section 2.1.

MHLC will work with the Hawaii Department of Education (HIDOE) following procedures set forth in the Hawaii Special Education Primer for Charter School Operators. MHLC will implement a comprehensive, multi-tiered, clear process for identifying, assessing and developing IEPs or 504 plans for students who qualify. The school will be responsible for scheduling, coordinating and convening IEP meetings, while an IEP team will be responsible for developing a student's IEP. The IEP team will consist of at least one special education teacher, at least one general education teacher, an administrator of the school, the parent or guardian, and a representative from the District/Complex Area Special Education Office, if necessary. In addition, individuals who can interpret the instructional implications of evaluation results or with knowledge and expertise regarding the child will be included. Current DOE protocol and practice

will guide the development of IEPs and MHLC will follow the Individuals with Disabilities Education Improvement Act (IDEA) requirements.

MHLC is committed to ensuring student progress through the use of qualified personnel and research-based instructional practice for all students, including for those in need of remedial instruction, special education, or who are linguistic minorities. All students will have Personal Learning Plans (PLPs). These plans will be different and separate from IEPs and will be created with input from teachers, parents and students. The PLPs are developed internally to MHLC by the student's teachers, the Director of the Learning Resource Center (LRC), and the principal. Whereas the IEP focuses on correcting deficits in a student's learning, the PLP focuses on strengths. Updated quarterly, the PLPs will follow students as they progress to the next grade.

The PLP concept derives from a recognition that each student's achievement and aptitude falls along a normal continuum of development. Reliance on an artificial "cutpoint" on the continuum to determine where special intervention may be warranted effectively neglects thousands of struggling students. The PLP will focus not just on a student's academic deficits, but will give equal emphasis to individual strengths, competencies, affinities, and longer-term adaptation—for example, identifying that a student is a stronger visual learner than kinesthetic. As evidenced by longitudinal studies of adults with learning disabilities, what differentiates between success and struggle were "success attributes" – self-awareness, proactivity, perseverance, goal setting and the use of support systems (Goldberg, Higgins, Raskind & Herman, 2003; Werner & Smith, 2001; Werner, 1993). Surprising to most, these personal attributes were far more closely-linked to adult success than commonly assumed indicators such as IQ, academic achievement, life stressors, age, gender, social-economic status, or ethnicity (Raskind, Goldberg, Higgins, & Herman, 1999; Morrison & Cosden, 1997). Individual plans

allow the educators and families to collectively identify and assess a student's needs, areas for growth, strengths, and goals for the school year. A student's IEP and PLP will be shared among and accessible to the student's general and special education teachers, along with service-providers and anyone else who is responsible for its implementation.

Each member charged with implementation of a child's IEP or PLP will be informed of his or her specific responsibilities related to services, accommodations, modifications and supports. This process will be led by the school's LRC Director. The LRC Director will provide teachers ongoing professional development in implementing the Response to Intervention (RTI) model. In accordance with the IDEA, the school will implement the RTI framework for identifying, assessing, and developing IEPs for eligible students.

In addition to IEPs and PLPs, MHLC will be equipped to offer: an afterschool study hall, individualized classroom accommodations, counseling, parent support, and a summer program for continued learning and support. MHLC will offer parents in-person and virtual educational opportunities, aimed at providing them with the best research on child development and strategies that they can use to support their children. Research has shown that students not engaged in learning over the summer lose academic skill and knowledge (Cooper, 1996). This is particularly true of low-income students. It has been shown that two-thirds of the ninth-grade academic achievement gap between disadvantaged students and their more advantaged peers can be explained by what happens over the summer during their elementary school years. MHLC will work to prevent this "summer slide" by offering support, programming, and guidance through a summer program.

The school is committed to an inclusive environment where special education interventions are conducted in the general classroom, through collaboration between the learning specialists

and general classroom teacher. Additional in-class support will be provided by teaching assistants when available. Whenever possible, special education services should occur within the general classroom; however, despite the best efforts to be fully inclusive, some IEPs may require services and interventions that need to be, or the school deems preferable to be, delivered outside the general classroom. In these situations, the LRC Director must provide clear reasoning as to why the student(s) are receiving services in an alternate setting.

MHLC is strongly committed to adhering to all applicable state and federal special education requirements, including IDEA, Section 504 of the Rehabilitation Act of 1973, HRS § 302A-463 and HRS 302A-1188, Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, and No Child Left Behind Act (NCLB). MHLC is committed to using peer-reviewed research and working with other high-quality charter schools nationwide to implement programs showing strong evidence of effectiveness.

1.3 Competitive Preference Priority 2

MHLC embraces the notion that a diverse and representative student body will address the needs of the at-risk Native Hawaiian population in the target area (Tharp, 2000; Howard, 2010; Lachat, 2011). The diversity of the student body is expected to represent the high ethnic diversity present within the State. For example, Hawaii's population is: 38% Asian; 26% White; 23% two or more races; 10% Native Hawaiian or Pacific Islander; 10% Hispanic or Latino; and 2% Black or African American (2012 census data).

As part of project activities, the GB will develop informational materials that can be distributed and shared via print, radio, TV, in-person, and through digital media. The materials will be made to appeal to the cultural, social and economic groups represented in the targeted

and surrounding communities. The GB is also committed to translate informational materials into languages other than English as the need arises. Project Objective 1 and Performance Measure 1.2, described in Table 4, Section 2.3, specifically address this Competitive Priority.

2.0 Selection Criteria

2.1 Quality of the Proposed Curriculum and Instructional Practices

MHLC will be a premier school, distinguished both regionally and nationally in five areas:

1) the quality of instructional practice and assessment; 2) an innovative and rigorous curriculum that integrates Hawaiian culture with science, technology, engineering and math (STEM) education; and indigenous cultural values with 21st century skills; 3) a piko (center) of scholarship that collaborates with institutions of higher education to ground educational research in school practice thus facilitating a bi-directional relationship between educational practice and policy, and research on teaching and learning; 4) the remarkable and meaningful achievements of the diverse student body and educators; and 5) the school's malama (caring) for each child's well-being, achievement, passions and fulfillment. The following research-based pedagogical principles will be applied at MHLC to create an implementation strategy that matches curriculum and instruction with the needs of students in the attendance area. These principals, both individually and as a group, constitute a new approach to designing curriculum and instruction that is needs-based and culturally relevant. Evidence shows that they will be effective in enabling all students to meet challenging State student academic achievement standards.

Authentic: Students learn best when they engage content within a meaningful context. This is reflected in the school's curriculum, instructional tasks, assessment and commitment to informal learning sites off campus (Dewey, 1938; Gardner, 1991; Rose, 2002).

Developmental: Teaching and learning should match a student’s developmental level. When provided the appropriate scaffolding, students are the artisans of their own learning, doings, and lives; and in turn, contribute to the learning and doings of others (Tharp, 2000; Bruner, 1960; Hawkins, 1967; Piaget, 1950; Vygotsky, 1978).

Critical Exploration: At its core are the beliefs that students bring their prior expectations, interests and knowledge to the learning experience; students need something complex that ignites their curiosity and challenges them to explore; and teachers need to be facilitators with a researcher mindset (Duckorth, 2006; Freire, 1970; Hawkins, 1967; Inhelder, 1974; Piaget, 1950).

Critical Pedagogy of Place: A synthesis of “critical pedagogy” and “place-based education” that is mutually supportive of each educational tradition. MHLC will engage students to learn about the experiences, problems, cultures and histories that construct the collective identity of their community. The school extends the learning experience beyond the classroom to navigation sites, fishponds and other socio-ecological places of importance to the community (Bowers, 2001; Freire, 1970; Gruenewald, 2003; McLaren, 1990; Sobel, 1996).

Culturally Responsive Education: Culture is the predominant norms, values, and attitudes that define and drive behavior within a community (Castagno, 2008). Much of our cognitive, social and emotional development is made possible through our participation in our culture, which is why MHLC will use cultural referents when helping students construct their knowledge, skills, and attitudes (Demmert, 2011). It has been associated with elevated student feelings of self-worth, identity, school engagement, and academic achievement (Bruner, 1996; Demmert, 2003; Ladson-Billings, 1994; Ledward, 2008; Vygotsky, 1978).

Depth Over Coverage: The school believes students should deeply master a limited, thoughtfully chosen number of essentials competencies, dispositions and areas of knowledge. The school

program addresses Hawaii Content and Performance Standards (HCPSIII) but its design is guided by the competencies and areas of knowledge that students need, rather than conventionally-defined subjects (Sizer, 1996).

Differentiated Instruction: The school makes sure it responds to the needs of all learners by actively planning for, and being mindful of, student differences in classrooms. Teachers adapt their pedagogy and curriculum, based on the students; rather than expecting students to modify themselves to “fit” into rigid curricula (Gardner, 1983; Tomlinson, 1999; Vygotsky, 1978).

Experiential Learning: MHLC will provide students with project-based assignments and direct encounters with topics being studied—especially in the natural world—to apply learning and develop complex understanding (Dewey, 1938, Gardner, 1991; Piaget, 1950; Vygotsky, 1978).

Instructional Core: A critical way to improve student learning is to: 1) increase the level of knowledge and skill that the teacher brings to the instructional practice; 2) increase the level and complexity of the content that students are asked to learn; and 3) change the role of the student in the instructional process. The relationship of the teacher and the student in the presence of content must be at the center of any effort to improve performance (City, 2009; Hawkins, 1967).

Praxis: Praxis is the informed, practical application of a theory or idea. MHLC expects students to apply their learning in authentic, meaningful ways. This is also why MHLC strives to be a research school, with an embedded teaching institute, dedicated to translating biological and learning sciences into instructional practice (Dewey, 1896; Fischer, 2009; Freire, 1970).

Professional Learning Community: Students learn best when their teachers are engaged in continuous, intentional, collaborative reflection. Our teachers will be continuous learners that engage in shared inquiry and responsibility with each other (City, 2009; Darling-Hammond, 1993; Fullan, 2003; Hargreaves, 2007).

Small School: Small schools have shown to be associated with improved, or increased, student achievement, attitudes toward school, attendance rates, rates of extracurricular participation, relationships with teachers, sense of belonging, school climate and parent involvement. For teachers, small school settings have shown to be associated with a higher sense of efficacy, increased communication and collaboration with students, families and peers, and increased use of instructional strategies associated with higher student performance (Cotton, 1996; Howley, 2000; Klonsky, 1998; Meier, 1995, Raywid, 1999).

MHLC's curriculum and instructional practices are being designed to enable students to develop strong academic skills that meet or exceed grade level standards, while also developing each child's cognitive capacity to gain and construct a deep understanding of concepts and higher order thinking associated with various disciplines and fields of inquiry. To facilitate deeper learning and connections across subjects (i.e. math and science) the core curriculum will be integrated through interdisciplinary projects and exhibitions that allow students to connect the major themes and ideas across subject areas (Chard, 1998). The curriculum will affirm the central importance of students learning how to learn, how to reason, and how to investigate complex issues that require collaboration, personal responsibility and tolerance for uncertainty. MHLC's curriculum will create interim assessments that align with HCPSIII and the Government Performance and Results Act (GPRA) performance indicators, with the goal of all students reaching a proficient mastery as assessed by multiple measures, including the Hawaii State Assessment (HSA).

The major educational frameworks that will guide curriculum development are: Teaching for Understanding (TfU); Universal Design for Learning (UDL); Understanding by Design (UbD); and the Learning Spiral. The TfU framework was developed by teachers and researchers

at the Harvard Graduate School of Education. At its core is a performance view of understanding where students put understanding into action. If a student understands a topic, he or she can provide and demonstrate knowledge, and expand and apply it in unscripted ways (Wiggins, 2007; Gardner, 1991; Perkins, 1992). UDL is a scientifically-valid framework for guiding educational practice. Advances in neuroscience and neurobiology have provided a better understanding of how students learn, and how variability in learning and development is the norm. UDL provides a framework for meeting the needs of an increasingly diverse student body and reduces barriers in instruction, provides appropriate accommodations and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient (Fischer, 2006; Gardner, 1983; Rose, 2002; Vygotsky, 1978).

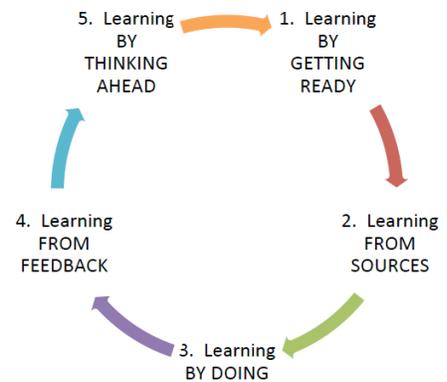
UbD will be the main framework used for curriculum development by MHLC educators. The premise of UbD is to: (1) focus on teaching and assessing for understanding and learning transfer; and (2) design curriculum “backward” from those objectives (Wiggins, 2007). MHLC will construct curriculum “backwards” to avoid the common mistake of treating the textbook as the curriculum rather than a resource, and to work toward well- defined, long-term objectives. MHLC educators will construct curriculum in three phases:

Phase 1 - Identify Desired Results: The school will determine what students should be able to know, understand, and be able to do at the end of a unit, a school year, and a school career. Educators identify the curriculum’s “enduring understandings” and “essential questions”.

Phase 2 - Determine Assessment Evidence: The school will determine how its educators will know if students achieve the desired results identified in Phase 1. MHLC educators will determine what they will accept as evidence of student understanding and ability to use (transfer) learning in new ways. Educators construct the curriculum’s “performances of understanding”.

Phase 3 - Plan Learning Experiences and Instruction: The school will determine how it will support students as they come to understand important ideas and processes. This phase focuses on content knowledge and skills needed to achieve the previously identified objectives. MHLC will ask: “what activities, sequence, and resources are best suited to accomplish our goals?”

Using the TfU framework, each unit will be required to state its standards, skills, knowledge, “essential questions”, instructional activities, and “performances of understanding” (both formative and summative). The Learning Spiral relates to TfU. It is a curriculum design framework that structures thinking-centered lessons to make students’ performances of understanding explicit and visible. The Learning Spiral moves teachers past the identification of objectives and into implementation, so that lessons not only elicit performances of understanding but also set the standards for those performances. It does this by scaffolding the design and planning process, as shown in the figure above.



Each unit and lesson will be universally designed to ensure it is accessible to all students, especially students with IEPs and/or distinct learning styles, and linguistic minorities. All of the aforementioned curricular frameworks embody the school’s educational philosophy that views teachers as coaches of understanding, as opposed to purveyors of content knowledge, skill, or activity (Tomlinson, 1996). By designing curriculum “backwards”, teachers broaden their focus to examine students’ enduring understanding and students’ learning for meaning-making and knowledge transfer, as opposed to focusing only on what was taught.

Curriculum Team

MHLC will develop core curricula that incorporates the content standards developed by the HIDOE. Assembled and led by the project Curriculum & Assessment Coordinator (CAC), the school's curriculum team will leverage the expertise and experience of GB members, a master teacher on the faculty of Punahou School, and the Executive Director of the PAF, a non-profit organization and recognized leader in the design of culture-based, place-based curriculum. The school principal and teachers will join the team as they are hired.

The principal will oversee all-faculty working sessions and multi-grade classroom groupings. The all-faculty sessions will focus on confirming the school's "Expected Schoolwide Learning Results" and grade-level indicators, while the multi-grade classroom teachers will be responsible for mapping content and skills to their unique subject/grade standards and benchmarks. Teachers will also collaborate to find areas of appropriate interdisciplinary study.

MHLC has worked to form a rigorous curriculum team that will co-create curriculum from the ground up. An integral member of this team, the PAF, is a leader in the development of place-based and cultural-based curriculum. Over the last 15 years, PAF has been fortunate to build strong relationships with numerous Waimanalo-area organizations rooted in a shared vision of education excellence and stewardship. PAF will help to advance both new co-created curricula and simultaneously build a critical community partnership base that will grow and complement MHLC's mission. PAF has developed three different standards-based curricula: Kahea Loko, Aloha Aina, and Malama Kahoolawe, currently being used in classrooms across Hawaii. MHLC's curriculum team is using the Aloha Aina curricula as its starting point (sample Aloha Aina curricula is shown in Appendix 2).

Aloha Aina was a three-year endeavor of the PAF working in partnership with other community organizations. All of the lessons are designed to help students meet selected Hawaii

Content and Performance Standards developed by the HIDOE, as well as Na Honua Maui Ola (Hawaii Guidelines for Culturally Healthy and Responsive Learning Environments), developed by the Native Hawaiian Education Council in partnership with Ka Haka Ula O Keelikolani College of Hawaiian Language at the University of Hawaii at Hilo. HIDOE General Learner Outcomes (GLOs) are also addressed in students' culminating projects. Like Aloha Aina, MHLC curricular units will be designed thematically and will support integrated project-based learning that is anchored in the core curriculum. As a certified Common Core organization, PAF will assist MHLC in the appropriate integration of the Common Core Standards with the school's curriculum before the curriculum is finalized for use. (Note: PAF has initiated the process for designation Common Core Institute® black belt institution.)

MHLC is studying multiple resources to integrate in its curriculum development. The first is the environmental curriculum created ten years ago by Principal Ruth Silberstein at Palolo Elementary. With similar demographics to the attendance area targeted for Malama Honua, Palolo was a school in "corrective action." Principal Silberstein applied many conventional turnaround strategies, which yielded results that were encouraging. She then re-designed the curriculum around the school campus and environment, following the themes listed below; the results were resoundingly positive. MHLC is also considering the professional body of work created by Robert Peters at Hanahau'oli School in Honolulu. Mr. Peters' work is an articulation of progressive, theme-based education that has been acclaimed by elementary educators nationwide. Finally, Janine Benyus, creator of Biomimicry 3.8, is influencing the development of our scientific curriculum. Her approach to studying nature as "genius" encourages teachers to create a learning environment where teams of students and teachers explore, observe, collect,

organize, describe and analyze, and formulate solutions to real-world problems, challenges and opportunities. An example curriculum for elementary education may include:

- K: Rainforest, with earthworms
- 1: Pollution, with environmental comparisons
- 2: Recycling, with composting
- 3: Sustainability, with gardens using vermicasting worms/worm juice
- 4: Environmental issues and aquaponics
- 5: Climate change, alternative energy, underwater robots, and solar cars

Such an environmentally-based science program will create learning opportunities in all of the traditional disciplines taught in Elementary School. When these traditional disciplines are embedded in an exploratory course of study—for example, a month-long thematic unit—all subjects, disciplines, and capacities are greeted by the joy that comes from experiential learning. By using this curriculum design as the foundation for teaching and learning in all grades, the school year will be divided into thematic units that will be explored one at a time.

MHLC, therefore, can point at the broad outline of curricular design, leaving teachers to design their units (3-4 weeks) and their lesson plans (3-4 days each). Sample lesson plans are provided in Appendix 3. With this in mind, a unit of study will generally be designed by each teacher, each time, with the intent of customizing lessons for the interests and needs of each class. The PLC culture of the school provides ample time and willingness for the faculty to review and critique another's new unit or lesson before it is taught. The guiding principle in designing this "living curriculum" is to foster "Rigorous Instruction" with which the school asks students and teachers to have high expectations both for themselves and each other. The foundation of the curriculum will be meeting state standards, with the "living" curriculum to be constructed uniquely depending on the needs and interests of the students. The risk involved for teachers' sharing their new work with colleagues, and the risk students take in exploring new lessons is intentional. Students and teachers are linked in a common endeavor to risk, explore,

observe and apply. We believe the teachers in our school must model to their students the values and dispositions we hope they will develop. Such a team-based inquiry will lend itself well to rich and instructive “presentations of learning” that show not only what students have learned but also how they can also apply this knowledge. In addition to the presentations of learning at the end of each unit, students and teachers will be encouraged to publish their work, on the Web, or in a more traditional paper format.

The team will build intricate curriculum maps for each course that capture the goals and strategies outlined in the charter. Course curriculum maps will address all areas of the National Core Curriculum Standards, Proof of Learning, Learning Outcomes, instructional concepts, resources, and strategy timelines in order to accomplish school goals. Teachers will become part of the curricular development process as they are hired over the pre-opening planning year.

MHLC understands that curriculum is vacuous unless the school’s educators possess an equally robust and sophisticated level of instructional practices to effectively implement the curriculum (Joyce, 2002). MHLC will use instructional practices that are based on high-quality research, established knowledge, and professional wisdom. The school will conduct itself as a PLC. Staff will convene during early dismissal every Wednesday to discuss professional texts and participate in protocol sessions in which teachers can present dilemmas, questions, and lessons. Grade-level teachers will share planning periods to discuss student and curricular concerns and opportunities. Each year, teachers will conduct a curriculum review and, if applicable, a redesign during their PLC time. In order to ensure a quality curriculum, MHLC is planning a 30-day review period to vet the final curriculum and solicit expert guidance and input from highly regarded educational authorities. This review period is reflected in the key milestones shown in Table 6.

Building a High-Quality, Innovative School Environment

MHLC, as a school still in the planning stages, has an excellent opportunity to build upon best practices in charter schools across the nation. As such, project staff will travel to several models of high-quality charter schools to get insight into their successful strategies and to form mentorships for continued support. Letters of support reflect MHLC's commitment to learning from high-quality charter schools across the nation such as High Tech High in San Diego and the Envision Schools in Oakland. In addition to these real-world examples of success and productivity, MHLC looked to research to determine strategies for increasing productivity and ultimately impacting student learning and success. The results of our investigation yielded key strategies designed to improve academic achievement, including Extended Learning Time (ELT), significant Professional Development (PD) time, and innovative uses of technology.

Extended Learning Time: MHLC will integrate ELT into its school calendar. Extending and maximizing academic learning time has been a frequent characteristic of highly effective charter and traditional schools (Farbman, 2005). The widely researched relationship between time and achievement is strongly correlated, which is why the number of instructional days and instructional time at MHLC will exceed those required by HIDOE, allowing more intentional and continuous time to be spent on learning. ELT is essential to closing the achievement gaps that exist for many of our students. The ELT model allows the school to offer a diverse, well-rounded curriculum, explored at the developmentally appropriate intensity, essential to helping students develop 21st century skills while adhering to indigenous Hawaiian values.

Significant Professional Development Time: MHLC is creating a comprehensive professional development (PD) plan for staff that allots adequate time to collaborate and focus on the goals of the school. The plan will be refined once the school opens its doors and faculty and staff get

acquainted with students and their exact needs. The PD plan will focus on the vision, mission and continuing improvement of the school as well as creating a positive collaboration among staff and community (especially during the challenging period of founding a new school). For example, faculty engagement will be established during a week of PD activities prior to each school year. Additionally, as part of the school's ELT model, school will be dismissed two hours early each Wednesday for faculty PD. When calculated, MHLC teachers will engage in over 100 PD hours each year, significantly more than their traditional public school peers. Embedded PD is strongly correlated with improved learning outcomes and greater staff retention (Annenberg Institute for School Reform, 2011; Darling-Hammond, 2000).

Deeper Learning: MHLC will meet or exceed National Core Curriculum Standards by providing an innovative and rigorous curriculum that integrates Hawaiian culture with science, technology, engineering and math (STEM) education, as well as the systems-thinking that underpins indigenous values. Outcomes will truly be skills for the 21st century. Authoring a report to the National Association of Independent Schools entitled, "A 21st Century Imperative: A Guide to Becoming a School of the Future," the project Principal Investigator notes that "our students are learning all the time, in what they call 'real time,' using resources that many older people are uncomfortable and/or unfamiliar with...students nowadays process information and communicate with one another 24/7 with advanced technological platforms that are inexpensive and provide worldwide access" (Witt, 2010). The school curriculum will be progressive and consistently support this level of 21st century learning. Technology tools will be everyday learning tools; the use of free educational 'apps' and other open educational resources will be utilized to their fullest potential. Social networking sites will be utilized to maximize communication while appealing to the student body.

MHLC has designed a comprehensive plan for the development of a curriculum over the next 12 months. This curriculum will be based on clear and measurable expectations for student learning, which will assure opportunities for all students to acquire requisite knowledge and skills. The expectations for student learning are based on them meeting or exceeding HSA testing requirements as compared to their peers at other schools.

School Operating Schedule and Calendar

The school calendar and operating schedule will be developed together with the educational leadership team. MHLC will devote appropriate time to each core academic discipline, along with co-curricular disciplines like Art and Music, as detailed by the HDOE or national standards. A significant amount of time will be devoted to essential academic skills like reading, writing and mathematics. This is due in part to these skills’ prerequisite relationship with other, and future skills and content. Proficiency in these areas serves as a “gateway” to access content and success in other disciplines. The table below provides an example of the time devoted to specific subjects weekly, for a typical elementary class in grades 1-4. For a kindergarten curriculum, the names of the subjects might vary, but the aims are the same.

Table 2: Time Devoted to Subjects on a Weekly Basis

SUBJECT	FREQUENCY	TIME SPENT WEEKLY
Reading instruction	90 minutes / daily	450 minutes
Writing instruction	40 minutes / daily	200 minutes
Math instruction	60 minutes / daily	300 minutes
Science instruction	60 minutes / 2x a week	120 minutes
Social Studies instruction	60 minutes / 2x a week	120 minutes
World Language instruction	50 minutes / 4x a week	200 minutes
Art instruction	45 minutes / weekly	45 minutes
Music instruction	45 minutes / weekly	45 minutes
Physical Education instruction	45 minutes / weekly	45 minutes
Information Literacy instruction	45 minutes / weekly	45 minutes
Ike Hawaii instruction	45 minutes / weekly	45 minutes
Advisory	30 minutes / daily	150 minutes

MHLC’s proposed ELT model includes more school days, more instructional time, more student enrichment opportunities, and more collaborative time for teachers. The school will negotiate agreements with teachers that reflect the ELT schedule. MHLC will be flexible to revising its model based on teacher, student, and family needs.

The schedule is an asset to educators, since they will be able to collaborate daily and bring greater coherence and problem-solving capacity to the school programs. Teachers will be able to devote more time to planning and implementing the project-based, experiential, constructivist, and interdisciplinary learning activities. These instructional practices are positively correlated with student learning, but are not easily applied without the appropriate time and support from the school (Annenberg Institute for School Reform, 2011). The schedule and calendar allow for significant, weekly professional development time. This commitment to PD helps create a successful PLC by supporting educators in their growth and efforts.

While charter schools are exempt from the “student instructional hours” provisions set forth in HB 2486 CD1 (Act 167), MHLC endorses the effort to maximize instructional time; and hours of instruction will exceed the minimum HIDOE requirements. Student instructional hours are defined as learning time during which students are engaged in learning activities, including regularly scheduled instruction and learning assessments within the curriculum—not counting lunch, recess, or passing time. The preliminary school calendar and hours of operation for school year (SY) 2014-2015 are as follows:

- For grades 1 and 2, there will be 1,166 hours of instruction and 189 days of school
- For kindergarten, there will be 1,039 hours of instruction and 189 days of school
- The SY and holiday schedule will strive to correspond with the HIDOE schedule
- For grades 1 and 2, hours of operation will be 7:45 a.m. - 3:30 p.m. on M, T, Th, & F

- For grades 1 and 2, hours of operation will be 7:45 a.m. - 1:30 p.m. each Wednesday
- For kindergarten, hours will be 8:00 a.m. - 3:00 p.m., Monday through Friday

The schedule is expected to follow a similar format as grades are added in future years.

Breakfast will be served daily from 6:45 a.m. to 7:30 a.m. Breakfast is vitally important for a child's physical and cognitive health; therefore, the school will encourage parents to send their children to the breakfast service. In addition to the mid-morning snack and lunch provided during the school day, students who stay after-school for the student enrichment and program services will receive an afternoon snack. MHLC will ensure that all reimbursable school meals meet or exceed the standards required by state and federal statutes. As much as possible, meals and snacks will feature fresh and minimally processed food and beverages from local sources. The HAIS Farm to School Program, Grow Hawaii, will play an integral role in this effort.

Once the standard school day ends, MHLC will offer supervised educational programming every day until 5:30 p.m. During this time, the school will offer students a variety of informal learning opportunities, enrichment activities, recreational activities, off-site field trips, and homework assistance. This is also a time, for students who need it, to receive tutoring. The enrichment offerings do not replace the learning of the school day; but rather, serve to expand upon it and engage students in new subject areas. The school calendar and schedule are intentionally aligned with the school's mission and vision, and have been designed to enable MHLC to meet its goals and objectives.

2.2 Assisting Educationally Disadvantaged Students to Meet State Standards

The school schedule discussed above is designed to enable MHLC to meet its goals and objectives for all students. The school's instructional time and days exceed state standards,

which allow more intentional and continuous time to be spent on learning. This is essential to closing the achievement gaps that exist for educationally disadvantaged students (Coryn, 2007).

MHLC will assist educationally disadvantaged students, including those with special education needs, through the development of IEPs and PLPs as discussed in Section 1.2. MHLC is committed to providing continuous instructional support for all students and teachers. As part of this commitment, the school may offer an afterschool study hall, special classroom accommodations, counseling, parent support, and a summer program to support educationally disadvantaged students in meeting state standards. All students will be assessed for achieving objectives, including meeting State standards, as described below.

2.3 Strategy for Assessing Achievement of Objectives

MHLC believes that the strongest assessment systems are those that are highly integrated with pedagogy (Committee on the Foundations of Assessment, 2001). Both our individual and whole-school assessment systems are constructed to monitor our school-wide performance and inform our instructional practice. Multiple measures will allow students to demonstrate their knowledge in many ways, which include rich formative, interim, summative, and on-going performance assessments. Assessment will be housed in the Learning Resource Center (LRC). Grant funding will support an external evaluator who will work in tandem with the LRC Director, defining data protocols, and ensuring data collection and evaluation for reporting. Formative assessment will allow the project implementers to take corrective action as needed.

MHLC Student Achievement Goals

MHLC will employ multiple measures of assessment in order to demonstrate evidence of understanding and mastery of skills, content, and dispositions. Assessments align with internal benchmarks, as well as HCPSIII and emerging Common Core standards. Table 3 illustrates

MHLC's main methods of student assessment, along with the minimum frequency and methods for analysis of the measure.

The types of assessments that will be used to measure student progress toward achievement of the Common Core Standards and MHLC's student performance expectations include: the NWEA; DIBELS for grades K-3; HAS for first grade through high school; EXPLORE for grades 8-9; the PLAN for grade 10; and the ACT for grades 11-12.

Northwest Evaluation Association (NWEA) is a computer adaptive testing format and protocol that helps pinpoint—to the goal-strand level—where students are ready to advance and where they need help. NWEA data documents a student's improvement over time and compares achievement to school norms, state standards, and national norms. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) The DIBELS measures were specifically designed to assess 3 of the 5 Big Ideas of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text. The measures are linked to one another, both psychometrically and theoretically, and have been found to be predictive of later reading proficiency. The HAS (Hawaii State Assessment) is a statewide assessment program administered in first grade through high school. The Hawaii standardized tests assess reading, math, writing, science, and social studies. The results provide actionable data that help parents, teachers, and students improve academic performance. The EXPLORE evaluation has content similar to the ACT test, and includes four AP (Advanced Placement) examinations: With AP college-level courses and exams, the student can earn college credit and advanced placement in potentially 34 different classes. The PLAN test measures academic progress in high school, and is designed to improve students' preparation for education, training, and work after high school while they still have time to adjust their high school courses. PLAN has content similar to the ACT test, and includes

four multiple-choice tests covering English, mathematics, reading, and science. The ACT is a college entrance exam that assesses high school students' general educational development and their ability to successfully complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay.

HIDOE has adopted the ACT, PLAN, and EXPLORE exams as part of measuring career readiness within the new federally-approved Hawaii ESEA Flex Waiver and part of the HIDOE Strive HI Accountability system. These assessment methodologies, when used in combination and sequentially through the years, will provide sufficient data for student status and progress. After two consecutive years at MHLC, students will achieve proficiency as measured by NWEA and the HSA.

Table 3: Methods and Frequency of Assessments

ASSESSMENT	FREQUENCY	METHOD
State Mandated Standardized Testing	Annually	MHLC will administer all applicable, state mandated tests (i.e. HSA in grades 3-8 and 10) to all required students.
Student Attendance	Daily	Being present and engaged is vital to deep learning and achievement. Teachers will take and report attendance daily.
Observation	Daily	Teachers monitor and document student learning daily. Parents are notified of developments and challenges through regular telephone conversations, e-mail and post mailings.
Homework	Daily	All students will record assignments in a daily Planner. Teachers and parents will both initial the Planner, verifying assignments and their statuses, and return comments as needed.
Progress Monitoring	Bi-weekly	Teachers will monitor students' progress relative to specific academic goals and benchmarks, bi-weekly through the administration of standardized measures (i.e. oral reading fluency (DIBELS), math facts, and written expression). These results will be used to inform instruction and decision-making. They help illustrate <i>student growth over time</i> and growth rate.

Culminating Performances of Understanding	Per unit plan	Each content unit also includes a TfU culminating performance of understanding for each defined understanding goal, which is the embodiment of performance assessment.
Portfolio	Semi-annually	Portfolios will be <i>progress portfolios</i> , focused on student growth; as opposed to <i>showcase portfolios</i> , which tend to put forth “perfect” work. Students co-construct their portfolio with their teacher, typically choosing 2-3 pieces of work, in each subject, from a “pool” of available pieces decided upon by the teacher.
Progress Reports	Semi-annually	Progress reports are a major component of the school’s assessment system. Progress reports describe the level of development for each child in relation to key, standards-based skills and content. Students are assessed on a continuum of learning stages (Beginning, Developing, Expanding, Established, and Exceeding).
Adequate Yearly Progress (AYP) Targets	Annually	This school-wide assessment is determined by the State and based on overall standardized test scores against benchmarks.
Student Retention Rate	Annually	Retention rate is calculated based on the rate of enrollment from one year to the next year.
Graduation Rate	Annually	To be included once the school adds a 12 th grade.
Parent-Teacher-Student Conference	Semi-annually	Teachers, parents, and students meet twice a year to review the student’s progress report. Meetings are designed to reflect on the student’s growth and discuss goals and strategies used to advance academic and social skills.
External Standardized Achievement Assessment	Annually	The school will most likely use the NWEA Measures of Academic Progress® (MAP®), but could also use the TerraNova or Woodcock-Johnson Tests of Achievement III (WJ III®).
Parent and Student Surveys	Annually	Parents and students will be asked to report on several school indicators, including school climate, educational program, outreach, facilities, and governance.

The aforementioned assessments are both qualitative and quantitative in nature. The MHLC schedule is intentionally structured to provide teachers and administrators several hours of collaborative time each week to review and analyze student data, problem-solve, and plan interventions accordingly to meet student needs. More specifically, assessment data is used to ensure: 1) informed grouping of students; 2) feedback for students, teachers, and families with

respect to academic growth; 3) informed analysis of the efficacy of instructional practices and interventions; 4) informed analysis of professional development and support needs; 5) the identification of students in need of additional support; and 6) progress monitoring of school-wide standards and objectives. MHLC staff will input achievement data into the school's Student Information System to inform school decision-making, interventions, and improvements.

MHLC intends to have its students meet or exceed the state learning standards for their grade level. Each year, MHLC will use data from standardized tests for accountability, and to provide the administration, teachers, and parents with additional data to evaluate the effectiveness of the school's program. Student academic performance expectations at MHLC will consist of the goals that align with the mission and education plan of the school. These goals are intended to support the school in providing a rigorous college preparatory program that will prepare students for college and the competitive world.

School Objectives and Performance Measures

By June 2017: 65% of all elementary students enrolled at MHLC beginning SY2014-2015 will meet or exceed standards in reading, writing, and mathematics as measured by the HSA; also the percentage of MHLC students meeting or exceeding standards in reading and mathematics for all grade levels assessed by the HSA will exceed the percentage of students in the state for comparable grades who meet or exceed the same HSA standards.

For graduation goals, MHLC will have a graduation rate of 85% or better as measured by the HDOE calculation method. 100% of MHLC students who are on a standard pathway to graduation (non-IEP diploma) will take either the SAT or ACT by the completion of their 11th grade school year. MHLC is committed to addressing the Competitive Priorities and launching a high-quality charter school to accomplish the below objectives and goal.

Table 4: MHLC Goal, Objectives, and Performance Measures

Project Goal: To improve academic achievement among high-need students, particularly Native Hawaiians, in the MHLC target area.	
OBJECTIVES	PERFORMANCE MEASURES
Objective 1: To increase the number of high-quality charter schools in the state of Hawaii serving diverse, high-need populations.	Performance Measure 1.1 (GPRA): By August 2014, a new school—MHLC—will be open with a minimum enrollment of 50 students in grades K-2.
	Performance Measure 1.2 (Program): By August 2014, MHLC will serve a diverse population of high-need students with at least 50% represented by Native Hawaiians.
Objective 2: To reduce the achievement gap in reading and math between students in the target area and the statewide population.	Performance Measure 2.1 (GPRA): By June 2016, at least 65% of all students will meet or exceed proficiency in math on the HCPSIII of the HSA.
	Performance Measure 2.2 (GPRA): By June 2016, at least 65% of all students will meet or exceed proficiency in reading on the HCPSIII of the HSA.
	Performance Measure 2.3 (Program): By June 2014, MHLC’s instructional hours will exceed the state average by 180 hours.
Objective 3: To ensure highly qualified, well-trained leadership and teaching staff.	Performance Measure 3.1 (Project): By June 2014, 100% of all school leaders and teaching staff will complete the intensive, 30-day new staff orientation.
	Performance Measure 3.2 (Program): By June 2015, 100% of teaching staff will receive classroom observation and immediate feedback on instructional practices at least three times during the school year.
	Performance Measure 3.3 (Project): By June 2015, at least 90% of all teaching staff will demonstrate consistent use of culturally relevant, project-based instructional strategies, according to classroom observations and scoring rubrics.
Objective 4: To ensure competent governance by the local school board members.	Performance Measure 4.1 (Project): By July 2014, all MHLC GB members will have participated in intensive 5-day leadership training.
	Performance Measure 4.2 (Project): By July 2015, the MHLC’s GB will demonstrate strong leadership, financial management and organizational viability as defined by Hawaii Revised Statutes (HRS) 302B—the Hawaii Charter School Law.

Performance measures will be tracked by a Project Evaluator (PE). The PE will be responsible for working with the principal and Project Director for refinement of the desired educational results and of the methods for measuring progress toward achieving those results.

The PE is also responsible for reporting on progress towards objectives based on these measures on a quarterly basis to the principal, who is then responsible for reporting to the GB and other key stakeholders and funders. The principal holds ultimate accountability for meeting the stated goal and objectives, and will ask the PE to provide input on additional performance measures and data that may increase the effectiveness of project evaluation. Formative assessment will also occur throughout the project and during the school year — demonstrating MHLC’s commitment to accountability and data-driven decision making. For example, each objective is supported by grade-level indicators and rubrics describing expected learning outcomes that allow teachers, students, and MHLC leadership to monitor progress as students develop toward and beyond the baseline proficiency in math and reading.

Governing Board

The MHLC GB is described below in Section 2.4.1. It is constructed in accordance with the new Hawaii Charter School Law and guided by commonly accepted “best practices” for governing boards. The permanent GB has been established out of the ILSB, which served as an interim governing board. All directors participate in an intensive board leadership orientation.

The GB conducts an annual self-assessment process, which is important as it sets an example for the rest of the school. A structured self-assessment system promotes a culture of accountability and continuous improvement (Fullan, 2003). In line with Objective 4, the PE will develop a rubric based on the Hawaii Charter School Law that will be used to assess board competence in the areas of financial management, strong leadership and organizational viability (Charter School Administrative Office, 2012). See Performance Indicator 4.2.

Teachers and Staff

MHLC will implement a meaningful teacher evaluation process through annual reviews and a comprehensive review every three years. The annual review contains one formal observation by the principal, while the comprehensive review requires two. Teacher evaluation is designed to be reflective and help the individual grow and develop in identified areas of interest and need. Teachers are evaluated on six performance domains that reflect their main responsibilities, and are correlated with student learning: (1) Planning and Preparation; (2) Classroom Management; (3) Instructional Practice; (4) Assessment; (5) Family and Community Outreach; and (6) Professional Responsibilities. Each domain consists of a small number of performance indicators, with corresponding rubric and four-level rating scale (Unsatisfactory; Basic; Proficient; Distinguished). The annual review requires teachers to construct three annual goals, from any of the six performance domains, while the comprehensive review requires teachers to have goals from each domain. These goals are usually crafted by the teacher, though there could be circumstances where administration mandates goals for teachers based on past performance. Thus, the evaluation process adopts multiple measures, clear expectations and standards, frequent feedback, and the inclusion of classroom evidence of student learning (Goe, 2011).

The system aspires to reward personal achievement, encourage excellence, and integrate professional and personal development. The principal reviews the formal evaluation, along with pertinent information obtained over the year from other staff, parents, and students. These observations, as well as student achievement data, are used to provide faculty with a thorough review and serve as the basis for the annual consideration and extension of employment and compensation offers for the following school year. Administration and staff will use the same

evaluation and goal-setting review system described above for teachers, with each position assessed against different, position-specific performance domains and indicators.

As public officers and employees, MHLC commits to exhibiting the highest standards of ethical conduct and ensures it will comply with the State Code of Ethics. Appendix 5 shows MHLC's Conflict of Interest Policy. MHLC has allotted for all the financial responsibilities of a public school in developing a financial procedure, roles and responsibilities for the administration and management of school finance, managing audits, creating and operating fiscal management systems, complying with legal and regulatory learning center requirements, and overseeing budgets. MHLC Procurement Policy is provided as Appendix 6.

2.4 Community Support and Parental and Community Involvement

2.4.1 Extent of Community Support

Throughout 2010, a group of educators, parents and community members met informally and started to envision an innovative public charter school that would perpetuate Hawaiian cultural values while addressing contemporary 21st century skills. This group was motivated to provide a place-based, values-based, high achieving school for the underserved, at-risk community of Windward Oahu. Starting in 2011, the group formalized, met more regularly, and adjusted its composition to include members with the demonstrated capacity to establish and sustain an exemplary charter school. This ambitious group comprised the MHLC ILSB, which has now evolved to the MHLC GB.

The GB is made up of members with experience and expertise in governance, finance, advocacy, public affairs, management, development, and institutional advancement—within local, regional and national organizations. This expertise includes the education-specific domains of school administration, professional development, curriculum planning, special education, and

instructional practice. GB members have held administrative and governance roles within schools, nonprofits, and their communities, and includes K-12 public and private schools and charter school management organizations. Collectively, the GB possesses the educational, organizational, managerial, fiduciary, legal, and community aptitude and relationships requisite to establish and nourish a successful public charter school.

A measure of the GB’s aptitude is reflected in its ongoing ability to cultivate strategic and valuable partnerships with individuals and organizations that can provide critical support and guidance. Table 5 provides an overview of MHLC’s GB. Board bylaws are in Appendix 7.

Table 5: Members of MHLC’s Governing Board

Board Member	Affiliation(s)
Robert Witt (Chair)	Executive Director, HAIS; Chairman & Chief Executive Officer, HEC
Nainoa Thompson	President, PVS
Lucy Ahn	President, HEC
Ryan Masa	Chief School Officer, HEC
Malia Ane	Director of Hawaiian Studies, Punahou School
Herb Lee	Executive Director, PAF
Marisa Castuera Hayase	Founder, Storyline Consulting
Jenna Chiyono Ishii	Education Program and Outreach, HEC

In addition to collaborating with other high-quality charter schools, MHLC has received letters of support from leading community organizations, such as Castle Foundation and the Institute for 21st Century Teaching and Learning, which manages the Hawaii Schools of the Future Initiative as well as a cohort-based masters degree program for charter school administrators. Letters of support are provided in Appendix 4. The GB will leverage its collective, affiliated organizations—HEC, HAIS, and PVS—along with partners such as Punahou School and Kamehameha Schools, and community non-profits Hui Malama O Ke Kai and the Pacific American Foundation (PAF), to broadly publicize and expand engagement with the school in both Waiamanalo and the broader community of Hawaii.

Keeping Parents and the Community Informed

MHLC will engage parents and the community so that they feel ownership of MHLC as their school. Announcements and information will be posted on the school's website, in a section specifically geared towards parents and the community. In addition to parental involvement, members of the GB have affiliations with a number of leading community organizations and will be able to keep their respective organizations informed of, and involved with, school activities.

MHLC seeks to establish an active, collaborative, supportive relationship with parents that enhances the work of the school and nourishes the development of each child. The school will extend a variety of academic, social, and volunteer opportunities to parents so that they can engage in the life and culture of the school. Parents have opportunities to get involved by becoming a room parent, field-trip chaperone, contributor to class party or project, volunteer tutor, leading a co-curricular activity during Extended Learning Day, or by being a special event volunteer. Parents may also join the Parent Ohana group, which works with the school's administration in coordinating parent volunteer opportunities, social events, parent education programs, community outreach and new family mentorship.

MHLC will keep parents well informed of the life and culture of the school and progress of the students through a variety of diverse communications. All parents will receive the Parent-Student Handbook at the beginning of the school year, which contains a plethora of school information, including the code of conduct. Parents will receive a bi-weekly newsletter from the school, delivered digitally via email and hard copy via students. In addition, many individual teachers will maintain blogs and websites that provide classroom-specific information. The school will also communicate with parents at traditional school-wide events like Open Houses and Parent-Teacher-Student conferences. Several times a year, the school will host an Exhibition

Night where parents, friends, and community members are invited to watch students present their Culminating Performances of Understanding on a unit of study.

All students will have a daily Student Planner where they record their assignments for the evening and week. These Planners have space for both teachers and parents to initial, verifying assignments and their statuses, and return comments as needed. Students will bring home all their completed work for the week on Friday. The school will request that parents review this folder of work over the weekend and return it signed on Monday, along with any applicable notes for the teacher.

Parents will be invited to campus for a variety of other reasons. The school plans on having a Parent Library where parents can meet, receive school information, and sign-out resources like books and movies. Periodically, all parents will be invited to a group meeting with the school's administration. These meetings will occur after parents drop their children off in the morning or before they pick them up in the afternoon. They are a chance for the school and parents to discuss school-wide initiatives or issues and answer any questions that parents have. Lastly, the school has an assembly every morning and afternoon. Once a month, these assemblies will be extended to include student presentations and recognition and parents will be welcome to attend.

Lottery Ensuring Equal Opportunity

If the school receives more applications than seats available, a lottery will be held. The lottery date will vary each year but will typically be held between mid-March and mid-April. Families will be notified of the lottery date and their lottery number by March 1. MHLC lottery priority will be given as such: siblings of currently enrolled MHLC students; students who reside in the geographic catchment area of the school; and/or students of current MHLC staff. Lottery details are provided within the MHLC Admissions and Enrollment Policy shown in Appendix 8.

2.4.2 Encouraging Parental and Community Involvement

As a public charter school, MHLC will comply with the state charter education statute and be free and open to all students. Potential students will be considered for admission without regard to race, ethnicity, creed, national origin, gender, disability or achievement level; however, the school does require an application, which families may obtain from the school office or digitally via the school's website. The school will accept applications during a specific timeframe during its open enrollment period. Once a family submits an application, it will receive a letter confirming their application has been received, along with a timeline of the enrollment process, including the lottery if necessary. School will begin in late July and finish at the end of May. An example school calendar, showing quarterly schedule, holidays, Parent-Teacher Conferences, and Professional Development days is shown in Appendix 9. An invitation to the community will continue throughout the life of the school as a standard operating culture, where prospective parents and students are welcomed and encouraged to attend any of the informational sessions held on campus throughout the year. The school will invite the public to attend several school events, such as Open Houses and exhibitions of student work.

The MHLC founders and GB have already begun publicizing the planned opening of the school. Initially, the ILSB held a series of informational meetings throughout the Windward area to invite parents and the community to get involved in the planning and implementation of the school. MHLC is keenly aware that it is responsible for reaching families that may traditionally be less informed about educational options. Continued communication to the community and general public has been diverse, ranging from individual meetings and group presentations to speeches at large public forums, during which attendees are encouraged to provide their input on the development and vision of MHLC. Appendix 10 lists over 35 community members and

parents who have already signed up to engage with the school. MHLC has begun to implement a strategic outreach plan to engage numerous essential community leaders within the Waimanalo area. These meetings, presentations, and speeches will continue while the school is in operation.

MHLC will use its connections through the GB to inform the community and encourage involvement with the school. For example, the location for MHLC was informed not only by the need for quality education for young people in the area, but also the long-standing relationship that Charles Nainoa Thompson (ILSB and GB member), his family, and PVS have with the target communities. The Thompson family and PVS have a deep and vested interest in the protection of natural and cultural sites and PVS has a long-standing relationship with several other educational institutions. PVS has either current or recent collaborations with the following institutions: Pacific American Foundation, University Laboratory PCS, Kamaile Academy PCS, Voyager Public Charter School, Halau Ku Mana PCS, various departments and colleges at the University of Hawaii, Bishop Museum, National Oceanic and Atmospheric Administration, Pacific Voyagers, and OceanElders. Organizations like Malama Maunalua, Malama Hawaii and Hui Nalu Canoe Club have strong ties to families and the community, and support educational efforts for environmental and cultural restoration. MHLC will leverage these existing relationships to get organizations and individuals involved with MHLC activities.

Parental involvement is informed and strengthened through the MHLC “intake process” that occurs once a student has been admitted to the school. Participation is voluntary for families but MHLC views this process as important and will make a great effort to encourage full participation. The intake process may include, but is not limited to: students participate in a “shadow day” at MHLC; students, along with their families, attend an Information Session on campus; MHLC may request to receive a copy of the student’s most recent report cards or

transcript, teacher evaluation reports, and other educational testing results; parents attend a private, intake meeting with a MHLC administrator, with the purpose being to get to know school personnel and share pertinent information about their child; and students attend the New Student Orientation program held close to the beginning of the school year for all new students.

As a “school of choice” MHLC believes it is important for students and families to understand the school’s culture, expectations, and programs in order to make the most informed decision about whether or not it is a good fit for them. Also, completing an application and visiting the school allows MHLC personnel to get to know the students, their interests, affinities, and needs—along with any pertinent family information that will be useful to best serve the student. Aligning with the school’s commitment to family engagement and support is important for early establishment of a strong and open relationship.

2.5 Quality of Project Personnel

2.5.1 Employment of Underrepresented Persons

As an equal opportunity employer, MHLC is committed to identifying and developing the skills and leadership of people from diverse backgrounds. In particular, the GB will encourage applications from qualified residents of the target communities and of Native Hawaiian ethnicity. We do this not to select applicants on the basis of their race or membership in a particular group, but to ensure that students are surrounded by positive role models—people who have overcome the obstacles often seen by disadvantaged students and especially by those within the target area. Overall, MHLC will seek individuals who are culturally competent and who recognize the importance of using race to achieve diversity (Demmert, 2003).

In order to realize an adequate pool of qualified candidates, MHLC will broadcast position announcements through our project partners and parent and community networks. Many of these

connections involve community-based and/or Native Hawaiian-serving organizations or institutions, including teacher education programs at the University of Hawaii (UH) and Chaminade University. A key project supporter, HAIS, will also serve as a conduit for information and position announcements within its diverse educational network.

2.5.2 Qualifications of Key Personnel

The following key personnel will implement and evaluate the proposed project. Their resumes are provided in Appendix 11. MHLC is strengthening their personnel qualifications by working closely with other successful charter schools. For example, MHLC is already working on developing a business plan for the school in conjunction with Envision schools, a key project supporter. This one-on-one mentorship provides an invaluable training benefit to the key project personnel and greatly increases the potential for long-term success of the school.

Project Director: Lucy Ahn is the President of HEC and previously served as Director of Development and Communications for HAIS from 2010-2012. Before joining HAIS, she was in public television development as Corporate and Foundation Support Vice President for PBS Hawaii from 2003-2010, where she was responsible for fundraising and grants management. Ms. Ahn brings over 20 years of experience in non-profit fundraising, strategic mission and vision planning and successful grants management. She is a graduate of the Hawaii Preparatory Academy in Waimea and holds a Bachelor of Arts from Tufts University.

Principle Investigator: Robert Witt has served as the executive director of HAIS for 22 years and in this capacity has worked directly with the charter school community since 1998. During this 12- year timeframe, he has supported the charter school movement at the Legislature, consulting individually with charter school boards, engaging with Kamehameha Schools in the approval of Act 2 in 2002, which facilitated the funding of Hawaiian-focused Charter Schools, and most

recently using the capacity at HAIS to coach charter schools through the WASC accreditation process. He is the current CEO of the HEC and a seated member of the National Association of Independent Schools (NAIS) Board of Directors, co-author of the NAIS monograph, “A 21st Century Imperative: A Guide to Becoming a School of the Future,” and a founding and current member of NAIS’ Commission on Accreditation. He brings over 40 years of experience in the field of education, as a teacher, school administrator, and as a policy-level state association director. He has significant experience in professional development for teachers and community leaders, and sits on the advisory committee for the College of Education at the UH Manoa.

Curriculum and Assessment Coordinator: Ryan Masa is the Chief School Officer at HEC and served as the Director of Social Innovation at HAIS from 2010-2013. He also serves as Board President for the Hawaii Branch of the International Dyslexia Association. Mr. Masa brings over 10 years of experience to the project in the areas of developmental learning, board and leadership development, and teaching. He previously worked both on the teaching and administrative faculty of Lawrence School in Ohio, a K-12 independent school that serves students with diagnosed learning differences and attention deficits. As a senior administrator at Lawrence, he was responsible for school and division-wide academic, financial, personnel, and operational oversight and decision-making. He possesses a strong understanding of how students learn, especially those who typically struggle in traditional educational settings, and is adept at constructing robust educational programs that include professional development for educators. He holds a B.S. and a M.Ed. in Education.

Community Relations Specialist: Jenna Ishii is HEC’s Education Outreach Coordinator and the previous Director of Grow Hawaii, HAIS’ Farm to School Program. She has served as an educational assistant and volunteer coordinator for the PVS, which is a key project partner for

place-based learning opportunities and community connection. She has the experience in both formal and informal educational settings, having previously served as an assistant language teacher in a regular public school, and she is currently working with three local non-profit organizations that strive to engage and educate the children of Hawaii to care for the land and sea. She holds a B.A. in Communications.

Parent and Community Liaison: Charles Nainoa Thompson has been the President of the PVS since 2000. He has served on the Board of Trustees for Kamehameha Schools and the Board of Regents for UH. Since 1995, he has developed and implemented numerous curricula and educational programs utilizing traditional wayfinding and navigation as a hands-on learning tool with STEM applications. Mr. Thompson has a solid history of community trust, support and volunteerism, making him highly suited for this position and a tremendous asset to both the project and the school.

Contractual: An external Project Evaluator (PE) will be hired to provide evaluation expertise to the project. The PE will assist with refinement of the desired educational results and of the methods for measuring progress toward achieving those results. Educational consulting services will also be funded for curriculum design, development and writing, as well as PD for teachers.

School Management

MHLC plans on opening with three senior management positions—Principal, Business Manager, and Director of the Learning Resource Center. The school is planning for long-term sustainability and growth beyond the grant-funded period—MHLC plans to add additional management positions such as Vice-Principal and Director of Campus Outreach in the fifth year of operation. Appendix 12 shows MHLC’s proposed organizational chart. Appendix 13 has detailed position descriptions, including skills and qualifications, which will be advertised.

The GB has overall responsibility for the recruitment, selection and appointment of the founding faculty and staff of MHLC. The GB will prioritize hiring the school's principal so that he or she is in position to lead the hiring process for faculty and staff. The GB has already identified strong prospective candidates through contact with several local educational and community leaders. The school is committed to finding an individual with the experience, skills, and values needed to lead this unique start-up school; therefore, the board will conduct a thorough local and nationwide search process while ensuring that strong candidates are vetted rigorously so as to find the best fit between leader and school.

The Business Manager will report to the Principal and will be the financial and accounting officer for MHLC. This includes the maintenance of confidential school records of students and finances in a manner consistent with administrative, ethical, legal and regulatory requirements of the State of Hawaii. The Business Manager will be responsible for carrying out GB policies and directives, and assuring proper internal controls.

The Director of the MHLC's Learning Resource Center (LRC) will also report to the Principal and will be responsible for leading the student support division. The LRC Director will coordinate the school's Response to Intervention (RTI) and Special Education processes, training, compliance, and reporting. This includes conducting student evaluations and working closely with the principal to provide appropriate professional development to faculty and staff.

Staffing Plan

The school anticipates opening with 50-75 students, distributed across grades K-2. With multi- age/multi-grade classrooms (1st/2nd grade combined; followed in subsequent years with 3rd/4th grade combined), the school model provides flexibility with staffing. The school will adhere to a 25:1 student-to-teacher ratio and open with three full-time classroom teachers. Each

kindergarten class of 25 will also be accompanied by a Kindergarten Aide. In grades 1 and 2, each multi-age grouping will be accompanied by an Associate Teacher. The Associate Teachers will divide their time between the two classrooms (or 50 students) to provide support where needed.

Teachers and Staff Qualifications

MHLC will recruit professional and qualified personnel to serve in administrative and teaching capacities. All employees must meet specific qualifications for employment as outlined in the position descriptions. As a public charter school, MHLC teachers must meet the credential requirements prescribed by the State of Hawaii and the No Child Left Behind Act, including the “highly qualified” designation which includes holding a bachelor’s degree, being fully licensed to teach in the state, and demonstrating competence in their academic discipline.

MHLC may also employ or retain non-certificated instructional support staff with an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. All non-instructional staff will possess experience and expertise appropriate for their position.

The success of MHLC is predicated on the recruitment and retention of highly-skilled, creative, dedicated, and compassionate educators who are comfortable in an accountable, innovative, and collaborative environment. Initially, the GB will be central to this effort with its extensive network of contacts and relationships from which to recruit candidates. Employment opportunities may be posted online, in print media, at career fairs, in trade publications, and university job boards. Interested candidates will submit their applications, resumes, and other related documents. All teacher candidates undergo a highly selective and sound process, including a paper screen, followed by an initial interview, a demonstration lesson, and another

onsite interview with the hiring committee typically comprised of teachers from each grade level and the principal. Candidates may also be asked to interview with a student panel. Reference checks, criminal background checks, and validation of education and prior work experience are conducted prior to position offers.

MHLC recognizes that the school's salary and professional development package is important in recruiting, retaining, and rewarding exemplary educators and staff members. Therefore, the school will commit to offering a locally competitive salary and robust professional development opportunities. A robust professional development (PD) plan is highly correlated with faculty retention (Duckworth, 2006). MHLC's PD program will focus on leveraging the individual strengths, affinities, and expertise of the faculty and staff to enrich the collective work of the PLC. To structure the effort, PD utilizes a number of best practices found in strong PLCs, such as the use of protocols to guide the development and peer-review of curriculum, examining student work, coaching models, and the use of teacher inquiry (Dean, 2003). The teacher evaluation and review process is discussed in Section 2.3

MHLC strives to be a "school of choice" for educators, as well as students and families. Years of research have confirmed that people are motivated by the personal satisfaction of doing their job well and fostering student learning (Darling-Hammond, 2000). To this end, MHLC will retain high quality educators and teaching professionals by providing them with opportunities to learn with one another and improve their practice, and the ability to construct the systems, structures, and policies that allows the school to teach effectively.

2.6 Quality of the Management Plan

MHLC founders and the members of the GB share a commitment that honors Hawaiian culture and the wisdom of indigenous values, which includes efficient and effective management

of resources. The expertise within members of the GB collectively lends itself to outstanding guidance for the overall management and guidance of the school. Design of the school program articulates an accountability protocol to assure the successful development and implementation of the education program, effective and responsible management of public funds, and fidelity and focus on being fully compliant in the obligations accordant with Hawaii law.

The project management plan is straightforward—the Project Director (PD) is responsible for overall project implementation and will be supported by other key personnel. The PD will also oversee project personnel and contractual positions, coordinate the facility renovation, and ensure compliance with grantee reporting and other required actions. The Principle Investigator (PI) will assume fiduciary responsibility for the grant and provide insight and guidance to the PD and the team. The Curriculum and Assessment Coordinator (CAC) is responsible for researching models of high-quality charter schools, and overseeing curriculum design and mapping process and design of assessment protocols. The Community Relations Specialist (CRS) will conduct outreach to the community and oversee marketing, including website design and content. The Parent and Community Liason is responsible for facilitating community meetings to inform parents and the community and to ensure that they understand the school philosophy. An experienced Project Evaluator will be contracted to collect and analyze data, ensure fidelity to project objectives and performance measures, provide data for reports, assist in the completion of annual reports to funders, and complete and report on summative evaluation results.

All activities and accomplishments will be monitored throughout the year. Adjustments will be made to ensure objectives are achieved on time and within budget. Due to space constraints, the project's detailed management plan can be found in Appendix 14. The timeline includes key

steps and milestones and specifies responsible personnel. A summary of key milestones is shown below for the three-year project period beginning October 1, 2013.

Table 6: Key Milestones

Milestones	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Hire project evaluator	X											
Hire Principal		X										
Hire Business Manager			X									
Hire LRC Director			X									
Develop curriculum for K-2			X									
Curriculum vetting and review			X	X								
PE finalizes objectives & rubrics			X	X								
MHLC opens to students				X								
PD workshops for teachers			X	X			X	X			X	X
Develop curriculum for grade 3							X					
Develop curriculum for grade 4											X	
Evaluate progress towards objectives			X	X	X	X	X	X	X	X	X	X

The GB is responsible for ensuring the school is financially sound and fiscally responsible in its use of public funds, maintaining accurate and comprehensive financial records, operating in accordance with United States Generally Accepted Accounting Principles (GAAP), and maintaining a sound financial plan. MHLC’s executive administration is responsible for establishing a culture of accountability and ethical decision-making. The financial management of the school will benefit greatly from affiliation with HEC, as this organization possesses the capacity to assist the school with all key fiscal responsibilities, at both the board and operational level. The HEC president, vice president and treasurer are committed to helping with these responsibilities for the first five years, and, in fact, are providing oversight and financial management during the planning phases, including this grant application.

The GB has ultimate fiduciary responsibility but the Principal and Business Manager manage these duties on a more daily basis. The Principal, Business Manager and LRC Director will be active participants in the development and execution of her/his own annual budget, all

pending approval by the Principal and GB. Budgets are carefully constructed but remain flexible, serving as guides on how to best support student learning needs and meet strategic goals.

School faculty and staff will develop adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced priced lunch; special education and limited English proficient enrollment. Several GB members possess the experience operating and governing schools and have created and monitored these specific policies and processes and will be available to guide MHLC staff as needed.

MHLC will institute a series of internal controls to prevent fraud and errors. Bookkeeping accounting duties will be performed following Generally Accepted Accounting Principles (GAAP), including the use of the accrual method accounting system, where income is reported as it is earned and expenses as they are incurred. The school will implement a double-entry bookkeeping method, where postings are supported by accompanying documents kept on file.

All personnel and student record keeping will comply with applicable state and federal mandates and be securely managed. Student records include directory data, progress data, behavioral records, physical health records, and patient healthcare records. For all record keeping, digital records may be retained in lieu of physical records except as indicated, or where litigation or a claim is pending, or a determination has been made to keep the original record. When the original record is kept, a digital copy will be made for safekeeping if practical. Digital records are subject to the same restrictions regarding confidentiality and access as any other form of student records. For internal controls, on-site data will be backed-up three times a week and off-site data will be backed-up weekly.

MHLC will provide to the State Public Charter School Commission (SPCSC) an annual financial report that complies with GAAP. MHLC will use business accounting software (i.e.

Quickbooks) to maintain accurate and secure financial records. The Business Manager will collaborate with the GB to establish financial procedures that comply with state and HODOE reporting requirements, including expenditure, receipt and reimbursement tracking forms. The Business Manager will prepare monthly financial reports for the GB, which will review and approve them monthly. Monthly financial reports will also be distributed to the Principal. The annual fiscal audit will serve as an independent, comprehensive review of all accounts, receipts, and expenditures.

MHLC will comply with state reporting mandates and conduct its financial operations through established procedures, including interim reports, mid-year projections, and unaudited actuals. An annual independent fiscal audit will also be conducted. The GB will maintain a Budget and Finance Committee to oversee the selection of an independent fiscal auditor and the completion of an annual independent audit of MHLC's financial affairs. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the SPCSC, which is the state's authorizer. The Budget and Finance committee will review any audit exceptions or deficiencies and report to the full GB with recommendations for resolution if necessary.

2.7 Charter Contract with Authorized Public Chartering Agency

Act 130, 2012 Hawaii Session Laws, established new standards for charter approval. New applications (requiring unprecedented detail) were benchmarked for quality by criteria in four primary areas – the educational program design, organizational plan, financial plan, and evidence of capacity. MHLC was one of two applicants approved by the SPCSC, but the *only* application:

- 1) To receive a perfect 16-of-16 rating from evaluators;

2) Recommended for approval by the National Association of Charter School Authorizers; and

3) Authorized by unanimous vote of the Commission as a “high-quality” charter school.

The SPCSC Recommendation Report is included in Appendix 15. The MHLC was approved in December 2012 by the SPCSC. The school will open for the 2014-2015 school year, which gives MHLC a full year of preparation to plan and do program design prior to implementation. The school is in the process of completing the Commission Pre-Opening Assurances. MHLC will enter into a Performance Contract with the Hawaii Public Charter Schools Commission in August of 2014 in conjunction with opening the school.

2.8 Degree of Flexibility

The SPCSC is the State of Hawaii’s authorizer for Hawaii’s public charter schools and is responsible for approving, denying, and revoking a charter between the State of Hawaii and the school GB (Charter School Commission Office, 2013). A new century charter school is a public school that comes into existence through a contract with the State Board of Education (BOE). The charter—or contract—establishes the framework within which the school operates and provides financial and other public support for the school for up to four years. At the end of this period, the BOE may renew the school’s charter or allow it to expire. The school’s charter gives the school autonomy over its operation and frees it from many of the state laws and rules that other public schools must follow. In exchange for the flexibility afforded by the charter, the school is held accountable for achieving the goals set out in the charter and adhering to terms of the charter contract.

Charter schools are exempt from “all applicable state laws” except those laws regarding collective bargaining, discriminatory employment practices, health and safety requirements and

implementation of the HCPSIII. The Accountability Committee is charged with overseeing all issues related to existing charter schools, such as amendments to detailed implementation plans, reporting requirements for charter schools, reviewing self-evaluation reports, performance criteria and evaluation.

Upon initial implementation of the school, in accordance with Act 130, State general funds for per-pupil funding will be provided to support the school's ongoing operation beyond the grant period. In return, MHLC will conduct annual self-evaluations that will be submitted to the SCPSC within 60 working days after the completion of the school year.

APPENDICES

Appendix 1: Target Area Map

Appendix 2: Sample Curriculum

Appendix 3: Sample Lesson Plans

Appendix 4: Letters of Support

Appendix 5: MHLC Conflict of Interest Policy

Appendix 6: MHLC Procurement Policy

Appendix 7: Governing Board Bylaws

Appendix 8: MHLC Admissions and Enrollment Policy

Appendix 9: Sample School Calendar

Appendix 10: Evidence of Community Support

Appendix 11: Resumes of Key Personnel and Consultants

Appendix 12: MHLC Organizational Chart

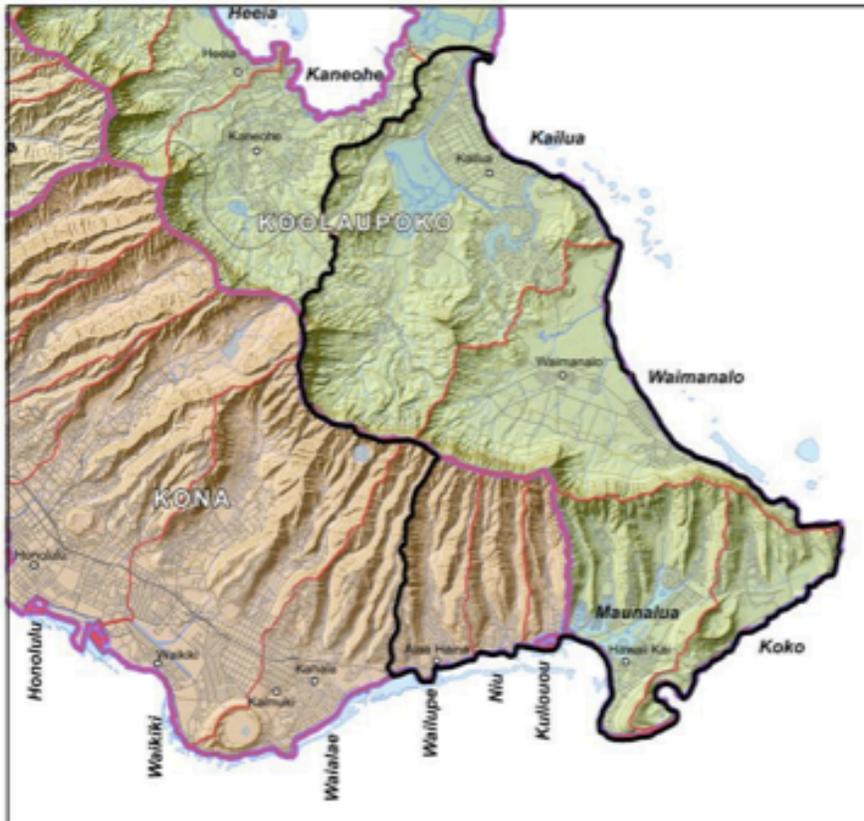
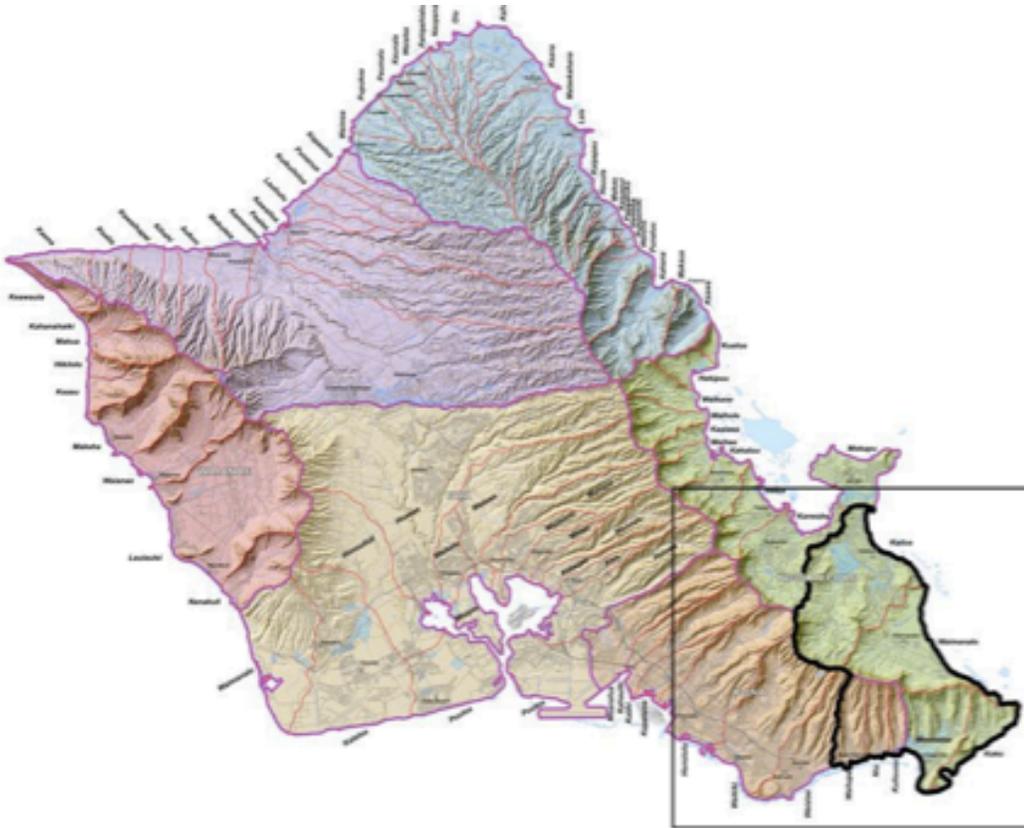
Appendix 13: Position Descriptions

Appendix 14: Project Management Plan

Appendix 15: SPCSC Recommendation Report

Appendix 16: Bibliography

Appendix 1





WONDERING ABOUT WETLANDS

How do wetlands help our community during a heavy rainfall?

HAWAII DOE STANDARD BENCHMARKS

Science 1: The Scientific Process: SCIENTIFIC INVESTIGATION

- SC.3.1.1 Pose a question and develop a hypothesis based on observations.

Social Studies 7: Geography: WORLD IN SPATIAL TERMS

- SS.3.7.1 Use geographic representations (e.g., maps, globes, graphs, charts, models) to organize and analyze geographic information.

Language Arts 5: Writing: RHETORIC

- LA.3.5.3 Group related ideas into paragraphs.

KEY CONCEPTS

- Wetlands catch and filter water that flows from the mountains to the sea.
- Wetlands help prevent flooding and siltation of coral reefs.
- We can test a hypothesis using a scaled model to represent key features in our environment.

ACTIVITY AT A GLANCE

Students help to create a model to simulate the role of wetlands. They predict what will happen to the environment when “wetland areas” are removed from the model, and use the model to test their hypotheses.

ASSESSMENT

Students:

- Pose a question and develop a hypothesis about how wetlands help our community during a heavy rainfall.
- Draw a picture of a model and use a scale to identify distance.
- Write a paragraph that describes how wetlands help our community.

TIME

2 – 3 class periods

SKILLS

creativity, questioning, predicting, writing



MATERIALS

Provided:

- ✓ Learning Log cover (provided in the Unit Introduction)
- ✓ Our Challenge (provided in the Unit Introduction)
- ✓ Learning Logs 1 and 2
- ✓ map of Kāne'ohe *ahupua'a*
- ✓ Our Kāne'ohe *Ahupua'a* PowerPoint (on photo CD)

Needed:

- ✓ folders (one per student for Learning Logs)
- ✓ large pan (such as 20" foil pan or plastic blanket box)
- ✓ measuring tape
- ✓ 2 large sponges
- ✓ modeling clay



- ✓ cup of soil
- ✓ pitcher of water
- ✓ blue food coloring
- ✓ old newspapers

VOCABULARY

ahupua'a – traditional Hawaiian units of land that typically extended from mountain peaks to the outer edge of the reef

bog – a wetland type; very old lake without inlet or outlet that becomes acid and is gradually overgrown with a characteristic vegetation. Peat moss, or sphagnum, grows around the edge of the open water of a bog and out on the surface.

flooding – becoming inundated or covered with water

filter – a substance that removes particles as they pass through it

habitat – the environment where a plant or animal lives or occurs

kiko'o – a measure from the end of the thumb to the end of the index finger

pali – cliff or cliffs
 silt – fine particles of soil
 siltation – process of silt covering an area
'unelunelu – marsh
 wetland – an area that is saturated with moisture, such as a marsh, swamp, salt flat, or bog

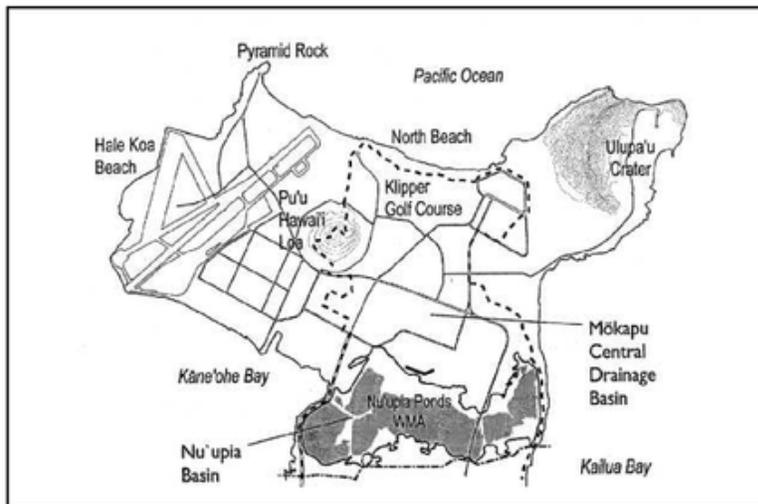
ADVANCE PREPARATION

- ❑ Make a copy of the Learning Log cover and challenge sheet (provided in the Unit Introduction), and Learning Logs 1 and 2 for each student.
- ❑ Gather the materials for the model and clear a central area of the classroom where students can work with it.
- ❑ Review the PowerPoint presentation about the Kāne'ohe *Ahupua'a*.
- ❑ Post the essential question for the unit in large letters in a prominent place in the classroom.
- ❑ Make a transparency of the *ahupua'a* map provided with this lesson.

TEACHER BACKGROUND INFORMATION

What is a wetland?

A wetland is an area that is saturated with moisture, such as a marsh, swamp, salt flat, or bog. Plants and animals living in wetlands have special characteristics that enable them to adapt to these wet environments. Marsh communities typically have sedges and grasses at their edges and floating plants in open water; swamps have trees and shrubs.



Mōkapu Peninsula (Reprinted from Bruce A. Wilcox et al., 1998. *Mōkapu: Manual on Watershed Health and Water Quality*.)



Bogs also have trees and shrubs, which are typically stunted due to the growing conditions in bogs, which are waterlogged, highly acidic, nitrogen-poor organic peat soils. Some wetlands are created by people to grow food. Examples in Hawai'i are *lo'i kalo* (taro patches), *loko i'a* (fishponds), and prawn farms.

Mōkapu Peninsula in the Kāne'ohe *ahupua'a* contains a 482-acre wetland / waterbird habitat that includes coastal ponds, salt flats, and remnants of five ancient fishponds -- Halehou, Muliwaiolena, Nu'upia, Pā'ōhua, and Kaluapūhi (Kikuchi, 1973). At one time, much of the lowlands at Mōkapu were coastal marsh, but much of this has been filled in. The drainage channel that passes through the area and empties into Kāne'ohe Bay was once a large estuary that extended across the neck of the Mōkapu Peninsula and well into the uplands (Wilcox et al., 1998).

Today the former fishponds are known as Nu'upia Ponds Wetland Management Area. They are subdivided into eight interconnected ponds separated by roads and causeways. The ponds and surrounding salt flats are important habitat for wetland birds (Wilcox et al., 1998).

The gently sloping basin of Mōkapu extends below sea level so Nu'upia Ponds, the main drainage channel that runs through the peninsula and two marine

ecosystems at Mōkapu all interact through tidal action. Brackish groundwater also supplies water to the ponds. Freshwater runoff from the land drains into the ponds, into the drainage channel, and into Kāne'ohe Bay. Although recent human-made storm systems intercept and redirect some storm water runoff away from Nu'upia Ponds into the central drainage channel (Wilcox et al., 1998). Freshwater runoff carries sediments and pollutants such as pet waste, fertilizers, oil and litter from homes, businesses and roads. While wetlands help to catch some of these sediments and pollutants and prevent them from ending up on the coral reef, the health of the wetlands depends on preventing polluted runoff from the land.

Wetlands help to catch and filter water and sediments as water flows over the land and out to sea. These natural filters are important ecosystems that help to keep our near shore waters and reefs healthy. Wetlands also catch freshwater runoff, which helps to prevent flooding during heavy rainfall. When natural wetlands are drained and filled or covered with roads and other impermeable surfaces, flooding of lowland areas can become a problem.

In this activity, students help create a simplified model of part of the southern part of the Kāne'ohe *ahupua'a*, from the *pali* out to the Mōkapu peninsula.

TEACHING SUGGESTIONS

1. Show the PowerPoint presentation, **Our Kāne'ohe Ahupua'a**, which features the area from *mauka* to *makai*.



- Ask students to point out the different environments in the community (mountains, streams, forest, beach, fishpond, coral reef, wetlands).
 - Project the Kāne'ōhe *ahupua'a* map and discuss it with students.
2. **Create a K-W-L chart about wetlands by writing a large K, W, and L on the board.**
 - Ask students if they have ever seen or visited a wetland.
 - Find out what they know (K) about wetlands and record their statements under the K on the board.
 - Ask them what they wonder (W) about wetlands, and record their thoughts under the W.
 - At the end of the lesson, return to the chart and record what they have learned (L).
 3. **Introduce the essential question for the unit and explain that students will be investigating wetlands in your community. Distribute the materials for students to create Learning Logs.**
 - Instruct students to glue the Learning Log cover sheet to the outside of their folder.
 - Glue the **challenge sheet** to the inside cover of the folder—this will serve as each student's Learning Log or portfolio.
 - Review the challenge sheet that describes projects and assessment for the unit.
 4. **Pose the essential question for this activity: "How do wetlands help our community during a heavy rainfall?"**
 - Discuss it with students and write their initial responses on the board.
 - Introduce the Hawaiian term for marsh – '*unelunelu*.
 - Review the standards that the class will be addressing.
 5. **Suggest using a model to simulate what happens in the community when it rains.**
 - Show students a sponge and explain that many people compare a wetland to a giant sponge.
 - Show students the additional materials and ask for their suggestions about ways to make a model to represent the mountains, stream, forest, and coral reef in the community. (See suggestions about how to make a model on the following page.)
 6. **Discuss directions and distances for the model.**
 - Have students establish directions of *mauka* (toward the mountains) and *makai* (toward the sea).
 - Explain that the distance from the bottom of the *pali* (cliffs) to the outer edge of Mōkapu is about eight miles.
 - Measure this distance on the model and help students devise an approximate scale.
 - Introduce *kiko'o* - the Hawaiian way of measuring from the end of the thumb to the tip of the index finger.

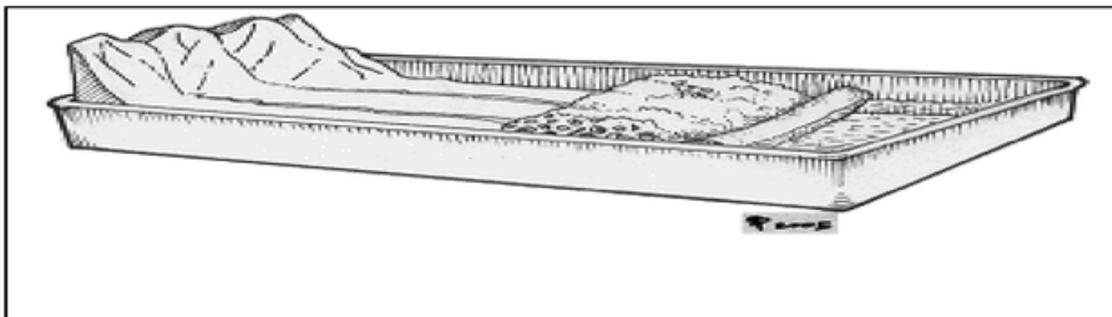


7. Simulate a heavy rainfall on the model.

- Place a few drops of blue food coloring in a pitcher with about two cups of water.
- Quickly pour the water at the *mauka* end of the model.

Making a Model

- Use a large 20" foil pan or plastic blanket box to represent the ocean.
- Place a block under the *mauka* (mountain) side to provide a slope to the model.
- In one end of the pan, make a mound of newspaper and tape it together with masking tape. Cover it with strips of clay to build the *pali* (cliffs).
- Use clay to form the land sloping down to the wetlands at Nu'upia.
- Place moistened wetland sponges along the entire base of the clay.
- Make a clay strip of land to the *makai* (ocean) side of the wetland sponges to represent the rest of the Mōkapu peninsula and place it firmly across the entire edge of the sponges.
- Carve out Kawa Stream in the clay.
- Sprinkle a cup of soil onto mountains and the rest of the land.



- Ask students to describe what happened. (The wetland [sponges] will absorb the soil and catch most of the water. Clean water will filter into the bay at the *makai* end of the model.)

8. Distribute Learning Log sheet 1 and have students pose a question and develop a hypothesis related to what will happen to the environment if the wetlands (sponges) are removed.

- Work with students to shape the question that they are trying to answer with the model. Write the question on the board and have students record it on Learning Log sheet 1.
- Ask students to record their observations of what happened when the "rain" fell on the model. Discuss how those observations can help them to develop a hypothesis.



- Help students to develop a hypothesis based on their question. For example, “If we remove the wetlands (sponges) from our model, the soil from the *mauka* area will wash into the ocean.”
- Ask students to each write a hypothesis in their Learning Logs.

9. Test their hypotheses with a heavy rainfall on the model without the wetland (sponges).

- Pour the water out of the model and replace the soil in the uplands.
- Refill the pitcher with two cups of blue water and pour it quickly at the *mauka* end of the model.

10. Discuss what happened and ask students if anyone’s hypotheses were supported. (The lowland areas will flood; soil and dirty water will wash into the ocean.)

- Discuss the role of the wetland in preventing flooding and keeping soil off of reefs.

Discussion Questions

- What happened to the reef when the wetland was not there?
- How could the wetland help prevent flooding in our community?
- What are the advantages and limitations of using a model to answer our question? (Models are only simplified versions of big events that are not easy to see directly.)
- Are there other ways that wetlands are important? How could we find out?

11. Have students complete the assessments - Learning Log sheets 1 and 2.

- Ask students to write a paragraph that summarizes how wetlands help our community. As an option for some students, conduct an oral assessment using the Learning Log sheets as a guide.
- Revisit the K-W-L chart by having students fill in what they have learned and what they still wonder about wetlands.

ADAPTATIONS/EXTENSIONS

Science 1: Scientific Investigation Have students experiment with the model by developing and testing hypotheses that relate to removing part of the “marsh.”

Language Arts 5: Writing: Range Form teams and challenge groups to develop a way to share what they have learned about why we need wetlands. For example, students could write a song or story, or develop a mock newscast that describes what happened on a hypothetical day when the wetlands in the community disappeared. Encourage students to visit Web sites created by other students about wetlands such as *Ka'elepulu Pond: Why are Hawai'i's wetlands vanishing?* <http://library.thinkquest.org/J0110028/splash.htm>



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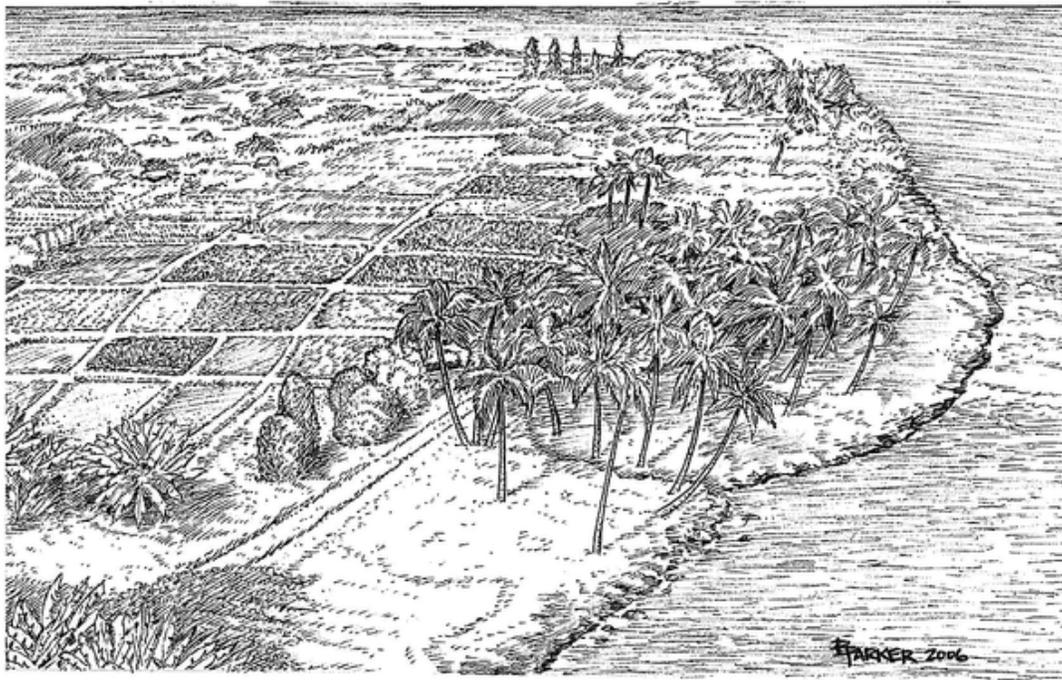
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Wondering about Wetlands

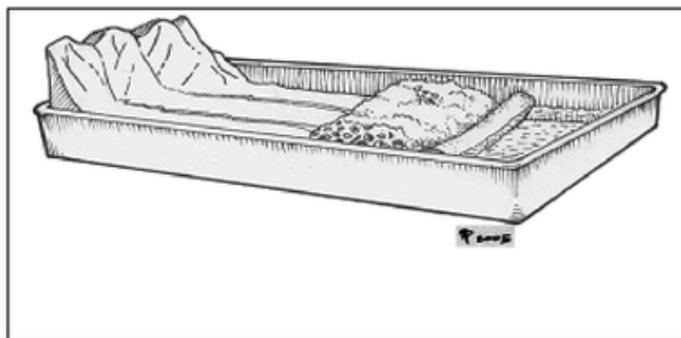
Learning Log 1

NAME _____

DATE _____

We are using a model to help us learn about wetlands.

Our Question is:

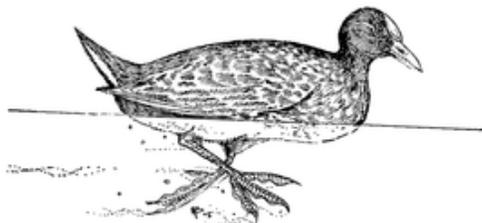


My Observations:

When we poured "rain" on the model...

My Hypothesis:

If we remove the wetlands (sponges)....

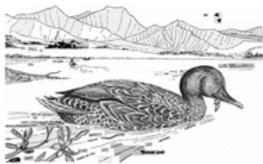


My hypothesis ___ was or ___ was not supported. I think this is because...

Horizontal lines for writing a hypothesis and its outcome.

Wetlands help our community by:

Horizontal lines for writing how wetlands help the community.



Wondering about Wetlands

Learning Log 2

NAME _____

DATE _____

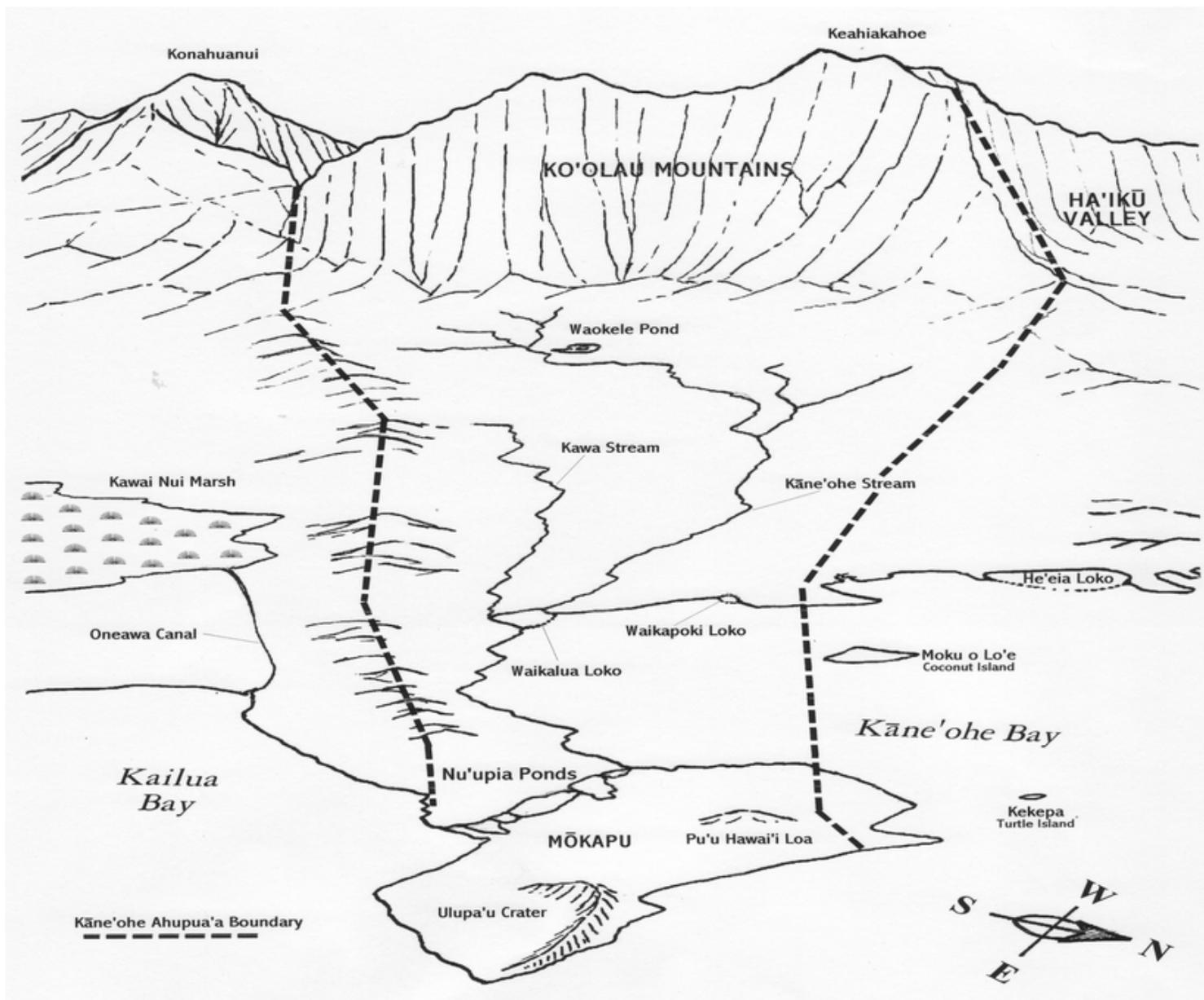
Draw a picture of the model we made in class. Show the mountains, wetlands, and the ocean.

Scale: The distance from the bottom of the *pali* to the ocean is 8 miles. Draw your model to the scale of 1 mile = 1 inch.





KĀNE'ŌHE AHUPUA'A MAP





Subject: Language Arts

Grade Level: 1st and 2nd

HIDOE General Learner Outcomes:

- Complex Thinker (The ability to demonstrate critical thinking and problem solving)
- Self-directed Learner (The ability to be responsible for one's own learning)
- Effective Communicator (The ability to communicate effectively)
- Community Contributor (The understanding that it is essential for human beings to work together)

HCPS III:

- **Benchmark LA.1.4.5** Edit writing to correct capitalization
- **Benchmark LA.1.4.2** Write complete sentences
- **Benchmark LA.1.6.2** Use appropriate social conventions (e.g., waiting one's turn, raising a hand, apologizing) in various large and small group situations
- **Benchmark LA.2.4.4** Edit writing to correct capitalization
- **Benchmark LA.2.4.6** Print legibly and space letters, words, and sentences appropriately
- **Benchmark LA.2.6.1** Use oral language to obtain information, complete a task, and share ideas with others
- **Benchmark LA.2.6.2** Give an oral presentation to share information with peers

Essential Question Addressed: How do capital letters and punctuation help us communicate clearly and understand each other?

Goals: Students will understand why capitalization is necessary and where to use capital letters in writing. Students will be able to correct capitalization in their own writing and explain their process to classmates.

Learning Activities:

Students will be given a short reading passage that includes multiple examples of capitalization. Teacher will read the passage aloud as students follow along. Teacher will remind students of what a capital letter is and what they look like (referring to alphabet posted in classroom). Then, teacher will put students in partnerships (one first grader, one second grader) and ask them to read the passage aloud together, stopping to circle any capitalized letters as they read.

Once pairs are done with this activity, the class will gather on the rug with the reading passage up on the SMART board or white board. Together, the students and teacher will read through and circle each instance of capitalization. Then the teacher will ask the students to turn and talk with their partner about the following question: “What do you notice about where and why capital letters are being used in this reading passage? What example from our reading makes you say that?” If needed, teacher might ask students to discuss specific examples one at a time. Teacher will record student responses on a class chart with the title, “What We Notice About Capital Letters.” The chart should show that we use capital letters at the beginning of a sentence (after end punctuation), for proper nouns, and for days of the week and months of the year.

Teacher will then ask students to revisit a piece of writing, correcting for capitalization as they read it aloud to themselves. Students will be asked to share their writing piece and corrections with classmates when finished. Teacher will choose one or two students to share their corrections with the class, explaining why they made each correction.

Evidence of Understanding:

- **Formative:** Teachers will use a checklist to assess which types/instances of capitalization each student is able to correct in his/her own writing. Teacher will observe and take notes on small discussions about corrections.
 - **Summative:** Student writing (that has been through the writing process and “published” into a final piece) will be assessed on a rubric based on how well capitalization is used.
-

Subject: Language Arts

Grade Level: 3rd and 4th

HIDOE General Learner Outcomes: Complex Thinker; Self-directed Learner; Effective Communicator

HCPS III:

- **Benchmark LA.4.3.5** Analyze similarities and differences between the actions, motives, and appearance of a character in a narrative text and self or people in own life
- **Benchmark LA.4.6.1** Participate in grade-appropriate oral group activities

Essential Question Addressed: How can our personal experiences help us to make meaning of our texts?

Goals: Students will be able to understand their book character more deeply by learning how to make a text-to-self connection with a character in their independent reading book (differentiated to each student by reading level and interest). Students will be able to write about how they have experienced a feeling or situation similar to a character in their book. Students will be able to share and discuss their text-to-self connections in small groups.

Learning Activities:

Students will gather on the rug. Teacher will remind students about what happened yesterday in their class read aloud, Ramona Quimby, Age 8. Teacher will ask students to turn and talk with a partner about the following questions: “How do you think Ramona felt after accidentally cracking a raw egg on her own head in front of everyone at lunch time? What makes you say that?” Teacher will circulate to listen to student discussions and then have two or three students share their thoughts with the class, establishing that Ramona probably felt embarrassed and/or sad because she looked silly in front of all of her new classmates.

Next, the teacher will remind students of how readers are always thinking as they read their books. One way that readers think about their books is by asking themselves, “How can I relate to my character?” The teacher will then “think aloud” and record on the SMART board about a time he/she felt embarrassed in front of classmates, explaining how this experience helps her understand the way Ramona must be feeling right now. Teacher will explain that this is called a text-to-self connection. Teacher will then ask students to turn and talk to a partner about a time they have felt embarrassed or sad because of something they did, just like Ramona. Teacher will have two or three students share with the class. Finally, the teacher will explain that, today, as they read their own books independently, students should be asking themselves, “How can I relate to my character?” as they read. They should stop and record any text-to-self connections by writing them down in their reader’s notebooks. At the end of the reading period, students will share their text-to-self connections in groups of four at their tables.

Evidence of Understanding:

- **Formative:** Teacher will conference with individual students during the reading period addressing individual reading goals. Teacher will circulate, taking notes on student recordings in their reader’s

notebooks. Teacher will listen and circulate as students share responses. Teacher will look for the following evidence of understanding: Does the student identify how their character is feeling and why? Does the student clearly explain a time he/she has felt the same way and connect it to their character?

- **Summative:** Students will be asked to reflect on a specific time this reading strategy has helped them to better understand a book, its characters, and the author’s message. They will be asked to provide evidence of this from their reader’s notebook entries. These artifacts will be placed in the student’s portfolio.

Subject: Math

Grade Level: 1st and 2nd

HIDOE General Learner Outcomes: Complex Thinker; Self-directed Learner; Effective Communicator; Community Contributor

HCPS III:

- **Benchmark MA.1.1.1** Count whole numbers up to 100 in a variety of ways (e.g., skip counts by 2’s, 5’s, 10’s)
- **Benchmark MA.1.4.2** Identify the value of coins and count coin combinations (using like coins) to a dollar
- **Benchmark MA.1.3.2** Use a variety of strategies to solve number problems involving addition and subtraction
- **Benchmark MA.2.1.1** Represent whole numbers up to 1000 in flexible ways (e.g., relating, composing, and decomposing numbers), including the use of tens and hundreds as units
- **Benchmark MA.2.4.5** Represent a given monetary amount using a variety of combinations of coins and bills

Essential Question Addressed: How do we apply mathematical understanding in our everyday lives?

Goals: Students will understand that monetary amounts can be composed in a variety of ways. Students will be able to come up with multiple ways to make fifty cents, keeping track of their data in an organized way as they problem solve.

Learning Activities:

Students will gather on the rug and review coins and their values. Teacher will pose several “warm-up” review questions such as “If I have two dimes, how many cents do I have in all and how do you know?” Teacher will give students time to turn and talk about strategies and share out/show their solutions on the board.

Teacher will explain that she has fifty cents in her pocket. She would like the students to figure out all of the possible coin combinations she might have in her pocket. They will work in partners. Plastic coin manipulatives will be available if needed. As students work, teacher will circulate asking probing questions such as, “How are you organizing your combinations? Is there a certain process you are using to figure this out?” Students will share combinations and addition strategies on the rug. Teacher should choose partnerships as she sees fit to exemplify organization and strategic approach to the problem as well as efficient coin addition strategies. Class should discuss the question, “How do we know we found all of the combinations?” with teacher guidance.

Evidence of Understanding:

- **Formative:** Teacher will circulate, taking note of student strategies and ability to combine coin values accurately.
 - **Summative:** Students will accurately count a pile of different-valued coins during their performance assessment.
-

Subject: Math

Grade Level: 3rd and 4th

HIDOE General Learner Outcomes: Complex Thinker; Self-directed Learner; Effective Communicator; Community Contributor

HCPS III:

- **Benchmark MA.3.2.1** Recognize situations involving multiplication and division of whole numbers and represent the situation with a number sentence
- **Benchmark MA.3.2.2** Select and apply various meanings and representations of multiplication and division
- **Benchmark MA.3.3.1 Recall multiplication facts from 0 x 0 to 10 x 10**
- **Benchmark MA.3.3.3 Estimate the results of whole-number computations**
- **Benchmark MA.3.10.1** Model situations that involve multiplication and division of whole numbers using objects/pictures and number sentences
- **Benchmark MA.4.3.1** Recall all multiplication facts and the corresponding division facts up to 12 x 12
- **Benchmark MA.4.3.2** Select and use appropriate strategies and/or tools (e.g., mental math, calculators, paper/pencil, standard algorithms) for computing whole numbers
- **Benchmark MA.4.10.1** Use symbols to represent unknown quantities in open sentences and determine the unknown quantities

Essential Question Addressed: How do numbers and operations help us make meaning of real world problems? How are addition and multiplication related? Why is water essential to life?

Goals: Students will understand how multiplication can help them visualize the amount of water families need to survive. Students will be able to choose the correct strategy to solve a number story. Students will be able to use numbers and pictures to represent their solution. Students will be able to describe and explain their mathematical solutions clearly and concisely.

Learning Activities:

Remind students that based on their water research, they have learned that the UN suggests that each person needs 20-50 liters of safe freshwater a day to ensure their basic needs for drinking, cooking and cleaning. Ask students to figure out the following: Based on the number of people in your family, how many liters of freshwater will your family need over the course of a week? A month? First, make an estimate. Then, write an equation, show your strategy clearly using pictures and numbers, and label your answer. As an extension activity, some students may be asked to figure out how much water they will use in one year. Once students are finished, they will share their strategies in small groups. A few students will share their strategies with the class.

Evidence of Understanding:

- **Formative:** Teacher will circulate, taking note of each student's understanding of the problem, and the efficiency and accuracy of each student's chosen strategy.

- **Summative:** Students will accurately solve a multi-step multiplication problem on the end-of-unit assessment.
-

Subject: Science

Grade Level: 1st and 2nd

HIDOE General Learner Outcomes: Self-directed Learner; Complex Thinker; Effective Communicator; Community Contributor

HCPS III:

- **SC.1.1.1** Collect, record, and organize data using simple tools, equipment, and techniques safely
- **SC.1.1.2** Explain the results of an investigation to an audience using simple data organizers (e.g., charts, graphs, pictures)
- **SC.1.6.1** Identify solids, liquids, and gases and their basic properties
- **SC.2.1.1** Develop predictions based on observations
- **SC.2.1.2** Conduct a simple investigation using a systematic process safely to test a prediction
- **SC.2.6.1** Identify ways to change the physical properties of objects

Essential Question Addressed: How does the scientific method help us make sense of our world?

Goals: Students will understand the basic properties of the three states of matter. Students will understand the elements of the scientific method. Students will be able to explain how states of matter can change. Students will be able to form a hypothesis and conduct a simple investigation to test their predictions.

Learning Activities:

- Review the class descriptions for forms of matter (solid, liquid, and gas)
- We've learned that matter is anything that takes up space and has weight.
- This week you've spent time observing and describing solids, liquids, and gases
- Today we're going to think about whether matter can change from one state to another? For example, can a liquid turn into a solid?
- Today you're going to work with a partner and conduct an experiment to help us answer our question.
- Give students' experiment sheets and give each partnership a plastic cup with an ice cube in it and ask students what state of matter the ice cube is in now and what they think will happen if we put our cups outside in the sun.
- Remind students that scientists make hypotheses before starting their experiments. A hypothesis is an educated guess, or taking a guess at what will happen based on your prior knowledge. Ask students to turn and talk about what they might already know about ice cubes in the sun.
- Have each student record their hypothesis on their experiment sheet.
- Students should take their materials outside and observe the ice cube.
- Once the ice cubes have melted, students should record the results in pictures and words on their experiment sheets.
- Gather as a class and ask students, "What can we conclude based on our experiment? How accurate was your hypothesis? Can objects change states of matter? How do you know?"
- Students should record responses. Next ask students what do you think caused the ice cube to change from a solid to a liquid? Students should be able to conclude that heat can change an object's properties.

- What do you think would happen if we add heat to this new liquid matter we have in our cups? Give students time to turn and talk and share predictions.
- Gather class around hot plate and heat a pot of water. When water is hot enough, hold a mirror over the pot to show water vapor gathering on the mirror. Introduce the terms evaporation and water vapor.
- Give students time to record the experiment results in pictures and words. Ask students, “What new information do we have about our original question? What is needed to change properties of matter?”

Evidence of Understanding:

- **Formative:** Student experiment sheets should reflect accurate data collection and conclusions based on the experiment. Students should be able to make an informed hypothesis about tomorrow’s new experiment (freezing to change states of matter).
 - **Summative:** At the end of the unit on physical properties students should be able to use the scientific method to design and carry out a simple experiment.
-

Subject: Science

Grade Level: 3rd and 4th grade

HIDOE General Learner Outcomes: Complex Thinker; Community Contributor; Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

HCPS III:

- **SC.3.1.1** Pose a question and develop a hypothesis based on observations
- **SC.3.1.2** Safely collect and analyze data to answer a question
- **SC.3.8.1** Describe different Earth materials (e.g., rocks, minerals, sand, soil) and explain their formation and composition
- **SC.4.8.1** Describe how slow processes sometimes shape and reshape the surface of the Earth

Essential Question Addressed: How are Earth materials formed and what are the forces that impact them?

Goals:

Students will be able to create and test a hypothesis answering, “what types of beaches create fine grain sand and which ones produce coarse grain sand?” Students will be able to determine the size of grains of sand. Students will be able to identify and describe the type of beach where the sand was collected. Students will be able to explain the forces that shape different types of beaches.

Learning Activities

- Students and teachers will have previously collected small sand samples from various beaches on the island. Samples should be labeled with the name of the beach and whether it is flat or steep.
- Present students with the question, “what types of beach create fine grain sand and which ones produce coarse grain sand?”
- Ask students to form and record a hypothesis in their science journal.
- Explain to students that today they will work with a partner to rotate through stations containing the various sand samples we have collected and a laptop to view the beach on which each sample was collected. At each station they should do the following:
 - use the magnifying glass or microscope to categorize sand as fine grain or coarse and record findings.
 - record the location and features of the beach on which the sand was collected by using Google Earth to view images of the beach. Is it steep or flat near the water line?

- When students have rotated through each station, gather as a class to share data and ask “what do you notice about the beaches where we collected fine grain sand? Coarse grain sand?” Why do you think this is the case? After discussing how coarse sand beaches are more exposed to ocean forces (such as North facing beaches in Hawaii) and fine sand beaches tend to be more flat and protected by landforms like bays, have students reevaluate their hypotheses and write their conclusions section.

Evidence of Understanding:

- **Formative:** Teacher will review student’s science journal using a rubric to assess the following: (1) did the student make an evidence-based hypothesis; (2) did the student collect and record data accurately; and (3) did the student re-evaluate his or her hypothesis using evidence from data collection and class discussion.
 - **Summative:** (1) TfU Unit Culminating Performance of Understanding and Rubrics – Students will choose a specific physical, geographic location on the island (i.e. volcano, valley, cave, garden, bay, etc...) and present what that Earth material is composed of and how it was formed. (2) End of unit test and essay.
-

Subject: Social Studies

Grade Level: 1st and 2nd

HIDOE General Learner Outcomes: Complex Thinker; Self-directed Learner; Effective Communicator; Community Contributor

HCPS III:

- SS.2.1.1 Construct timelines to sequence events
- SS.2.2.1 Investigate the history of families using level-appropriate primary sources (e.g., artifacts, photographs, interviews, documents)

Essential Question Addressed: How does our history impact our lives and shape who we are today?

Goals: Students will understand how their personal history has helped to shape who they are today. Students will be able to determine and sequence important events in their own life that have impact their development into who they are today. Students will be able to use their “personal timeline” in small group discussions to retell significant events in their life and the meaning they hold. Students will be able to identify significant “world events” that have occurred during their life and correctly place them on their “personal timeline”.

Learning Activities:

Gather students on the rug. Explain that today we are going to be historians. One thing that historians do is document when and where important events happened, using timelines. They use timelines to help retell what has happened in the past and how that has led to the present. Tell students that today we will each be constructing our own “personal history timelines” to teach our classmates about the history of our own lives and what has led each of us to be together in this class. Teacher should then model the creation of his/her own personal history timeline, starting with his/her birthday and “thinking aloud” to model for students how he/she decides which life events should go on his/her personal timeline. As teacher thinks aloud, she should draw a picture above the timeline, and write a date and matching explanation for the event below, pointing out how the timeline moves from left to write (past to present). Have students turn and talk about some of the things they will put on their timeline, then send students to create a first draft of their own timelines.

Extension Activity: Students will interview parents about one of the events on their timeline, recording in pictures and words their parent’s account of the story. Students will gather artifacts such as pictures and special objects to match events on their timeline. Eventually, after revision and editing, students can showcase their “3-D” personal history timelines.

Evidence of Understanding:

- **Formative: Summative:** Teachers will use a rubric checklist to assess the degree to which: the student’s timeline is in chronological order? Do pictures and words match? Was the student able to explain their timeline clearly and sequentially to others?
-

Subject: Social Studies

Grade Level: 3rd and 4th

HIDOE General Learner Outcomes: Self-directed Learner; Community Contributor; Complex Thinker; Effective and Ethical User of Technology

HCPS III:

- **SS.3.6.1** Explain that different cultures have unique values, beliefs, and practices
- **SS.3.6.2** Make informed judgments about cultures based on evidence from cultural artifacts;
- **SS.3.7.4** Examine the ways in which people modify the physical environment and the effects of these changes
- **SS.3.7.5** Examine the economic and geographic factors that influence why people migrate and where they settle
- **SS.3.8.2** Explain that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone's wants
- **SS.4.1.1** Describe both change and continuity of aspects of Hawaiian culture (including religion, land use, and social systems)
- **SS.4.3.2** Explain the history of Hawaii's early economy
- **SS.4.6.2** Describe how individuals or groups deal with conflict, cooperation, and interdependence within the ahupua'a
- **SS.4.7.3** Analyze the consequences of human modification of the physical environment in Hawaii using geographic representations (including lo'i kalo and loko i'a)
- **SS.4.8.1** Describe the economic interdependence among those living in the ahupua'a

Essential Question Addressed: How do the physical features of a region affect how its peoples live and interact with each other?

Goals: Students will understand that ahupua‘a are a traditional Hawaiian land division that is comprised of three main regions (uka, kula, kai). Students will understand and identify the physical features of, and natural resources in, each of the ahupua‘a three regions. Students will understand the role each ahupua‘a region’s resources played in contributing to the Native Hawaiians’ practice of sustainability. Students will be able to analyze and give evidence for why ahupua‘a was the chosen method for land division.

Summary: As a class, students examine the structure and purpose of ahupua‘a, then break into smaller groups to perform a jigsaw activity where each group researches and then reports back to the whole class on a specific question that is unique to one of the physical features and roles of the three ahupua‘a regions.

Learning Activities:

Appendix 3

Day 1

- Gather students on the rug
- Look at the “Life in an Ancient Hawaiian Ahupua’a” poster
- Remind students of vocabulary learned in previous lessons (i.e. ahupua’a, uka, kula, and kai)
- Group students into groups of three or four
- Explain to students that each group will be “zooming in” on a different part of the ahupua’a poster to gather information about that section (uka, kula, or kai). As they look at their section of the poster, each group will use “See, Think, Wonder” to record their thinking about their image.
- Review “See, Think, Wonder” thinking routine as a class (First, you look at the poster and write only what you observe, next you write what you think might be going on in the image, finally you write questions that arise when you look at the image.)
- Give each group large poster paper and their piece of the poster (there should be six pieces – two pieces showing kai, two showing kula, and two showing uka regions of the ahupua’a poster). Have groups share their thinking at the end of the session

Day 2

- Explain to students that today they will have the opportunity to look at an interactive version of the ahupua’a poster online. In their small group, they can look at their assigned section to answer questions from their “See, Think, Wonder” routine and record any further questions. They should record on a three-column chart (Question, New Learning, Further Questions)
- Explain that after answering their questions, students should think about the question, “what are the natural resources and physical features of this part of the ahupua’a and how did the Hawaiians utilize them?” Based on the information they gathered from the interactive version of the poster, and the “further questions” they recorded as a group, they should choose one question to research that will help us answer the above question as a class. For example, a group might wonder how the ancient Hawaiians used ti leaves.

Day 3

- With teacher support, students will identify two or more appropriate resources to answer their research question. Students will present findings to their classmates in an oral presentations supported by a visual

Evidence of Understanding:

- **Formative:** Students will self-assess their group work and presentation using a rubric. Teacher will use the same rubric to assess each student.
- **Summative:** (1) TfU Unit Culminating Performance of Understanding and Rubrics - At the end of the unit students will be asked to demonstrate and apply their new understandings and skills in a unique context. These culminating performances of understanding are carefully constructed student tasks and projects that require students to demonstrate their understanding of the unit’s essential question(s). (2) End of unit test and essay.



July 12, 2013

SUBJECT: Mālama Honua Learning Center

As president of the Hawaiian Educational Council (HEC) and executive director of the Hawaii Association of Independent Schools (HAIS), positions I have held concurrently for over twenty years, my focus on the betterment of the children of Hawaii has been expressed most importantly to me in long-term efforts aimed at advancing high-quality early education, and high-quality charter education, with emphasis on the needs of under-served.

Understanding that schooling is the most prominent force for good in our society, and accepting the challenge of providing a quality educational experience for ALL children, I have been honored for the past two years to sit at a table with esteemed colleagues all mobilized by a common goal of creating a charter school that will embody the values and principles of Hawaii's well-established and well-known leader in cultural renewal, the Polynesian Voyaging Society (PVS).

Working under the auspices of the Hawaiian Educational Council, we educators, voyagers, community leaders, and *kupuna* (elders), have distilled the mission and purpose of our new school into the pages of this grant request. I worry that the passion and dedication we share for this project will not easily be conveyed to you. Our written language is limited by educational terms, which we all understand and agree with. We hope we have met your expectations in this regard. Transcending this is a meta-level of thought and action which we hope you will access by unleashing your imagination and your hope for the future.

My role has and will continue to be to serve as our voice in the community, working alongside my colleague Nainoa Thompson, Hawaii's iconic leader whose voyaging accomplishments have become legendary and have sparked a renaissance in Hawaii culture for the past 30 years. As CEO's of our respective organizations (HEC and PVS), it is reasonable for us to invest our time and attention without compensation; indeed, we are proud and honored to do so.

Our "sailplan" is complete, our destination is clearly defined in the following pages. May we humbly ask to include all of you at the Office of Innovation and Improvement as members of our crew?

Aloha and Mahalo,

Robert M. Witt, Executive Director
Hawaii Association of Independent Schools



July 10, 2013

To Whom It May Concern:

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Re: Mā lama Honua Learning Center

Aloha. I am writing in my capacity as Executive Director of the Pacific American Foundation (PAF) to express unequivocal support for Mā lama Honua Learning Center (MHLC) and its application for the 2013 Charter Schools Program Non-SEA Planning, Program Design, and Initial Implementation grant awards.

PAF, a non-profit organization dedicated to improving the lives of Pacific Americans, has built a reputation based on high integrity, hard work and the principles of servant leadership. Established in 1993, PAF has developed programs for professional and leadership development, research, mentoring, culture and place-based education, curriculum development, career planning and development and the formation of community based collaborations that expand opportunities for student achievement and choice.

Since 1993, PAF has been fortunate to build strong relationships with numerous Windward Oahu-area organizations, a region of the island known as the Ko'olaupoko district (Makapu'u to Kualoa) that includes Waimanalo, the community and geographic attendance area to be served by the Mā lama Honua Learning Center. These relationships among seemingly diverse entities are deep-rooted in the shared vision of education excellence. More importantly, this vision evolved from learned experiences centered on the stewardship of ancient Loko I'a, the eco-system of walled fishponds developed by Native Hawaiians and a model of efficiency and sustainability.

As a prospective partner with the new charter school Mā lama Honua Learning Center, PAF looks forward to help advance both new co-created curricula and simultaneously build a critical community partnership base that will grow and complement MHLC's mission focus. The mission and support for Mā lama Honua comes at a significant time in the transformation of our education system as we search for the balance between rigorous and relevant content and context based on solid connections to community. I am confident that this school will emerge as a shining example of another high-quality charter school available to students throughout the nation.

If you have any questions, please contact me at 927-5646 (cell) or via email at herblee@thepaf.org.

Sincerely,

Herb Lee, Jr.
Executive Director



HAROLD K.L. CASTLE
FOUNDATION

April 25, 2012

*Closing the achievement
and preparation gaps
in public education*

*Restoring nearshore
marine ecosystems*

*Strengthening Windward
Oahu communities*

Hawaii Charter School Review Panel
73-4460 Queen Ka'ahumanu Hwy. #128
Kailua-Kona, HI 96740

Dear Members of the Review Panel:

On behalf of the Harold K.L. Castle Foundation, I would like to express my strong support for the application of the Malama Honua Learning Center PCS (MHLC) to be granted a charter school license. Evidence of our own support can be found in our recent \$50,000 grant to partially support the design and planning costs for this unique school. We intend to continue our partnership with MHLC once it is up and running because of the close fit between its mission and our own.

The Harold K.L. Castle Foundation's three-fold mission in Hawaii is to: 1) eliminate the achievement and preparation gaps in Hawaii public schools; 2) to restore the health of nearshore marine ecosystems; and 3) to strengthen the vibrancy of Windward Oahu communities, from Kahuku to Waimanalo. MHLC will help us to achieve all three of these goals. Graduates of this school will be ready to thrive in college, to lead environmental restoration work in Hawaii's threatened watersheds, and to serve their neighborhoods as ethical, resourceful, highly adaptive community leaders.

Hawaii needs more schools that offer a high-quality 21st century learning experience grounded in native Hawaiian values and place-based, project-based learning. Such schools can often "reach" at-risk youth at risk youth by providing more engaging and rigorous learning opportunities—along with strong social and emotional support and individualized learning—at a critical time in their lives. MHLC aims to provide just such opportunities for Hawaii's children.

The Harold K.L. Castle Foundation is in full support of MHLC's application for a charter school license. Please do not hesitate to contact me if you have any questions.

Sincerely,

Terrence R. George
Executive Vice President & Chief Operating Officer

1197 Auloa Road
Kailua, Hawaii
96734

tel 808-263-7073

fax 808-261-6918

www.castlefoundation.org

April 5, 2012

Hawaii Charter School Review Panel 73-4460
Queen Ka'ahumanu Hwy. #128
Kailua-Kona, HI 96740

Dear Sir or Madame,

As CEO and Co-founder of Envision Schools and recently appointed board member of Hawaii Education Council, I write to communicate my unequivocal support for Mālama Honua Learning Center PCS (MHLC) application to be granted a charter school license.

Since it's founding in 2002, Envision Schools, a non-profit charter school management in the San Francisco Bay Area, has transformed the lives of students — most who will be the first in their family to graduate from college — by helping them master rigorous content and 21st century skills through a project-based curriculum. Envision Schools teachers and students tell us that our model is working and national statistics confirm this: In 2012, close to 90% of Envision's graduates enrolled in college (compared with 60% nationwide) — and, more importantly, nearly all, 90%, persist beyond the first year compared, with the national persistence average of 55%.

Through Envision Learning Partners, we are committed to partnering with other schools, including Mālama Honua Learning Center to share the success of the Envision model. As MHLC strives to provide an exceptional education for Hawaii's children, Envision Learning Partners will support MHLC through extensive training, guidance, and ongoing coaching and collaboration with MHLC school leaders and teachers. Since the Envision model already aligns with Common Core State Standards that have been adopted in 45 states across the nation, Mālama Honua Learning Center will join Envision Schools in being well prepared to handle the upcoming next generation of assessments produced by the Smarter Balanced Assessment Consortium.

I personally have been inspired by the design, vision and broad-based partnerships that MHLC has established with several of the most successful and respected schools in the Hawaii and the nation. To that end, I fully support MHLC's application for a charter school license. On behalf of Envision Schools, I have the upmost confidence in MHLC's ability to deliver outstanding education and look forward watching the success of their work to renew public education and improve public school leadership in Hawaii for years to come.

Sincerely,



Bob Lenz
CEO and Co-Founder
Envision Schools



April 16, 2012

Hawaii Charter School Review Panel
73-4460 Queen Ka'ahumanu Hwy. #128
Kailua-Kona, HI 96740

Dear Sir or Madame,

I write in support of the application of the Mālama Honua Learning Center PCS (MHLC) to be granted a charter school license to provide a unique and exceptional education experience for Hawaii's children. The design and development of the vision, goals and objectives of the learning environment proposed by MHLC has been a multi-dimensional process over several years that has involved a wide variety of individuals from a multitude of constituencies. High Tech High has been one of those participating constituencies.

High Tech High currently operates 11 K-12 charter school sites in San Diego, California. In addition, High Tech High also operates the HTH Graduate School of Education, which offers Masters in Education programs in either School Leadership or Teaching Leadership along with a blended learning program, the Leading Schools Program. The HTH Graduate School offers residencies and school study tours to educators from around the world interested in developing innovative school models. MHLC has able to attend several residencies and HTH GSE staff has had the opportunity to work its design team regarding pedagogical learning philosophies as well as operating strategies.

It is the hope that as MHLC develops, High Tech High will continue to work with its design team and staff to develop a rigorous and innovative school option for the students of Hawaii. Through the blended learning options offered through the HTH Graduate School of Education, MHLC will be able to connect with HTH staff regarding operational and pedagogical resources on a consistent basis.

The Institute is supporting the design of this innovative institution and is in full support of MHLC's application for a charter school license.

Sincerely,

Larry Rosenstock, Dean
High Tech High Graduate School of Education



March 22, 2012

Hawaii Charter School Review Panel
73-4460 Queen Ka'ahumanu Hwy. #128
Kailua-Kona, HI 96740

Dear Sir or Madame,

I write in support of the application of the Mālama Honua Learning Center PCS (MHLC) to be granted a charter school license to provide a unique and exceptional education experience for Hawaii's children. The design and development of the vision, goals and objectives of the learning environment proposed by MHLC has been a multi-dimensional process over several years that has involved a wide variety of individuals from a multitude of constituencies. The Institute for 21st Century Teaching & Learning (Institute) has been one of those participating constituencies.

The Institute currently manages the Hawaii Schools of the Future Initiative and a cohort-based master's degree program for charter school administrators, and also assists the High Tech High cluster of charter schools in San Diego in the promotion of its residencies and Leading Schools certificate programs. The Institute has arranged for members of the MHLC design team to visit the High Tech High charter schools and to be briefed on their learning philosophies and operating strategies. The Institute has also provided some background research on some of the issues addressed by the MHLC design team during its planning sessions.

The Institute will be involved with the MHLC on an ongoing basis as a research partner and also as a learning partner. It is hoped that educators involved in the Institute's Instructional Leadership for 21st Century Teaching & Learning master's degree program will be able to serve as embedded action researchers in the learning programs of the MHLC, working side-by-side with the faculty and staff of the school to design, build, operate and continually reinvent the learning environment within which the students of MHLC create the knowledge and skills they will need for their futures.

The Institute is supporting the design of this innovative institution and is in full support of MHLC's application for a charter school license.

Sincerely,

Dr. Philip J. Bossert, Director
Institute for 21st Century Teaching & Learning

**Mālama Honua Learning Center Public Charter School
CONFLICT OF INTEREST & DISCLOSURE POLICY**

SECTION 1. PURPOSE:

Mālama Honua Learning Center Public Charter School is a state-funded organization that has been given autonomy in most matters in return for accountability. In order to maintain financial stability, public trust and support, charter school staff and Governing Board members shall demonstrate high ethical standards and welcome scrutiny by and accountability to governmental authorities as well as to members of the public.

Consequently, there exists between Mālama Honua Learning Center Public Charter School and its board, officers, and management employees and the public a fiduciary duty, which carries with it a broad and unbending duty of loyalty and fidelity. The board, officers, and management employees have the responsibility of administering the affairs of the school honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of the school and its students. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not use their positions with the school or knowledge gained therefrom for their personal benefit. The interests of the school must be the first priority in all decisions and actions.

Please be aware that all GB members are bound by the State Ethics Laws as a public entity as stated in HRS Chapter 84.

SECTION 2. PERSONS CONCERNED:

This statement is directed not only to directors and the local school board, but to all employees who can influence the actions of the Governing Board. For example, this would include all who make purchasing decisions, all persons who might be described as "management personnel," and anyone who has proprietary information concerning Mālama Honua Learning Center Charter School.

SECTION 3. AREAS IN WHICH CONFLICT MAY ARISE:

Conflicts of interest may arise in the relations of directors, GB members, and employees with any of the following third parties:

1. Persons and firms supplying goods and services to the school.
2. Persons and firms from whom the school leases property and equipment.
3. Persons and firms with whom the school is dealing or planning to deal in connection with the gift, purchase or sale of real estate, securities, or other property.
4. Competing or affinity organizations.
5. Donors and others supporting the school.
6. Agencies, organizations, and associations which affect the operations of the school.
7. Family members, friends, and other employees.

SECTION 4. NATURE OF CONFLICTING INTEREST:

A conflicting interest may be defined as an interest, direct or indirect, with any persons or businesses mentioned in Section 3. Such an interest might arise through:

- Holding office, serving on the board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the school.
- Receiving remuneration for services with respect to individual transactions involving the school.
- Using the school's time, personnel, equipment, supplies, or good will for other than school-approved activities, programs, and purposes.
- Receiving personal gifts or loans from third parties dealing or competing with school.
- Receipt of any gift is disapproved except gifts of a value less than \$50, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

SECTION 5. INTERPRETATION OF THIS STATEMENT OF POLICY:

The areas of conflicting interest listed in Section 3, and the relations in those areas which may give rise to conflict, as listed in Section 4, are not exhaustive. Conflicts might arise in other areas or through other relations. It is assumed that the directors, GB members, and employees will recognize such areas and relation by analogy.

The fact that one of the interests described in Section 4 exists does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances it is necessarily adverse to the interests of the school.

However, it is the policy of the State Public Charter School Commission that the existence of any of the interests described in Section 4 shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the board, directors, and employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

SECTION 6. DISCLOSURE POLICY AND PROCEDURE:

Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed:

- The conflicting interest is fully disclosed;
- The person with the conflict of interest is excluded from the discussion and approval of such transaction;
- A competitive bid or comparable valuation exists; and
- The GB or a duly constituted committee thereof has determined that the transaction is in the best interest of the organization; and
- State Ethics Laws.

Disclosure in the organization should be made to the school director (or if she or he is the one with the conflict, then to the GB chair), who shall bring the matter to the attention of the [board or a duly constituted committee thereof]. Disclosure involving directors should be made to the board chair, (or if she or he is the one with the conflict, then to the board vice-chair) who shall bring these matters to the [board or a duly constituted committee thereof].

The GB or a duly constituted committee thereof shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair, and reasonable to Mālama Honua Learning Center Public Charter School. The decision of the GB or a duly constituted committee thereof on these matters will rest in their sole discretion, and their concern must be the welfare of the school and its students and the advancement of its purpose and in accordance with State Ethics Laws.

Appendix 5

5. In the past year, did you or any of your affiliated persons receive, or become entitled to receive, directly or indirectly, any personal benefits from Mālama Honua Learning Center Public Charter School or as a result of your relationship with the school, that in the aggregate could be valued in excess of \$1,000, that were not or will not be compensation directly related to your duties to the school?
_____ YES _____ NO

If yes, please describe the benefit(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

6. Are you or any of your affiliated persons a party to or have an interest in any pending legal proceedings involving Mālama Honua Learning Center Public Charter School? _____ YES _____ NO

If yes, please describe the proceeding(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

7. Are you aware of any other events, transactions, arrangements or other situations that have occurred or may occur in the future that you believe should be examined by school's GB in accordance with the terms and intent of school's conflict of interest policy?
_____ YES _____ NO

If yes, please describe the situation(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

Appendix 5

I CONFIRM that I have read and understand school's conflict of interest policy and that my responses to the above questions are complete and correct to the best of my information and belief. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with this policy, I will notify the GB Chair immediately.

Signature

Date

**Mālama Honua Learning Center Public Charter School
PROCUREMENT POLICY**

I. General.

Any procurement of goods and services shall be made by the Business Manager or designee with the approval of the Principal or Chief Educational Officer (“CEO”) and shall be in the best interest of the Mālama Honua Learning Center Public Charter School (“MHLC”) upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to: price, quality, availability, timelines, reputation and prior dealings.

II. Related Parties and Conflict of Interest.

MHLC shall not purchase any goods or services from any immediate family member¹ of any employee of the MHLC, or any other person with whom an employee has a close and personal relationship when the employee is involved in or otherwise influences the purchase decision, nor from an entity in which any employee (past employees within one year) may benefit from such as a procurement.

When a conflict exists, an exception may be authorized by the Principal when the conflict involves a subordinate employee, by the CEO, or by the Governing Board if the CEO has the conflict of interest, after a full disclosure of the potential benefits, and after the consideration set forth in paragraph above. Benefits must be tangible and transparent (e.g., appreciably lower cost, the only available source, an urgent timeline without other options, etc.).

It is the responsibility of the employee who has the conflict to give notice of such conflict and the employee shall be held accountable for failure to give such notice.

Full disclosure will be documented by the person approving the contract and filed with the purchase information prior to awarding of the contract.

III. Federal Funds.

MHLC understands that the policy cited above applies to purchases made using non-federal funds; in the case of federal funds, federal procurement requirements apply.

IV. Competitive Proposals.

All contracts for \$25,000 or more for goods, services or construction must be reviewed and approved by the MHLC Governing Board or its designee.

Unless otherwise provided by policy, contracts of \$25,000 or more for goods, services, or construction shall be made pursuant to the competitive proposal process. Competitive proposals include the solicitation of proposals, contain the scope of work, purchase description, specifications, and the contractual terms and conditions applicable to the procurement.

Appendix 6

¹Immediate family member” includes an employee’s spouse, siblings (whole, half-blooded or by adoption), children, grandchildren, great-grandchildren, and the spouses of siblings (whole, half-blooded or by adoption), children, grandchildren, and great grandchildren.

A minimum of three written proposals are to be obtained and filed at the school. Awards will generally be made to the vendor with the lowest proposal. Awards that are not made to the vendor with the lowest proposal must be justified in writing and approved by the MHLC Local School Board or its designee.

In the case of construction contracts, additional information may be required.

V. Sole Source Procurements.

Sole source procurements are appropriate when only one responsible source can provide the goods/services needed to satisfy the user requirements or when emergency circumstances exist which necessitates an unusual and compelling urgency. Sole source procurements may be authorized by the Business Manager with the approval of the Principal or CEO.

To justify a sole source purchase it must be established that: (1) The good, service, or construction has a unique feature, characteristic, or capability; (2) The unique feature, characteristic, or capability is essential in order for the agency to accomplish its work; and (3) The particular good, service or construction is available from only one source. The basis for awarding a sole source contract will be documented and made part of the contract file prior to the award of the contract.

All sole source contracts for \$25,000 or more for goods, services or construction must be reviewed and approved by the MHLC Governing Board or its designee.

VI. Breaches of Procurement Policy.

Any breach of the procurement policy will be reported at the time of discovery (1) by the CEO, or the Principal in the absence of the CEO, to the Chair of the MHLC Governing Board for leadership review and direction, and (2) by the Business Manager to the Administrative Services Manager for administrative documentation.



**BYLAWS
OF
MĀLAMA HONUA LEARNING CENTER
PUBLIC CHARTER SCHOOL**

ARTICLE I – NAME

1. The name of this corporation, herein after referred to as MHLC, shall be the Mālama Honua Learning Center Public Charter School.

ARTICLE II – PURPOSES

1. Pursuant to Act 130, Session Laws of Hawaii, 2012, MHLC’s Governing Board (GB) has the following powers and duties:
 - a. The governing board shall be the independent governing body of its charter school and shall have oversight over and be responsible for the financial, organizational, and academic viability of the charter school, implementation of the charter, and the independent authority to determine the organization and management of the school, the curriculum, virtual education, and compliance with applicable federal and state laws.
 - b. The governing board shall ensure its school complies with the terms of the charter contract between the authorizer and the school.
 - c. The governing board shall have the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees.
2. In particular, the MHLC Governing Board shall:
 - a. Oversee the successful development and implementation of the education program presented in the application;
 - b. Oversee the effective and responsible management of public funds;
 - c. Oversee and be responsible for school’s compliance with legal obligations;
 - d. Represent the community well;
 - e. Adhere to a sound conflict of interest policy;
 - f. Develop internal policies and procedures consistent with ethical standards of conduct, pursuant to chapter 84;
 - g. Be aware of their duties and responsibilities as public servants in accordance with Hawaii law;
 - h. Found and sustain a quality school; and
 - i. In selecting members, give consideration to persons who:
 - (i) Provide the governing board with a diversity of perspective and a level of objectivity that accurately represent the interests of the charter school students and the surrounding community;
 - (ii) Demonstrate an understanding of best practices of non-profit governance; and
 - (iii) Possess strong financial and academic management and oversight abilities, as well as human resource and fundraising experience.

ARTICLE III – OFFICERS

1. Officers

- a. The Officers of the Branch shall be a President, a Vice-president, a Secretary, Treasurer, and, when in effect, a President-elect and an Immediate Past President. These Officers shall perform the duties prescribed by these Bylaws and the parliamentary authority adopted by the GB.
- b. No member of the GB shall hold more than one position on the GB

2. President

- a. The President shall serve for one three-year term or until a successor assumes the office of President. The President shall be eligible for re-election to one (1) additional three (3) year term as President.
- b. The President shall preside at all business meetings of the MHLC, the Board, and Executive Committee
- c. The President shall provide leadership to the GB; shall be an ex-officio member of all committees, except the Nominating Committee; and shall perform such other duties as are incident to this office, or as may be properly required of the President by the actions of MHLC or the Board.
- d. At the conclusion of the term of office, the President shall serve for one year on the Board as Immediate Past President. Thereafter, he or she may be re-elected to the Board after the absence of one year.
- e. The powers, duties, authority, and limitations of the position of the President shall devolve, temporarily, during any absence or disability of the President, to the President-elect, or, if there is no President-elect, upon the Vice-president. The Executive Committee shall resolve any question about the existence or nonexistence of disability on the part of the President.

3. President-Elect

- a. When the Nominating Committee determines that a President-elect shall be nominated, one individual, from among present or former Board members, shall be elected by the GB as the President -elect for a one year term.
- b. At the annual meeting following the conclusion of his or her one year term, the President- elect shall assume the office of President.

4. Immediate Past-President

- a. At the conclusion of his/her term, the President shall serve a one year term as a member of the Board and Executive Committee in the position of Immediate Past-President.

Appendix 7

Thereafter, for a period of one year, the individual shall be ineligible for election to the Board.

5. Vice-President

- a. The Vice-President shall be elected by the GB to a three (3) year term. The Vice-President shall be eligible for re-election to one (1) additional three (3) year term. At the conclusion of his or her term or terms as Vice-President, the individual is eligible to be elected as a member of the Board.
- b. The Vice-President shall be responsible for duties as are necessary or assigned by the President or the Board.

6. Secretary

- a. The Secretary shall be elected by the GB to a three (3) year term. The Secretary shall be eligible for re-election to one (1) additional three (3) year term. At the conclusion of his or her term or terms as Secretary, the individual is eligible to be re-elected as a member of the Board.
- b. The Secretary or in his/her absence, a Secretary pro tem appointed by the President, shall take attendance and minutes at all meetings of the Board and the Executive Committee; present minutes to the Board and make available the minutes from public meetings on a timely basis.
- c. The Secretary shall make available the notices and agendas of public meetings.
- d. The Secretary shall keep a record of all of the proceedings of the Branch.
- e. The Secretary shall ensure that all amendments to the Charter Application, Bylaws, and other corporate documents are properly recorded and distributed.
- f. The Secretary shall ensure that any new policies enacted by the Board are added to the GB's policy manual.
- g. The Secretary shall cause to be received, all ballots, coordinate the counting of the same, and report the results of all GB elections to the Board and school.
- h. The Secretary shall maintain a roster of current Directors and Officers including their current contact information
- i. The Secretary shall perform such other duties as are necessary or assigned by the President or the Board

7. Treasurer

- a. The Treasurer shall be elected by the GB to a three (3) year term. The Treasurer shall be eligible for re-election to one (1) additional three (3) year term. At the conclusion of his or her term or terms as Secretary, the individual is eligible to be re-elected as a member of the Board.
- b. The Treasurer receive and deposit in a depository designated by the Board; all funds collected by and paid to the GB; keep available accurate and current accounts of all such receipts and disbursements; render to the President and the Board an account of the financial condition of the MHLC semiannually; render to the Executive Committee an account of the financial condition of the MHLC quarterly; have power to sign checks, and to endorse, for collection only, all check drafts and other negotiable instruments payable to the GB; and acts as chairperson of the Budget and Finance Committee. All checks in the amount of \$500

Appendix 7

and over must have prior approval of the President or a majority of the members of the Executive Committee.

8. Replacements

- a. In the event of the removal, resignation, or death of the President, the President-elect, shall assume the office of President, finishing the remainder of that term, and then continue with his/her regular three-year term. If there is no President -elect, the Vice-president shall assume the duties of the President until such time as the Nominating Committee can meet and nominate a replacement, subject to election by the affirmative votes of a simple majority of the total members of the Board. Upon election the replacement shall immediately assume the office President and shall serve out the balance of the unexpired term.
- b. In the event of the removal, resignation, or death of the Vice-president, the Secretary, or the Treasurer, the President shall nominate a replacement, subject to election by the affirmative votes of a simple majority of the total members of the Board. Upon election the replacement shall immediately assume office and shall serve out the balance of the unexpired term.
- c. Between the time of the regular Annual Elections, an individual may be appointed to the Board if appointed by the President and approved by two-thirds (2/3) of the current Board members.

9. Detrimental Actions

- a. An Officer may be removed from office by the affirmative votes of a simple majority of the total members of the Board when the actions of the Officer are judged detrimental to the MHLC.

ARTICLE IV – BOARD OF DIRECTORS

1. The Board of Directors shall consist of 15 members, to be known as Directors.
2. Elections will be held to fill available Directors positions
3. Each Director will be elected or appointed to a term of three years. Following the completion of two full consecutive terms, a Director shall be ineligible for re-election as a Director for a period of one year.
4. There shall be a minimum four (4) regular meetings of the Board per year. In addition, the Board may meet as many times and in such places as it shall deem necessary for the fulfillment of its duties.
5. The President must call a meeting of the Board upon the written request of a majority of Directors and the reason for such meeting must be stated in advance.
6. Notice of meetings of the Board, including date, time, and purpose of said meeting, shall be sent to the members at least one week in advance of the meeting unless a condition of emergency exists.

Appendix 7

- a. Make available the notices and agendas of public meetings:
 - i. At a publicly accessible area in the governing board's office and the authorizer's office so as to be available for review during regular business hours; and
 - ii. On the governing board's or charter school's internet website, if applicable; and the authorizer's website not less than six calendar days prior to the public meeting, unless a waiver is granted by the authorizer or authorizer's designee in the case of an emergency; and
 - b. Make available the minutes from public meetings within thirty days and maintain a list of the current names and contact information of the governing board's members and officers:
 - i. In the governing board's office or the authorizer's office so as to be available for review during regular business hours; and
 - ii. On the governing board's or charter school's internet website, if applicable; and authorizer's internet website
7. A majority of the entire membership of the Board, in addition to the President or the presiding Officer, shall constitute a quorum.
 8. A Director may be removed from the Board by the affirmative votes of a simple majority when the actions of the Director are judged to be detrimental to the GB or MHLIC.
 9. In the event of the removal, resignation, or death of a Director, the President, shall nominate a replacement, subject to election by affirmative votes of a simple majority of the total members of the Board. The replacement shall immediately assume the position and shall serve out the balance of the unexpired term. If the term is less than a one-half term, the replacement is eligible to be elected to two full terms in his/her own right. If the remainder of the term is longer than a one-half term, the replacement is eligible to be selected to one further successive term.
 10. All Board Directors serve voluntarily and without compensation.

ARTICLE V – COMMITTEES

1. The standing committees of the Board shall be the Executive, Budget and Finance, and Nominating committees and any other such standing committees as determined by the Board which are required to conduct the purposes and goals of the MHLIC. Ad hoc committees may be established by the President with the approval of the Board or Executive Committee.
2. The chairperson and members of each committee, unless otherwise specified in these Bylaws or Board policies, shall be appointed by and serve at the pleasure of the President. Each committee chairperson shall be accountable to the Board as a whole.

ARTICLE VI – FISCAL POLICIES

1. The fiscal year shall be from July 1 to June 30

ARTICLE VII – AMENDMENTS

1. The Bylaws may be amended, added to, or rescinded by the following method: The proposition may be submitted by any member, in writing, to the Board. A two-thirds affirmative vote of the voting- members shall carry the proposition.

ARTICLE VIII – PARLIAMENTARY AUTHORITY

The rules contained in ROBERT'S RULES OF ORDER, NEWLY REVISED shall govern the GB in all cases to which they are applicable and are not inconsistent with the Bylaw

POLICY STATEMENTS

DIVERSITY

Mālama Honua Learning Center (MHLC) makes great efforts to attract, enroll, and retain the broadest spectrum of students and families representative of the rich diversity existing in the communities of Hawaii.

AFFIRMATION OF NON-DISCRIMINATION

As a public charter school, Mālama Honua Learning Center will be non-discriminatory and nonsectarian in its programs, admission policies, employment practices, and all other operations. MHLC will not charge tuition, nor shall it discriminate or tolerate any form of discrimination, including harassment, based on the characteristics and protected classes listed below. Mālama Honua Learning Center, moreover, prohibits retaliation against anyone engaging in filing a complaint of discrimination, participating in complaint proceedings dealing with discrimination, inquiring about their rights under discrimination laws, or otherwise opposing acts of discrimination

- Race
- Color
- Sex
- Religion
- National Origin
- Ancestry
- Age
- Physical or Mental Disability
- Sexual Orientation
- Marital Status
- Arrest & Court Record (except as permissible under State law)
- Income Assignment for Child Support
- National Guard Absence
- Uniformed Service
- Breastfeeding
- Citizenship Status

ENROLLMENT FOR SY2014-2015

KINDERGARTEN

Applications are available to any child born between January 1, 2009 and July 31, 2009, inclusively, who wishes to apply to the Mālama Honua Learning Center for Kindergarten in SY2014-2015.

FIRST & SECOND GRADE

Applications are available to any student currently in Kindergarten or First Grade who wishes to apply to the Mālama Honua Learning Center for enrollment in SY2014-2015.

OTHER PROGRAMS

Children with disabilities have a right to an education that will allow them benefit, access and progress in their general education classes. Special Education instruction and related services are provided in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) to ensure the educational needs of all eligible students are met.

ADMISSION PROCESS PROCEDURAL REQUIREMENTS

1. Mālama Honua Learning Center (MHLC) will annually determine its maximum capacity for student enrollment.
2. An open enrollment will be held annually, and advertised on the school Website, www.malamahonua.org, and in public media in the community so that all interested students may have equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated.
3. In the event, capacity is not met at a grade level, all students applying for enrollment into that grade will be enrolled and considered an “existing MHLC student” for purposes of this procedure.

LOTTERY

In the event enrollment applications exceed capacity at a grade level, a random, public lottery will be held, the date and location for which will be published on the MHLC Website, www.malamahonua.org, and in public media in the community.

PREFERENCES

Enrollment for each grade will be determined in stages pursuant to the preferences listed below until capacity is reached.

- | | |
|-------------------|--|
| Preference One. | Students already admitted to or attending MHLC |
| Preference Two. | Siblings of students already admitted to or attending MHLC |
| Preference Three. | Eligible students living in the geographic attendance area of Waimanalo |
| Preference Four. | Children of current MHLC faculty and staff, provided that the total number of students enrolled under this preference does not exceed 9% of total enrollment.) |
| Preference Five. | Eligible students living outside the attendance area of Waimanalo |

Preference Six. All applications received after the deadline, placed in order of date received.

These preference guidelines will be observed in subsequent years. Once admitted to Mālama Honua Learning Center, any student who is an “existing MHLC student” will be given preferential admission to subsequent years. Rising enrolled students of MHLC will receive INTENTION TO RETURN forms which must be completed and returned by March 1st to retain enrollment status.

NEW STUDENT ENROLLMENT

Applicant enrollment forms for each grade level will be separated into piles by preference group, counted and numbered. If the number of enrollment forms does not exceed the grade’s capacity, all students applying for enrollment will be considered an “existing MHLC student”. When a stage is reached where the number of enrollment forms exceed capacity, the matching numbers assigned to the enrollment forms in that stage will be set aside for selection by lottery. Held in a public venue at a published date and time, the lottery process places assigned numbers into a “bingo ball” machine which are drawn at random until capacity is reached. A student whose enrollment form number is drawn will be enrolled and shall be considered an “existing MHLC student”.

Once all grades are filled to capacity, waiting lists for students will be drawn for each grade in the event a vacancy arises prior to or during the school year. The order of the waiting list will be determined in the same stages outlined above using an identical method of placing the matching numbers assigned to enrollment forms into a “bingo ball” machine by stage and drawing them until enrollment forms have been ordered and placed on the wait-list.

Enrollment or wait-list confirmations will be mailed. Registration packets will also be mailed at this time and will consist of state-required information, such as immunizations and other School- generated forms.

If completed registration information is not submitted by the date required in the Registration Packet the space will be forfeited.

Wait-lists for students will be maintained for the current enrollment year only, and do not carry over to the following year; hence, applicants on the wait-list must re-apply the following year, and no priority can be given former wait-listed applicants for the following year.

Enrollment forms received after the open-enrollment deadline shall be date- and time-stamped and (a) placed at the end of the appropriate waiting list of the applicable grade in the order they are received; **or** (b) if applying for enrollment in a grade that is not yet at capacity the student will automatically be enrolled; **or** (c) if applying for a grade that is at capacity but which does not yet have a wait list, the student will be placed in the first position on a waitlist for that grade.

Once placed on a wait-list, a student will remain on the list until one of the following occurs:

- a. The student is accepted into MHLC as space becomes available and enrolls in the School.
- b. The parent/guardian requests that the student be removed from the wait-list.
- c. The school year ends.

Appendix 8

When a space becomes available in a grade level, the slot will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. The notification will be mailed to the address on the enrollment form and will consist of a written offer letter along with a response form for the parent to return to MHLC.

It is the parent's responsibility to update their contact information continuously with MHLC. Mālama Honua Learning Center shall not be responsible for failure to contact a wait-listed parent due to expired contact information. Once notified of an available slot, a parent/guardian will have the following options:

- a. Accept the available slot. The Acceptance must be received by MHLC within fourteen (14) days of the date of the offer letter in order for the acceptance to be valid.
- b. Decline the available slot and be removed from the wait-list
- c. Decline the available slot and be placed at the end of the wait-list
- d. If MHLC does not receive a response form within thirty (30) days, MHLC will deem the Parent to have declined the available slot and remove the student from the wait-list.

If the slot is accepted, the parent/guardian has fourteen (14) more days to return a completed registration packet and schedule a parent/student orientation and start date for the student or the slot will be forfeited.

If the slot is not accepted or a slot is forfeited due to late registration materials or scheduling of a family orientation and start date for the student, the slot will be offered to the next name on the list and the above procedure will continue until either the slot is filled or the wait-list is exhausted. Parents who have accepted enrollment but who have forfeited their "slot" due to late or missing registration materials or late scheduling of a parent orientation and start date for the student will have the opportunity to be placed at the end of the wait-list

In the event a situation arises that is not covered by this procedure, the Mālama Honua Learning Center Governing Board will determine the fairest method for resolution of the issue.

Appendix 9

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 Official State Holidays – NO SCHOOL Special Event Quarter Ends	 Teacher Professional Development Day Parent-Teacher-Student Conferences No School
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July 4 July 19 July 23 July 29 Aug. 16 Sept. 2 Oct. 4 Oct. 7-11 Nov. 11 Nov. 19-21 Nov. 28 Dec. 19 Dec. 20	Independence Day Meet Your Teacher Day First day for Teachers First day for Students Statehood Day Labor Day 1 st quarter ends (48 days) Fall Break Veterans' Day Parent-Teacher Conferences Thanksgiving Day 2 nd quarter ends (47 days) Teacher PD Day (no students)	Dec. 23 – Jan. 4 Dec. 25 Jan. 1 Jan. 20 Feb. 17 Mar. 14 Mar. 17 – 21 Mar. 26 Apr. 18 May 6-8 May 26 May 30 Jun. 3 Jun. 11	Winter Break Christmas New Year's Day Dr. Martin Luther King, Jr. Day Presidents' Day 3 rd quarter ends (47 days) Spring Break Prince Jonah Kuhio Kalaniana'ole Day Good Friday Parent-Teacher Conferences Memorial Day Last day for Students (47 days) Last day for Teachers King Kamehameha I Day
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Instructional Days for Students= 189
 Instructional Hours = 1166.25
 Days for Teachers = 196

MHLC held meetings with the following list of community organizations and individual leaders in 2012:

- Waimanalo Health Center
 - Mary Oneha, Executive Director
- Hui Malama O Ke Kai
 - Kathy Morris, Executive Director
 - Winston Kong - Chair
 - Nani Akeo, Vice Chair
 - Sonja Evensen, Director
 - Andrew Jamila, Jr., Director
- Blanche Pope Elementary School outgoing principal
 - Ofelia Reed
- Pacific American Foundation
 - Herb Lee, Executive Director
 - Kapono Ciotti, Consultant
 - VerlieAnn Malina-Wright, Board Chair
- Hawaii Institute of Marine Biology
 - Malia Rivera Ph. D., Associate Specialist
 - Rob Toonen, Associate Researcher
 - Mark Heckman, Outreach Education Specialist
- Good Beginnings Alliance
 - Deborah Zysman, Vice President and Executive Director
 - Crystal Kua, Communications & Fund Development Officer
- Office of Hawaiian Affairs
 - Edwina Minglana, Performance Improvement & Outcomes Management
 - Stacey Naipo, Research Analyst
 - Jim Patterson, Program Improvement Manager/Income Advocacy Initiative (Waimanalo, Hana)
 - Mehana Hind, Knowledge Based Strategy Specialist

These meetings were part of MHLC’s “listening tour” and informed not only the school’s communications plan, but also the design of further communications efforts in Waimanalo and beyond, outreach to potential students and families, and overall school design and approach.

The names of individuals who have signed up expressing support and continued interest in the MHLC project are listed below:

Name	Organization/Affiliation
Harold & Nani Akeo	Community Members
Dr. Sharman Akina	Waimanalo Health Center
Eleanore Lijla	Community Member
Mahealani McClellan	KSBE Preschool, Waimanalo
Billy Richards	Parent
Ofelia Reed	Blanche Pope, Principal
Noel Richardson	Waimanalo El & Intermediate, Principal
Malia Greaney	Hui Malama O Ke Kai, Board Member

Appendix 10

Kathy Morris	Hui Malama O Ke Kai, Director
Parent Leadership Hui	Hui Malama O Ke Kai
Youth Hui (Kirk)	Hui Malama O Ke Kai
Alice Hewett	Koolaupoko Civic Club, President
Oz Stender	Office of Hawaiian Affairs
Hoku Liuell, June Tavares, Shelley Texiera	Waimanalo Village Rec Center
Andrew Jamilla	Friends of Waimanalo
Eric Bunyan	Waimanalo Gym
McKenzie St. Lawrence	HCAP Waimanalo
Lisa Delong	Kailua Intermediate
Wilson Ho	Waimanalo Neighborhood Committee
Ululani Woodside	Resident, KS Land Division
Stephen Morse	OHA's Grantmaking, Waimanalo*B26
Susan Hummel	Kalaheo HS
Lea Albert	Complex Area Superintendent
Suzanne Mulcahey	Complex Area Superintendent
Marci Sarsona	KS, Waimanalo resident
Marlene Zeug	School reform, Castle complex
Herb Lee	Pacific American Foundation
Charlene Ho	Hakipuu Learning Center
Calvin Ho	Hakipuu Learning Center
Malia Rivera	Parent
Environmental Network Hui	Community Organization
Tom Kaulukukui	Parent
Corbit Kalama	Parent
Leinaala Kalama-Haine	Parent
Francine Honda	Kailua High School

Robert M. Witt

Executive Director, Hawaii Association of Independent Schools | President and CEO, Hawaiian Educational Council
Director, National Association of Independent Schools | Chairman, NAIS Commission on Accreditation

PROFESSIONAL SUMMARY

Forty years of experience in the field of education as a teacher, school administrator, and policy-level state association director. Twenty years of experience designing and directing professional development programs for senior level business executives and community leaders.

Professional Focus: Generative governance, transformational leadership, teacher professionalism, adaptive school improvement strategies via accreditation, schools of the future strategies, and charter school governance/leadership.

Professional Beliefs: The betterment of humankind is inherently possible; education is prominent among forces for good; the best education matches the needs of students with the unique missions of schools; schools are at their best when their missions address issues of justice and equity in our society.

REPRESENTATIVE PROFESSIONAL ACCOMPLISHMENTS

Chairman, National Association of Independent Schools Commission on Accreditation.

The commission is comprised of 21 members who represent the states, regions and international associations.

Co-author of NAIS Commission on Accreditation “Guide to Becoming a School of the Future” (January 2011)

Co-founder of UH/HAIS Master’s Degree Program in Private School Leadership for the Pacific Basin

Designer and co-founder of HAIS Schools of the Future initiative with Chris van Bergeijk at Hawaii Community Foundation, inclusive of \$5 million investment in 20 participating schools.

Designer and co-founder (August 2011) HAIS Graduate Institute for 21st Century Teaching and Learning with Phil Bossert (Director) and participating schools – Punahou, Iolani, Kamehameha, Assets, Hanahau’oli and Island Pacific Academy

Designer of GROW HAWAII with Jenna Ishii, including an investment from Ulupono Initiative; Grow Hawaii strives to reconnect island youth with the land, improve school lunch programs, initiate school gardens, and advocate with school leaders about this mission critical programmatic dimension of 21st century schooling

GOVERNING BOARD and POLICY GROUP APPOINTMENTS

- Hawaii Educational Networking Consortium
- Ho’okoko’o Corporation
- Polynesian Voyaging Society, Board of Directors
- University of Hawaii, College of Education, Advisory Committee
- University of Hawaii, Hawaii Educational Policy Center, Advisory Panel

PROFESSIONAL AWARDS and DISTINCTIONS

Recipient, 2013 Queen Emma Ball Honoree for commitment and contribution to education

Recipient, 2013 Pacific Circle Consortium – Peter Brice Award

Recipient, 2006 Award for Excellence in Mentoring – Envision Hawaii

Recipient, 2005 Collaborative Leadership Award – The Mediation Center of the Pacific

Recipient, 2004 Ho’okele Award – A Celebration of Hawaii’s Non-Profit Leaders, Hawaii Community Foundation and the Wallace Alexander Gerbode Foundation

EDUCATION

Doctoral studies at University of Hawaii, College of Education, dissertation pending.

M.Ed., Elementary Education, Ohio University, 1974

B.S., Secondary Education, University of Cincinnati, 1971

Lucy Ahn

President, Hawaiian Educational Council

EXECUTIVE DEVELOPMENT PROFESSIONAL

CORE KNOWLEDGE: • Non-profit fundraising, donor cultivation and stewardship • Strategic vision and mission planning • Internal and external communications, constituent and brand management • Government relations and public policy • Ongoing monitoring of philanthropic issues, trends, industry events and other significant developments in the non-profit sector.

PROFESSIONAL EXPERIENCE:

Hawaiian Educational Council (HEC)

- Hawaii Executive Conference Strategic Review. To better understand the role and perceived value of this iconic annual gathering of Hawaii's elite policy level executives and their spouses, commissioned Ward Research with funding from the Hawaii Community Foundation to conduct attitudinal research study to coincide with and inform planning for the celebratory 50th Annual Executive Conference in 2013.
- Other Responsibilities- HEC: Provided leadership and momentum in re-constituting the governing Board for effective stewardship of the Hawaii Executive Conference, and the thought resources and financial support for engineering the founding of the Mālama Honua Learning Center. HAIS: Worked effectively as a thought partner, researcher, and writer with the HAIS Executive Director on local op-ed essays, contributions to local and national professional journals, along with re-design of operational and program services to improve mission impact and better reflect non-profit best practices.

Director of Development & Communications, 2010-2012 Hawaii Association of Independent Schools (HAIS)

Responsible for the operational design, funding and administration of:

- GROW Hawaii HAIS initiative designed to promote and sustain new knowledge and best practices for schools experimenting with sourcing local foods for student and faculty consumption while building new capacities for preparation of local foods in school cafeterias
- Student Voices Scheduled to launch Spring 2012, this new HAIS project creates a first-ever anthology of student expressions of their response to contemporary social and political issues; developed in collaboration with HONOLULU magazine and parent organizations Pacific Basin Communications and aio Group

NON-PROFIT DEVELOPMENT

Corporate & Foundation Support Vice President, 2003-2010 Public Television PBS Hawaii

Redesigned and revitalized corporate fundraising for Hawaii's only public television station

- Grew corporate giving by 195% during employment tenure, doubling unrestricted cash donations from Hawaii businesses to PBS Hawaii.
- Developed & implemented standards and best practices for the Corporate Support department, building it into one of the top performing corporate underwriting operations at PBS nationally
- Recognized by PBS as one of the twenty most successful Corporate Support divisions in its national network of 356 stations; with proven practices documented as a resource for other stations in the 2007 PBS Best Practices in Corporate Support

Managed the solicitation and administration of grants to the station from government, private and corporate foundations

- Spearheaded and supervised the re-budgeting of Hiki No, PBS Hawaii's largest educational initiative; coalesced corporate and community partners to devise and fund the technological infrastructure for digital transfer of broadcast-quality video and innovative applications in teaching via broadband

TEAM BUILDING & LEADERSHIP

Volunteer Organization Head, 1990-2003

Iolani School Ohana & Waikeola Pre-School Parent Organization

- Served as president of the Iolani School parent Ohana, presiding over the 1,300-member organization for two consecutive terms
- Developed and coordinated series of programs, implemented by parent volunteers, to improve communication and engagement of Iolani families with school administrators, faculty and staff, and among parents themselves. These programs have been institutionalized and continue as on-going efforts today
- Increased parent participation in school activities with total number of volunteers increasing two-fold for all parents and exponentially for fathers after first year of leadership

EDUCATION:

Tufts University, Medford, MA; Bachelor of Arts, Greek and Roman Studies, 1978

PR/Award # U282B130068

Ryan Masa

Chief School Officer, Hawaiian Educational Council

EDUCATION

- Harvard University, Cambridge, MA; Ed.M, Mind, Brain and Education, 2010
- Miami University, Oxford, OH; B.S., Education and B.A., History, 2004

PROFESSIONAL EXPERIENCE

- Adjunct Professor; Chaminade University, Honolulu, HI, Scheduled Fall 2012
- Director of Social Innovation; Hawaii Association of Independent Schools 2010 - Present
- Upper School Co-Director; Lawrence School, Sagamore Hills, OH 2008 – 2009
- Academic Dean; Lawrence School, Sagamore Hills, OH 2007 – 2009
- Associate Director of College Guidance ; Lawrence School, Sagamore Hills, OH 2006 – 2007
- Teacher; Lawrence School, Sagamore Hills, OH 2004 – 2009

BOARD MEMBERSHIP

- Hawaii Branch of the International Dyslexia Association; President of the Board of Directors; Executive Committee; Program Committee. 2010 – Present

PRESENTATIONS

- **Reading, Dyslexia, and the Brain.** Punahou School Brain Symposium, *Educating the Whole Student – From Research to Practice*, June 2012, Honolulu, HI.
- **Identifying New Board Blood: “Getting outside of your comfort zone”.** International Dyslexia Association Branch Council Leadership Meeting, April 2012, Baltimore, MD
- **Making Learning Meaningful and Memorable,** The Ohio Association of Independent Schools 2008 Conference, *Brain Research: How We Learn, How We Teach*, October 2008, Hudson, OH.
- **AP, College Placement and LD... Defying the Odds,** The International Dyslexia Association’s 57th Annual Conference, *Racing to Literacy*, November 2006, Indianapolis, IN.

ADDITIONAL EXPERIENCE

- WASC/HAIS School Accreditation, Visiting Committee Member 2012
- Student Admissions Ambassador Program, Harvard Graduate School of Education, 2009 – 2010
- Strategic Planning Committee; Lawrence School, Sagamore Hills, OH, 2007-2009
- Coach; (Baseball, Basketball) Lawrence School, Sagamore Hills, OH 2004 – 2006
- Camp Counselor; Berea Children’s Home and Family Services, Berea, OH. Summer respite camp for children diagnosed with Severe Emotional Disturbances Summer 2004
- Camp Counselor; Achievement Centers for Children – Camp Cheerful, Strongsville, OH. Summer camp for children with cognitive and physical disabilities. Summer 2003

Jenna Chiyono Ishii

2175 Halakau St. Honolulu, Hawaii
96821
808.228.0133
jenna@hais.org

Education

University of California, San Diego, 2002 - 2006,
B.A. Communication &
Film Cum Laude & Provost
Honors

Qualifications: Project Management; Volunteer Coordination; Environmental Education; Event Planning; Film Making and Editing; Grant Management

Work Experience

2010 - Present: Hawaii Association of Independent Schools, 1585 Kapiolani Blvd. #1212 Honolulu, HI 96814

- Director of Grow Hawaii, A Farm to School Program
 - Develop a 3-year pilot farm to school program for 15 private, public and charter schools on O‘ahu
 - Organize statewide meetings with the Hawai‘i Farm to School and School Garden Hui
 - Write and manage grants
 - Coordinate conferences, workshops and events
 - Create student advocacy campaigns for food sustainability

2010 - Present: Polynesian Voyaging Society, 10 Sand Island Parkway Honolulu, HI 96819

- Education Assistant and Volunteer Coordinator
 - Create and lead professional development experiences for teachers through voyaging-related activities
 - Mentor and train high school students with the basics of voyaging
 - Coordinate and facilitate experiential learning opportunities for students and teachers through coastal and inter-island voyages
 - Coordinate cultural and environmental service learning projects
 - Assist in coordinating fundraising events, conferences and workshops
 - Manage volunteers on voyaging-related activities and projects

2010- Present: ‘Iolani School Women’s Paddling, 563 Kamoku St., Honolulu, HI 96826

- Assistant Coach – Mentor and coach high school students in the basics of paddling and racing Hawaiian outrigger canoes

2008 - 2011: Kai Makana Foundation, P.O. Box 22719 Honolulu HI 96823

- Project Manager, Mokauea Fishing Village – Coordinated monthly volunteer projects to restore Mokauea Fishing Village. Created service learning activities for students and teachers to learn about water quality, Hawaiian Fishponds, native and invasive plants and sustainable living

2008 - 2010: Hawaii Association of Independent Schools, 1585 Kapiolani Blvd. #1212 Honolulu, HI 96814

- Film Producer, Videographer and Editor - Produced, filmed and edited 30 minute educational documentary

films Volunteer Work

- ‘Aina Ho‘ola O Ma ‘ilikukahi Food Sovereignty Conference: Participated in planning and organizing workshops and field trips for middle and high school youth.
- Protect Kaho‘olawe ‘Ohana - Participated in cultural and physical restoration of the ‘aina.
- Surfrider Foundation, O‘ahu Chapter: Coordinated monthly beach cleanups.

Charles Nainoa Thompson

10 Sand Island Parkway
Honolulu, HI 96819
808.842.1101

pvshawaii@hawaiiantel.net

Education

1986 University of Hawai'i at Manoa -B.A. Ocean Sciences
2007 University of Southern California -Honorary Degree: Doctor in Humane Letters

Work Experience

2000 - 2012 Polynesian Voyaging Society
-President and Board Member

2001 - 2011 Kamehameha Schools Board of Trustees
-Board Member and Trustee

1999 - 2001 University of Hawai'i Board of Regents
-Board Member

1989 - 1991 Native Hawaiian Culture and Arts Program

Education Programs

2012 Ho'okele (Traditional Navigation)
2006 Kapu Na Keiki
2004 Navigating Change
2001 Ocean Learning Academy
1998 Center for Marine Sciences
1997 Project Ho'olokahi
1995 Exploration Learning Center

Ocean Experience

37 Years of Wayfinding and Voyaging
Commercial Fishing
U.S. Coast Guard Captain's License

SAM STIER

Education Consultant

Sam Stier has 15 years-experience in youth education and environmental conservation. Through curricula and training, and a focus on nature-based frameworks in sustainability, STEM, and environmental education, he has helped dozens of formal and informal educational institutions, educators, and communicators integrate content and develop pedagogy for their classrooms, exhibits, programs, and media communications. In his work as Youth Education Director for Biomimicry 3.8, he collaborated with the Monterey Bay Aquarium, Harvard Graduate School of Design, San Diego Zoo, Montreal Biosphere, National Geographic, United Nations Environment Programme, and many others. He has extensive experience in providing professional development to teachers and expertise in applying Biomimic concepts and design principles in K-12 education.

A published children's author, Mr. Stier has also had his research published in scientific journals and curricula published in science teachers' journals. He was a National Science Foundation Fellow in Curricula Development, and currently sits on the *Next Generation Science Standards* Task Force for the State of Montana, a lead state in the writing of new Science Standards in the U.S. along with collaborating partners the National Research Council, National Science Teachers Association, American Association for the Advancement of Science, and Achieve.

Mr. Stier will assist the Hawaiian Educational Council in developing the pre-opening professional development program for the teaching faculty of Mālama Honua Learning Center.

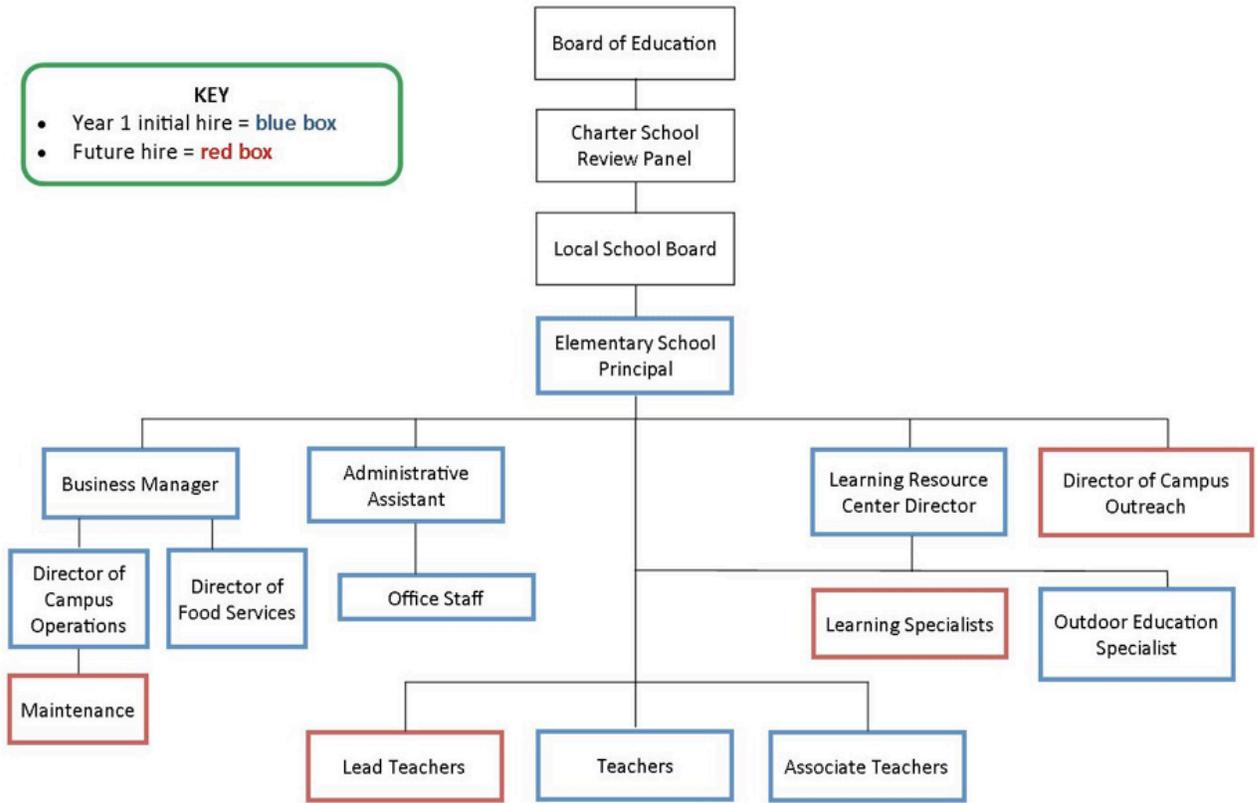
SELECT WORK EXPERIENCE

Director, Youth Education, Biomimicry 3.8, Montana – 2007-2012
 Programmatic strategy, curricula and professional development, public speaking
 Consultant, World Bank, Carbon Finance Business, Washington, DC – 2005
 Environmental and social impact assessment
 Consultant, The Nature Conservancy, Virginia – 2004
 Environmental policy and assessment development
 U.S. Peace Corps, Philippines – 2001
 Program evaluation

EDUCATION

The University of Montana, Missoula, MT; M.S., Natural Resource Conservation, 2003
 Brown University, Providence, RI; B.A., Communication Theory, 1990

Appendix 12



Position Title: Principal

Main Responsibilities: Drive and support implementation of the MHLC's mission, vision, and educational philosophy; Set the tone and culture of the school; Foster and ensure a professional and collegial climate; Responsible for all day-to-day school operations; Facilitate the development and implementation of long-range strategic plan; Supervise school facilities including repairs and minor construction; Work with Governing Board and Business Manager to monitor overall employment processes and issues including but not limited to the following: hiring, credentialing, security, fingerprinting, and background checks, discipline, performance evaluations, and terminating; Serve as instructional leader; Supervise guidance and discipline; Oversee the professional development of school faculty and staff; Serve as representative to the chartering school district; Primary spokesperson as educational leader of the school; Coordinate development work with the GB and Business Manager; Provide comments and recommendations regarding policies presented by others to the GB; Propose policies for adoption by the Board; Make budget line item revisions when necessary and report changes regularly to the Board; Provide timely performance evaluations of all school employees; Oversee parent/student/teacher relations.

Skills/Qualifications: Master's degree highly preferred; Administrative Credential preferred; 5 years successful teaching experience preferred; Successful school leadership experience or targeted training; Thrives in a start-up environment and able to generate enthusiasm and support among partners for the mission of the organization

Position Title: Administrative Assistant

Main Responsibilities: Carry out tasks to assist the Principal, LRC Director, and Business Manager; Relieve management of administrative detail, all projects; Coordinate work flow; Update and chase delegated tasks to ensure progress to deadlines; Take initiative in manager's absence; Keep projects on schedule; Maintain procedures manual to ensure consistent performance of routines; Handle all inquiries within my capacity; Arrange "callbacks" to protect management's time; Provide back-up materials for callbacks; Prepare agenda in advance of meetings; Arrange meeting facilities; Act as recording secretary; prepare action minutes at meetings.

Skills/Qualifications: Bachelor or Associates degree preferred; Reporting Skills, Administrative Writing Skills, Microsoft Office Skills, Managing Processes, Organization, Analyzing Information, Professionalism, Problem Solving, Supply Management, Inventory Control, Verbal Communication

Position Title: Director of Learning Resource Center

Main Responsibilities: Leading, supporting, and evaluating the learning support staff in each division; working closely with learning specialists, principals, teachers, and others to ensure high coherence and continuity in student support services; leading the Child Find, RTI and IEP processes; guiding staffing and scheduling for K-12 learning services; guiding the school's efforts to develop teachers' capacity in working effectively with students with learning differences; participating in K-12 curriculum planning and review; informing school policy with respect to student evaluations, performance assessment, and accommodations; overseeing the record-keeping of support services – including the state's integrated special education database; and maintaining and adding to a list of referral resources for outside support services.

Skills/Qualifications: Master's degree in a special education-related field required; Experience leading a successful special education program.

Position Title: Business Manager

Main Responsibilities: Manage procurements and keep account of expenditures and allocations. Manage payroll plans. Collection of school fees. Assist Principal in developing school budgets. Maintain accurate financial, accounting, and business records in compliance with requisite policies and best practices. Providing appropriate reports of the school's finances to the Principal, GB, HIDEOE, and third-party auditors. Responsible for the maintenance of accurate office records, including personnel files (staff hiring, leaves, payroll, certifications) with full confidentiality as appropriate and required by law. Responsible for providing faculty contracts as instructed by the Principal and GB.

Skills/Qualifications: Have a Bachelor’s degree with an MBA preferred; Have a proven track record of leadership in most, if not all, of the functional areas described above; Have experience building and managing a high-performing team; Be experienced in creating and implementing sustainable, scalable systems to support a growing organization; • Be committed to delivering outstanding customer service; Be comfortable with rapid growth in an entrepreneurial start-up; Be committed to developing people; Have 5+ years of proven operations management experience

Position Title: Teachers

Main Responsibilities: Dedication to the mission, vision and educational philosophy of MHLC, both in the classroom and in their professional learning community; Understands and applies effective strategies and best practices to ensure student success; Implements project, problem and/or inquiry-based instruction aligned with standards and outcome based/performance assessments; Provides active & rigorous experiences for students; Plans for various student needs (including use of developmentally appropriate materials); Demonstrates a clear commitment to adult development and learning, dialogue, collaboration and growth in his/her professional practice; Serve as an advisor to a small group of students; Communicate consistently and professionally with school families; Collaborate as a member of a professional learning community; Know students well as both individuals and learners.

Skills/Qualifications: Bachelor’s Degree; Valid Hawaii Teaching Credential in subject area of instruction

Position Title: Director of Campus Operations

Main Responsibilities: Clean building floors by sweeping, mopping, scrubbing, or vacuuming them; Gather and empty trash; Service, clean, and supply restrooms; Clean and polish furniture and fixtures; Make adjustments and minor repairs to heating, cooling, ventilating, plumbing, and electrical systems; Clean laboratory equipment, such as glassware and metal instruments, using solvents, brushes, rags, and power cleaning equipment; Drive vehicles required to perform or travel to cleaning work, including vans, industrial trucks, or industrial vacuum cleaners; Follow procedures for the use of chemical cleaners and power equipment; Mow and trim lawns and shrubbery, using mowers and hand and power trimmers, and clear debris from grounds; Notify managers concerning the need for major repairs or additions to building operating systems; Requisition supplies and equipment needed for cleaning and maintenance duties; Locks and unlocks buildings; Makes rounds of buildings and grounds at regular intervals at night; inspects doors, windows, and locks to see that they are properly and securely fastened; answers night telephone and doorbells; Observes appearances and conditions of premises and equipment; reports needed repairs, safety hazards, or conditions requiring outside vendor services; Coordinates the work of other custodial staff; Trains new custodial staff. Ensures quality control by inspecting work in progress and upon completion; Determines appropriate cleaning materials, supplies, tools, and equipment needed to accomplish job; Issues supplies, materials, tools, and equipment to employees.

Skills/Qualifications: Knowledge of standard methods, practices, tools, and equipment of the custodial service; Knowledge of occupational hazards and safety rules; Knowledge of the proper use of chemicals, fertilizers, and pesticides; Ability to operate and use janitorial tools, equipment, and supplies such as floor buffers, vacuum cleaners, and cleaning compounds and solutions. Valid Hawaii driver’s license.

Position Title: Director of Food Service

Main Responsibilities: Administers the food service program according to federal and local policies, procedures, and best practices. Supervises and trains food service personnel. Develops and maintains high standards of food preparation and service with emphasis on menu appeal and nutritional value. Maintains the highest standards of sanitation and safety. Maintains a purchasing system consistent with USDA and state purchasing guidelines, and oversees the administration of the free and reduced priced meals program. Maintains records of income and expenditures, food, supplies, personnel and equipment. Facilitates cooperation with education partners such as administrators, teachers, parents and students.

Skills/Qualifications: A Bachelor's Degree in institutional food service management or closely related field is preferred. Appropriate years of successful experience as a food service manager could be substituted for the degree. Demonstrated ability to work as an effective team leader. Ability to work with other groups in the integration of nutrition into other core subject areas. Skill in motivating and supervising food service personnel. Knowledge of foodservice program requirements. Ability to interpret a nutrient analysis spreadsheet. Ability to maintain records and complete reports, including web- based reporting. Written and oral communication skills. Considerable knowledge of quantity food production and serving techniques, food safety/sanitation requirements and procedures. An understanding of foodservice program finances.

Appendix 14

YEAR 1 KEY STEPS AND MILESTONES	LEAD	SUPPORT	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	June 14	July 14	Aug 14	Sept 14
Facility														
Procure facility	PD	PI												
Begin renovations	PD	PI												
Assure safety and compliance	PD	PI												
Execute FF&E purchases	PD	PI												
Complete move-in	ALL	ALL												
Governance														
Develop policies and procedures	GB	PD												
Conduct leadership development for GB	PI	PD												
Recruit/cultivate members for GB	GB	PD												
Educational Program and Assessment														
Conduct site visits of high-quality programs	CAC	PD												
Finalize educational framework	CAC	PD												
Design assessment protocols	CAC	PD												
Design and map curriculum	CAC/Principal	EdC/Teachers												
Order instructional materials	CAC/Principal	EdC/Teachers												
Order instructional equip, technology, hardware	Principal/LRC	Teachers												
Identify SPED, ELL, F&D lunch students	Principal/LRC	Teachers												
Community and Parent Engagement														
Hold community meetings to gather support	CRC	PCL												
Create & distribute marketing materials	CRC	Principal												
Finalize enrollment application & protocols	Principal	PD												
Recruit students & families	CAC/CRC/Princ	PD/PCL												
Process forms /	Admin Asst	Principal												
Conduct lottery (if necessary)	Principal	PI/GB												
Register students	Admin Asst	Principal												
Parent / new student Orientation	Principal/LRC	Teachers												
First day of class	ALL	ALL												
Finance														
Open checking / creditline / credit card account(s)	PD													
Review financial, accounting & audit policies	GB	PD												
Negotiate collective bargaining contract w/ union	GB	PI												
Order supplies, equipment, furnishings	Bus Mgr	Admin Asst												
Develop SY2014-2015 budget	Principal/PD	Bus Mgr												

Appendix 14

YEAR 1 KEY STEPS AND MILESTONES	LEAD	SUPPORT	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	June 14	July 14	Aug 14	Sept 14
Human Resources														
Hire Principal	GB	PI												
Advertise opening	GB	PD	█	█										
Screen and interview candidates	GB	PI			█	█								
Reference check / position offered	GB	PD				█								
Criminal ref check / contract signing	GB	PI				█								
Hire LRC Director	Principal	PD												
Advertise opening	GB	PD			█	█								
Screen and interview candidates	Principal	PD					█	█						
Reference check / position offered	Principal	PD						█						
Criminal ref check / contract signing	Principal	PD						█						
Hire Business Manager	Principal	PD												
Advertise opening	GB	PD				█	█							
Screen and interview candidates	Principal	PD						█	█					
Reference check / position offered	Principal	PD							█	█				
Criminal ref check / contract signing	Principal	PD							█	█				
Hire teachers and staff	Principal	PD												
Advertise opening	GB	PD					█	█	█					
Screen and interview candidates	Principal	PD							█	█	█			
Reference check / position offered	Principal	PD								█	█			
Criminal ref check / contract signing	Principal	PD								█	█			
Hire non-certified staff	Principal	PD												
Advertise opening	GB	PD					█	█	█					
Screen and interview candidates	Principal	PD							█	█	█			
Reference check / position offered	Principal	PD								█	█			
Criminal ref check / contract signing	Principal	PD								█	█			
Secure contracted services	Principal	PD									█	█	█	█
Staff orientation	Principal	LRC									█	█		
Regulatory & Authorizer Report & Compliance														
Complete SPCSC pre-opening assurances	GB	PD	█	█	█	█	█	█	█					
Charter / performance contract signing w/SPCSC	GB	PI								█				
File financial & enrollment reports to SPCSC	Principal	PD								█				

Appendix 14

YEAR 1 KEY STEPS AND MILESTONES	LEAD	SUPPORT	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	June 14	July 14	Aug 14	Sept 14
Evaluation, Reporting and Grant Compliance														
Submit formal evaluation plan to PI and PD	PE													
Collect process data	PE	PD												
Complete quarterly progress reports	PD	PE												
Complete Annual Performance Report (APR)	PD	PE												
Make recommendations based on formative data	PE													
Complete ED-required travel	PD													

YEAR 2 KEY STEPS AND MILESTONES	LEAD	SUPPORT	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	June 15	July 15	Aug 15	Sept 15
Governance														
Conduct self-assessment	GB	PD												
Use rubric to assess board competence	PE													
Conduct GB leadership development / retreat	PI	PD												
Recruit / cultivate members for GB	GB	PD												
Community and Parent Engagement														
Continue outreach & community meetings	CRC/Principal	PCL/EdC												
Cultivate educational partnerships & support	CRC/Principal	PCL/EdC												
Continue & expand parent engagement	CRC/Principal	PCL/EdC												
Distribute & process “Intention to Return” forms	Admin Asst	Principal												
Begin SY2015 open enrollment & process forms	Admin Asst	Principal												
Conduct lottery (if necessary)	Principal	PI/GB												
Register students	Admin Asst	Principal												
Parent / new student Orientation	Principal/LRC	Teachers												
First day of class	ALL	ALL												
Human Resources														
Hire teachers and staff for SY15	Principal	PD												
Advertise opening	GB	PD												
Screen and interview candidates	Principal	PD												
Reference check / position offered	Principal	PD												
Criminal ref check / contract signing	Principal	PD												

Appendix 14

YEAR 2 KEY STEPS AND MILESTONES	LEAD	SUPPORT	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	June 15	July 15	Aug 15	Sept 15
Evaluation, Reporting and Grant Compliance														
Collect process data	PE	PD												
Complete quarterly progress reports	PD	PE												
Complete Annual Performance Report (APR)	PD	PE												
Make recommendations based on formative data	PE													
Complete ED-required travel	PD													
Regulatory & Authorizer Report & Compliance														
File financial / enrollment reports to SPCSC	PD	Principal/BusM												
Independent audit of school financials	PD	Principal/BusM												
Finance														
Negotiate collective bargaining contract as needed	GB	PI												
Complete federal aid reporting requirements	Bus Mgr	Principal												
Order supplies, equipment, furnishings for SY15	Bus Mgr	Admin Asst												
Develop SY2015-2016 budget	Principal/PD	Bus Mgr												
Educational Program and Assessment														
Continue curriculum mapping process	CAC/Principal	EdC/Teachers												
Cont. ongoing PD and coaching	CAC/Principal	EdC/Teachers												
FY2014-15 deeper learning assess. & rev.	CAC/Principal	EdC/Teachers												
Order SY15 instructional materials & supplies	Principal	Teachers												
Order equip, technology, hardware for SY2015	Principal/LRC	Teachers												
Identify SPED, ELL, F&D lunch students	Principal/LRC	Teachers												
Facility														
Complete ongoing maintenance	Maintenance	GB												

Appendix 14

YEAR 3 KEY STEPS AND MILESTONES	LEAD	SUPPORT	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	June 16	July 16	Aug 16	Sept 16
Governance														
Conduct self-assessment	GB	PD												
Use rubric to assess board competence	PE													
Conduct GB leadership development / retreat	PI	PD												
Recruit / cultivate members for GB	GB	PD												
Community and Parent Engagement														
Continue outreach & community meetings	CRC/Principal	PCL/EdC												
Cultivate educational partnerships & support	CRC/Principal	PCL/EdC												
Continue & expand parent engagement	CRC/Principal	PCL/EdC												
Distribute & process “Intention to Return” forms	Admin Asst	Principal												
Begin SY2016 open enrollment & process forms	Admin Asst	Principal												
Conduct lottery (if necessary)	Principal	PI/GB												
Register students	Admin Asst	Principal												
Parent / new student Orientation	Principal/LRC	Teachers												
First day of class	ALL	ALL												
Human Resources														
Hire teachers and staff for SY2016	Principal	PD												
Advertise opening	GB	PD												
Screen and interview candidates	Principal	PD												
Reference check / position offered	Principal	PD												
Criminal ref check / contract signing	Principal	PD												
Evaluation, Reporting and Grant Compliance														
Collect process data	PE	PD												
Complete quarterly progress reports	PD	PE												
Complete Annual Performance Report (APR)	PD	PE												
Make recommendations based on formative data	PE													
Complete ED-required travel	PD													
Regulatory & Authorizer Report & Compliance														
File financial / enrollment reports to SPCSC	PD	Principal/BusM												
Independent audit of school financials	PD	Principal/BusM												
Finance														
Negotiate collective bargaining contract as needed	GB	PI												
Complete federal aid reporting requirements	Bus Mgr	Principal												
Order supplies, equipment, furnishings for SY15	Bus Mgr	Admin Asst												
Develop SY2015-2016 budget	Principal/PD	Bus Mgr												

YEAR 3 KEY STEPS AND MILESTONES	LEAD	SUPPORT	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	June 15	July 15	Aug 15	Sept 15
Educational Program and Assessment														
Continue curriculum mapping process	CAC/Principal	EdC/Teachers												
Cont. ongoing PD and coaching	CAC/Principal	EdC/Teachers												
FY2015-16 deeper learning assess. & rev.	CAC/Principal	EdC/Teachers												
Order SY15 instructional materials & supplies	Principal	Teachers												
Order equip, technology, hardware for SY2015	Principal/LRC	Teachers												
Identify SPED, ELL, F&D lunch students	Principal/LRC	Teachers												
Facility														
Complete ongoing maintenance	CO													

Position Abbreviation

Admin Asst Administration Assistant Business Office
 Bus Mgr Business Office Manager
 Principal

PD Project Director
 PI Principle Investigator
 GB Governing Board
 CAC Curriculum and Assessment Coordinator
 CRC Community Relations Coordinator
 PRC Parent and Community Liaison
 EdC Education Consultant
 PE Project Evaluator
 LRC Director of the Learning Resource Center
 CO Director of Campus Operations

Neil Abercrombie
Governor

Roger McKeague
Executive Director



Charter School Administrative Office

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Tel: 586-3775 Fax: 586-3776

Robert Witt
Malama Honua Learning Center
1585 Kapiolani Blvd. STE 1212
Honolulu, HI 96814-4527

14 December 2012

Congratulations! As you already know, on December 13, 2012 the Charter School Application of **Malama Honua Learning Center** was **Approved** by The Hawaii Public Charter Schools Commission for operation.

An approved charter is hereby granted subject to an independent determination by the Commission that the Applicant has met the Commission's Pre-Opening Assurances as a condition of authorization to open the school.

Additionally, your governing board will be required to execute a performance contract including a performance accountability framework in pursuant to Hawaii Revised Statute, Chapter 302D.

If the above criteria are met then the school will be allowed to begin operation for the 2013-2014 School year.

The Hawaii Public Charter School Commission appreciates your initiative and dedication to advancing education in Hawaii and look forward to working with you.

Sincerely,

A handwritten signature in black ink that reads "Roger McKeague".

Roger McKeague, Executive Director
Charter School Administrative Office

November 29, 2012

Hawaii State Public Charter School Commission

Charter School Application Recommendation Report

Proposed School Name

Malama Honua Learning Center, A Public Charter School

Submitted by

Malama Honua Learning Center PCS Local Interim School Board

Evaluation Team

Team Lead: Simeon Stolzberg

Evaluators: Kirk Hartom

Liam Skilling

Francisco Hernandez

Stephen Osborn



National Association of Charter School Authorizers

Appendix 15

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Introduction

Serving more than 9,300 children throughout the state, Hawaii's charter schools have been a source of innovation and community engagement in learning. During its 2012 session, the Hawaii legislature passed SB2115, enacted as Act 130, which redefined the authorization of charter schools in Hawaii. Act 130 established the Hawaii Public Charter School Commission (the Commission) as the independent statewide authorizer. The Commission consists of nine members appointed by the State Board of Education. The Commission's mission is "to authorize high-quality public charter schools throughout the State." In addition to assuming responsibility for oversight of the 32 existing charter schools, the Commission is responsible for making decisions on applications for new schools.

The role of the Commission is to ensure a long-term strategic vision for Hawaii's public charter schools and to develop and maintain chartering policies and practices consistent with *Principles & Standards for Quality Charter School Authorizing*, published by the National Association of Charter School Authorizers (NACSA). Among the essential duties of the Commission is the execution of a high-quality charter application process, including 1) soliciting and evaluating charter applications; 2) approving quality charter applications that meet identified educational needs and promote a diversity of educational choices; and 3) declining to approve weak or inadequate charter applications.

Evaluation Process

The Hawaii Board of Education and the Commission engaged NACSA to manage the 2012 application process in collaboration with the Charter School Administrative Office (CSAO). It is NACSA's responsibility to help the Commission make rigorous, merit-based application decisions by providing independent analysis and assessment of each application.

Evaluation Teams

An independent Evaluation Team assessed each application against the criteria for approval. Each team was led by a national charter school expert and included at least one reviewer with Hawaii-specific charter school experience as well as one member of the CSAO.

Individual Review

Each evaluator conducted an individual assessment of the merits of the proposal based on the criteria for approval. The Evaluation Team discussed their individual assessments in preparation for the Request for Supplemental Information and the Capacity Interview.

Request for Supplemental Information

Based on the initial review, the Evaluation Team identified areas requiring clarification or additional information. Applicants had an opportunity to address these issues in writing, as well as to provide material updates to their applications.

Capacity Interview

The Evaluation Team conducted an interview of the applicant group for the purposes of providing the applicants an opportunity to address questions and concerns raised in the review of the application and of evaluating the applicants' capacity to implement the proposed program effectively.

Recommendation

After considering the above items the Evaluation Team came to consensus regarding whether to recommend the proposal for approval or denial. This Recommendation Report represents the Evaluation Team's judgment about the merits of the application.

Evaluation Contents

This Evaluation Report includes the following:

Proposal Overview

Basic information about the proposed school(s), as detailed in the proposal.

Recommendation

An overall judgment regarding whether the proposal meets the criteria for approval.

Evaluation

Analysis of the proposal based on four primary areas of plan development.

- **Education Program Design** including the mission and vision of the school, student population, and the plan for the education program.
- **Organizational Plan** including the proposed governance and management structure, school staffing, and operations plans.
- **Financial Plan** including budgets, plan for financial management, and facilities plan.
- **Evidence of Capacity** including the skills and experience of the proposed governance and leadership team, relevant experience, and record of performance.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for material weakness in another. *Therefore, in order to receive a recommendation for approval, the application must meet the criteria in all four areas.*



Proposal Overview

School Name

Malama Honua Learning Center, A Public Charter School

Mission

To provide an education that integrates the 21st-century skills and indigenous Hawaiian values that cultivate the caring, compassionate, and astute "mind of the navigator" in students and teachers alike.

Proposed Location

Waimanalo

Enrollment Projections

Academic Year	Planned # Students	Grades
2013-14	125	K-4
2014-15	200	K-5
2015-16	250	K-6
2016-17	300	K-7
2017-18	350	K-8
Capacity (2017-18)	350	K-8



Executive Summary

Recommendation ▾

Malama Honua Learning Center, A Public Charter School

Approve

Summary Analysis

The application for the Mālama Honua Learning Center (MHLC) demonstrates a compelling need for a school to serve native Hawaiians using a culturally relevant program to foster 21st-century skills and prepare students for post-secondary success. The school intends to partner with the Polynesian Voyaging Society (PVS), which has experience developing curriculum and supporting educational endeavors for the target population. In addition, the school is affiliated with the Hawaii Association of Independent Schools and the Hawaiian Educational Council, which intend to provide a range of supports to the school. The school has a clear educational plan with a focus on curriculum development and professional development to support implementation of an ambitious academic program opening with grades K-4 in the first year of operation. The proposal also presents an organizational plan that includes a clear understanding of effective governance and an organizational chart and staffing plan that aligns with the school's mission and vision. The school's financial plan presents reasonable expenditures for staff and program elements, though it relies heavily on cash and in-kind contributions to achieve adequate revenues.

Summary of Section Ratings

Education Program Design ▾

Meets the Standard

This includes the mission and vision of the school, student population, and the plan for the education program.

Financial Plan ▾

Meets the Standard

This includes budgets, plan for financial management, and facilities plan.

Organizational Plan ▾

Meets the Standard

This includes the proposed governance and management structure, school staffing, and operations plans.

Evidence of Capacity ▾

Meets the Standard

This includes the skills and experience of the proposed governance and leadership team, relevant experience, and record of performance.

The rating options for each section are

Meets the Standard, Approaches the Standard, Partially Meets the Standard, Does Not Meet the Standard



Plan Summary

Mālama Honua Learning Center (MHLC) intends to integrate Hawaiian culture with STEM education and indigenous cultural values with 21st-century skills. MHLC is guided by ten core principles, which include meeting the academic, social, emotional, and behavioral needs of students; educational programs built on research-based practices; collaboration with other schools, both public and private, to share knowledge, best practices, and advance the field of education; and serving as a action-research setting. MHLC plans to serve as a “research school” that houses an embedded professional development institute through a partnership with the Hawaii Association of Independent Schools. The school intends to serve a predominantly Native Hawaiian community and plans to use a culturally relevant curriculum to engage students. The school will partner with the Polynesian Voyaging Society (PVS), the hub of modern Hawaiian “wayfinding,” to instill native Hawaiian values in teaching and learning practices. The core curriculum will be integrated through interdisciplinary projects and exhibitions. The school will use multi-grade classroom groupings and the proposed calendar includes weekly extended learning time for faculty and students. An extended program will offer enrichment and recreational activities, field trips, and homework assistance and tutoring. The school will create a personal learning plan (PLP) for all students that will follow their progress from grade to grade.

Analysis

The education plan meets the criteria for approval. The applicants demonstrate a compelling need for the school; they describe a specific target population, namely native Hawaiian youth, and propose an academic program specifically designed to meet their needs. With relevant connections and partners, the application includes a reasonable plan for outreach and recruiting students. The proposal is based on a clear educational philosophy and the school has processes for infusing the program with a clear approach to teaching and learning. For example, the application describes a specific process for curriculum development. PVS will help the school integrate into the curriculum the values of voyaging and environmental stewardship. Given the innovative nature of the proposed program, the applicants also recognize the need for robust professional development and staff support, and have dedicated resources to these areas. The schedule, in particular, supports the use of reflective practice through professional learning communities, while also providing extended time for key subjects like literacy. The school proposes to use a response to intervention (RTI) approach to identifying at-risk students and has staff and systems focused on meeting the needs of students with disabilities and English language learners. The application describes a range of formative and summative assessments with a clear plans for the use of data to improve instruction and student achievement.

The applicants identify school culture as a key design element and provide a plan for setting expectations among both students, parents, and staff. They describe the use of a school-wide code of conduct, an advisory program with its own curriculum, family groups, and an anti-bullying program. The school also intends to engage parents through communication and participation in school events and in their child's education.

The Evaluation Team raised some concerns about the ambitious nature of starting a school with five grades and the challenge of creating a cohesive program with so many goals, specifically the focus on integrating a program based on both culturally based education and 21st-century skills. Nevertheless, the commitment of established partners with track records support the likelihood of success. An additional concern was the lack of specific outcome targets with which to measure achievement of the school's mission, though the applicants noted their focus on student growth.

Organizational Plan

Malama Honua Learning Center PCS Local
Interim School Board

Appendix 15

Rating ▾

Meets the Standard

Plan Summary

The school has identified the proposed members of the board of trustees, and has a plan to recruit additional members in the future, including a self-evaluation to identify needed skill sets and expertise, and a vetting practice where strong candidates will visit the school, review school and board information, submit a resume, attend a board meeting, and answer questions.

The school has an organizational chart that includes governance, instructional leadership, and financial and operational management. In terms of faculty, the school intends to keep a 25:1 student-to-teacher ratio and plans to open with five classroom teachers. Each kindergarten class will also be supported by an aide, and in grades 1-4, each multi-age grouping of 50 students is accompanied by an Associate Teacher. The school will offer one week of professional development prior to opening, and during the year students will be dismissed two hours early each Wednesday. The school has a teacher evaluation system based on six domains: Planning and Preparation; Classroom Management; Instructional Practice; Assessment; Family and Community Outreach; and Professional Responsibilities.

The founding board is currently in negotiations with Kamehameha Schools to secure a leased fee interest in a property for a school building.

Analysis

The organizational plan meets the criteria for approval because its clear plan for governance and management of the school. The school has established a board and has procedures for augmenting the board over time. It has developed bylaws and conflict of interest policies, and has plans to develop a rigorous self-assessment system, including board member evaluations and exit interviews. The founders recognize the operational challenges of managing a charter school, and have a proposed an organizational chart with sufficient positions in the opening years. In addition, the staffing plan is aligned with enrollment and the application describes a reasonable hiring process. In addition, the school uses a looping feature that allows it to distribute faculty in an innovative fashion and adapt to fluctuations in enrollment.

The application describes a clear plan for developing a professional community, including articulation of expectations, resources, and time devoted to training and teacher support, and staff evaluation. The professional development plan is focused on critical areas for a start-up school, including collaborative problem-solving and new teacher mentoring. The application describes a systematic evaluation system for both administrators and faculty that includes goal setting and multi-dimensional domains. The proposal also focuses on monitoring achievement of the school's mission and goals, including an annual performance audit.

Finally, the school is supported by some critical partnerships, including PVS, which already has experience working with Hawaii charter schools, and the Hawaii Association of Independent Schools Institute for 21st Century Teaching & Learning, which will be "embedded" within MHLC and serve as a demonstration and residency site.

Though the school has not yet identified a leader, it has begun discussions with potential candidates and intends to conduct a thorough search to secure a school leader "with the experience, skills, and values needed to lead this unique start-up school."



Financial Plan

Malama Honua Learning Center PCS Local
Interim School Board

Meets the Standard

Plan Summary

The school presents a five-year budget with \$1,594,614 in operating revenue in the first year and \$1,629,633 in operating expenses. The school intends to earn \$65,340 in non-operating revenue in its first year through a sub-lease of space in its facility, declining to \$15,078 at the end of the charter term. The Hawaiian Educational Council has pledged the use of its reserves to help with cash flow and deficits in the early years, along with ongoing fundraising each year. Punahou School is contributing the equivalent of one teacher annually. The new Institute for 21st Century Teaching and Learning at the Hawaii Association of Independent Schools (HAIS) will help with professional development and embedded teacher training (estimated value: \$142,300).

The board's Finance Committee is responsible for financial oversight; the school's Principal and Business Manager handle financial responsibilities on a day-to-day basis. The school has a process for developing its budget that includes input from key staff. The finance plan also includes an annual independent financial audit.

Analysis

The financial plan meets the criteria for approval. The applicants indicated that all line items were thoroughly researched and benchmarked against existing standards for charter schools in Hawaii and/or California. Budget line items appear to be reasonable and align with the application narrative and support the school's mission and vision. Moreover, the budget is aligned with the enrollment projections and staffing plan, clearly indicating costs for key positions and assumptions of salary raises over time. Salaries appear reasonable for the qualifications and expertise the school seeks to hire.

In terms of financial management, the application demonstrates the founders' understanding of the need for internal controls and oversight; in addition, they have already developed a conflict of interest policy and procurement policy. The board's Finance and Budget committee has clear responsibilities for monitoring the school's financial health.

The founders have identified a potential facility, though they cannot secure it until they have an approved charter. The facility has the capacity to hold the entire the school and generate revenue in the early years through sub-leasing unused space. They have also continued to pursue contingency facilities.

The applicants have secured pledges from a number of organizations to provide contributions and funds in case of need as well as in-kind services. In its first year of operation, the budget assumes \$337,500 in grants and \$137,300 of in-kind contributions. However, some key relationships have not yet been fully secured, particularly the support of Kamehameha Schools. However, given Kamehameha Schools' track record of funding and supporting schools serving the same target population that the founders have committed to serving, they believe it reasonable to assume their school will receive commensurate support, however to some extent the budget relies on some assumptions which are speculative.



Plan Summary

Beginning in 2010, a group of educators, parents and community members met in conjunction with the Polynesian Voyaging Society's preparation for a 2013 Worldwide Voyage and began to envision a public charter school that would perpetuate Hawaiian cultural values and contemporary 21st-century skills. Starting in 2011, the group formalized, met more regularly, and changed its composition to include members with demonstrated capacity to establish and sustain an exemplary school, ultimately becoming the school's interim local school board. The group is led by the executive director of the Hawaii Association of Independent Schools, who is also the executive director of the Hawaiian Educational Council and has extensive experience with local organizations that support education reform in Hawaii public schools. The group also includes the executive director of the Polynesian Voyaging Society, which is a proposed partner organization with the school. In terms of management, MHLC plans on opening with three senior management positions (principal, business manager, and director of the Learning Resource Center) and intends to add additional management positions such as vice principal and director of campus outreach around year 3.

Analysis

The application meets the criteria for approval because the applicants have demonstrated the capacity to open and operate a successful charter school. Proposed board members have a range of relevant skill sets, including education, non-profit management, and business and finance. Current leaders of two primary partner organizations are proposed as board members, suggesting those organizations will have some skin in the game. Moreover, proposed board members have deep connections within the local fundraising and non-profit community, which will be critical assets to start-up.

The applicants propose a reasonable school leadership team with clear delineation of duties, including a principal who is the instructional leader and reports to the board. The business manager will report to the principal and will be the financial and accounting officer for MHLC and the director of operations will manage the physical plant, facilities, and equipment. The director of the school's Learning Resource Center (LRC) will also report to the principal and be responsible for leading the school's student support division and coordinating the school's RtI and special education processes, training, compliance, and reporting.

One concern raised by the Evaluation Team is the large number of board members currently affiliated with the Hawaii Association of Independent Schools. However, the board does intend to expand and diversify once established and the current executive director of HAIS indicated he is near retirement.

Appendix 15

Francisco Hernandez

Dr. Francisco J. Hernandez is Vice Chancellor for Students at the University of Hawaii at Mānoa. He has taught courses in higher education and has worked as a teacher's aide and as the principal of an alternative school. He received a Ph.D. from Stanford University's School of Education specializing in the History of Education. He has served on the Hawaii Charter School Review Panel, the Legislative Task Force for Online Learning, and is a founding member of the North American Council for Online Learning. He is also an advisor to the Monterey Institute for Technology and Education.

Stephen Osborn

Stephen Osborn is the Assistant Superintendent of Student Programs for the Louisiana Department of Education. He oversees Louisiana's NCLB, IDEA, Child Nutrition, and Alternative Education programs. Prior to joining the Department of Education, Stephen served as COO for the Capital One New Beginnings Charter Schools Network which operates four charter schools in partnership with the University of New Orleans and Capital One Bank. During his tenure with the organization, Stephen also served as CFO and Director of State and Federal Programs. He has also served as a consultant for Benjamin Franklin High School and KIPP (Los Angeles and New Orleans).



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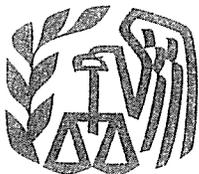
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Department of the Treasury

District Director
Internal Revenue Service

Date: MAR 18 1970 | In reply refer to:
EO:HON:70-27

(213) 688-4888 | 421:1405-A:AJW



Hawaiian Educational Council
2682 Waiwai Loop
Honolulu, Hawaii 96819

Gentlemen:

Purpose: Educational, Charitable
File Returns with Internal Revenue Service Center: Philadelphia, Pennsylvania
Accounting Period Ending: September 30
Address Inquiries to District Director of Internal Revenue: Los Angeles

Based on information supplied, we have determined that you are exempt from Federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code. This determination assumes your operations will be as stated in your exemption application. Any changes in operation from those described, or in your character or purposes, must be reported immediately to your District Director for consideration of their effect upon your exempt status. You must also report any change in your name or address.

In this letter we are not determining whether you are a private foundation as defined in new section 509(a) of the Code. Your attention is invited to new section 508(b) of the Code which sets forth requirements for establishing that an organization exempt under section 501(c)(3) is not a private foundation. When procedures are developed to implement these new requirements, we will advise you how to proceed to notify the Internal Revenue Service if you do not believe yourself to be a private foundation.

Hawaiian Educational Council

For years beginning prior to January 1, 1970, you are required to file the annual information return, Form 990-A. For each subsequent year, please refer to the instructions accompanying the Form 990-A for that particular year to determine whether you are required to file. If filing is required, you must file the Form 990-A by the 15th day of the fifth month after the end of your annual accounting period.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter we are not determining whether any of your present or proposed activities is unrelated trade or business as defined in section 513 of the Code.

You are not liable for Federal unemployment taxes. You are liable for social security taxes only if you have filed waiver of exemption certificates as provided in the Federal Insurance Contributions Act.

Contributions made to you are deductible by donors as provided in section 170 of the Code. Bequests, legacies, devises, transfers or gifts to or for your use are deductible for Federal estate and gift tax purposes under the provisions of sections 2055, 2106 and 2522 of the Code.

You need an employer identification number, even if you don't have any employees. This number is to be used on all your tax returns and in your correspondence with the Internal Revenue Service. If you do not have such a number, your District Director will take steps to see that one is issued at an early date.

This is a determination letter.

Very truly yours,



F. S. SCHMIDT
District Director

You are cautioned that payments to instructors, directors and others who perform services for this "Council" must be reasonable in amount.

L-178 (Revised L.A.)

Key Personnel Resumes

Robert M. Witt

Executive Director, Hawaii Association of Independent Schools | President and CEO, Hawaiian Educational Council
Director, National Association of Independent Schools | Chairman, NAIS Commission on Accreditation

PROFESSIONAL SUMMARY

Forty years of experience in the field of education as a teacher, school administrator, and policy-level state association director. Twenty years of experience designing and directing professional development programs for senior level business executives and community leaders.

Professional Focus: Generative governance, transformational leadership, teacher professionalism, adaptive school improvement strategies via accreditation, schools of the future strategies, and charter school governance/leadership.

Professional Beliefs: The betterment of humankind is inherently possible; education is prominent among forces for good; the best education matches the needs of students with the unique missions of schools; schools are at their best when their missions address issues of justice and equity in our society.

REPRESENTATIVE PROFESSIONAL ACCOMPLISHMENTS

Chairman, National Association of Independent Schools Commission on Accreditation.

The commission is comprised of 21 members who represent the states, regions and international associations.

Co-author of NAIS Commission on Accreditation “Guide to Becoming a School of the Future” (January 2011)

Co-founder of UH/HAIS Master’s Degree Program in Private School Leadership for the Pacific Basin

Designer and co-founder of HAIS Schools of the Future initiative with Chris van Bergeijk at Hawaii Community Foundation, inclusive of \$5 million investment in 20 participating schools.

Designer and co-founder (August 2011) HAIS Graduate Institute for 21st Century Teaching and Learning with Phil Bossert (Director) and participating schools – Punahou, Iolani, Kamehameha, Assets, Hanahau’oli and Island Pacific Academy

Designer of GROW HAWAII with Jenna Ishii, including an investment from Ulupono Initiative; Grow Hawaii strives to reconnect island youth with the land, improve school lunch programs, initiate school gardens, and advocate with school leaders about this mission critical programmatic dimension of 21st century schooling

GOVERNING BOARD and POLICY GROUP APPOINTMENTS

- Hawaii Educational Networking Consortium
- Ho’okoko’o Corporation
- Polynesian Voyaging Society, Board of Directors
- University of Hawaii, College of Education, Advisory Committee
- University of Hawaii, Hawaii Educational Policy Center, Advisory Panel

PROFESSIONAL AWARDS and DISTINCTIONS

Recipient, 2013 Queen Emma Ball Honoree for commitment and contribution to education

Recipient, 2013 Pacific Circle Consortium – Peter Brice Award

Recipient, 2006 Award for Excellence in Mentoring – Envision Hawaii

Recipient, 2005 Collaborative Leadership Award – The Mediation Center of the Pacific

Recipient, 2004 Ho’okele Award – A Celebration of Hawaii’s Non-Profit Leaders, Hawaii Community Foundation and the Wallace Alexander Gerbode Foundation

EDUCATION

Doctoral studies at University of Hawaii, College of Education, dissertation pending.

M.Ed., Elementary Education, Ohio University, 1974

B.S., Secondary Education, University of Cincinnati, 1971

Key Personnel Resumes

Lucy Ahn

President, Hawaiian Educational Council

EXECUTIVE DEVELOPMENT PROFESSIONAL

CORE KNOWLEDGE: • Non-profit fundraising, donor cultivation and stewardship • Strategic vision and mission planning • Internal and external communications, constituent and brand management • Government relations and public policy • Ongoing monitoring of philanthropic issues, trends, industry events and other significant developments in the non-profit sector.

PROFESSIONAL EXPERIENCE:

Hawaiian Educational Council (HEC)

- Hawaii Executive Conference Strategic Review. To better understand the role and perceived value of this iconic annual gathering of Hawaii's elite policy level executives and their spouses, commissioned Ward Research with funding from the Hawaii Community Foundation to conduct attitudinal research study to coincide with and inform planning for the celebratory 50th Annual Executive Conference in 2013.
- Other Responsibilities- HEC: Provided leadership and momentum in re-constituting the governing Board for effective stewardship of the Hawaii Executive Conference, and the thought resources and financial support for engineering the founding of the Mālama Honua Learning Center. HAIS: Worked effectively as a thought partner, researcher, and writer with the HAIS Executive Director on local op-ed essays, contributions to local and national professional journals, along with re-design of operational and program services to improve mission impact and better reflect non-profit best practices.

Director of Development & Communications, 2010-2012 Hawaii Association of Independent Schools (HAIS)

Responsible for the operational design, funding and administration of:

- GROW Hawaii HAIS initiative designed to promote and sustain new knowledge and best practices for schools experimenting with sourcing local foods for student and faculty consumption while building new capacities for preparation of local foods in school cafeterias
- Student Voices Scheduled to launch Spring 2012, this new HAIS project creates a first-ever anthology of student expressions of their response to contemporary social and political issues; developed in collaboration with HONOLULU magazine and parent organizations Pacific Basin Communications and aio Group

NON-PROFIT DEVELOPMENT

Corporate & Foundation Support Vice President, 2003-2010 Public Television PBS Hawaii

Redesigned and revitalized corporate fundraising for Hawaii's only public television station

- Grew corporate giving by 195% during employment tenure, doubling unrestricted cash donations from Hawaii businesses to PBS Hawaii.
- Developed & implemented standards and best practices for the Corporate Support department, building it into one of the top performing corporate underwriting operations at PBS nationally
- Recognized by PBS as one of the twenty most successful Corporate Support divisions in its national network of 356 stations; with proven practices documented as a resource for other stations in the 2007 PBS Best Practices in Corporate Support

Managed the solicitation and administration of grants to the station from government, private and corporate foundations

- Spearheaded and supervised the re-budgeting of Hiki No, PBS Hawaii's largest educational initiative; coalesced corporate and community partners to devise and fund the technological infrastructure for digital transfer of broadcast-quality video and innovative applications in teaching via broadband

TEAM BUILDING & LEADERSHIP

Volunteer Organization Head, 1990-2003

Iolani School Ohana & Waikeola Pre-School Parent Organization

- Served as president of the Iolani School parent Ohana, presiding over the 1,300-member organization for two consecutive terms
- Developed and coordinated series of programs, implemented by parent volunteers, to improve communication and engagement of Iolani families with school administrators, faculty and staff, and among parents themselves. These programs have been institutionalized and continue as on-going efforts today
- Increased parent participation in school activities with total number of volunteers increasing two-fold for all parents and exponentially for fathers after first year of leadership

EDUCATION:

Tufts University, Medford, MA; Bachelor of Arts, Greek and Roman Studies, 1978

PR/Award # U282B130068

Key Personnel Resumes

Ryan Masa

Chief School Officer, Hawaiian Educational Council

EDUCATION

- Harvard University, Cambridge, MA; Ed.M, Mind, Brain and Education, 2010
- Miami University, Oxford, OH; B.S., Education and B.A., History, 2004

PROFESSIONAL EXPERIENCE

- Adjunct Professor; Chaminade University, Honolulu, HI, Scheduled Fall 2012
- Director of Social Innovation; Hawaii Association of Independent Schools 2010 - Present
- Upper School Co-Director; Lawrence School, Sagamore Hills, OH 2008 – 2009
- Academic Dean; Lawrence School, Sagamore Hills, OH 2007 – 2009
- Associate Director of College Guidance ; Lawrence School, Sagamore Hills, OH 2006 – 2007
- Teacher; Lawrence School, Sagamore Hills, OH 2004 – 2009

BOARD MEMBERSHIP

- Hawaii Branch of the International Dyslexia Association; President of the Board of Directors; Executive Committee; Program Committee. 2010 – Present

PRESENTATIONS

- **Reading, Dyslexia, and the Brain.** Punahou School Brain Symposium, *Educating the Whole Student – From Research to Practice*, June 2012, Honolulu, HI.
- **Identifying New Board Blood: “Getting outside of your comfort zone”.** International Dyslexia Association Branch Council Leadership Meeting, April 2012, Baltimore, MD
- **Making Learning Meaningful and Memorable,** The Ohio Association of Independent Schools 2008 Conference, *Brain Research: How We Learn, How We Teach*, October 2008, Hudson, OH.
- **AP, College Placement and LD... Defying the Odds,** The International Dyslexia Association’s 57th Annual Conference, *Racing to Literacy*, November 2006, Indianapolis, IN.

ADDITIONAL EXPERIENCE

- WASC/H AIS School Accreditation, Visiting Committee Member 2012
- Student Admissions Ambassador Program, Harvard Graduate School of Education, 2009 – 2010
- Strategic Planning Committee; Lawrence School, Sagamore Hills, OH, 2007-2009
- Coach; (Baseball, Basketball) Lawrence School, Sagamore Hills, OH 2004 – 2006
- Camp Counselor; Berea Children’s Home and Family Services, Berea, OH. Summer respite camp for children diagnosed with Severe Emotional Disturbances Summer 2004
- Camp Counselor; Achievement Centers for Children – Camp Cheerful, Strongsville, OH. Summer camp for children with cognitive and physical disabilities. Summer 2003

Key Personnel Resumes

Jenna Chiyono Ishii

jenna@hais.org

Education

University of California, San Diego, 2002 - 2006,
B.A. Communication &
Film Cum Laude & Provost
Honors

Qualifications: Project Management; Volunteer Coordination; Environmental Education; Event Planning; Film Making and Editing; Grant Management

Work Experience

2010 - Present: Hawaii Association of Independent Schools, 1585 Kapiolani Blvd. #1212 Honolulu, HI 96814

- Director of Grow Hawaii, A Farm to School Program
 - Develop a 3-year pilot farm to school program for 15 private, public and charter schools on O‘ahu
 - Organize statewide meetings with the Hawai‘i Farm to School and School Garden Hui
 - Write and manage grants
 - Coordinate conferences, workshops and events
 - Create student advocacy campaigns for food sustainability

2010 - Present: Polynesian Voyaging Society, 10 Sand Island Parkway Honolulu, HI 96819

- Education Assistant and Volunteer Coordinator
 - Create and lead professional development experiences for teachers through voyaging-related activities
 - Mentor and train high school students with the basics of voyaging
 - Coordinate and facilitate experiential learning opportunities for students and teachers through coastal and inter-island voyages
 - Coordinate cultural and environmental service learning projects
 - Assist in coordinating fundraising events, conferences and workshops
 - Manage volunteers on voyaging-related activities and projects

2010- Present: ‘Iolani School Women’s Paddling, 563 Kamoku St., Honolulu, HI 96826

- Assistant Coach – Mentor and coach high school students in the basics of paddling and racing Hawaiian outrigger canoes

2008 - 2011: Kai Makana Foundation, P.O. Box 22719 Honolulu HI 96823

- Project Manager, Mokauea Fishing Village – Coordinated monthly volunteer projects to restore Mokauea Fishing Village. Created service learning activities for students and teachers to learn about water quality, Hawaiian Fishponds, native and invasive plants and sustainable living

2008 - 2010: Hawaii Association of Independent Schools, 1585 Kapiolani Blvd. #1212 Honolulu, HI 96814

- Film Producer, Videographer and Editor - Produced, filmed and edited 30 minute educational documentary

films Volunteer Work

- ‘Aina Ho‘ola O Ma ‘ilikukahi Food Sovereignty Conference: Participated in planning and organizing workshops and field trips for middle and high school youth.
- Protect Kaho‘olawe ‘Ohana - Participated in cultural and physical restoration of the ‘aina.
- Surfrider Foundation, O‘ahu Chapter: Coordinated monthly beach cleanups.

Key Personnel Resumes

Charles Nainoa Thompson



Education

1986 University of Hawai'i at Manoa -B.A. Ocean Sciences
2007 University of Southern California -Honorary Degree: Doctor in Humane Letters

Work Experience

2000 - 2012 Polynesian Voyaging Society
-President and Board Member

2001 - 2011 Kamehameha Schools Board of Trustees
-Board Member and Trustee

1999 - 2001 University of Hawai'i Board of Regents
-Board Member

1989 - 1991 Native Hawaiian Culture and Arts Program

Education Programs

2012 Ho'okele (Traditional Navigation)
2006 Kapu Na Keiki
2004 Navigating Change
2001 Ocean Learning Academy
1998 Center for Marine Sciences
1997 Project Ho'olokahi
1995 Exploration Learning Center

Ocean Experience

37 Years of Wayfinding and Voyaging
Commercial Fishing
U.S. Coast Guard Captain's License

SAM STIER

Education Consultant

Sam Stier has 15 years-experience in youth education and environmental conservation. Through curricula and training, and a focus on nature-based frameworks in sustainability, STEM, and environmental education, he has helped dozens of formal and informal educational institutions, educators, and communicators integrate content and develop pedagogy for their classrooms, exhibits, programs, and media communications. In his work as Youth Education Director for Biomimicry 3.8, he collaborated with the Monterey Bay Aquarium, Harvard Graduate School of Design, San Diego Zoo, Montreal Biosphere, National Geographic, United Nations Environment Programme, and many others. He has extensive experience in providing professional development to teachers and expertise in applying Biomimic concepts and design principles in K-12 education.

A published children’s author, Mr. Stier has also had his research published in scientific journals and curricula published in science teachers’ journals. He was a National Science Foundation Fellow in Curricula Development, and currently sits on the *Next Generation Science Standards* Task Force for the State of Montana, a lead state in the writing of new Science Standards in the U.S. along with collaborating partners the National Research Council, National Science Teachers Association, American Association for the Advancement of Science, and Achieve.

Mr. Stier will assist the Hawaiian Educational Council in developing the pre-opening professional development program for the teaching faculty of Mālama Honua Learning Center.

SELECT WORK EXPERIENCE

Director, Youth Education, Biomimicry 3.8, Montana – 2007-2012
Programmatic strategy, curricula and professional development, public speaking
Consultant, World Bank, Carbon Finance Business, Washington, DC – 2005
Environmental and social impact assessment
Consultant, The Nature Conservancy, Virginia – 2004
Environmental policy and assessment development
U.S. Peace Corps, Philippines – 2001
Program evaluation

EDUCATION

The University of Montana, Missoula, MT; M.S., Natural Resource Conservation, 2003
Brown University, Providence, RI; B.A., Communication Theory, 1990

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Part II: Budget Narrative

The following budget narrative follows the 3-year project period—October 1, 2013 through September 30, 2016. All budget line items have been reviewed for their reasonableness and cost-effectiveness and adequacy to perform the proposed activities—and adhere to OMB Circular A-122, Cost Principals for Non-Profit Organizations.

The non-grant funded portions of the budget are receiving funds primarily from our project partners--\$150,000 from Kamehameha Schools and continuation funding from Castle Foundation, pending approval of an already-submitted application continuing a 2012 grant in the amount of \$50,000. HEC believes that we have a high probability of receiving these funds from Castle in support of this project.

YEAR ONE		October 2013 to September 2014		
Expense	FTE	DOE Grant Funded	Non-Grant Funded	Total
PERSONNEL				
Project Director	0.3	10,000	18,500	28,500
Curriculum & Assessment Coordinator	1.0	50,250	24,750	75,000
Community Relations Coordinator	0.5	25,000	0	25,000
Total Personnel		85,250	43,250	128,500
FRINGE BENEFITS				
1.80 FTE Regular Employees @ 23%		19,607	9,948	29,555
Total Fringe Benefits		19,607	9,948	29,555
TRAVEL				
US DOE Grant Applicant Meeting		4,110	0	4,110
Mainland travel		2,000	0	2,000
Total Travel		6,110	0	6,110
EQUIPMENT				
Classroom/School Instructional Technology		0	20,000	20,000
Total Equipment		0	20,000	20,000
SUPPLIES				
Text books, manuals that support of instruct		26,700	0	26,700
Total Supplies		26,700	0	26,700
CONTRACTUAL				
Curriculum, assessment, outreach, PD, eval.		60,000	0	60,000
Total Contractual		60,000	0	60,000
OTHER				
TOTAL DIRECT COSTS		197,667	73,198	270,865
Indirect Costs		0		
YEAR ONE TOTAL		\$197,667		

PERSONNEL

Project Director (PD), Lucy Ahn will devote 30% of her time to project implementation and management of the Federal grant. Personnel cost for the FTE: 0.3 position is \$28,500; \$10,000, or 35%, will be allocated to subject grant and the remaining 65% will be non-grant funded.

The PD position salary is commensurate with the level of experience and qualifications of the staff whose responsibilities include overseeing the project team, completing required travel and reporting, moving project objectives forward, as well as serving as the key person responsible for securing and renovating the school facility and ensuring project compliance with Federal grant provisions and best practices.

Curriculum and Assessment Coordinator (CAC), Ryan Masa will devote 100% of his time to the Mālama Honua project; personnel cost for the position will be 67% DOE grant-funded. The CAC will be supported by and report to the Project Director and bear responsibility for developing MHLC curriculum and assessment protocols; assembly and leadership of the school's curriculum team including the work quality and effective integration of the Common Core Standards.

Community Relations Specialist (CRS), Jenna Ishii will devote 50% of her time to the project; personnel cost of \$25,000 for the FTE: 0.5 position will be fully allocated to the subject grant. The CRS is a direct report to the Project Director, and during the pre-opening year will be responsible for building on and expanding the breadth of reach in the community from the year prior; honing continued efforts and resources to ensure parents and students in the geographic attendance area are informed and engaged; developing marketing and resource materials for distribution; assisting school founders and directors in conducting meetings in the community; and assisting in building the capacity and diversity of the Governing Board.

Total Year One grant-funded personnel expense is \$85,250.00.

Non-grant funded personnel include the Principle Investigator, Robert Witt (estimated at 0.3 FTE) and the Parent and Community Liaison, Charles Nainoa Thompson (also estimated at 0.3 FTE). Letters of support from both indicating their commitment to volunteer their time and effort to the project are included in the appendices.

FRINGE BENEFITS

Fringe benefits are calculated at 23% using the following benefits breakdown: Employer Social Security/Medicare 7.65%; retirement 2%; unemployment 2.5%; work comp/TDI/LTI 10.85%.

Year One fringe benefit total is \$19,607.50, or 23% of personnel cost of \$85,230.

TRAVEL

Grant-funded travel will cover attendance of two staff to the ED-sponsored meeting in Washington, D.C., a requirement of approved applicants under the subject grant program. Year One estimate was expensed based on quoted Internet air fare and hotel costs obtained July 6, 2013 for the following detailed breakdown:

RT Air (Honolulu to Washington, DC – Oct 2013) x two staff	= \$2,062.60
Hotel *Holiday Inn (4-nights + 14.5% tax - Oct 2013)	= \$1,401.50
Ground Transportation – 7-day fast-pass @ \$39 each	= \$ 78.00
MI&E at \$71/day x 4 days x 2 Staff	= \$ 568.00

An estimate of \$2,000 is included for MHLC staff to travel to other high-quality charter schools across the nation (planned 1 trip/year) to gather information on best practices, results, etc.

Total Year One travel expense is \$6,110.10.

EQUIPMENT

No monies are requested for equipment in Year One.

SUPPLIES

Based on MHLC's grade level and enrollment in SY2014-2015, an estimated \$41,700 will be expensed during the pre-opening year for acquisition of instructional materials. The following clarifies cost descriptions applied under the expense category "Supplies," and the items of instructional materials for which use of grant funds are proposed for acquisition:

- 1) Textbooks & related media/materials – books and materials (e.g., text or workbooks, CDs, DVDs, printed manuals) that support direct instructional activity or for use in the school or classroom library; and
- 2) Instructional software, licenses, & subscriptions

Year One total grant-funded supplies expense is \$26,700, representing about 64% of the school's total estimated expenditures for the year in instructional supplies

CONTRACTUAL

\$50,000 is requested for educational consulting services from the Pacific American Foundation (PAF), a certified Common Core organization, for curriculum design, development and writing aligned with the Common Core Standards, and Sam Stier, K-12 education consultant in Biomimicry 3.8, who will help design and run pre-opening professional development for teachers. Both Stiers and PAF have also agreed to participate in outreach to the educational and broader general communities of Waimanalo.

\$10,000 is requested to support an external project evaluator as discussed in the Narrative.

OTHER

No monies are requested in Year One.

TOTAL DIRECT COSTS

Year One total direct grant costs are \$195,667.

INDIRECT COSTS

No indirect costs are requested.

TOTAL COSTS

Year One total costs are \$197,667.

YEAR TWO		<i>October 2014 to September 2015</i>		
Expense	FTE	DOE Grant Funded	Non-Grant Funded	Total
PERSONNEL				
Project Director	0.3	10,000	19,070	29,070
Curriculum Coordinator/ Research Assess	1.0	70,000	6,500	76,500
Community Relations Coordinator	0.5	25,500	0	25,500
Total Personnel		105,500	25,570	131,070
FRINGE BENEFITS				
1.80 FTE Regular Employees @ 23%		24,265	5,881	30,146
Total Fringe Benefits		24,265	5,881	30,146
TRAVEL				
US DOE Grant Applicant Meeting		4,192	0	4,192
Mainland travel		2,000	0	2,000
Total Travel		6,192	0	6,192
EQUIPMENT				
Classroom/School Instructional Technology		37,500	0	37,500
Total Equipment		37,500	0	37,500
SUPPLIES				
Text books, manuals that support of instruct		0	30,300	30,300
Total Supplies		0	30,300	30,300
CONTRACTUAL				
Curriculum & assessment, outreach & PD		25,000	0	25,000
Total Contractual		25,000	0	25,000
OTHER				
TOTAL DIRECT COSTS		198,457	61,571	260,208
Indirect Costs		0		
YEAR TWO TOTAL		\$198,457		

PERSONNEL

All personnel positions were increased from the year prior by 2.0% for inflation.

Project Director (PD) continues as an FTE: 0.3 position at a personnel cost of \$29,070, increased from the year prior by 2.0% for inflation; the grant-funded portion of \$10,000, however, remains unchanged, with the increase for inflation absorbed in the non-grant funded portion increasing the non-grant allocation to 66% of the total position cost.

In Year Two, the PD will continue to have oversight responsibility for the team, and will ensure required travel, reporting, and progress benchmarks are successfully realized and that the project remains fully compliant with Federal grant provisions and best practices.

Curriculum and Assessment Coordinator (CAC) continues full-time in Year Two with a larger portion of the position salary allocated to the grant. Of the total CAC personnel cost, 91.5% or \$70,000 will be grant-funded; the remaining 8.5%, or \$6,500, will be non-grant funded. The CAC will be supported by and report to the Project Director and bear responsibility for continued development of MHLC curriculum and assessment protocols; leadership and work product of the school's curriculum team and effective integration of the Common Core Standards; and developing a data-driven assessment framework for deeper teaching and learning at MHLC.

Community Relations Specialist (CRS) continues to be an FTE: 0.5 position fully allocated to the subject grant. Personnel cost in Year Two increased for inflation by 2.0% will be \$25,500. CRS position is a direct report to the Project Director, and for Year Two will continue to oversee outreach to Waimanalo and the broader Hawaii communities; and give greater focus on strategies for enhancing the engagement and communications among families of students and the school.

Total Year Two grant-funded personnel expense is \$105,500.00.

Non-grant funded personnel include the Principle Investigator, Robert Witt (estimated at 0.3 FTE) and the Parent and Community Liaison, Charles Nainoa Thompson (also estimated at 0.3 FTE). Letters of support from both indicating their commitment to volunteer their time and effort to the project are included in the appendices.

FRINGE BENEFITS

Fringe benefits are calculated at 23% using the following benefits breakdown: Employer Social Security/Medicare 7.65%; retirement 2%; unemployment 2.5%; work comp/TDI/LTI 10.85%.

Year Two fringe benefit total is \$24,265, or 23% of personnel cost of \$105,500.

TRAVEL

Grant-funded travel for two staff to attend the ED-sponsored meeting in Washington, D.C., is based on Year One estimates increased 2.0% for inflation. An estimate of \$2,000 is included for MHLC staff to travel to other high-quality charter schools across the nation (planned 1 trip/year).

Total Year Two travel expense is \$6,192.30.

EQUIPMENT

Grant-funded equipment expenses in Year Two total \$37,500 and are comprised of \$5,000 in non-capitalized expenditures of instructional equipment, \$25,000 in classroom instructional technology and \$7,500 in other instructional hardware. Budgeted purchases include computers, servers, networks and scanners for classroom use (referenced under the descriptors, classroom instructional technology and other instructional hardware, the latter of which is for use in the library and/or parent resource room); physical education and science lab equipment, as well as copier equipment used for producing instructional materials (non-capitalized instructional equipment expenditures).

Total grant-funded equipment in Year Two totals \$37,500.

SUPPLIES

Instructional Supplies will be a non-grant funded expense in Year Two.

CONTRACTUAL

\$20,000 is requested for educational consulting services from the Pacific American Foundation (PAF) for curriculum design, development and writing aligned with the Common Core Standards, and continued outreach.

\$5,000 is requested to support an external project evaluator as discussed in the Narrative.

Year Two is 100% allocated under grant funds.

Total Year Two grant-funded contractual expense is \$25,000.

OTHER

No monies are requested in Year Two.

TOTAL DIRECT COSTS

Year Two total direct grant costs are \$196,457.

INDIRECT COSTS

No indirect costs are requested.

TOTAL COSTS

Year Two total costs are \$198,457.

YEAR THREE		<i>October 2015 to September 2016</i>		
Expense	FTE	DOE Grant Funded	Non-Grant Funded	Total
PERSONNEL				
Project Director	0.3	10,000	19,651	29,651
Curriculum Coordinator/ Research Assess	1.0	70,000	11,600	81,600
Community Relations Coordinator	0.5	26,000	0	26,000
Total Personnel		106,000	31,251	137,251
FRINGE BENEFITS				
1.80 FTE Regular Employees @ 23%		22,380	7,188	31,568
Total Fringe Benefits		22,380	7,188	31,568
TRAVEL				
US DOE Grant Applicant Meeting		4,276	0	4,276
Mainland travel		2,000	0	2,000
Total Travel		6,276	0	6,276
EQUIPMENT				
Classroom/School Instructional Technology		25,000	0	25,000
Total Equipment		25,000	0	25,000
SUPPLIES				
Text books, manuals that support of instruct		0	22,800	22,800
Total Supplies		0	22,800	22,800
CONTRACTUAL				
Curriculum & assessment, outreach & PD		25,000	0	25,000
Total Contractual		25,000	0	25,000
OTHER				
TOTAL DIRECT COSTS		184,656	61,239	245,895
Indirect Costs		0		
YEAR THREE TOTAL		\$184,656		

PERSONNEL

All personnel positions were increased from the year prior by 2.0% for inflation.

Project Director (PD) continues as an FTE: 0.3 position at a personnel cost of \$29,651, increased from the year prior by 2.0% for inflation; the grant-funded portion of \$10,000, however, remains unchanged, with the increase for inflation absorbed in the non-grant funded portion which is 66% of the total position cost. In Year Three, the PD continue to have oversight responsibility for the team, and ensuring required travel, reporting, and progress benchmarks are realized successfully and in full compliance with grant provisions.

Curriculum and Assessment Coordinator (CAC) continues full-time in Year Three at the same Year Two allocation of \$70,000 grant-funded, with the remaining amount (including the 2% inflation increase) non-grant funded. The CAC will be supported by and report to the Project Director and bears responsibility for continued development of MHLC curriculum and assessment protocols; leadership and work product of the school's curriculum team and effective integration of the Common Core Standards; and development of the data-driven assessment framework for deeper teaching and learning at MHLC.

Community Relations Specialist (CRS) continues to be an FTE: 0.5 position fully allocated to the subject grant. Personnel cost in Year Three increased for inflation by 2.0% will be \$26,000. The CRS position is a direct report to the Project Director, and is responsible for overseeing continued efforts in outreach to the Waimanalo and the broader Hawaii community; and increasing engagement and communications among the school and its families.

Total Year Three grant-funded personnel expense is \$106,000.

Non-grant funded personnel include the Principle Investigator, Robert Witt (estimated at 0.3 FTE) and the Parent and Community Liaison, Charles Nainoa Thompson (also estimated at 0.3 FTE). Letters of support from both indicating their commitment to volunteer their time and effort to the project are included in the appendices.

FRINGE BENEFITS

Fringe benefits are calculated at 23% using the following benefits breakdown: Employer Social Security/Medicare 7.65%; retirement 2%; unemployment 2.5%; work comp/TDI/LTI 10.85%.

Year Three fringe benefit total is \$24,380, or 23% of personnel cost of \$106,000.

TRAVEL

Grant-funded travel for two staff to attend the ED-sponsored meeting in Washington, D.C., is based on Year Two estimates increased 2.0% for inflation. An estimate of \$2,000 is included for MHLC staff to travel to other high-quality charter schools across the nation (planned 1 trip/year).

Total Year Three travel expense is \$6,276.15.

EQUIPMENT

Grant-funded equipment expenses in Year Three total \$25,000 and are comprised of \$5,000 in non-capitalized expenditures of instructional equipment, \$25,000 in classroom instructional technology and \$7,500 in other instructional hardware. Budgeted purchases include computers, servers, networks and scanners for classroom use (referenced under the descriptors, classroom instructional technology and other instructional hardware, the latter of which is for use in the library and/or parent resource room); physical education and science lab equipment, as well as copier equipment used for producing instructional materials (non-capitalized instructional equipment expenditures).

Total grant-funded equipment in Year Three totals \$37,500.

SUPPLIES

\$25,000 of instructional Supplies, or 52% of the total supplies expense of \$47,800, will be grant-funded in Year Three and will cover similar acquisitions for Year One for newly added numbers of students and grade levels.

CONTRACTUAL

Grant-funded educational contractual expenses of \$20,000 in Year Three are for consulting services from the Pacific American Foundation (PAF) with curriculum design, development and writing integrative of the Common Core Standards, outreach and PD. \$5,000 is requested to support hiring an external project evaluator as discussed in the Narrative.

Total Year Three contractual expense is \$25,000.

OTHER

No monies are requested in Year Three.

TOTAL DIRECT COSTS

Year Three total direct grant costs are \$182,656.

INDIRECT COSTS

No indirect costs are requested.

TOTAL COSTS

Year Three total costs are \$184,656.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Hawaiian Educational Council

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	85,250.00	105,500.00	106,000.00			296,750.00
2. Fringe Benefits	19,607.00	24,265.00	22,380.00			66,252.00
3. Travel	6,110.00	6,192.00	6,276.00			18,578.00
4. Equipment	0.00	37,500.00	25,000.00			62,500.00
5. Supplies	26,700.00	0.00	0.00			26,700.00
6. Contractual	60,000.00	25,000.00	25,000.00			110,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	197,667.00	198,457.00	184,656.00			580,780.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends						
12. Total Costs (lines 9-11)	197,667.00	198,457.00	184,656.00			580,780.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Hawaiian Educational Council	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Lucy	<input type="text"/>	Ahn	<input type="text"/>

Address:

Street1:	1585 Kapiolani Blvd, Suite 1212
Street2:	<input type="text"/>
City:	Honolulu
County:	<input type="text"/>
State:	HI: Hawaii
Zip Code:	96814-4527
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
808-973-1536	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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