

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



APPLICATION FOR GRANTS
UNDER THE

Charter Schools Program (CSP); Grants to Non-SEAs; Planning, Program Design, Implementation

CFDA # 84.282B

PR/Award # U282B160064

Grants.gov Tracking#: GRANT12011899

OMB No. , Expiration Date:

Closing Date: Oct 06, 2015

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1236-GEPA Statement - The IMAG Academy)</i>	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
<i>Attachment - 1 (1235-CSP Abstract IMAG)</i>	e13
7. Project Narrative Form	e14
<i>Attachment - 1 (1256-CSP Project Narrative H-TheIMAGAcademy-CSPGrant2015H)</i>	e15
8. Other Narrative Form	e66
<i>Attachment - 1 (1237-Appendix A - CSP Assurances -HI Commission Letter)</i>	e67
<i>Attachment - 2 (1238-Appendix B - Resumes)</i>	e70
<i>Attachment - 3 (1239-Appendix C - Letters of Support)</i>	e83
<i>Attachment - 4 (1240-Atch 11 - Organizational Charts)</i>	e101
<i>Attachment - 5 (1241-Atch 12 - Bylaws & Governing Policies)</i>	e103
<i>Attachment - 6 (1242-Atch 13 - Assessments - Pacing Guide)</i>	e104
<i>Attachment - 7 (1243-Atch 14 - Student Recruitment & Enrollment)</i>	e109
<i>Attachment - 8 (1244-Atch 15 - Admission & Student Enrollment Policy - Procedures)</i>	e110
<i>Attachment - 9 (1245-Atch 16 - Contract Template HI Charter School Commission - Authorizer Contract)</i>	e111
<i>Attachment - 10 (1246-Atch 3 - Rigor Relevance Framework)</i>	e157
<i>Attachment - 11 (1247-Atch 5 - Organization Theory)</i>	e158
<i>Attachment - 12 (1248-Atch 1 - Vision Mission Values)</i>	e159
<i>Attachment - 13 (1249-Atch 2 - Selected Content Curriculum)</i>	e160
<i>Attachment - 14 (1250-Atch 4 - IMAG Behavior Standards)</i>	e164
<i>Attachment - 15 (1251-Atch 6 - Subject Content Maps)</i>	e166
<i>Attachment - 16 (1252-Atch 7 - Class Schedules)</i>	e168
<i>Attachment - 17 (1253-Atch 8 - Quantifiable Goals)</i>	e173
<i>Attachment - 18 (1254-Atch 9 - Student Services 4 Level Model)</i>	e182
<i>Attachment - 19 (1255-Atch 10 - TASK FORCE Descriptions)</i>	e183
9. Budget Narrative Form	e193
<i>Attachment - 1 (1234-CSP Budget Narrative -3)</i>	e194
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e202
11. Form ED_524_Budget_1_2-V1.2.pdf	e203
<i>Attachment - 1241-Atch 12 - Bylaws And Governing Policies.pdf</i>	e205
<i>Attachment - 1244-Atch 15 - Admission And Student Enrollment Policy - Procedures.pdf</i>	e216

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"/>
--	--	--

* 3. Date Received: <input type="text" value="10/06/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

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:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="576-76-8830"/>	* c. Organizational DUNS: <input type="text" value="000000000INDV"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

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

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

P: Individual

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-082115-001

* Title:

CSP Grants to Non-SEA Eligible Applicants for Planning, Program Design, and Initial Implementation
CFDA Number 84.282B

13. Competition Identification Number:

84-282B2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

The IMAG Academy
A small, family-like public charter school to prepare mindful citizens focused on helping student's master essential knowledge and skills through community-centered projects.

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="749,573.00"/>
* 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="749,573.00"/>

*** 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>Sheila Buyukacar</p>	<p>TITLE</p> <p>The IMAG Academy Representative</p>
<p>APPLICANT ORGANIZATION</p> <p>Sheila Buyukacar</p>	<p>DATE SUBMITTED</p> <p>10/06/2015</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: Sheila Buyukacar

* Street 1: 98-1861 Kaahumanu Street * Street 2: Apt A

* City: Aiea * State: HI: Hawaii * Zip: 96701

Congressional District, if known: HI 01

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

6. * Federal Department/Agency: US DOE	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Sheila Middle Name: * Last Name: Buyukacar Suffix: * Street 1: * Street 2: * City: * State: * Zip:

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

Prefix: * First Name: Sheila Middle Name: * Last Name: Buyukacar 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: Sheila Buyukacar

* Name: Prefix: * First Name: Sheila Middle Name: * Last Name: Buyukacar Suffix: Title: Telephone No.: Date: 10/06/2015

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282B160064

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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.

GEPA Statement - The IMAG Academy.pdf

Add Attachment

Delete Attachment

View Attachment

The IMAG Academy GEPA Statement

The IMAG Academy works diligently to ensure any barriers, real or perceived, are not developed to prevent equitable access to our programs and school. One barrier that may exist is to provide information or application forms to enroll in our programs via the internet only.

In order to eliminate this barrier, we will make all information or forms available on paper. In addition, information and forms will be distributed to community programs near and within the leeward area.

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="Sheila Buyukacar"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Sheila"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Buyukacar"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="The IMAG Academy Representative"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Sheila Buyukacar"/>	* DATE: <input style="width: 150px;" type="text" value="10/06/2015"/>

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:

The IMAG Academy Abstract

**Project Director: Sheila Buyukacar, director@theIMAGacademy.org
98-1861 A Kaahumanu Street, Aiea, Hawaii 96701**

The IMAG Academy will make significant contributions to both the community and to the public education system in lasting ways as we focus on increasing positive student outcomes, supported teacher communities, family engagement and community partnerships.

Our community centered project learning will provide an educational choice focused not only on Hawaii's Common Core Standards rigor but the essential ingredient to student motivation, engagement, and learning; relevance. **Research has shown that when a school can connect more relevance to a student's academic work, their test scores tend to increase as well. Through these extending learning projects,** our student's motivation and engagement will increase. Therefore, we also expect our Smarter Balance and ACT scores to increase.

As important, the relevance of our semester-long projects will offer experiences that help provide an environment where students will be able to transfer and adapt their knowledge and skills learned in and outside of the classroom to solving real concerns of real businesses. These will be the true tests of their readiness to complete college and/or start a career.

The central leeward area harbors some of the largest campuses in the state. At capacity in 2023, we will be able to implement the middle school concept with our elementary levels (K-5) totaling 390 students, our middle school at 225, and our high school at 300. These enrollment figures will provide a much more personable and family like atmosphere.

We believe everyone and everything is connected and we envision becoming a community resource in helping "the village" to raise innovative, productive, and mindful citizens.

Student Outcomes

- Master subject content as outlined in knowledge and performance standards
- Create and identify innovative solutions
- Make mindful decisions
- Be a community contributor and team producer
- Adapt prior knowledge and skills to solve un-related problems
- Communicate effectively
- Build authentic relationships
- Resolve conflict respectfully

Proposed IMAG Student Profile

30-40% of our students would not have attended preschool

40-60% will initially score below the state's established achievement test targets

70% elementary, 65% intermediate & 57% high school students qualify for Free/Reduced Lunch

8% elementary, 9% intermediate & 10% high school students qualify for Special Ed Services

28% elementary, 23% intermediate & 11% high school students are considered English

Language Learners

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



THE IMAG ACADEMY

Table of Contents

Selection Criteria

Planning, Program Design and Implementation CSP 84.282B

1) Quality of the proposed curriculum and instructional practices.....	2
2) The extent to which the proposed project will assist educationally..... disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards	20
3) The quality of the strategy for assessing achievement of the..... charter school's objectives	21
4) The extent of community support and parental and community..... involvement	24
5) Quality of project personnel.....	27
6) Quality of the management plan.....	31
7) Existence and quality of a charter or performance contract between..... the charter school and its authorized public chartering agency	33
8) The degree of flexibility afforded by the SEA and, if applicable..... the LEA to the charter school	34
Application Requirements.....	36
Priorities.....	47

1) Quality of the proposed curriculum and instructional practices

IMAG stands for innovative, mindful, accepting, and giving. With those words in mind, The IMAG Academy will provide a positive view of the world as we give all members of our school the permission to dream, environment to thrive, confidence to succeed, skills to act and the expectation to create a collaborative and peace filled society. Our students will be creators of innovative and mindful solutions to unpredictable situations as they transfer, adapt and act upon their thinking, knowledge and skills obtained through our high expectations and rigorous academic standards. The IMAG Academy will be a traditional face-to-face, “brick and mortar” school focused on a student’s mastery and accomplishments in acquiring real world and relevant knowledge, capabilities, and skills. It is a school where everyone can do their best work as an individual or as part of a group. It will be an engaging, place and project-based learning environment for 915 students K-12 with its first year open to 210 students in K, 7 and 8. At the core is an IMAG culture of leadership, mentorship, collaboration and IMAG decision making. See Attachment 1: Vision – Mission & Values

Student Outcomes

As we strive to build a school that provides an inclusive educational program that is rigorous, relevant and responsive to all students, we feel it necessary for all school members to understand the student outcomes expected. We expect our students to be able to

1. Master Subject Content knowledge and performance standards
2. Exceed grade level achievement standards
3. Create and identify innovative solutions
4. Make mindful decisions
5. Be a community contributor and team producer
6. Adapt prior knowledge and skills to solve un-related problems
7. Communicate effectively
8. Build authentic relationships
9. Resolve conflict respectfully

Instructional Framework Elements

The three main elements of our instructional framework; academic rigor, real-world relevance and a safe and nurturing environment, provide The IMAG Academy with an educational program that celebrates achieving high academic and social expectations. These three elements ensures a 360 degree view of learning, teaching and the organizational beliefs, values and behaviors required to provide an environment where all members of our community can excel and thrive.

At The IMAG Academy we will start with focusing on mastering academic subject content standards and extending our learning along an action continuum by incorporating community centered projects underpinned with the language of the School Family. With these three elements combined, students will be able to engage, succeed and thrive in solving real world concerns and opportunities. The ultimate success, as prescribed by our student outcomes, is when innovation, mindfulness, acceptance, and giving are inherent within our student’s decision making process and solutions.

Element 1: Academic Rigor – Mastery of core subject content standards: The IMAG Academy guides our students to use advance thinking skills by using national level standards, the Hawaii Common Core Standards (HCCS) and the applicable Hawaii State Performance Standards III (HSP III) as the starting point to mastering subject area content knowledge and skills for their applicable grade level. As important is our purposeful design to anchor all content areas with the HCCS of English Language Arts (ELA) and Math. The list below outlines the core subject areas and applicable standards to be used and the general knowledge and skills to be acquired.

English Language Arts – Common Core State Standards – English Language Arts

- Elements of Communication, Reading, Writing & Presentation

Mathematics – Common Core State Standards – Mathematics

- Mathematical operation and practices

Science & Engineering – Next Generation Science Standards

- Scientific Process, Tenets of Creation – Innovate, Design, Build & Maintain

Social Studies – HCP III and C3 Social Studies Framework

- Civics, Economics, Geography, History-World Perspectives, Communications, Life Skills

The IMAG Academy

Project Narrative

3

Leadership – IMAG Solution and Behavior Standards

- IMAG decision making and solution/choices

Project Based Learning – Buck Institute Project Based Learning Gold Standards

- Success Skills, Investigative Inquiry, Reflection, Critique, Product development

Relationship Building – School Family Framework

- Communication, Collaboration, Conflict Resolution, Compassion, Empathy

See Attachment 2 – Content Curriculum

Element 2: Real-world relevance – Learning extended by community centered, project based

learning: Relevant connections to the real world of what is being learned are extended by the completion of our semester long community-centered projects. These value-added projects provide an engaging, hands-on experience to how thinking and action comes alive as the knowledge, methods and strategies of Business, Art, Science and Engineering are practiced. We call this purposeful extension V-BASE because it focuses on creating and developing usable products and services for our community partners which bridge normal STEM and STEAM projects with innovation and real world constraints.

Our school’s community-centered projects incorporate the movement from a thinking continuum to the integration of an action continuum and the accomplishment of using the knowledge and skills acquired along the way. Real world connections will occur at multiple levels in order to enrich our student’s concentration on not only the acquisition of knowledge, but its application and adaptation. This type of action focused movement fits perfectly in enhancing our mission capability to provide rigor and relevance to our “continuum of experiences”. It not only ensures our students experience relevant and real world connections to their school learning, as important, it focuses them on the concerns within their community.

Element 3: Safe and nurturing environment – Social and emotional development ensured by the

School Family framework: The foundation to our learning environment, teaching community and school organization is a safe and nurturing environment built into the fiber of the school culture.

This type of foundation must be purposefully designed, implemented, maintained and sustained. As
The IMAG Academy

important, to ensure the actions of providing a safe and nurturing environment are consistent, persistent, resilient and supported, we have chosen to employ the School Family framework developed by Dr Becky Bailey. The metaphor of a School Family is used as “a guideline to create a positive school climate that promotes optimal development of all children, staff and faculty” (Bailey, 2011; *Creating the School Family*). It builds on success for those students with a balanced family life and provides a sense of safety and belonging for those lacking successful relationships at home. As described in Dr Becky Bailey’s 2011 book, *Creating the School Family*, The School Family provides a venue to create an optimal learning environment by

1. Optimizing the development of the brain for physical, social, emotional spiritual and academic success.
2. Strengthening or providing an invisible set of positive assets called family privilege.
3. Fostering connections so all members feel emotionally safe enough to experience conflict as a learning opportunity.
4. Providing safety, connection and problem solving opportunities, creating a bully safe place.
5. Utilizing everyday life of celebrations and conflicts as the social-emotional curriculum.
6. Integrating social-emotional learning into the teaching of academic standards
7. Bringing joy back into teaching.

Our student’s social-emotional and communication development is developed through positive and social interactions between all members (educators, administrators, staff, other students, and parents). This school-wide framework teaches, models and expects respectful communication as all school members learn how to authentically interact and build lasting and helpful relationships. The use of classroom and school structures, language, routines, and rituals develop an underlying feeling of being valued, a sense of belonging and ownership. In turn each member feels supported and acts to support others.

As important, The School Family framework is especially helpful in operationalizing community centered projects by helping to build a positive and collaborative work space. Students use and adapt their learned knowledge and skills of the School Family construct as it provides the foundational elements to building trusting relationships at all organizational levels, therefore

enhancing our school-wide culture of leadership, mentorship, collaboration and IMAG decision making. It enhances academic and community connections which build intrinsic and extrinsic value and motivation within our school and community members.

Instructional Strategies

As we looked at the many instructional strategies, it was important for us to understand that strategies may be used throughout the course of each day and across academic, project and social activities. As we looked for strategies that would ensure the appropriate level of rigor, we found it important to select instructional strategies that would yield increases in knowledge and skills acquisition. Robert J. Marzano suggests some of these high-yield strategies in his 2001 book, *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. He coined these nine strategies “high-yield” because when used it has been shown to increase test scores by a 22-45 percentile gain.

Below are the nine strategies Marzano identified through his research. Included under each of the nine strategies is a list of the specific techniques that will be trained, taught and used across The IMAG Academy to bring life to our instructional framework.

1. Identifying similarities and differences
 - Thinking maps, t charts, venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizer, affinity diagrams
2. Summarizing and note taking
 - Identifying key concepts, bullets outlines, clusters, narrative organizers, journal summaries, quick writes, graphic organizers, column notes, affinity diagrams
3. Reinforcing effort and by proving recognition
 - Hold expectations, display finished products, praise student’s effort, encourage to share ideas and express thoughts, stress free environment
4. Homework and practice
 - Retell, recite and review, reflective journal, homework is debriefed
5. Nonlinguistic representations
 - Visual tools, manipulatives, problem solution organizers, diagrams, concept maps, storyboards, physical models
6. Cooperative learning
 - Readers’ theatre, pass the pencil, circle of friends, shared reading and writing, plays, science projects, affinity diagrams
7. Setting objectives and providing feedback

- o KWL, contract learning goals, articulate learning goals
- 8. Generating and test hypothesis
 - o Investigate, thinking process, social construction of knowledge, explore
- 9. Questions, cues, and advance organizers
 - o Think alouds, inferring, predicting, drawing conclusions

In addition to these instructional strategies we will also use the practices within the School Family framework; Conscious Discipline. The Conscious Discipline's structures, rituals, language, and routines within every classroom and throughout the school will enhance positive social interactions and relationships which are the foundation to cooperation (Bailey, 2000; Conscious Discipline).

The strategies employed by Conscious Discipline strive to create an environment where students are able to process their emotions and transform their inner states to allow their higher centers of their brain to engage and enable self-manage, dramatically decreasing classroom management concerns.

They also offer positive communication development. The following structures and strategies will be used within each classroom, as well as across and within our school organization.

1. Brain Smart Start (Brain exercises)
2. Kindness Tree (Kind acts)
3. That was helpful notes (Noticing others)
4. Celebration Chair (Valuing other's achievements)
5. My Space (Safe Place)
6. Wish You Well (Remembering absent members)
7. Class/School Jobs (Everyone contribute-has value)
8. Family Wall (Photos of class/school members)

As our School Family relationships and communication develop as individuals and within our groups, integrating projects with challenging curriculum to our student's personal interest and community needs ensures learning has an educational purpose while providing deeper learning relevant to the real world. The project-driven instructional strategies we employ across our semester long projects are guided by the Buck Institutes PBL Gold Standard. The goal is to have students gain key knowledge and understanding as they build the following success skills of critical thinking, problem solving, collaboration, and self-management. The following strategies will be incorporated within the classroom.

1. Class Meetings
2. Design & Plan
3. Align to Standards
4. Build the Culture
5. Manage Activities
6. Scaffold Student Learning
7. Assess Student Learning
8. Engage & Coach

Each semester our students will spend the first 5 days focused on learning about a community concern or opportunity. Community guest speakers, field trips, and hands-on activities provide the basic foundation of how the different aspects of business, arts, science and engineering manifest itself within our society. At the end of the week students will have collaborated and composed a driving question that will anchor their next 5 months of work resulting in innovative solutions and products. These innovations are organizational brochures, websites, research findings, software and product prototypes, artwork and original narratives.

Extensive reading, writing, data collection, interdisciplinary technology exploration, and presentations will be completed as students continue to make learning choices throughout the semester. Their growing knowledge and skills provide them with a more confident and supported voice to share what they find important.

Our daily extended blocks of traditional subjects like math, social studies, history provide students the time to experience how what they've learned can be adapted to the real world (Reflection). Our afternoon project time integrates academic subjects with solving real-world concerns, enhancing their capability to problem solve, collaborate, communicate, and be creative and innovative in their thinking, decision making and final solution/product development. A focus on value-added solutions that apply the knowledge, methods and decisions of business, arts, science and engineering (V-BASE) takes the terms STEM and STEAM to a whole different and higher level of innovation and opportunities for our students as well as our community partners.

Informal and formalized feedback from peers, teachers, and community partners are part of our weekly schedule, ensuring our students time for self-reflection, further inquiry, and revision.

Although, our student's decipher complex informative text, discover multiple primary resources, and collect, apply or adapt data in creating and developing solutions and products, the project culminates in students sharing their creations at a formalized gathering of community members, teachers, parents and peers. As projects are completed, exciting new opportunities and passions are uncovered by our new community-aware citizens.

Using the concepts of rigor and relevance as a barometer to guide our decisions on content, thinking and action steps help us to determine specific strategies to be used to set up the environment for the most learning to take place. It allows us to choose instructional strategies that help our students to consistently and naturally use techniques that help adapt their present knowledge to tackle and solve seemingly unrelated situations, circumstances or subjects. A couple of the strategies are aligned here as an example of their strengths to moving our students from an internal thinking exercise to action and decision making, sometimes known as Quadrant D solutions within the Rigor/Relevance Framework.

1. Quadrant A – Acquisition
 - a. Retell, recall or locating knowledge in one discipline
 - b. Solve problems, design solutions, and complete work
2. Quadrant B – Application
 - a. Apply knowledge in one known discipline
 - b. Apply knowledge to new and unpredictable situations
3. Quadrant C – Assimilation
 - a. Extend and refine their acquired knowledge to be able to use automatically
 - b. Routine use of knowledge to analyze, solve problems, create solutions
4. Quadrant D – Adaptation
 - a. Solve complex, real-world problems
 - b. Create projects, designs, and other works for use in real-world situations.
 - c. Adapt known knowledge and skills for unpredictable, unrelated situations

See Attachment 3: Rigor/Relevance Framework

Other instructional strategies important to this element are the use of the IMAG Practices for Decision Making and Solution Development and Choice Checklist which focuses on a student's solution choice and behaviors and decisions leading up to a solution.

See Attachment 4: IMAG Checklist

Educational Program Structures and Products

In order to complement our instructional strategies and to improve our ability to create an engaging learning environment, The IMAG Academy will be using a number of educational structures, products and their associated processes to support our students, teachers and school. They are important to highlight because they build strength and essential support beams within our educational program.

School Culture: Our school's culture is the fabric that keeps all levels of the organization integrated in delivering rigorous, relevant and connected educational program. Our culture reflects our vision, mission and values and the resulting program structures and products. Our culture sets the tone for all school members to be leaders, mentors, collaborators and to strive to make IMAG decisions. All school related decisions are derived from striving to build, foster and perpetuate our culture.

Standards driven academics: The national level standards and the HCCS are a driving and foundational element in our decision to select already published curriculum content. In addition, these curriculums provide interim unit and benchmark assessments, recommended pacing guides, possible thematic units across other content subject areas and integrated online program opportunities. Another consideration was the availability to professional development (off and online) and complete K-12 options to accommodate our growth.

The decision to use the same materials as the rest of the state included considerations to our students, teachers and school resources. We felt our students would be familiar with the programs and a unit's format and lessons, therefore student transfers would not pose too many problems.

Since most of our teachers and aides will be veterans from the HI DOE, our teaching staff considerations were material familiarity, professional development (PD) received from 2013-2017, future PD from HI DOE, and possible supported and collaborative professional exchanges across the state. As important, the unit interim, formative and summative assessments would be included for us to incorporate if desired, as we applied the needed rigor and relevance essential for our students to assimilate and adapt the knowledge and skills being taught.

See Attachment 5: Curriculum list

Curriculum Extensions through Community centered project based learning: Although the standards will provide a foundation to all our programs, further integration will have to be completed between the selected curriculum materials and our community centered projects. Our ultimate goal is for our students to be able to easily transfer and adapt what they've learned to creating solutions for problems and opportunities within their communities. Our instructional connections to our community via community centered V-BASE projects are our way of providing the continuum of experiences and essential relevant connections within their learning environment.

Content Subject Maps: Content subject maps use word and visual associations and connections to align subject content knowledge. It acts as a visual bridge to a student's current knowledge and skill level to targeted standards based outcomes. Actionable data is immediately shared between individual students and a teacher, allowing teachers to gauge the success of instruction from lesson to lesson, in some cases, moment to moment. Fact-based interim and on-going formative assessments are shared real-time.

See Attachment 6: Content Subject Maps

Class Schedule: Our schedule supports our mastery of national standards, HCCS and knowledge and skills afforded by project based learning. The structure of our day and week enhances the time we will have to focus on application, assimilation, and adaptation learning goals. The long

instruction periods enables a multitude of instructional strategies to be used and more time to be spent on experiential activities. As important, time to communicate, collaborate, and support each other is hardwired into the schedule enhancing our ability to create an engaging, hands-on environment. During our mornings, long blocks of learning (75 minutes) allow time for deeper explorations into subject areas, collaboration and hands-on activities. Four days a week, our community project blocks (115 minutes) enable a variety of instructional strategies to be used, facilitating collaboration amongst all members. These blocks provide flexibility for a variety of opportunities such as individual research, project and product development, specialized tutorials or lectures, community field trips, guest speakers and meetings.

See Attachment 7: Class Schedule

Individual – Achievement Goals and Learning plans (I-AGLs): Each student in collaboration with their school mentor/teacher, will develop I-AGLs to ensure the proper focus and target benchmarks in academics, project work, and social-emotional and communication development are based on each student’s strengths and needs. Assessments are conducted at the beginning of the school year through a variety of tools, strategies and observations. Continuous formal and informal formative, curricular and interim and summative assessments are conducted throughout the year.

Evidence of Achieved Goals and Learning (E-AGLs): E-AGLs are collected throughout the semester to document a student’s accomplishments and successes towards achieving their written goals. These may include interim and summative scores, content based weekly checks, ongoing teacher observations and feedback, IMAG practices–Decision Making and Solution check sheets, a kindness notes from a peer, photos of finished project items or a video presentation to a community partner. The only limitation to what can be considered evidence will be based on the individualized I-AGL plan, determined through a collaborative, team effort between the teacher and student. These

E-AGLs will signify benchmark accomplishments and targets and held in a student's Performance Achievement Record (PAR).

Transition Program: Students and their family members within the new and transition grades of K, 7 and 8 will be recommended to participate in our transition program. The program will provide essential information about their upcoming transition. Our Student-Parent Coordinator will be the point of contact and will provide support and resources. Workshop type sessions will be available to students to attend and experience project-based activities as taught within The IMAG Academy.

FORE Teams: A FORE team is made up of School Family members charged to "get out in front of a problem or situation". These teams may be initiated based on any member requesting a FORE team based on multiple forms of assessments pointing to potential situations. These teams are made up of a counselor, administrator, teacher(s), and the student. Parents may be asked or ask to participate. If an IEP doesn't already exist or if a PAR may be more appropriate, the FORE team will use the student's I-AGL and review evidence (E-AGLs) to make changes or suggestions for remediation or specialized instruction. Accelerated learning may also be a proposed course of action.

Educational Outcomes – Assessments: Student assessments go hand in hand with our instructional strategies and the intent of collecting data would be two fold. First to make immediate changes necessary in our learning environment, teaching community, and second to make whole grade or school wide changes within the school organization. As all levels are integrated in support of our students, it will be necessary to understand how each area is affected by a decision. Communication amongst all stakeholders will be essential.

Informal assessments used by our classroom teachers above and beyond the agreed upon grade level assessments inform classroom or teacher specific instructional strategies and are used to triangulate

other more formalized assessments. For example, they are helpful as evidence for a FORE team to form or a referral for additional formalized services to be requested.

As our focus will be on improving teaching, learning and leadership, assessments will be a collaborative effort at The IMAG Academy. The development of processes that are systematic and cyclical will be employed.

Data Driven Decisions: Assessment results will be distributed monthly at our Wednesday morning meeting. Time will be set aside to discuss and document the results, its effect and the next steps. Depending upon the course of action (individual, cohort, or school) further discussions may be required. If further collaboration is required at the grade level only, a report will be presented at our next Data meeting, unless urgency requires a meeting before our scheduled monthly data dive. Decisions may take the shape of changes or modifications to existing instructional practices within the classroom, position description or school organizational practices or policies. The level of change will dictate the stakeholder involvement to implement such changes.

With our current staff structure, the Resource Teacher will be responsible to provide guidance, support and resources in collaboration with our school director.

School Level Data: Once the grade level teachers have collaborated and decided what other assessments will be helpful to them, these assessments and the resulting instruments will be reviewed. These assessments may be a combination of curriculum based, online progress monitoring, and informal and formal formative assessments.

Common assessments across the grade levels will be discussed and a school-wide approach to these assessments will be determined by a collaborative team consisting of a teacher from each grade level, counselor, resource teacher and our school director.

School Specific Data – Measurements & Metrics: The assessment for school level data will be administered and collected by a variety of media. Privacy and integrity of the data is of utmost importance and procedures will be put in place according to the appropriate policies.

Formalized Assessments – Smarter Balance and ACT

Collection: Online or through approved accommodations

Analyzed: Results will be coordinated through counselors to teachers. Teachers will be able to review results online if made available. Hard copies will be provided to our students.

Formalized Assessment – BASC 2

Collection and Analyzed: Currently computerize formats are available for easy scoring and reporting. Scales are filled out by the student’s teacher and parent. Self-reporting scales are available.

Formative (Quarterly) IMAG Practices DM and Solution

Collection: Currently checklist and open comments

Analyzed: By teacher and student

Interim Benchmark - Graduation Rate

Collected and Analyzed: Office staff

Daily Count – Attendance

Collected and Analyzed: Office staff

College – Career Choices

Collected and Analyzed: Office staff/counselors

See Attachment 13: Assessments – Pacing Guides

Organizational Decisions, Structures and Products

School Location and Size

School Location: There were many ways to view the eligible student population for The IMAG Academy. We chose to look at our probable school population from two perspectives; a conservative and more neighborhood viewpoint and from a broader community resource considering a wider geographical area. We’ve concluded, whichever viewpoint or vantage point we take there is a definitive need for another school, especially one focused on creating a small, family like environment for our students, parents and community through the use of community based project learning.

Conservative-Neighborhood Resource: As we pulled the enrollment numbers into one spreadsheet for the Waipahu area complex (Attachment B-Item 1) from each individual school's School Status and Improvement Reports (SSIRs) it highlighted how large our public school campuses are within the area. As we looked at the individual schools, we found August Ahrens to be the largest elementary school in the state with over 1200 students K-6. In addition, all of the other schools in the complex were also some of the largest even compared to our neighbors in Ewa Beach.

Wider Central Leeward Area Resource: As we opened our review to the entire central leeward area enrollment figures (Makakilo, Kapolei, Ewa Beach and up through Mililani and Wahiawa) the options families were given was quite dismal.

In summary, when compared to campus sizes across the state, our enrollment of over 9,300 students was only second to our neighbors in the Campbell complex area (10,500+). Therefore, we felt a small public charter school within Waipahu would be a unique and inviting proposition.

School Size: According to research done on class size differences, what may matter most is the size of the school. Our neighborhood schools definitely could welcome some relief. It has been suggested, that socially diverse and economically disadvantages populations, like ours in the central leeward area, may find student achievement affected by large student bodies. It has been suggested that relatively smaller school campuses, more than smaller class size, could create a more trusting, safe and nurturing culture and better learning environments. At capacity, we will welcome 390 elementary, 225 middle and 300 high school students to our campus. This is a drastic difference from our current public school environment.

Teacher Support, Collaboration, and Collegiality: Research over the years have made it clear that the teacher is the touchpoint for our students and the lynchpin to a positive learning environment. Many of the decisions made in shaping The IMAG Academy were informed by creating a

professional and trusted space with the classroom educator in mind. Therefore, their voice will always be incorporated into all aspects of the school.

A supportive and supported teaching community seems to be a rare commodity. But like any other family, these words are to be a common way of life at The IMAG Academy. Structures have been put in place to create a professional, teaching community. The very decision to have three teachers per grade was to create this important atmosphere of mentorship, collaboration, leadership, and innovation which would enhance our ability to co-teaching and subject specialization. In addition, our community centered V-BASE projects will further create a sense of collegiality at each grade level as well as school wide.

Three teachers per grade allow teachers to come together and support each other at the appropriate grade level and are able to divide the required tasks amongst themselves. In addition, this type of grade level manning allows for not only grade level collegiality and collaboration, it will allow more opportunities for teachers to co-teach, give and receive respite and to have the opportunity to teach specialized subjects of interest.

At the school organizational level, having three teachers for each grade allows more flexibility in hiring options and more leadership opportunities. For example, we could hire one master teacher to provide mentorship to two less experienced teachers. Organizationally, the options are numerous.

Staffing structures: Our rationale for our staffing plan is driven by our need to create a safe and responsive learning environment, a supported and supportive teaching community and an effective and responsible school organization. Each provides important components for our school to be able to create the necessary continuum of experiences and connections to our community. To illustrate our plan, each position was placed under an area of the school (learning, teaching, organization) it most supported. Upon reviewing the results, it allowed us to ensure the proper level of support was projected and budgeted.

1. Learning environment – Classrooms
 - a. Teachers-Core subjects

- b. Education Aides and Teacher Assistants
- c. Teachers-Specialty subjects
- d. Teachers – ELL

We plan on having a relatively smaller class size than most public schools. The number of teachers per student will be 1 to 20 in grades K-3 and 1 to 25 in grades 4-12 with 3 teachers per grade. In addition, we suspect a wide range of learning capabilities and styles across our student body, therefore 1 educational aide/teacher assistant is planned to augment 3 teachers. We believe this upfront staffing decision would better enable co-teaching, small group, individual attention and hands-on activities with programs like read aloud programs, one-on-one math remediation and instruction.

The following positions are in direct support in providing both academic and social emotional support to our students and classroom teaching staff. We feel collegiality amongst teachers in the same grade is very important, therefore we have decided to have 3 classes/teachers per grade. This would better support mentorship, collaboration and an increase in grade level teacher resources to design, develop, implement, and evaluate curriculum and program requirements.

- 2. Teaching Community – Teacher Support
 - a. Curriculum Resource Teacher
 - b. Teachers – ELL
 - c. Social Worker
 - d. School Director
 - e. Counselor
 - f. Projects Coordinator

Curriculum Resource Teacher/Leader – This position would work with and support teachers with any curriculum and instructional concerns to include providing classroom observation, coaching and mentorship.

Organizational operations and governance requires more than the right policy development and implementation, but the right people to maintain and sustain the quality of the processes and

procedures. A smooth running operation helps everyone focus on what is the most important; the academic and social development of our students.

3. School Organization

- a. School Director
- b. Assistant Director
- c. Counselor
- d. Projects Coordinator
- e. Student-Parent Coordinator (Family Services)
- f. SASA
- g. Admin Services - Reports
- h. Account Clerk
- i. IT Support
- j. Facility Care
- k. Security

Business Manager - As the school grows and the added complexity of a high school, additional leadership positions have been added to ensure the “back of the house” operations continue to be effective and accountable. A Business Manager will be part of the team from the very beginning to ensure our funds accountability, policies, and processes are developed with the proper level of checks and balances.

Counselors – We felt the addition of a counselor were needed due to the added complexity of high school in year 2 and also the addition of 6 more classes and 2 more grades.

The Project Coordinator – A Project Coordinator would provide support to the School Director in coordinating with community partners and teachers the details of our V-BASE projects. With the support of the Student Parent Coordinator, this position would be the lynchpin to our community partners for our Community Meetings/Luncheons. This position would also be able to aid in student visits to the office if needed.

Student – Parent Coordinator - As we are family driven, we felt a dedicated person to support our students and families were necessary. We felt this position would be listening to our families and working with the director to bring fun, academic, learning programs to the school.

2) The extent to which the proposed project will assist educationally disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards

The culture of The IMAG Academy is not just about being innovative in our solutions and decision making, but ensuring we are also mindful, accepting, and giving when it comes to our entire School Family. This type of holistic view is perfectly suited for our student population because it focuses on creating a safe and nurturing space for all members across the entire school campus and community.

At capacity, 583 of our 915 students may be considered to be risk for academic challenges due to their disadvantaged socioeconomic status. In addition, we will be expecting approximately 185 students to be English language learners. These types of high numbers not only trigger our innovative juices, but it also informs us of how important the social emotional learning will be to communicating high expectations to our students as respected and valued members of our School Family. The IMAG Academy's School and resulting culture, is like any other family, it is a conscious and unconscious way of life. It is comprehensive, and inclusive of all members of our family.

We believe children learn by doing and interacting with their environment and they uncover motivation and their sense of self and belonging from seeing and feeling their value within this environment. Everything designed into The IMAG Academy is to ensure inclusion and to provide a learning environment in consideration of circumstances our learners and families find themselves. Based on our values and beliefs we focus on the strengths and potential of the individual, family and our community. Therefore, we have found the three elements of our instructional framework; standards-driven knowledge, skills and performance, community centered projects, and a safe and nurturing school family to be the best mixture in striving to achieve an engaging, rigorous, relevant, safe and nurturing learning environment and teaching community. Our instructional framework

and all of the strategies and structures designed into our educational program, with most described earlier, supports all students, educationally disadvantaged to gifted and talented, in uncovering their strengths and potential.

In addition, The IMAG Academy practices full inclusion that results in a comprehensive and wrap-around student services model of four levels. These levels help to put into place a formalized system to ensure everyone is provided the academic and social educational program activities they need.

The four levels are Level 1 – Classroom Instruction and Project Facilitation, Level 2 – Targeted Grade and School, Level 3 – Community Program Enrollment and Level 4 – Specialized Services.

See Attachment Student Services - Four Level Summary

3) The quality of the strategy for assessing achievement of the charter school's objectives

Our strategy for assessing achievement of our school's objectives can be best illustrated with the use of our selected measurements. We believe these goals and associated metrics will give us a holistic view of our student's academic and problem solving capabilities and will indicate possible areas for improvement. As important, we've estimated approximately 70% of our elementary, 64% of our intermediate and 57% of our high school students will qualify for free and reduced lunch, about 6% would require SPED services, and 27% elementary, 23% intermediate and 11% of high school students will be English Language Learners. We've also chosen additional measurements to understand their social and emotional growth.

At The IMAG Academy assessment is conducted at many different levels to ensure important information is collected regarding individual students, as well as student cohorts and our school as a whole. To ensure our plan reflects any changes within our complex area or the State of Hawaii, it will be reviewed and possibly modified during our pre-opening planning phase with the help of our Leeward District Educational Specialists. We will strive to optimize it for our student population, metric objectives, and data requirements, as well as it being practical and cost effective.

The metrics were chosen for their focus on essential elements we believe to be critical to understanding if our instructional framework of rigor, relevance and social emotional and communication development are being achieved. Each metric will have an individual and cohort component to be used to make adjustments in an individual student's learning environment or within our teaching community and school organization. These changes would affect instructional decisions during the year as well as the following year regarding our methods, strategies, and specific or generalized details within our community-centered projects.

Individual scores will become a student's Evidence of Achieved Goals and Learning (E-AGLs) and a part of their Performance Achievement Record (PAR) to help in attaining the targets in their Individual Achievement Goals and Learning Plan (I-AGL). By comparing their accomplishment to their plan, a student, parents, and teachers will be able to quickly assess if a student is progressing as expected. Modifications in targets can be made and/or remediation, specialized instruction or accelerated learning strategies can be employed.

In addition to these metrics being used to inform our individual student's progress and benchmark accomplishments, the data will also provide insight into the achievements of both a student cohort as well as our school. Measurements can be compared to previous data points to determine if decisions in curriculum or instructional strategies and methods have had a possible negative or positive affect. With this said, the validity and reliability of the tool and the data must be considered.

Goal #1 – Test Score Achievement in Reading, Mathematics, and Science (if applicable)

Purpose: Grade level achievement

Frequency: 3 times / SY

1st test – Early in 1st Quarter: Interim/Benchmark

2nd test – Early 3rd Quarter: Interim/Benchmark

3rd test – Mid 4th Quarter: Summative

Format: Online

Goal #2 – Test Score ACT (if applicable)

Purpose: Readiness to attend college

The IMAG Academy

Project Narrative

22

Frequency: 1 time / SY
3rd test – Mid 4th Quarter: Summative
Format: Online

Goal #3 – IMAG Practices – Decision Making
Purpose: Application of IMAG Decision Making process
Frequency: 4 times / SY
Quarterly: Interim/Benchmark
Format: Checklist/Rubric/Discussion and Observation

Goal #4 – IMAG Practices – Solutions
Purpose: Application of IMAG Solution choices
Frequency: 4 times / SY
Quarterly: Interim/Benchmark
Format: Checklist/Rubric/Discussion and Product/Solution Inspection

Goal #5 – Graduation Rate (if applicable)
Purpose: Accomplishment of High School Coursework – Readiness to proceed to college or career
Frequency: 1 time / SY
Format: Count

Goal #6 – Attendance
Purpose: Readiness to Learn
Frequency: Daily
Format: Count

Goal #7 – Social Emotional (if applicable)
Purpose: At Risk for Social Emotional Concerns and Growth
Frequency: 2 times / SY
Interim/Benchmark
1st assessment: Mid September
2nd assessment: Mid May

Goal #8 – Post High School Choices (if applicable)
Purpose: Ability to proceed to college or be employed
Frequency: 1 time / SY
Format: Survey - Count

In addition to the individual student data, our school-wide metrics and measurement goals will produce, our teacher's will be using other interim, formative and unit summative assessments at each grade level and classroom. The use of the school-wide measurements may also be used by grade level teachers as multiple and various ways to assess a student's understanding of what is being taught and their individual accomplishments. In order to be able to provide consistency

between classrooms and ensure a level of progress monitoring is being accomplished, grade level teachers will be asked to collaborate and determine a minimum baseline of assessments to be used across their grade level. In addition, specific curriculum based and teacher constructed assessments will be identified.

At the bare minimum, teachers will be asked to identify interim formative and unit summative assessments for reading, writing and mathematics. Some of the formal assessments currently being used are Dibels and LevelSet.

4) The extent of community support and parental and community involvement

Community Support: The following activities have given us a better understanding of the educational and community concerns and have started a positive connection with community leaders, parents and families. The IMAG Academy is the result of community voice shared with and evidence-based research conducted by one of our founding board members over the last 7 years. More recently, to ensure our school is a place where parents would feel proud to send their children to, over the last 6 months, we have personally manned more than 23 farmers' market and community event booths and set up 8 informational tables at our local Walmart stores. In addition, we've distributed over 400 informational cards at local preschools and another 500 at the local area libraries. We've had one-on-one discussions with over 250 parents or family members and garnered over 373 signatures in support of The IMAG Academy becoming a public charter school in Waipahu. A list of their names is presented by Ms Shirley Ames within the Letters of Support attachment. We are also regular attendees at the monthly Waipahu Neighborhood Board and Waipahu Community Coalition meetings. Discussions with local government representatives continue.

As an educational choice, our philosophy is to provide an inviting environment where family relationships can be strengthened. Therefore our school and resulting programs are built to support

families to better interact, connect and learn as a family. Our decisions will take into consideration the support systems our families may need to enable their student's to focus on school related work and excel in their learning.

Partnership Support and Involvement: Our attendance at local business meet-ups, workshops and conferences has started discussions with a number of local business and government agency leaders. Our community centered V-BASE projects will introduce our community partners to all grade levels and will ensure and enhance student's exposure and experiences to community opportunities. These purposeful connections to meaningful opportunities within our communities serve as real world lessons in learning and interacting with those in careers and professions available to each student.

Community partners are invited each afternoon during our community project time and lunch on Wednesdays are scheduled with mentors and family. Our community partners will be an essential piece to our project based learning and in helping our students to connect what they are learning in class to the real world.

Parent and Family Involvement: We believe our School Family is an extension of our students' family, therefore parents or guardians are an important aspect of our school and we strongly believe we must work together to create the best learning environment, teaching community and school organization. We have developed family programs built upon positive social interaction and connection. In addition, parent volunteer opportunities will be focused on marrying a parent's strengths and desires to school needs.

Our plans for engaging parents, guardians and community members will be focused on becoming a resource for educational information and building relationships and partnerships. Our communications plan includes face-to-face discussions with HI DOE Leeward district staff, administrators and staff of other public schools, preschools, and community programs throughout

the leeward central area. In addition, our goal is to become a sought-after contributor and event participant within our community.

The following are common activities to engage with our parents and community members.

1. Information/Flyer distribution – Community Programs and Public Schools
2. Event participation – Information/Flyer Distribution & Newsletter/Email Sign up
3. Community member awareness – Newsletter/Email Notifications
4. Mid-Week and The FilAm Courier contributor on Student/community partnership successes

The IMAG Academy has a number of structures and policies to ensure parents/guardians and community members are informed and engaged in our school. These include a Family Communications Plan, family and community programs, and parent and community member volunteer opportunities. The following is a list of the many opportunities The IMAG Academy will be using to stay engaged with all school members.

Family Communication Plan

1. Enrollment and Admissions Policy and Procedures
2. Admissions Process
3. Student and Family Handbooks
4. Family focused events
5. School newsletters
6. Weekly E-Communiques
 - a. School, grade level, and classroom communications will be done primarily via email – other forms of communications will be used on a case by case basis
7. Talk Story Events
8. Complaints Procedures

Family Programs

1. Early morning drop off
2. Semester Parent-Student Conferences – created and led by students
3. Student-Parent interactive “take home” activities
4. Student-Parent interactive school events
5. Family focused events
6. Wednesday Lunch with Mentors and Parents

Parent Volunteer Opportunities

1. Reading Program
2. Tutoring Program
3. Community Project Volunteer – ie Guest speakers
4. Parent Advisory Group

Community Involvement: As a community resource, our philosophy is to provide a collaborative environment where community members and business leaders are partners in the educational programs offered to our families. Therefore our instructional framework to connect standards-driven knowledge and skills with community centered projects results in partnerships built to support a strong interactive community-centered environment. We have incorporated community projects and events into our student's weekly schedule. Community member volunteer opportunities will also be focused on integrating a member's strengths and/or core business concerns to school needs.

Community Programs and Volunteer Opportunities

1. Community Project Volunteer – ie Guest speakers
2. Community Project Partner – Provide the community focus of our semester project
3. Wednesday Lunch with Mentors and Parents
4. In-kind donations – tax/accounting benefit
5. In-kind donations – Sponsorship partner
6. Community Advisory Group

5) Quality of project personnel

Our founding group has clocked over 80 years of experience across all organizational levels of education. The experience and abilities of our initial and growing founding group will play a critical role in our success in our planning, program design and initial implementation phase. Their expert knowledge and hands-on experience will be essential in harnessing the untapped energy of our community during are school opening and growth stages.

With most of the initial tasks list built, the founding board members will be able to immediately start to reach out to our more than 373 supporters. In addition, we will be better able to align each one's expertise and our personal and professional networks in the community to bring the necessary knowledge, skills, solutions, and energy to planning the opening of the school and growing our capability to becoming a welcomed community resource.

Sheila Buyukacar has agreed to be the point person for the team. Her project management expertise along with her organizational development experiences will be instrumental in her orchestrating the tasks of the implementation plan. She will be able to ensure our organizational structure and plan is integrated correctly to support our academic plan and instructional framework. She will be able to orchestrate the many talents across our board, advisors, parents, families, students and community members.

Our initial founding members make up just the beginning of our board's growth. As we continue to plan and solidify our program design, we will be innovative and decisive in order to provide the level of details necessary to opening up The IMAG Academy with our projected 210 students in August of 2017.

Deborah Bond-Upson-Education Consultant and Curriculum Developer

With over 40 years of experience within the educational arena, Ms Bond-Upson has stayed ahead and on top of the game through her impressive list of innovations with technology in physical and virtual learning environments. She brings with her unique experiences in strategic school facility construction, leasing and location decisions. As CEO of her own company she consults and has served the National Board for Professional Teaching Standards, Dev Boot Camp, NBC Learn, Channel One, ACT and Awesome Stories. Her partnerships have garnered her a unique set of skills in education sector mergers and acquisition, strategic market and product analysis.

Nothing is out of reach for Ms Bond-Upson as she brings her zest for innovation and development of a myriad of cutting edge capabilities; GALAXY Classroom, STEM U, and Education Nation. She has led the Expeditionary Learning Schools in implementing online systems, accountability measures and growth initiatives across a network of over 150 charter, public and private schools. She has set the stage within the educational arena at all levels of corporate and school operations. Her tenacity to making things happen comes as no surprise as she co-founded Parents for Public

Schools – Hawaii in response to the Hawaii State Furlough Friday situation. She continues to serve as their Vice President and in leading the way in bringing a more positive face to our public schools in Hawaii. Ms Bond-Upson will be able to share her tenacity and deep experience in creating something of great value to our community.

Hanlan Bowler-STEM educator and Student Teacher Supervisor

Mr Bowler has over 15 years of hands-on STEM focused classroom experience. He also has one-on-one training experience with pre-service educators as a Student Teacher Supervisor with the Grand Canyon University’s College of Education. His knowledge and skills both as a classroom educator and a training supervisor will provide us with a unique point of view. His extensive classroom know-how and STEM expertise will help us bridge our V-BASE project resource needs to developing more mindful teacher induction training, professional development, and support systems for all of our educators.

Sheila Buyukacar-Organizational development and non-profit governance

Ms Buyukacar has over 30 years in building the necessary organizational structures within organizations in a variety of capacities; as a manager, consultant and business owner. She has served as a non-profit executive director which tapped her wide range of expertise; strategic planning, policy, program and process development, non-profit operations and governance, fundraising and events management. In addition to her extensive experience in project planning and management, she has also created, developed and delivered project based programs for K-5 students. As a USAF project manager, section leader and a business owner, Sheila’s staffing, training, and professional development expertise spans across 20 years. Her responsibilities included the proper handling and stewardship of monies, contracts, and membership relations. From a business and organizational standpoint, her positions over the years have provided her in-depth organizational development experiences in strategic planning, policy, process and procedure

re-engineering. More important, her 30 years in management and leadership positions have given her invaluable insight and experiences in building necessary and essential relationships across all levels of an organization and community.

Joseph Evans-Business Manager and financial controls and compliance management

Mr Evans has in excess of 34 years of financial management experience at levels of an organization with over 7 years within several Hawaii public charter schools. He has supported a number of charter school governing boards and guided them in their governance decision making. He has approximately 15 years' of experience in staffing financial management teams in banking, investment and non-profit industries. His other responsibilities included payroll management, staff licensing and credentialing, union business relationships and HR director tasks. He has 15 years in business consulting and managing relationships in non-profit and for-profit companies. He has conducted performance evaluations for staff in different capacities and managed processes and provided training and conducted seminars on various topics including investment strategies, accounting software implementation, developing policies and procedures manuals and business planning. His positions over the years has provided him hands-on experience in budgeting, financial statements preparation, financial analysis and cash flow management, preparing auditing work papers, internal controls review and revision, supervising and motivating staff, generating and maintaining business relationships.

Mr Evan's financial acumen and experience with starting and guiding charter schools will be influential in continuing to improve our governance structure, financially and organizationally. His areas of expertise include accounting, audit processes, risk management, cost allocation, budgeting, team management, GAAP implementation and strategic planning will be need as we make The IMAG Academy a viable and sustainable organization.

Mr Keoni Inciong-Academic management and program level development and evaluation

Mr Inciong has extensive educational and academic credentials to back up his over 30 years as a classroom educator, HI DOE education specialist and an administrator for the Office of Hawaiian Education within the HI DOE's Superintendent's Office. He brings with him knowledge, skills and experience at all levels of curriculum and program development and evaluation. Mr Inciong will be able to apply his over 10 years of experience in place and project based learning with a unique connection in our Hawaiian Education system. As a pioneer within the Hawaiian Education system, his grassroots beginnings with the HI DOE and Kamehameha Schools extends out to a vast network of colleagues within the public and private educational system of Hawaii.

Martha Nahale-Contract and project management

Ms Nahale's over 20 years of experience in managing multi-faceted and complex contracts will be extremely valuable to the multitude of contracts and new programs that will have to be developed for the school. Her detailed knowledge of the terms of a \$3.5M contract and her long-lasting relationships across Hawaii during the 2001 September 11 shutdown of our US airspace ensured her stranded crews were taken care of and ready to respond whenever possible. Ms Nahale's warm aloha spirit and ability to build positive business relationships will be particularly helpful during all stages of our planning, program design, initial implementation, growth and continued improvement.

6) Quality of the management plan

Planning, Program Design, Initial Implementation Management Plan

Our current Project Management Plan represents many tasks to ensure the opening of The IMAG Academy as a fiscally aware and organizationally sound school focused on our student's performance and accomplishments. As we are in a pre-charter approval planning stage, there is much to be done in our program and management design. We have started to put together a number of management task and timeline plans and board policies to help us organize and tackle the details of all of the organizational activities that must be accomplished.

Sheila Buyukacar, our School Director, has agreed to work full-time or nearly full-time to lead the development and implementation of the plan to open The IMAG Academy. She has agreed to work via contract from January 2016 to July 2017.

Within the plan, each area will have a board point of contact. These individuals will be responsible for the development of these areas. We have learned a school is a fabric of integrated systems and capabilities requiring each one of us to share our accomplishments and hurdles on a regular schedule. The following list is our first attempt to identify those board members with the expertise and passion for their tasks.

1. Education Programs – Sheila Buyukacar & Deborah Bond-Upson
2. Organizational Processes – Sheila Buyukacar (SASA)
3. Documentation – Sheila Buyukacar (SASA)
4. Facility Readiness – Joseph Evans
5. Personnel Hiring – Hanlan Bowler
6. Board Recruitment, Transition & Development – Sheila Buyukacar & Deborah Bond-Upson
7. Financial Management – Joseph Evans

The following Project Director Task List identifies also is an initial attempt to some of the many tasks needing to be accomplished by our Project Director. In addition, the following areas of concern has been further detailed in the Task Force Activity & Timeline Checklist attachment

2016-2017	Project Director – Sheila Buyukacar	Continuous	Milestone
Direct, Coordinate Project Activities	Document with monthly report to board		
Coordinate Ed Program Effects on hiring, training, induction, PD	Monthly update Review scope & sequence review		
Coordinate meetings with board members, founders, school districts, and other key personnel	Schedule Agenda Document and share minutes		
Develop appropriate forms Digital & paper Publish on website & Facebook	Enrollment (Finalize enrollment policy) Funds reimbursement Volunteer Employment Partners Complaint		

	Injury		
Develop marketing items	Brochures Flyers Banners Yard signs Flags		
Develop school calendar	Align with other public schools Check union requirements Check changes in student hour requirements		
Finalize enrollment policy	Board approval Commission approval		
Develop schedule of Staff Recruit Hire Train	Finalize position descriptions Identify advertising form Finalize hiring criteria/process		
Develop grading system	Collaborate with Resource Teacher-others Check out Deeper learning report card Advisory Group approval Board approval Commission approval		
Develop student/parent handbook	Finalize policies Advisory Group approval Board approval Commission approval		
Coordinate initial meetings with parents	Schedule Agenda Document and share minutes		
Purchase school equipment and furniture	Review budget Form committee Keep board updated		
Coordinate foodservice	Finalize contract HI DOE approval?		
Coordinate professional induction program	Schedule and inform		

See Attachment 10: Task Force Activity & Timeline Checklist

7) Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency

The IMAG Academy is in the process of applying for a charter approval with the Hawaii Public Charter School Commission (Commission), our state’s authorizing public chartering agency.

Instead of our actual charter performance contract, we have included in as an attachment a copy of a Charter Contract for your review. As the Commission has statewide chartering jurisdiction and authority and is empowered to authorize public charter schools and enter into a charter contract with approved public charter schools, the attached contract template will provide information regarding their processes and performance contract expectations.

Within the contract template, you will find a description of how the state will analyze our student performance pursuant to our state's assessments. The measurements and metric provided within Section B 3, page B. 3-6, will identify the suggested assessment items that may be included within a future contract. In addition, the charter contract also provides a description of funding responsibilities (Section 8, pages A.8 and A.9) of the Board of Education via the Commission once the CSP grant expires. This contract template also provides in Section 3.5, page A.3, the responsibilities of the school, the Hawaii DOE (Hawaii's SEA and the sole LEA in Hawaii) to provide complete services in compliance with IDEA.

See Attachment 16: Hawaii STATE PUBLIC CHARTER SCHOOL CONTRACT template (SY 2014-2019)

8) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school

The Hawaii State Statute 302D refers to a public charter school as a public school with respective governing boards holding a current charter contract to operate within the state and that have the flexibility and independent authority to implement alternative frameworks with regard to curriculum, facilities management, instructional approach, virtual education, length of the school day, week, or year, and personnel management.

Currently, Hawaii has only one charter authorizer within the state, therefore making the Hawaii Public Charter School Commission (HPCSC) the sole point of contact between our SEA/LEA, the Hawaii Department of Education (HI DOE), and public charter schools. The relationship between

HPCSC and charter schools allow each charter school the flexibility in planning, design, and implementation of the school's vision, mission, educational programs and associated instructional strategies.

As important, each school's governing board is expected to negotiate a sound charter contract with HPCSC which ensures our board the appropriate oversight and responsibility for the financial, organizational and academic viability of The IMAG Academy. As a public charter school in Hawaii we are given the authority to determine the organization and management systems within our school and are expected to comply with applicable federal and state laws. As we are required to employ unionized educators, we also have the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of our employees. This allows us the flexibility to change certain aspects of our employees work environment; work rules, school duties, length of day, supplemental pay, etc.

We are empowered to develop our own internal policies and procedures consistent with the goals of public accountability. These include business hours, public meetings, procurement of goods, services, and construction, consistent with the goals of public accountability and procure practices. As we are responsible for the educational achievement of our students and must follow certain statewide rules and regulations, we are allowed to include additional performance indicators to the minimum evaluation items of student academic proficiency, student academic growth, achievement gaps, postsecondary readiness, financial performance and sustainability, performance and stewardship, organizational viability, and annual academic performance targets. Additional rigorous, valid and reliable indicators can be proposed by the board and added within our contract. All contract identified academic, financial, organizational and operational performance indicators, measures, metrics will guide HPCSC's evaluations.

A. Describe the educational program to be implemented

Our instructional framework encompasses three elements that help us to build an exciting learning environment. We've built it on national and state standards and extending the knowledge and skills through community center projects. Using the Buck Institute's Gold Standard of Project Based Learning to guide our semester long work, it will help both students and teachers in providing an collaborative environment build on honoring their continuous effort in their quest to being innovative and mindful as their develop their value-added products and services for our partners. Section 1 provides the majority of the structures that support our chosen educational programs and instructional strategies.

B. Describe how the charter school will be managed

School Management Plan

Our school management plan spans across all of the school organizational levels and deals with aspects of academic, organizational and financial performance. We believe school management is a critical area that has many different layers to understand and integrate.

We've included within our attachments our organizational chart, governing board descriptions, bylaws and associated policies. Also included are descriptions of our performance framework along with school measurements and associated metrics. The items shared here will also manifest itself within our future charter contract in an effort to ensure baseline performance and accountability.

During the planning, program design and initial implementation phase of The IMAG Academy, these items will be reviewed, modified and added to in order to ensure a comprehensive capability emerges from these documents that can effectively and efficiently become a breathing and performing entity that can be maintained and sustained all the while changing and morphing into The IMAG Academy.

Academic performance: The academic performance standard considerations include, but are not limited to, Strive HI performance, Strive HI category, status, growth, and comparative performance based on federal, state, Academic Performance Framework, and School-Specific Measures.

Financial performance: The financial performance is the foundation to our organization and we've found the indicators we will be using to be very helpful in both watching for short term health issues and long term sustainability concerns. With the financial metrics to be used within the school, we will be able to identify concerns and problems early on to make adjustments to our financial decisions and situation.

Organizational performance: The organizational performance standards are based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Managing Bodies: The charter school will be managed by a team made up of the Governing Board, School Director, Advisors and our Advisory Board. Each will play a different role in the academic, organizational and financial management of the school. The vision of the governing board is to uphold the academic, organizational, and fiscal capabilities of The IMAG Academy. Its mission is to ethically govern by investing in, developing, implementing, ensuring, and maintaining sound and proven governance practices across all aspects of our school in order to sustain it into the future.

Board members will be expected to be the ethical, legal, and financial stewards of The IMAG Academy. They will be responsible to represent and maintain the school's vision and mission while being responsive to the School Director and other stakeholders in their charge of our academic success and sustainability. The key stakeholders are The IMAG Foundation, School Director, and Advisory Board (Students, Teachers, Staff, Parents, and Community Members). The IMAG Foundation's sole purpose is to serve as the non-profit 501(c)3 organization for the school.

Incorporating and filing for our non-profit status will be one of the first activities to complete in January 2016.

The School Director will be responsible for the appropriate use of resources by all school personnel.

The director must make adjustments to ensure the proper mixture of people, processes, infrastructure and organizational structure are efficiently and effectively achieved in all levels of the school; learning environment, teaching community and school organization.

The School Advisory Board will be made up of a representative from each advisory group; students, parents, teachers, staff and community. In the initial years each group will have a single representative to the Advisory Board. With each subsequent year, the governing board will guide its growth through continued review.

See Attachment 11: Org Charts

Governing Board: The Governing Board will have at least 9 members. It will consist of a President, Vice President, Secretary, and Treasurer. The remaining positions will be designated as Board Members.

Building a high performing school, the Board must maintain members with a diversity of expertise and viewpoints. The following will comprise our desired collective skills set.

1. Governance, program or project management
2. Non-profit administration
3. Financial management
4. Educational leadership
5. Labor relations
6. Contract development, negotiations, and execution
7. Human resource management
8. Marketing, public relations, and/or communications
9. Funds development and/or fundraising
10. Legal affairs
11. Strategic planning
12. Policy making
13. Facilities management

We will use a committee structure to support well-informed decisions. Committees/task forces will provide for focused research, deeper discussion and vetted solution recommendations.

The Governing Board is charged with these five areas of responsibility.

1. Ensures Effective Governance and Accountability: The board will develop and maintain effective governing policies and procedures to ensure school performance. Financial and organizational management measurements are part of our monthly and on-going reviews and decision-making. They will also provide support and guidance to our School Director. This is done via a trusting relationship and an on-going feedback process which includes the annual use of an unbiased evaluation tool.

2. Ensures Effective Organizational Planning: The board will maintain a strategic vision and plan that sustains best practices in academic performance, governance and financial management.

3. Manages and Ensures Adequate Resources: An adequate annual operating budget is necessary to ensure appropriate resources in both the short and long term. The board must also take charge and manage our fundraising and funds development.

4. Ensures Alignment with School Purpose: The board must align its efforts with The IMAG Academy's vision, mission and values with an ultimate focus on the improvement of student performance.

5. Assesses the Governing Board Performance: Outstanding governance performance is better ensured by a well-trained, developed, led and managed Governing Board which develop and maintain governance best practices.

Advisors: Advisors will be professionals not able to commit to serve as a Board Member and may be asked to complement the board's expertise and become an Advisor to the Board. The role and responsibility of an Advisor is to provide expert and professional guidance on pertinent areas of concern.

Advisory Board: An advisory board will be made up of representatives from each stakeholder group; students, parents, teachers, staff, and community. Each group will act as a forum for its members to meet, discuss, and collaborate on solutions to opportunities and concerns. Each will have a representative to serve as the conduit to both the Governing Board and School Director.

School Director: The School Director is charged with building and maintaining a positive school culture with the necessary mixture of people, processes, infrastructure and organizational structure in order to ensure and enhance the our student's academic excellence.

See Attachment 11 Org Chart

See Attachment 12: Board Bylaws and Policies

See Attachment 13: Measurements and Metrics

C. Describe objectives of, and methods with which, the charter school will determine progress toward achieving those objectives

Our values, vision, mission are what bonds our desired student outcomes together. In turn these objectives are measured in several ways as describe with the choices of our chosen measurements, associated metrics and goals. As important is our teacher's use of formal and informal formative assessments which provide critical and helpful feedback to our students in a timely manner. All of the organizational structures and academic decisions shared earlier in Section 1. provide us with a system of data to help our students attain our lofty goals. In addition, a list of measurements, metrics and goals can be found in Atch 8 and an Assessment pacing guide is located in Atch 13.

D. Describe administrative relationship between the charter school and the authorized public chartering agency

Our public chartering agency, HPCSC will hold the contract with our school's governing board which is responsible for the financial, organizational, and academic viability of The IMAG Academy and the implementation of the charter contract.

From a legal standpoint, the administrative relationship between The IMAG Academy's board and HPCSC is driven by state and federal laws, rules and regulations to ensure timely per-pupil funding is made available to maintain sustainable and best practices as evident of policies, processes, resources, systems, measurements, metrics and decision making. These are spelled out and agreed upon via a charter contract we both have a legal agreement to maintain an accountable and viable organization structure in support of our vision, mission, values and achievement goals. On-going reporting and annual performance evaluations and audits help both of us to provide early indicators of potential problems in multiple areas of our organization to include health and safety. The combined measures and metrics across our academic, organizational, and financial environments help to build credible professional relationships in bringing the best educational opportunities to our students, families and community.

From a community resource and education provider standpoint, we both have the same goal; to provide a sustainable, high quality education to our students. Our administrative relationship between HPCSC staff, the school's board, and staff will be built upon respectful communication and collaboration. We believe each player provides a vital piece in the puzzle of providing an engaging and innovative learning environment, a professional and supported teaching community and a viable and supportive school organization. This type of relationship must be mindfully fostered.

E. Describe how parents, and the community, will be involved in the planning, program design, and implementation

As an educational choice, our philosophy is to provide an inviting environment where family relationships can be strengthened. Therefore our school and resulting programs are built to support families to better interact, connect and learn as a family. Our decisions will take into consideration the support systems needed to enable their student's to focus on school related work and excel in

their learning. Section 4 describes a number of programs The IMAG Academy will provide our families and their children.

We believe our School Family is an extension of our students' family, therefore parents or guardians are an important aspect of our school and we strongly believe we must work together to create the best learning environment, teaching community and school organization. We have developed family programs built upon interaction and connection. Parent volunteer opportunities will be focused on marrying a parent's strengths and desires to school needs.

As a community resource, our philosophy is to provide a collaborative environment where community members and business leaders are partners in the educational programs offered to our families. Therefore our instructional framework to connect standards driven knowledge and skills with community centered projects results in partnerships built to support a strong interactive community-centered environment. We have incorporated community projects and events into our weekly schedule. Community member volunteer opportunities will also be focused on integrating a member's strengths and/or core business concerns to school needs.

F. Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired

When approved, The IMAG Academy will receive general pre-pupil funding from our Board of Education in accordance with state laws and regulations and as covered within our Hawaii State Statute 302D-28. We will start to receive a portion of our first school year funds starting in July of the appropriate year and will continue for as long as we maintain a public charter school contract with our authorizer. In particular, special education and after-school plus programs are provided or funded by the Hawaii Department of Education (HI DOE) . Fringe benefit costs of charter school employees are not charged or deducted from the charter school per-pupil funding. In addition,

charter schools shall be eligible for all federal financial support to the same extent of our HI DOE public schools.

G. Waivers of any Federal Statutory or regulatory provisions

Waivers: Per our charter authorizer, Hawaii Public Charter School Commission, the only waiver the state was approved for was the Flexibility Waiver from The Elementary and Secondary Education Act (ESEA) of specific requirements of the No Child Left Behind Act of 2001 (NCLB) in order to establish rigorous and comprehensive plan designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. In response, the state has approved the Hawaii Common Core Standards and adopted the Strive HI Performance System.

Executive Order 12372 Review Process: N/A - We do not have a SPOC.

H. Describe how the grant funds will be used, including how they will be used in conjunction with other Federal programs administered by the Secretary

The grant funds will be used in a number of ways that will bring benefit to our community as a whole. Instead of hiring consultants or travelling off island for professional development, a lot of our budget is to build a learning and teaching environment for developing our educational program and training our educators; The IMAG Lab.

Personnel: A high percentage of the funds will cover the costs of hiring personnel to design, deliver, assess and modify the educational program as described in previous sections. In order to deliver, observe and evaluate the actual integration of the instruction framework, The IMAG Lab will be created. The IMAG Lab will be offered during intersessions and summer. It will provide access to our project based learning environment where both students and teachers can experience the benefits of our instructional framework.

Contracts: Another important area the funds will be used for is to bring together experts in the area of subject content mapping, project based learning and the development of a maker space venue.

Equipment/Supplies: Another large portion of the grant funds will be used to furnish our school. Items such as desk, chairs, tables, shelving and file cabinets are on the list. In addition, content curriculum materials, computers, classroom boards and other technology equipment have been budgeted.

Year 1 will be used as a planning year to build relationships and partnerships between our prospective school personnel and vision/mission aligned educational experts across the State of Hawaii and the continental US. Our goal is to build a usable, easily maintainable and sustainable learning, teaching and decision making framework. Through the use of stipends/contracts, our future “employees” will act as in-the-field consultants and be trained in the use of our developed educational programs and associated data systems and then provide community centered project based intersession and summer school programs. They will use instructional strategies common to project based learning and the Rigor/Relevance Framework. They will conduct classroom observations, collaborate, reflect and continue to improve student’s learning environments, their teaching craft and community all the while providing us rich data and a deeper understanding of necessary decisions within our school processes, policies, training, and student and teacher support.

Year 2 will be the start of our first school year and our focus will be in putting our plan into action effectively and efficiently. Planning will continue as we move forward to improve our publicly accessible educational programs with periodic consulting and teacher assistance services.

Year 3 ends with our 1st year coming to a close and our 2nd moving full steam ahead. We will invite 135 more students and their families and 8 more educators as we enter into our 2nd year of

implementation. We will continue to offer publicly accessible project based programs to non-enrolled students.

I. Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school

Our recruitment plan includes marketing via flyer distribution, website, Mid-Week calendar listings, blog and Facebook posts, informational sessions, attendance at community events, and strategically placed community banners.

In addition, especially during the startup and growing years part of our committee/task force structure will include a task force on the marketing to our diverse family community with the Waipahu and surrounding areas. This task force will also include an on-going review of other possible and more effective ways to recruit and market the school in order to ensure equal access to all interested students and families across Waipahu and the central leeward area.

The following list below is of focused programs we will use to inform and develop partners with families in poverty, families of students with diverse academic abilities (gifted and talented, low-achieving, at-risk, special needs, etc) and families with relatively higher incomes and/or levels of formal education.

1. All early childhood care centers and programs in supporting areas
 - Early Headstart and Headstart programs
 - Non-profit infant care and preschool programs
 - Private infant care and preschool programs
2. Mom's Clubs and family related groups
3. All elementary schools in the area (7th grade applicants)
 - Waipahu, Mililani/Wheeler, Ewa Beach, Kapolei/Makakilo
4. The surrounding intermediate/middle schools in the area (8th grade applicants)
 - Waipahu, Mililani, Ilima, Kapolei, Pearl City Highlands
5. Private schools not offering high school
 - St Joseph's Catholic School
 - The Children's House
 - Pearl Harbor Christian Academy (in Waipahu)
6. Paid tutoring programs in the area (applicable grades)
7. Afterschool tutoring and special programs (applicable grades)
 - Parks and Recreation
 - YMCA

In addition to family outreach, our efforts will also include specialized information to public and private school and community service program staff, administrators, and directors. The list of community service programs with multiple locations and programs within the leeward central area would include, but not limited to the following.

1. Keiki O’Ka Aina Learning Centers
2. The Institute for Native Pacific Education and Culture (INPEACE)
3. Partners and Children Together (PACT)
4. Child and Family Services

The IMAG Academy does not have any enrollment preferences and invite all families interested in our project-based learning methods to apply for admission. However, as a family oriented school, we do have identified an enrollment priority to ensure staff with children and families with multiple children are able to attend the same school. This is covered within our Admission and Enrollment Policy. The enrollment priority is highlighted below.

1. Current students
2. Children of The IMAG Academy’s staff;
3. Siblings of currently enrolled students;
4. Siblings of newly admitted students;
5. All other Hawai’i students

See Attachment 14: Student Recruitment

See Attachment 15: Student Enrollment Policy

J. Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with IDEA

As our HI DOE is the SEA and the sole LEA, The IMAG Academy will work collaborative with the district to ensure compliance with section 613 (a)5 and 613(e)(1)(B) of IDEA and serve children with disabilities. This includes providing supplementary and related services on-site to the same extent as any other district public school. We will diligently conform to all federal laws and regulations, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). Recruitment and admissions

are addressed in a set of questions and answers regarding the application of federal civil rights laws to public charter schools published by the U.S. Department of Education's Office of Civil Rights (2000). We will request records from the child's previous school to ensure all IEP requirements are implemented. In following the federal and state requirements, The IMAG Academy will abide by all State of Hawaii's charter school laws and regulations regarding our ability and obligation to provide special education or related services to children with disabilities. The IMAG Academy employs full inclusion strategies to ensure all student's individual achievement goals are identified and aligned with the appropriate standards and IEP requirements.

Our responsibilities to providing the needed wrap-around services for each child and family is not taken lightly, therefore staff recruitment, training, and professional development will be aligned accordingly. We will strive to attract, recruit and hire teachers with dual certification (in special and general education) and contract with special educators via a collaborative agreement with the HI DOE. During the course of student recruitment, we will share information with prospective students and families on the school's vision, mission, values, chosen curriculum and services. If appropriate, we would proudly discuss the services and supports currently provided to students with disabilities and to explore potential strategies for meeting the needs of all prospective student. All issues about the appropriateness of the student's needs and resulting services will be a collaborative effort between the student's IEP team, which includes the student's parents or legal guardian, The IMAG Academy and the HI DOE district's special education specialists. In order to ensure our students are provided the best individualize learning environment as possible, the following items will be employed.

1. Needs assessment instruments will be used to determine special needs of the students;
2. The entire staff will be trained to recognize different learning styles and to use appropriate instructional strategies from each style;
3. Certified and highly qualified special education teachers will be hired;
4. The school will adhere to the applicable Hawaii Department of Education Regulations and Standards;

5. All students will be immersed in an inclusive setting and will participate in our community centered projects;
6. A resource teacher and project coordinators will support our learning in all classrooms;
7. Teacher aides will be utilized to ensure increased individualized instructional strategies.

As outlined within our state statute 302D, our HI DOE shall be responsible for the provision of a free appropriate public education. The department shall review all of the current individualized education programs of special education students enrolled in a charter school and may offer staff, funding, or both, based upon a per-pupil weighted formula to allocate resources for special education students in the department schools to include HI public charter schools.

ABSOLUTE PRIORITY – Supporting high-need students [students living in poverty] projects that are designed to improve academic outcomes and learning environments for students who are living in poverty and are served by schools with high concentrations of students living in poverty.

Our anticipated student population will provide us with both academic and social and emotional challenges. As educators serving within this community, we have found our students to be respectful, pleasant, and willing to go the extra mile when an engaging learning environment is created. Family and friends are central to these students' lives and can play a critical role in their level of success. School pride and a sense of belonging are important. Project based learning gives them the hands-on and engaging environment in which they love and thrive.

Of the 9387 students enrolled in Waipahu public schools, 5510 of them qualify for free and reduced lunch suggesting a 59% FRL. But as we honed into our prospective location between two of some of the largest and highest poverty stricken locations in Waipahu, we found we should expect approximately 70% of our elementary, and 64% of our intermediate and 57% of high school students will qualify for free and reduced lunch, about 6% would require Special Education services, and 27% elementary and 23% of intermediate and 11% of high school students will not consider English as their first language.

School and Student Demographics					
School/Grades	# of Students	Free & Reduced Lunch		English Language Learners	
1. Waipahu High 9-12	2450	56.7%	1388	10.9%	266
2. Waipahu Inter 7-8	1289	63.8%	822	23%	296
3. August Ahrens K-6	1427	59.3%	846	19.2%	274
4. Waipahu Elem K-6	1044	87.9%	961	37.6%	411
5. Kaleiopuu K-6	987	42.2%	417	4.3%	42
6. Honowai K-6	805	71.1%	567	13.4%	107
7. Kanoelani K-6	729	37.4%	273	3.8%	28
8. Waikele K-6	614	38.4%	236	10.9%	67
Total	9387	37.4 – 87.9%	5510	4.3% -37.6%	1491

COMPETITIVE PREFERENCE PRIORITY: a. Supporting high-need students [rural, students with disabilities, English learners]:

The table above provides a snapshot of our English Language Learner population within our complex area. The total number of English Language Learners is projected to be approximately 192 students at capacity. Our information is taken from each Waipahu Complex area school’s School Status and Improvement Reports of SY 2012-2013.

COMPETITIVE PREFERENCE PRIORITY: c. Improving Early Learning and Development Outcomes:

Our teachers are a crucial link in achieving our vision and mission. Our values highlight what is important to us as we create a strong, supportive and collaborative teaching community in order to develop an engaging and positive learning environment. We pride ourselves on providing a comprehensive “wrap-around” support system to include three classes at each grade level and full-time professional development support staff that provide classroom observation and coaching. Starting in Year 1, we will be providing the entry grade of K. We understand that 30-40% of our Kindergartners will be attending a formal learning environment for the first time. As part of this important transition, we will be offering a transition program for all new students to school, regardless of the school they will attend. This transition program will be held in July and will

incorporate activities (project based learning) for both students and parents. We understand the difficult time this new student may create for the family, so the parent/adult component of this program will be dependent upon the work schedules of our parents, these courses may also be provided in the evening or on the weekend.

Academic Year	Planned # of Students	Grade Levels Served
Year 1 (2016/17)*	210	K, 7-8
Year 2 (2017/18)	345	K-1, 7-9
Year 3 (2018/19)	480	K-2, 7-10
Year 4 (2019/20)	615	K-3, 7-11
Year 5 (2020/21)	765	K-4, 7-12
Year 6 (2021/22)	840	K-5, 7-12
Year 7 (2022/23)-Capacity	915	K-12 K-5 – 390 students 6-8 – 225 students 9-12 – 300 students

*Dependent upon receiving a Hawaii State Commission Approval in August 2016

In addition, the HI DOE has started to provide pre-school services in high needs areas. As the children in Waipahu show a high number of our young children do not attend preschool, we will attempt to request approval from the Hawaii Public Charter School Commission, our authorizer to offer a full and part time service for our families.

INVITATIONAL PRIORITY: Schools designed to attract and serve students from diverse backgrounds, including students from different racial and ethnic groups and educationally disadvantaged students as reflected in the (a) charter school’s mission statement, (b) vision of the charter school

We are a small, family public charter school that is family driven, student focused and community driven.

Although we believe the majority of the students will be Filipino (60+%) with a number of other culturally diverse and strong ethnic groups being represented, such as Native Hawaiian, Micronesian, and Samoan. The number of different dialects and cultural upbringings within each of

these ethnic groups strongly recommend the importance for a positive school culture that provides a safe and nurturing social and learning environment for all students.

Our vision is to become a community resource raising generations of innovative, mindful, accepting, and giving citizens grounded in their knowledge and capabilities to create and sustain successful, peace-filled and ethnically diverse communities.

Our mission as a K-12 public charter school is to provide a small, family-like environment to prepare mindful citizens through engaging our students in community centered concerns and projects. We focus on creating a continuum of experiences, in and outside of school, where the strengths and potential of the individual, family and community can flourish.

See Attachment 1: Vision – Mission & Values

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

DAVID Y. IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)
<http://CharterCommission.Hawaii.Gov>
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: (808) 586-3775 Fax: (808) 586-3776

October 5, 2015

VIA E-MAIL

U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Avenue SW
Washington, D.C. 20202

To Whom It May Concern:

The Hawaii State Public Charter School Commission (“Commission”), as the sole statewide charter school authorizer in Hawaii, has received IMAG Academy’s grant application for the Charter School Program’s Non-SEA Planning, Program Design, and Initial Implementation grant competition.

IMAG Academy initiated its planning and program design phase for the 2015-2016 new charter school application cycle by submitting an Intent to Apply Packet on October 5, 2015. If IMAG Academy is determined eligible, it will need to submit a completed charter application to the Commission by February 12, 2016. Application decisions will be made on August 11, 2016, and if approved, IMAG Academy will open in July 2017.

Please let me know if there are any questions.

Best regards,

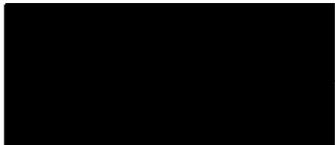

Kenyon Tam
Operations and Applications Specialist

Charter Schools Program Assurances

NON-SEA Applicants for Planning, Program Design, and Implementation

- AP* (a) Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances;
- AP* (b) As duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary;
- AP* (c) All items described in the application requirements;
- AP* (d) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- AP* (e) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- AP* (f) A description of how a charter school is considered a local a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- AP* (g) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted is not been determined;
- AP* (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program wither through a State subgrant or directly from the Department;
- AP* (i) Assurances that the State educational agency will (i) grant or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

 Representative
Name of Authorized Official Title

 The IMAGE Academy Oct 5, 2015
Applicant Organization Date

DEBORAH BOND-UPSON



2009 - present

CEO, Learning Bond LLC

- Ongoing leadership of AwesomeStories.com worldwide education offerings, website product development, distribution and business development.
- Completed strategic technical training market analysis, product, and organizational report for DevBootCamp.
- Strategic news and media in schools market analysis, site visits, product review and definition, for Alloy Media for Channel One youth news in schools.
- Performed strategic and program analysis for the National Board for Professional Teaching Standards. Represented NBPTS in collaborations with Hawaii State Teachers Association, Teacher Standards Board, and Dept. of Education.
- Co-founded Parents for Public Schools- Hawaii, and continue to serve as VP including leadership of website and social media supporting parent engagement.
- Delivered strategic business analysis and education integration services to NBC Learn. Developed partnerships with states, schools, and foundations; implementation process and online video and on-site teacher professional development programs; and assisted with the development of "Education Nation".
- Lead change at Expeditionary Learning Schools implementing online systems and resources, accountability measures, and growth initiatives for a network of over 150 charter, traditional public, and private schools.
- Developed STEM U (Science Technology Engineering and Math University, District Collaborative) with five university and three district partners, to leverage GALAXY Classroom blended solutions to expand the pipeline of highly qualified 21st Century Teachers and to reach a wider audience of students.

2003 - 2009

CEO, Best Practice Networks, Inc.

- Lead BPN including product strategy, development, and delivery; branding, marketing, and sales; partnering with districts and publishers to co-develop "best practice" education.
- Integrated GALAXY Classroom online based science program with district pacing, sold and delivered GALAXY Classroom pilots in Miami-Dade County Public, Broward County, and Charlotte-Mecklenburg District Schools and private, and charter schools in FL, GA, and MA.
- Advanced BPN online instructional system, supporting adaptive assessment, multimedia and modular design.
- Co-developed with district teachers a career technical Virtual High School of 64 online semester courses, delivery to over 3000 students per year, and achieving completion rates exceeding onsite high school classes.
- Created an online tutoring system featuring adaptive assessment, serving over 600 migrant students.

2001 - 2003

President and CEO, TU Holdings, Inc.

- Managed Knowledge Universe investment in Riverdeep following sale of Teacher Universe programs.
- Represented Teacher Universe and Riverdeep to corporate and governmental groups.
- Designed and managed custom production and implementation for major contracts, e.g.
 - Georgia statewide video and online GALAXY Classroom science program,
 - Georgia statewide online teacher assessment program "AssessOnline",
 - Nevada statewide blended literacy launch program,

- LAUSD online teacher assessment and training program.

1998 - 2001

President and CEO, Teacher Universe, Inc.

- Founded Teacher Universe, leveraging technology and assessment to empower teachers and students.
- Developed computer-adaptive assessment system for teachers, drove adoption by the state of GA.
- Launched early online teacher professional development courses with Cal State Monterey graduate credits.
- Produced Codie Finalist interactive, adaptive, online training programs.
- Created online GALAXY Classroom to complement live, hands-on, satellite and fax programs.
- Produced Telly award-winning video series for two years of Galaxy science curriculum.
- Developed Teacher Universe branding, gained significant visibility for TU in education and investment sectors.
- Developed sales force and of state and district account pipeline of over \$50 million.
- Delivered to over 800 school sites, 230 districts, 17,000 teachers affecting 430,000 students per year.
- Researched changing market and development of acquisition and partnership opportunities.
- Created online management systems for the distributed Teacher Universe organization.
- Participated in PT3 (Preparing Tomorrow's Teachers) grant with university partners.
- Presented Teacher Universe to potential investors, leading to the asset sale to Riverdeep.

1997 - 2003

Executive Vice President, Knowledge Universe, Inc.

- Researched and evaluated companies for acquisition and development within childcare, education, technology training, and testing markets.
- Presented companies, industry segments, business models and strategies to investors.

1973 - 1997

Vice President, Product Development, Kaplan Educational Centers
National Director of Development
Regional Director, Western U. S.
Regional Administrator, Northern California and Nevada

- Managed development of test prep and licensure programs generating \$70 million in revenue.
- Designed and managed development of teaching strategies and psychometric development of software to prepare for the new computer-adaptive tests (GMAT, GRE, NCLEX, TOEFL, etc.).
- Coordinated content development for Kaplan retail software and book projects.
- Researched and planned new businesses and delivery modes, including distance and mediated learning.
- Instituted content database to manage content for customized instruction and cost-effective development.
- Developed College and Graduate Admissions and Private Tutoring product lines.
- Created CPA Review distance-learning curriculum of go-hours video lectures, software, and textbooks.
- Created Nursing Licensure distance learning curriculum of software, flash cards, books and tapes.
- Provided operations leadership for the computerization of the national system of 150 educational centers including lead management, transaction processing and enrollment management system to nationwide.
- Reorganized western Kaplan Centers from independent contractors to central management.
- Created innovative marketing programs bringing hundreds of thousands of students to events across the U.S.

- Lead 28 west region schools and 30 campus programs improving service quality, locations, and revenues.
- Introduced Kaplan in Northern CA, building a staff of 500, 10 schools, and multiple college locations.
- Trained teachers and delivered test prep and licensure preparation to over 10,000 students per year.
- Created software systems to manage business, enrollments, sales and scheduling.
- Created procedures, manuals and training guiding all facets of operations.
- Instituted partnerships with universities providing services for minority students via HCOP, EOP and MESA programs.
- Produced educational programs including the CBEST teacher exam preparation program.

1970 - 1973

Teacher and Student Teacher

- Filmmaking and environmental art, Martin Luther King Middle School, Berkeley, CA.
- Filmmaking and environmental art, West Philadelphia High School District, Philadelphia, PA.

1969

Assistant Producer, International Pool, Apollo 11 Moon Landing, ABC News

- Satellite scheduling, media interface on transmission rights.
- Production assistant on International Pool broadcast of the flight.

EDUCATION

1972-76 Master of Divinity, Starr King School for the Ministry, Graduate Theological Union, Berkeley, CA
 1967-71 BA, English Literature, Swarthmore College, Swarthmore, PA

AWARDS

2015 Finalist, Codie Award for Awesome Stories as best Social Sciences Solution
 2012 Second Prize, Association of Hawaii Artists, Miniature Exhibition.
 2001 American Marketing Association, Southern California, best brochure (TU/Galaxy)
 2000 Finalist, Codie Award for best training software Integrate Online
 2000 Two Telly Awards for Teacher Universe Galaxy Classroom science education videos
 1991 Kaplan National Marketing Award, breakthrough multi-phased marketing campaign
 1990 Thomas Starr King Award for Religious Leadership
 1974 St. Lawrence Fellow, honorary scholarship for theological study

PERSONAL

Married since 1976 with four adult children.

Lifetime educator, ordained Unitarian Universalist minister and visual artist.

DEBORAH BOND-UPSON

Deborah Bond-Upson is an education innovator with deep experience in education, business and technology aspects of the ongoing global education transformation. Her chief interest is in using technology, media and assessment to individualize and enhance learning, simultaneously creating disruptive new education market opportunities.

As an executive at Kaplan, Deborah contributed to The Washington Post and Kaplan M & A efforts. Later joining Knowledge Universe, she served on multiple M & A teams in addition to launching Teacher Universe and Galaxy Classroom. After founding Teacher Universe, which was sold to Riverdeep (now HMH), she cofounded Best Practice Networks and now leads Learning Bond LLC, a consulting company. Learning Bond has served the National Board for Professional Teaching Standards, Dev Boot Camp, NBC Learn, Channel One, ACT and Awesome Stories.

- Education Sector Mergers and Acquisitions
- Strategic market and product analysis
- Consumer marketing, branding, sales and delivery
- Institutional marketing, branding, sales and delivery
- E-Learning—learning, content and member management, adaptive and blended learning
- Specialist and innovator in development for online instructional platforms integrating media and assessment
- Strategic location, construction, leasing and certification of school facilities
- Partnerships—state, district, company and foundation
- Business operations—general management of national and regional networks of schools

Pre-K: Conducted M & A review of Children’s Discovery Center sites and programs, served on the Board of Knowledge Beginnings, executed Riverdeep—Kindercare early learning partnership.

K-12: Lead Galaxy Classroom elementary science student and teacher professional development programs, Georgia legislature-funded delivery of science video programming via Georgia Public TV, Ohio Learning Alliance virtual high school programs and state of Nevada interactive reading pilot. Lead operational online advances at Expeditionary Learning Schools. Supported NBC Learn, Channel One, ACT and Awesome Stories strategy, program development and marketing.

Teacher Professional Development (TPD): Created Teacher Universe technology integration training programs, delivered statewide teacher technology “AssessOnline” to over 70,000 Georgia teachers, developed TPD approaches for Riverdeep, Galaxy Classroom, Expeditionary Learning Schools, NBC Learn, and Awesome Stories. Consulted to the National Board for Professional Teaching Standards in expansion of online services.

English Language Learning: Conducted M & A research in ESL school networks for Knowledge Universe. Lead redesign of Kaplan ESL programs at Kaplan, integrating interactive software and film and working with international resellers.

Career Technical: Served on team to evaluate and integrate purchase of Productivity Point International by Knowledge Universe. Developed and delivered high school courses for career technical students besting bricks and mortar course completion and graduation rates, developed adaptive technology skill and integration courses and assessment for teachers and consulted to DevBootCamp onsite intensive web developer training programs.

College: Supported investment by Knowledge Universe in UNEXT online university. Lead development and delivery of admissions test prep programs, undergraduate education for-credit programs and partnerships with accredited universities.

Graduate: Managed sales, development and delivery of graduate admissions test prep, developed graduate courses for masters credit, and university partnerships universities including medical, law, and business schools.

Professional: Served in Washington Post evaluation of professional learning provider companies. Managed development, marketing, sales, and delivery of nursing licensure prep, Bar review, and CPA review courses. Produced a 90-hour video-based CPA review program.

B.A. Swarthmore College, Swarthmore, PA, 1971.

Master of Divinity, Starr King School for the Ministry, Graduate Theological Union, Berkeley, CA, 1976.

Member of various education and technology boards and organizations.

Winner of media, education, marketing and art awards.

Married since 1976 with four adult children.

The IMAG Academy

4

hanlan bowler

PROFILE

Dependable problem solver that is organized, and flexible
Innovative educator who is experienced working with diverse populations
Dedicated team leader that is able to work as a cooperative member and independently
Clear communicator experienced in building relationships with communities
Intentional thinker who is able to multi-task and work with deadlines

EXPERIENCE

Student Teacher Supervisor, Grand Canyon University, College of Education 2014-2015

- Monitored, mentored and evaluated student teachers candidates. Facilitated
- Meetings, observations and evaluations with cooperating teachers and administrators.

Science, Technology, Engineering and Mathematics (S.T.E.M.)

Resource Teacher, 'Aiea Elementary, Dept. of Education, Hawaii

2012-2014

- Instructed and coordinated grade level projects for students grades K-6th
- Created and implemented S.T.E.M. curriculum aligned with Hawai'i Content and Performance Standards (HCPS III)
- Collected and reported data on campus flora and fauna using GPS in Project Noah and Microsoft Office
- Planned and Designed a Pacific Rim garden featuring native plants of Hawai'i
- Monitored and maintained vermicomposting and aquaponics systems

Garden Educator, Waimea Elementary, Dept. of Education, Hawaii

2010-2012

- Designed and constructed a Natural Outdoor Learning Environment
- Created and implemented garden curriculum aligned with Hawaii Content and Performance Standards (HCPS III)
- Coordinated the planting of an edible garden with students in grades pre K-5th

Conservation Team Leader, Kupu, Hawaii Youth Conservation Corps, Hawaii

2010

- Managed youth team in working with US Fish and Wildlife Service (USFWS)
- Assisted the USFWS in predator monitoring and restoration projects within the National Wildlife Refuges Complexes.
- Worked with Kaho'olawe Island Restoration Commission (K.I.R.C) in implementing soil conservation projects and designing native garden landscape.

Classroom Science Teacher, Montgomery Middle and High, California **1997-2010**

- Managed science instruction, curriculum and assessment for 165 students
- Implemented successful teaching, learning, and assessment strategies
- Coordinated service learning projects to improve school & community issues
- Coached colleagues and participated in professional learning communities
- Established a school garden program and a farm to school partnership

EDUCATION

- **Master's in Education**, emphasis in Curriculum and Instruction, National University **2001**
- **Bachelor's in Science**, Nutritional Science, Pepperdine University **1996**

LICENSURE

- **Hawaii Teacher Standards Board License** in Science and Health **2011-current**
- **California Single Subject Credentials** in Chemistry General Sciences and Health Science **1999-current**
- **Certificate** in Cultural Language Academic Development **1999**
- **Certificates** in C.P.R, First Aid, Open Water Diving and Coaching Soccer **current**

Sheila Buyukacar



SUMMARY OF SKILLS and EXPERIENCE

- Youth and education curriculum development and instruction
- Educational program development
- Business/organizational planning, communications and administration
- Small business startup, development and management
- Budget and financial management
- Personnel training and management
- Service operations implementation and management
- Project and program development, implementation, integration and management
- Quality and process improvement program development and implementation
- DoD technology and governance program development and administration
- Event planning and execution
- Career/leadership education curriculum development
- Leadership and professional development training
- Early childhood care provider professional development training

EDUCATION and CERTIFICATIONS

University of Hawaii, College of Education – Masters – Curriculum Studies – December 2013

Course work completed-Master of Science in Educational Administration – 29 credit hours

Certified Conscious Discipline Instructor (2008 – 2011)

Conscious Discipline is a classroom management program designed to provide educators with the awareness and skills to create safe, connected and problem solving learning environments.

Air Force Institute of Technology (Graduated – March 2001)

Master of Science in Information Resource Management

Central Michigan University (Graduated – August 1994)

Master of Science in General Administration

University of Hawaii (Graduated – May 1981)

Bachelors in Business Administration – Marketing

EMPLOYMENT HISTORY

Owner/Adult and Youth Leadership Education Instructor, Focused Reality LLC

Colorado Springs, CO and Honolulu, HI (February 2006 – Present)

My interest in teaching others about their community and life choices led me to start my own company in leadership and professional development training. In addition to developing and delivering training sessions and programs, I am responsible for the on-going business operations, its direction, and communications. Foundation to my services, I developed the DreamSmart curriculum. It affords me the ability to personalize lessons to the needs of the school and its students. The Connections program incorporates the DreamSmart and Conscious Discipline frameworks offering awareness and activities under a sustainability theme.

Created and delivered Connections Program (Sep – Dec 2010)
Wilson School

Created and delivered Friday Connections Program (Oct – Dec 2009)
Furlough Friday Program – leased space at Kahala Elementary

Conscious Discipline Training & On-Site Implementation (Aug – Sep 2008)
American Renaissance Academy, Hawaii - Kindergarten to 9th grade

Created and delivered Dream Smart program (Jan – Dec 2007)
Colorado Springs School District 11
Child Nursery Centers of Colorado Springs (currently Early Connections Learning Centers)

Educational Speaker/Presenter (2007 – 2013)
Kamehameha Schools Cultural Based Education Conference (2013)
Hawaii Association for the Education of Young Children (2007 – 2011)
Parenting Workshops - Rainbow Schools – Mililani (2008 and 2009)
Hawaii DOE Career Technical and Education Pathways Conference (2008)
Colorado Association for the Education of Young Children (2007)
Parenting Workshops – Conscious Discipline and How to talk so kids will listen (2006 – 2007)

**Executive Director, The Baby Hui
Honolulu, HI (February 2010 – January 2011)**

I was responsible for managing and improving the customer service of its parent support group activities. I analyzed and simplified the budget and financial management reports resulting in a better understanding of the revenue and costs of the organization. With a better view of our client’s needs and our products, services, and organizational strengths, we were able to provide monthly (vs. quarterly) parent and child educational and recreational programs at multiple locations across Oahu.

**Owner/DoD Information Technology (IT) Consultant, Organizational Logic, Inc.
Colorado Springs, CO (March 2003 – December 2007)**

My management expertise and ability to simplify complex subjects and situations helped me to easily analyze an organization’s operational processes and activities. I was able to work with a diverse group of people and provide them with guidance integrating new ways into their day-to-day operations. I was also responsible in developing training programs to accompany organizational changes.

**IT Organizational Process Consultant (2004 – 2007)
AF Space Command, Peterson AFB, CO and Pacific AF Command, Hickam AFB, HI**

**Communications Officer, US Air Force
(March 1984 – July 2004)**

Throughout my 20 years of service I was always asked to develop organizational programs and associated systems. My last position was as a strategic analyst and program developer for the AF Space Command’s Communications Directorate Senior Officer. This position afforded me the opportunity to turn his vision into implementable programs across 10 bases. It required expertise and skills in policy and operations process development, project planning, implementation and integration, and communications.

JOSEPH A. EVANS

SENIOR-LEVEL ACCOUNTING & FINANCE MANAGER

Financial Management | Financial Evaluation | Project Controllershship

Executive leader with expertise in all facets of financial management, accounting, financial analysis, and controllership. Skilled in collaborating and motivating cross-functionally in order to achieve financial objectives. Instrumental in improving investment processes through analysis, budget development, and workplace adaptability. Demonstrated value in efficient prioritization, utilizing internal controls, and fiscal analysis.

AREAS OF EXPERTISE

- Accounting
- Audit Processes
- Strategic Planning/Analysis
- Risk Management
- Cost Allocation
- Financial Reports / Budgeting
- Team Management
- GAAP Implementation
- Portfolio Development

PROFESSIONAL EXPERIENCE

K12, INC. / HTA Honolulu, HI 2008- 2015
Business Manager

Administer company financial and accounting policies for chartered schools in the western U.S. territory. Responsible for corporate accounting, financial analysis, budgeting, auditing workplace policies and procedures and properly documenting audit findings. Interprets budget through preparing financial reports on expenditures, receipts, and profit and loss.

- Renovated school management structure by designing cost allocation methodologies, accounting and financial systems, and forms management.
- Spearheaded the development and implementation of financial policies and procedures manual that aided in improving internal controls. This model is currently implemented in charter schools in the western U.S.
- Managed planning, tracking, analysis, budgeting, and revenue projection processes using thorough business acumen.

CHILD CARE LINKS, INC., Pleasanton, CA 2000-2007
Chief Financial Officer

Independently conducted corporate budgets for 3 offices and 9 cost centers with revenues up to \$35 million. Directed all corporate accounting, fund management, and financial analysis activities. Oversaw Accounting and Information Systems staff consisting on 8 employees.

- Initiated hardware/software upgrade for cost-effective accounting and financial reporting processes.
- Negotiated contract increases of \$5 million, leading to increased cash flows. Negotiated lines/ letters of credit up to \$6 million, optimizing business expansion.
- Launched cost allocation methodology and new financial controls to improve financial data integrity.

EVANS FINANCIAL CONSULTING, Honolulu, HI 1991-2000
President and Consultant

Independently provided investment advisory services and business budgeting/forecasting strategies to clients. Analyzed accounting operations structure and produced internal/external auditing procedures. Designed budgeting, cash flow, and accounting systems.

- Accelerated client portfolio growth through modifying investment advisory agreements and portfolio management documentation.
- Coordinated successful membership conferences by mentoring and training company executives on accounting processes, group purchasing, and cash flow analysis used to reduce costs and increase revenues.

ADDITIONAL EXPERIENCE

SHEARSON LEHMAN/ LEHMAN BROTHERS, Orlando, FL
Investment Analyst

- Evaluated industries and organizations to develop investment recommendations and maintain databases.

SOUTHEAST BANK, NA, Tampa, FL

Corporate Banking and Investment Analyst

- Oversaw \$50 million bank loan portfolio through strategic financial planning and directing credit processes.

EDUCATION & CREDENTIALS

Bachelor of Science, Marketing/Finance, Florida State University Tallahassee, FL

Keoni K. Inciong



Education

Masters of Education in Administration, Instruction and Curriculum from Gonzaga University, Spokane, Washington, August 1997.

Professional Diploma in Foreign Language Secondary Education - Hawaiian Language Specialist from the University of Hawai'i @ Mānoa, August 1984.

Bachelor of Arts degree in Hawaiian Language from the University of Hawai'i @ Mānoa, August 1983.

High School Diploma from the Kamehameha Schools, 1979.

Professional Experience

Administrator for Hawaiian education programs Office of Hawaiian Education, Superintendents Office – Department of Education – Recent re-organization (January 01, 2015). Provide leadership for Hawaiian education programs, supervise and support educational specialist and resource teachers and clerical in the section. Hawaiian education programs: Hawaiian Language Immersion Program, Hawaiian Studies Program, and Pihana Nā Mamo. Collaborate with community Hawaiian education agencies and partners who have vested interest in Hawaiian education.

Administrator for the Hawaiian Education Programs Section (HEPS) – Department of Education – Office of Curriculum, Instruction, and Student Support (OCISS)/Curriculum Instruction Branch (Feb. 01, 2007-present). Provide leadership for HEPS, supervise and support educational specialist and resource teachers and clerical in the section. HEPS programs: Hawaiian Language Immersion Program, Hawaiian Studies Program, Pihana Nā Mamo, and Kahua (DOE teacher Induction program). Collaborate with community Hawaiian education agencies and partners who have vested interest in Hawaiian education.

Educational Specialist for the Hawaiian Language Immersion Program (HLIP) - Department of Education - OCISS/Instructional Services Branch (Feb. 01, 2001-Feb. 01, 2007). Program manager for HLIP including curriculum development and maintenance of the statewide program in general. Supervise 3 HLIP Resource Teachers.

Teacher - Department of Education - Eschool (2000). Develop and teach an 8th grade online health/guidance course relating to Hawaiian culture in the Hawaiian and English languages.

Lead Teacher - The Kamehameha Schools Safe and Drug Free Program, "E Ola Pono" (Summers-1998, 1999, 2000) @ Kapa'a Middle School. Developed a supplemental curriculum guide for the E Ola Pono Summer Program. Teach healthy safe and drug free living through Hawaiian concepts.

Hawaiian Language Immersion Teacher - Department of Education, Kapa'a High & Intermediate School (1996-1997), Kapa'a Middle School (1997-1998), Kapa'a High School (1998-Fall 2000). Develop program curriculum and teach social studies, mathematics, science, music, English Language Arts, and Hawaiian Language Arts.

Reading/Social Studies Teacher - The Kamehameha Schools (Jan. 1990-1996). The Kamehameha Schools Intermediate Reading Program (KSIRP)-Community Education Division. Site reading teacher at Kapa'a High & Intermediate School. Teach for Hawaiian Monarchy and Reading Enrichment to 7th graders. Develop/update curriculum. Assess reading levels and build students' reading skills.

Instructor - Hui Na'auao, Kaua'i Island Council (1993-1995). Community workshops and curriculum development on Hawaiian sovereignty education.

Lecturer – Kaua'i Community College (1985-Fall 2000). Teach Hawaiian Language 020-021, 101-102, 201-202, Music 107 (Hawaiian Choral Singing) and History of Hawaiian Music.

Teacher - Department of Education-Kaua'i High & Intermediate School (1984-Jan. 1990). Teach social studies, Hawaiian Studies, Hawaiian History, and Hawaiian Language-grades 7-12.

Highlights of Related Experience

- Created curriculum guide for summer school for the Kamehameha Schools Safe and Drug Free E Ola Pono program
- Led the development and published the program guide for HLIP, 2004
- Hawaiian Studies Program Guide, 2014 (revision)
- Organized and collaborated with the State Test Development Section the development of the Hawaii Aligned Portfolio Assessment (HAPA)
- Participated and facilitated various focus/work groups for HLIP and State initiatives
- Organized and participated in school level and community level meetings
- Created a program guide for HLIP at Kapa'a High School
- Developed and translated curriculum into Hawaiian for Project Kāhealoko (fishpond project)-secondary level
- Published monthly newsletters for Kapa'a High School HLIP
- Presenter for E Kanikapila Kākou (Kaua'i) on various Hawaiian song genre
- Presenter for Kamehameha Schools lecture series (Kaua'i and O'ahu)-Kaua'i Songs and History
- Worked on various committees and programs developing curriculum and training
- School Board St. Catherine's School, Kapa'a
- Native Hawaiian Education Council, Kaua'i Board

Martha M. Nahale



An administrative professional with 20+ years of experience with high profile service, hospitality and cultural organizations. Proven track record of developing positions, policies and procedures from scratch. Strong advocate of creating and implementing correct practices. Thrive on jumping into projects head first-not afraid to take risks. Highly resourceful manager of priorities.

Core Competencies

- Project Management
- Document & Records Management
- Contract Negotiations & Compliance
- Database Design & Administration
- Office Related Capital Expenditures
- Diplomatic Communications
- Front & Back Office Operations
- Government Affairs
- Efficiency Improvement
- Meeting Planning

Crew Accommodations Coordinator

July 1996 to March 31, 2008

ALOHA AIRLINES, INC.

Honolulu, HI

Managed \$3.5 million in hotel and ground transportation contracts comprising up to 12 properties (4,000+ crew rooms per month) and 3 shuttle services. Research and initial contact with prospective hotels and transportation companies; site visit coordination; contract negotiations, writing and compliance; invoice reconciliation; report generation; and monthly crew requirement schedules creation and distribution. Liaison between hotel and crew members regarding hotel room concerns and other contractual issues to protect agreement integrity.

Selected Accomplishments

- Created from scratch all accountabilities, policies/procedures and systems for this previously non-existent position.
- Saved \$176,000 annually by re-negotiating San Diego layover hotel contract.
- Saved \$55,000 annually by re-positioning Oakland layover crews to more cost-effective hotel.
- Saved \$500+ per month since Sept. 2006 by leveraging SWABIZ (Southwest Airlines online business account portal) to handle reservations for deadhead crewmembers, irregular operations and corporate travel.
- Saved thousands of dollars by designing and implementing hotel invoice auditing procedures.
- Served as event coordinator for 3-day Advance Qualifications Program Conference for pilots.

- Created and managed all aspects. Responsible for venue selection; room configuration and seating arrangement; secured discounted hotel room block for conference attendees; reception desk and final evening banquet with entertainment. First time in the history of the AQP that exhibit booths were permitted. Cost of conference came under budget (\$10,000).
- Developed matrices of hotel accommodations procedures in the event of an aircraft crash.

Administrative Director

Dec 1994 to Nov 1995

PACIFIC GATEWAY CENTER (IMMIGRANT CENTER)

Honolulu, HI

Supervised a total of 8 caseworkers and office clerks. Maintained office management and employee databases.

Selected Accomplishments

- Charged with cultural project coordination and management. Organized TAPA Conference-60 attendees from various Pacific island nations.
- Prepared FY1996 Aloha United Way proposal.

Administrative Assistant

Jul 1992 to Dec 1994

BISHOP MUSEUM, NATIVE HAWAIIAN CULTURE & ARTS PROGRAM

Honolulu, HI

Researched and proposed specifications for Hawaiiioa voyaging canoe projects. Disseminated Statement of Work and Specifications Preparation to project participants and stakeholders. Reviewed, revised and distributed applications for funding opportunities.

Selected Accomplishments

- Negotiated with contractors, prepared projected cost reports and defined related payment schedules for projects valued up to \$50,000.
- Recruited 15+ lauhala weavers from 5 islands to produce canoe's sail.
- Partnered with master sailmaker to design sail specifications.
- Researched and implemented specifications for 6 Hawaii and US mainland craft workshops
- Facilitated project progression and on-time canoe departure by acting as liaison between Captain Nainoa Thompson, sub-contractors and other project participants.

Professional Development & Education

- **License and certification**
Active Real Estate Salesperson (July 2008)
- **Essentials of Program/Project Management, April 1993**
- **Statement of Work/Specifications Development, March 1994**
Management Concepts Incorporated, Vienna, Virginia
- **Undergraduate Studies in Business, 1990 to 1992**
Kapiolani Community College, Honolulu, Hawaii

Community Supporters



CITY COUNCIL
CITY AND COUNTY OF HONOLULU
530 SOUTH KING STREET, ROOM 202
HONOLULU, HAWAII 96813-3065
TELEPHONE: (808) 768-5010 • FAX: (808) 768-5011

BRANDON ELEFANTE
Councilmember District 8
Aiea, Pearl City, Waipahu
Chair, Committee on Business, Economic Development and Tourism
Telephone: (808) 768-5008
Email: belefante@honolulu.gov

March 5, 2015

Hawaii State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, Hawaii 96813

Dear Chair *Mitch* D'Offier and members,

I am writing in support of IMAG Academy's charter school application request. The IMAG Academy will offer an additional educational choice to complement the current public school system. A brick and mortar public charter school, the IMAG Academy will be the first of its kind in our area and a welcomed community resource.

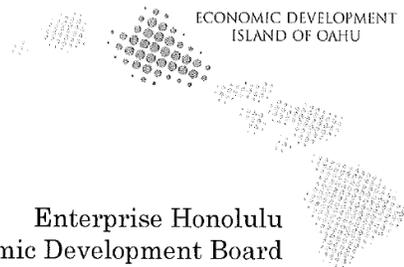
With the approval of their charter school application, IMAG Academy will be able to maintain their commitment to offer community-centered project based learning. Their project based, real world and relevant learning philosophy ensures their students engage in important concerns and exciting opportunities in our close knit community of Waipahu. Their plan to lease existing office space in the area of the old sugar mill will jumpstart revitalization in the area. The growth of the Mokuola and Waipahu Depot Road area, in addition to possible partnerships between local businesses and education is cause for excitement.

It is with this in mind that I ask for your favorable consideration of IMAC Academy's charter school application request. I am confident that their dedication and commitment to our keiki and community will garner the support of the area residents.

Sincerely,

A black rectangular redaction box covering the signature of Brandon Elefante.

Brandon Elefante
Councilmember, District 8



Hawaii State Public Charter School Commission
1111 Bishop Street, Suite 516
Honolulu, HI. 96813

Reference: The IMAG Academy

The IMAG Academy's vision and mission gives focus and attention to what is right for our community!

Their community-centered, project base learning brings real world neighborhood concerns into the classroom and sends our children out into the community to adapt their academic learning as they create usable solutions and products. As a family driven, student focused, and community centered school, The IMAG Academy will provide an exciting educational choice that will complement the accomplishments of the existing public schools in the area.

The founding members have set the foundation. I look forward to providing my professional expertise and being a part of this innovative, mindful and enduring community success.

Sincerely,

[Redacted Signature]

3/2/2015

Pono Shim
President and CEO
Enterprise Honolulu, Oahu Economic Development Board



735 Bishop Street, Suite 424, Honolulu, Hawaii 96813 • 808-521-3611
Fax: 808-536-2281 • www.enterprisehonolulu.com



October 5, 2015

US Department of Education
Office of Innovation and Improvement
400 Maryland Ave SW
Washington, DC 20202

Reference: Approve The IMAG Academy's Grant Request (84-282B)

The IMAG Academy's vision and mission gives focus and attention to what is right for our community!

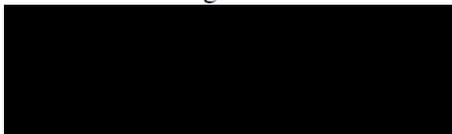
Their community-centered, project base learning brings real world neighborhood concerns into the classroom and sends our children out into the community to adapt their academic learning as they create usable solutions and products. As a family driven, student focused, and community centered school, The IMAG Academy will provide an exciting educational choice that will complement the accomplishments of the existing public and private schools in the area.

We know how a focused education can be a life-changing experience. We live it every day and have built our passion on it. At DevLeague we understand the importance of learning relevant skills at one's own pace and we've developed an environment to accelerate success through high expectations, experienced and passionate instructors and scheduled one-on-one work reviews.

We are excited about The IMAG Academy's educational programs and ready to provide them with teacher training and guidance in bring coding knowledge and skills to their students. We have set the foundation to our continued partnership.

I personally look forward to providing my professional expertise and being a part of this innovative, mindful and enduring community success.

Russel Cheng



Co-Founder, Director



September 29, 2015

US Department of Education; Office of Innovation and Improvement
400 Maryland Ave SW
Washington, DC 20202

Subject: The IMAG Academy - Charter School Program (CSP) Non-SEA Federal Startup Grant
84.282B

It is with great enthusiasm that we support the design, planning and implementation efforts in bringing The IMAG Academy into reality. The IMAG Academy's focus on becoming a community resource in preparing our youth to being innovative and mindful in creating and sustaining peace-filled, successful and ethnically diverse communities attest to their long-term view of education. As important, Sheila Buyukacar's deep understanding of the need for data-driven decision making along with fostering relationships at all levels makes our partnership especially exciting. In fact, this partnership could be a game changer across our educational system.

At Comprendio, we are also focused on the sustainable and long term improvement of our educational system across the United States. Our mission is to enable communication, engagement, and empowerment between students and teachers through a real-time feedback system that utilizes visual knowledge networks to engage learner thinking and text analysis to communicate gaps in conceptual understanding and competency. Our truly unique data empowers leadership teams with the essential data needed to identify what is working and what is not across every level of the school. In short, Comprendio can continuously pinpoint where strengths and weaknesses evolve, enhancing one's ability to make immediate and long-term decisions based on real-time data within an ever-changing environment.

The vital support awarded by this federal grant will be a positive and lasting impact for not only the educational system as a whole, but more urgently, within a much needed and high-risk location which continues to harbor some of the largest schools in the State of Hawaii. This is an incredibly exhilarating time and a great opportunity for the Office of Innovation and Improvement to shape the next generation of charter schools in the US and Hawaii. I humbly urge you to approve The IMAG Academy's request for a planning and implementation grant.

Respectfully,

Sean Hookano-Briel
Chief Executive Officer



UNIVERSITY
of HAWAII
MĀNOA

Student Equity, Excellence and Diversity (SEED)

US Department of Education; Office of Innovation and Improvement
400 Maryland Ave SW
Washington, DC 20202

Subject: Approve The IMAG Academy's Grant Request (84-282B)

I urge you to approve The IMAG Academy's grant request so they can start this important and much needed work in providing place-based, community-centered project based learning as a primary teaching and learning strategy to 915 students at capacity. This type of innovation is needed throughout the state, especially in the central leeward area of Oahu.

As part of the Office of Student Equity, Excellence & Diversity (SEED) at University of Hawaii, Manoa, Program for After-School Literacy Support (PALS) has grown to serve over 300 students annually. Our partnerships with 8 elementary, middle, and high schools along the Wai'anae coast has been successful as a result of strong business and organization leaders within Wai'anae and the larger community of Oahu. These collaborations have enhanced our ability to provide a rich and authentic grounding in place, culture, and history. As we have seen solid benefits for our teachers and students, The IMAG Academy will be able to extend this important work and we look forward to having them as a public charter school partner.

As a program that is fully funded by grants from our inception in 2007, we understand this environment well. We commend The IMAG Academy in seeking funding that will immediately affect 210 students and over 25 staff members in their first year.

The impact The IMAG Academy can have in the lives of their students, teachers, parents and community may be transformative and providing funds at this stage of development is critical to their planning, design and implementation work. As important, it could be a deciding factor and essential to their charter approval in this 2015 charter application cycle.

Thank you for your strong consideration in rewarding this grant to The IMAG Academy.

Sincerely,



Dr Kay Fukuda
PALS Project Director

2600 Campus Road, Queen Lili'uokalani Center for Student Services Center 413 Honolulu, Hawaii 96822-2205
Telephone: (808) 956-4642 Fax: (808) 956-9240 Email: seed@hawaii.edu
An Equal Opportunity/Affirmative Action Institution



September 28, 2015

U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Avenue SW
Washington, DC 20202

To the Grant Review Board:

I am pleased to support IMAG Academy's grant request (84-282B).

Since 2002, HI FusionED has provided science and technology related enrichment programs and activities for K-12 schools in Hawai'i. IMAG Academy's emphasis on student-centered, inquiry-led and project-based curricula is well-aligned with HI FusionED's approach to developing effective, engaging learning opportunities for students.

I am particularly supportive of IMAG Academy's focus on having families and community partners take an active part in student success. It truly does take a village to raise the child.

I strongly believe that IMAG Academy will provide students who are struggling in the traditional public school system a chance to learn in an environment that best meets their needs.

If you have any questions or need additional information, please do not hesitate to contact me.

Sincerely,



Lynn N. Fujioka, President

P.O. Box 161296 - Honolulu, Hawai'i 96816 - 808.988.1931 - info@hifusioned.org - www.hifusioned.org

US Department of Education; Office of Innovation and Improvement
400 Maryland Avenue, SW
Washington, DC 20202

September 28, 2015

Subject: Approve The IMAG Academy's Grant Request (84-282B)

To whom it may concern:

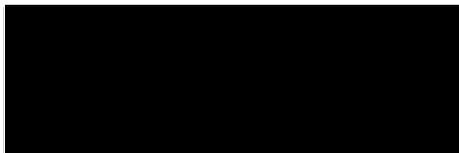
I am writing to support the grant application for IMAG Academy.

The IMAG Academy will be the first full day, face-to-face, tuition free, public charter school in the Waipahu/Pearl City area. It will be exciting to have an alternative educational choice for children in the community and surrounding areas. This is especially important in the Waipahu area where most schools, primary to secondary, are some of the largest in the state. A small school like the IMAG Academy will be a great relief to the community. It will also serve our students well as they will be academically challenged, as well as experience hands on project-based learning.

I am particularly supportive of The IMAG Academy being family driven, student focused and community centered. Their vision of becoming a community resource in raising generations of citizens grounded in their knowledge and capabilities to create and sustain successful and peace-filled communities is something all schools should strive for and take serious. I wish I had these opportunities while I was growing up.

A Project-based STEM approach to teaching children will give them hands-on experience and learning not available in the traditional academic oriented classroom. This approach is vital with the speed in which technology and science is changing. This approach is especially important in a community like Oahu where the need for a skilled, experience and knowledgeable work force is vital for creating a sustainable and diverse economy. Help us bring this valuable STEM approach to our school children!

Sincerely,



Thelma Alane

Citizen of Oahu

2444 Hihiwai Street, #2102 • Honolulu, HI 96826

Letters of Support

Thomas Mitrano
Principal Consultant
Thomas J Mitrano Inc
1487 Hiikala Place, No. 29
Honolulu, HI 96816

808 735-6055

November 24, 2014

Sheila Buyukacar, Director
The IMAG Academy
98-1861 Kaahumahu Street
Aiea, HI 96701

Dear Sheila,

What you've told me about The IMAG Academy leads me to believe it is a worthwhile initiative that will be in a position to make a difference in the lives of both our youth and their families. As a businessman myself, I will be interested to see how The IMAG Academy will incorporate its business partners into your students' learning.

My own professional experience includes aiding others on a strategic level and providing guidance with program and organizational development. I am interested to help you and your board as an informal, occasional advisor in these areas. In particular, I would be interested to work with you to identify criteria for strong candidates with the right expertise, knowledge, and commitment for The IMAG Academy's founding Board of Directors.

You've got a lot ahead of you, and I hope my support can assist you to lower some of the hurdles.

Best Regards,
/s/ Thomas J Mitrano
Thomas Mitrano
Principal Consultant
Thomas J Mitrano Inc

Jonathan Gillentine
808 221-4584

November 26, 2014

Sheila Buyukacar, Director
The IMAG Academy
98-1861 Kaahumanu Street
Aiea, HI 96701

Dear Sheila-

Wow, how exciting to see you moving forward in applying to open a charter school. I look forward to helping your team with any questions regarding the earlier years in elementary school.

As I've been involved with the Hawai'i DOE for over 20 years as a Pre-School Inclusion Teacher, there are a number of differences at this level not experienced by other primary grades. I would be more than happy to help in an advisory capacity now and over the course of your application phase and implementation.

Let me know when you will be meeting via phone or face to face and I will plan on being there. I am honored to be able to help in any way possible.

Best Wishes



Jonathan Gillentine, PhD, NBCT
Early Learning Specialist
Windward District Office

To: The Hawaii Public Charter School Commission

From: Shirley Ames

Ref: In Support of The IMAG Academy

Date: August 12, 2015

Meeting date: August 13, 2015

Aloha Commission Members

As a strong supporter of the proposed public charter school; The IMAG Academy, I would like to take this opportunity to provide the following names of our school's supporters.

These 373 plus names represent parents, family and community members of approximately 207 prospective students. As we've continued to get the word out about the educational opportunity The IMAG Academy will provide students and their families, the number of names has grown from 87 supporters and 50 prospective students. This is just a small sample of supporters out there. With over 40K students within the central leeward area, we look forward to providing more evidence that a public charter school like The IMAG Academy is a much needed and welcomed opportunity for the families in the central leeward area.

Mahalo for making these names a part of the official record of The IMAG Academy's community of supporters.

Shirley Ames
Parent of Two Prospective Students

The IMAG Academy

1

**The Supporters of The IMAG Academy
Updated August 13, 2015**

Total List Count	First name	Last Name
1	Rey & Mae	Ibarra
2	Byllie	Valdez
3	Michelle	Acosta
4	Joanne	Carvalho
5	Brittney	White
6	Cristina	Wallace
7	Cherina & Geoff	Oamilda
8	Vaneza	Agustin
9	Chuck	Wheatley
10	Marietta	Cadiente
11	Christina	Guevara
12	Jill	Smith
13	Chrisler	Imig
14	Raul	Navasa
15	Arlene	Boay
16	Cheryl	Cudiamat
17	Keoni	Inciong
18	Martha	Nahale
19	Joseph	Evans
20	Tom	Mitrano
21	Pono	Shim
22	Stacie	Gandauli
23	Mary	Ancheta
24	Jonathan	Gillentine
25	Ashlei	DiLorenzo
26	Allison	Mikuni
27	Cherie	Yamashiroya
28	Ning	Chung
29	Kerry	Lum
30	Kevin	Yoshino
31	Shannon	Chang
32	Jolene	Fetterman
33	Joanne	Jeremiah
34	Elaine	Yamashita
35	Melody	Duncan
36	Hanlan	Bowler
37	Neil	Scott
38	Candice	Galicia
39	Sheri	Fuiava

40	Dori	Alagao
41	Ainahau	Bajet
42	Vieng	Oudom
43	Shirley	Ames
44	Jod	Oudom
45	Elizabeth	Oudom
46	Randall	Kobayashi
47	Andres	Pak
48	Dail	Ader
49	Kevin	Kelly
50	Sonia	Walters
51	Hailey	Mozo
52	Matt	Strong
53	Kimberly	McCollum
54	PJ	Oellien
55	Meyan	Small
56	Kim	Harding
57	Jamee	Blackdron
58	Ben	Wainwright
59	Susan	Salvio
60	Frances	Leigh
61	Danielle	Delise
62	Teresa	Fitzmayer
63	Jenny	Yagodish
64	Jennifer	Purcell
65	Norman	Brown
66	Barbara	Brown
67	Taeshin	Yi
68	Melissa & Donald	Perpignan
69	Red & Virgil	Abille
70	Garrett	Reed
71	Julia	Trogden
72	Anthony	Witt
73	Amanda	Lindley
74	Candus	Jefferson
75	Melodie	Seabert
76	Phil	Acosta
77	Amberosia	
78	Saint Anthony	Clements
79	Kehaulani	Kupihea
80	Vini	Sakai
81	Brittany	Cameron
82	Joanne	Williamson
83	Grace & Magnus	Magnusson
84	Heather	Castellano
85	Sheila	Buyukacar
86	Lynelle	
87	Deanna	Castro

88	Aileen	Acosta
89	Carmen	Mier
90	Elizabeth	Watanabe
91	Liz	Rays
92	Julia	Schnetzler
93	Michelle	
94	Bill	Griffin
95	Jim	Switzer
96	Jennifer	Sebilla
97	Margot	Mesinas
98	Jessica	Rahman
99	Nathan	Miller
100	James	Gauer
101	Anne	Gamache
102	Bianca	Brazel
103	Andrew	Wary
104	Megan	Hansen
105	Marci	Womack
106	Verdis	Womack
107	Summer	Kapana
108	Jessica	Unknown
109	Krystyl	Fenton
110	Toshiko	Redding
111	Lesa	Cisneros
112	Francine	Chun
113	Elisabeth	Baugess
114	Kim	Rivera
115	Lana K.	Heick
116	Naoko	Toma
117	Amanda	Heeneman
118	Charlene	Nishida
119	Farvardin	Jahansooz
120	Ginger	Loa-Callia
121	Paul	Foreman
122	Robert	Tani
123	Adriane	Gariya
124	Charise	Joneidi
125	Sabre	Perry
126	Jeff	Boyd
127	Melissa	Hawkins
128	Deborah	Ramirez
129	Sharmaine	Enos
130	Ray	Goodrich
131	CR	Gualdarama
132	Vanessa	Belen
133	Lucricia	Amaral
134	Ariana	Smith
135	Melissa	Rodrigues

136	Lani	Simonsen
137	Allison	Herschel
138	Kristy	Ryan
139	G	Sanqui
140	Ria	Baldevia
141	Cartoon	Bunming
142	Robyn	Rife
143	Gregory	Grigaitis
144	Hiilei	Colburn
145	Shawn	Louis
146	Deborah	Stokes
147	Paul	Pricketson
148	Linda	Hayakawa
149	K. Scott	Wells
150	Tasha	Kalaola
151	Dione	Kalaola
152	Maria	Wells
153	Mona	Pacheco
154	Leihua	Savini
155	MJ	Caldwell
156	Wendy	Villanueva
157	Jenna	Canaday
158	Stephanie	Rodriguez
159	Desiree	Kekuna
160	Rae	Bonilla
161	Arianne	Zamora
162	Khazirae	Fears
163	Charlyn	Loria
164	Bryant	Loria
165	Robert	Brown
166	Clayton	Tom
167	Roman	Druker
168	Kaimiloa	Chandler
169	Jenny	Francisco
170	Asia	Engle
171	Arbine	Villanueva-Hoapili
172	Palakiko	Chandler
173	Kris	Rupert
174	Anelalani	Livingston-Sturge
175	Jenerry	Politini
176	Desmond	Politini
177	Ben	Wilson
178	Leah	Ortman
179	Amber	Householder
180	Renea	Ruark
181	Donna	Sinclair
182	Daniel	Sinclair
183	James	Orlando

184	Paul	Jackson
185	Desmond	Hutchinson
186	Mary	Rister
187	Caley	Unknown
188	Mitsuko	Hayakawa
189	Ryan	Ozawa
190	Bob	Matcuk
191	Lynette	Horinouchi
192	Diana	Simkus
193	Baolan	Messinger
194	Brian	Shiro
195	Spencer	Wang
196	Mike	Wieneke
197	Johnathan	Rubon
198	Anisa	Ayala-Espinosa
199	Heidi	Needham
200	McKay	Davis
201	Amy	Eggers
202	Erica	Desai
203	Jeff	Ruddy
204	Meeta	Vu
205	Don	Unknown
206	Lily-Ann	
207	Terina	Duncan
208	Thomas	Tanaka
209	Shy	Helm
210	Kukunaokala	Yoshimoto
211	Chanelle	Lucero
212	Terilyn	Nishimura
213	David	Manzollillo
214	Ken	Cole
215	Danielle	Crawford
216	Sheila	Nolasco
217	Harrison	Kuranishi
218	Nathan	Sterling
219	Amy	Villegas
220	Kari	Delude
221	Vanessa	Yasuda
222	Tiffany	Doucette
223	Sunshine	Deveki
224	Sharonnieka-Mae	Hill-Lino
225	Leslie Nollie	Hernandez
226	Lili	Weber
227	Starleah	Santiago
228	Sheryl	Cunningham
229	Hazel	Stott
230	Randy	Chun
231	Luanne	Chun

232	Rodney	Aquino
233	Pauline	Sato
234	Rhoda	Kealoha-Spencer
235	Chelsey	Jay
236	Aaron	Heluninger
237	Barbara	Owens
238	Keenan	Williams
239	Alisa-Marie	Nelson
240	Chez	Texiber
241	Noah	Keuma
242	Iwalani	Cummings
243	Deon	Leatman
244	Dasia	Peterson
245	Herbert	Swope
246	Shanell	Cardano
247	Eteline	Paselio
248	Cheresa	Botelho
249	Joseph	Alpuro
250	Anastasia	Afalava
251	John	Paselio
252	Volkan	Buyukacar
253	Katie	Steven
254	Ionie	Youngstrom
255	Lani	Robinson
256	Anu	Nakai
257	LaVonne	Richardson
258	Donna	Smith
259	Elisha	Manuel
260	Kekapa	Delo-Santos
261	Ed	Lopez
262	Jennifer	Lopez
263	Kahiapo	Nakai
264	Dorothy	Merrill
265	Kathryn	Pajela
266	Brooke-Lynn	Asino
267	Kiani	Iava
268	Carlene	Magas
269	Nichole	Tomas
270	Angela	Pablo
271	Angelina	Inong
272	Angielyn	Lameg
273	Michelle	Calamasa
274	Carol	Groff
275	Ramona	Mataveo
276	Carnation	Inong
277	Mary Grace	Ceria
278	Chad	Ballesteros
279	Lancechelle	Miranda-Kaaina

280	Alet	Clement
281	Courtney	Inong
282	Catherine	Morales
283	Roland	Dagan
284	Bernardia	Perlas
285	Donna	Roldan
286	Lenelle	Leong
287	Andrea	Duro
288	Elaine	Bowler
289	Elena	Elizarde
290	Faith	Rickson
291	Mark	Ferido
292	Sheri	Ohira
293	Fe	Agtunong
294	Galen	Agril
295	Greg	Gorgonio
296	Joselyn	Agosto
297	Jocelyn	Candelario
298	Jennifer	Barit
299	Jeffrey	Roldan
300	Josephine	Pascua
301	Joyce	Adams
302	Karen	Bala
303	Lorena	Lacar
304	Novelyn	Agcaoili
305	Lasia	Cordero
306	Fatima Lae	Medrano
307	Amanda	Tavanvu
308	Maricel	Estavillo
309	Mark Antonie	Barit
310	Maybel	Calamasa
311	Fraina	Cera
312	Thalia	Galvadores
313	Ron Regine	Supnet
314	Juliet	Bautista
315	Neven	Bowler
316	Niko	Groff
317	Jessica	Tantameo
318	Cassanra	Crews
319	Pete	Benito
320	Yolanda	Langkiee
321	Rohnelyne	Yoro
322	Rowena	Juan
323	Gail	Saguibo
324	Lugust	Enos
325	Sarah-Jane	Perlas
326	Sharon	Soliven
327	Atiana	Groff

328	Melody	Ramos
329	Zenaida	Rufo
330	Todd	Ohira
331	Danilo	Perlas
332	Dela	Parscual
333	Cameron	Ohira
334	Mya	Acido
335	LourBrito	Granelista
336	Lillyna	Manuel
337	Misery	Rickson
338	Persie	Singson
339	Sheila	Reyes
340	Aiden	Enosara
341	Maricel	Islao
342	Marites	Galvador
343	Meavelyn	Cabuvenas
344	Aleth	Rumbaoa
345	Daniella	Prozas
346	Jennie	Martinez
347	Analyn	Elizarde
348	Clarinel	Yoro
349	Sonia	Neza
350	Lenie	Pablo
351	Renson	Batehalia
352	Araulani	Yulot
353	Arnolto	Ceria
354	Marisol	Melegrito
355	Celeb	Chavez
356	Cindy	Juda
357	Sterling	Miles
358	Shaunna	Diforth
359	Orlando	Garcia
360	Lilia	Rambac
361	Kellie	Pritt
362	Sandra	Jamilla
363	Livan	Cua
364	Michael	Salas-McKee
365	Robyn	Palomar
366	Kathy	Kaai
367	Ku'ulei	Serna
368	Alexis	Alford
369	Lysa	Ronduen
370	Dominique	Bale
371	Scott	Sinnett
372	Leah	Sekiya
373	Regan	Gabriel Jr

Lines of Authority

School Governing Board

The School Governing Board (GB) is the primary decision-making body. It sets the school's goals, improvement strategies, calendar, and makes all major policies. Any authority not mandated by statute or State or District policy either resides with the GB or is delegated by the GB. In cases of controversy, the GB may choose to retain decision-making authority from the groups to whom authority has been delegated. The GB includes non-voting representatives of the school's advisory board. Recruits, hires, guides, professionally develops and evaluates the School Director

School Director

The school director is responsible for the day-to-day operation of the school and has the final say in matters of personnel hiring and evaluations. The school director reports directly to the GB and is supported and guided via this relationship. All staffing groups and the business manager reports to the school director.

Instructional Services Staff (Teachers, Assistants, Resource Teacher)

The IS staff provides subject instruction to our students. Interacts with and supports other staffing groups.

Student Services Staff (Counselor, Social Workers, School Services/Project Coordinator, Student/Parent Coordinator)

The SS staff provide additional support to our teachers, students, and families. Interacts with and supports other staffing groups.

School Operations (Facility, Security, Technology, SASA, Staff Assistant, Account Clerk)

The SO staff provide "care-taking" of a variety of our school operations. Interacts with and supports other staffing groups.

Advisory Board

Students, Parents, Teachers, Staff, and Community Members

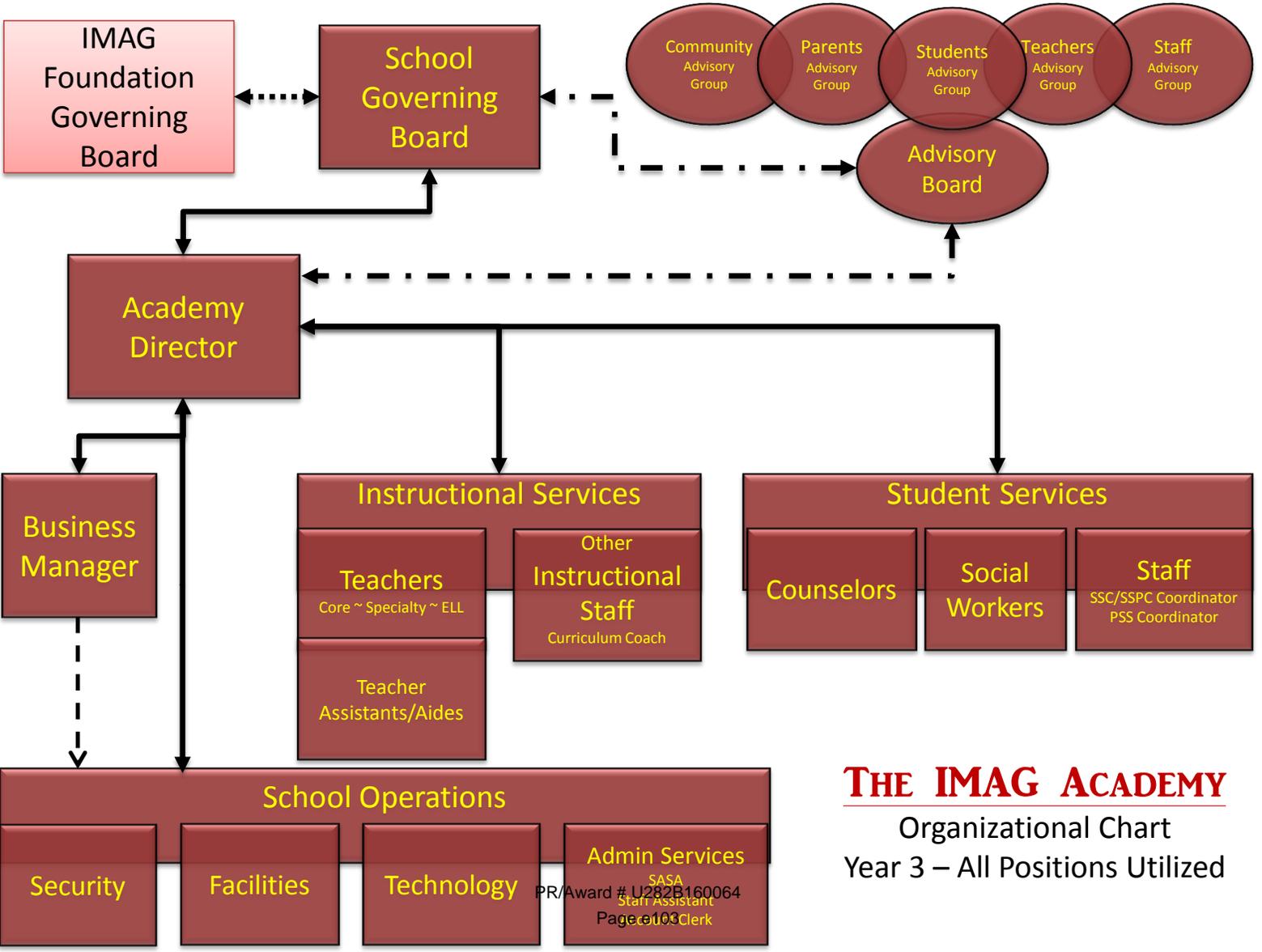
The board is made up of a representative from each stakeholder group. The Advisory Board members will provide valuable insight of their respective group to both the governing board and school director. Although they are a non-voting board within the Governing Board, they do represent a strong voice and lobbying presence.

Business Manager

The Business Manager performs and maintains the financial, accounting, contract and procurement activities of the school. He works directly with and for the School Director. He provides guidance and works with our school operations employees.

Foundation Governing Board

The IMAG Foundation is the non-profit entity operating solely for the benefit of The IMAG Academy. It collaborates with the School Governing Board.



THE IMAG ACADEMY
 Organizational Chart
 Year 3 – All Positions Utilized

BYLAWS
OF
The IMAG Academy

ARTICLE I – NAME

Section 1.01 Name. The name of the school is The IMAG Academy, herein after referred to as “IMAG.”

ARTICLE II – PURPOSES

Section 2.01 Purpose. IMAG is a public charter school organized under the laws of the State of Hawaii and its purposes are set forth in its State Public Charter School Contract.

Section 2.02 Powers and Duties. IMAG’s governing board (GB) shall have, but is not limited to, the powers and duties pertaining to the school as outlined in Section 302D of the Hawaii Revised Statutes:

- (a) Oversight over and responsibility for its financial, organizational, and academic viability.
- (b) Responsible for the implementation and performance of its charter.
- (c) Possess the independent authority to determine the organization and management of the school and its curriculum.
- (d) Ensure compliance with applicable federal and state laws.
- (e) Ensure compliance with the terms of the charter contract between the authorizer and the school.
- (f) Has the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees and is considered employer of charter school employees for purposes of Chapters 76, 78, and 89 of Section 302D of the Hawaii Revised Statutes.

ARTICLE III – GOVERNING BOARD MEMBERS

Section 3.01 Number. The Governing Board shall consist of no fewer than nine (9) voting members. The School Director will be an ex-officio, non-voting member of the Board.

Section 3.02 Qualifications. Board membership shall comply with statutory requirements. No more than one-third of the voting members of the governing board shall be employees of IMAG or relatives of employees under the jurisdiction of IMAG's governing board. In selecting board members, consideration shall be given to individuals who:

- (a) Provide the governing board with a diversity of perspective and a level of objectivity that accurately represent the interests of IMAG students and the surrounding community;
- (b) Demonstrate an understanding of best practices of non-profit and/or charter school governance; and
- (c) Possess strong financial and academic management and oversight abilities, as well as human resource and funds development experience.

Section 3.03 Term. Each board member shall be elected to a two (2) year term. Terms shall be staggered so that not all terms are renewed at the same time. Terms will begin at the time of the July board meeting, or if there is no such meeting, on July 31.

Section 3.04 Term Limit. Each board member shall not be allowed to serve more than three (3) consecutive terms, after which they must take a minimum of two (2) years off before being reconsidered for nomination as a board member.

Section 3.05 Selection. Governing board members will be nominated in accordance with the stated board-approved nominating policy. Board members shall be elected by the governing board at any board meeting by a majority of the board members currently in office. A board member elected to fill an unexpired term shall have tenure only to the end of such term.

Section 3.06 Resignation. Any board member may resign at any time by delivering a written resignation to the president of the board. Such resignation shall be effective upon receipt unless specified to be effective at some later time. To facilitate the election of new board members, the school formally encourages board members intending to resign or decline nomination to provide notice of the board member's intent as far in advance as possible.

Section 3.07 Removal. Any board member may be removed from office with or without cause by an affirmative vote of two-thirds (2/3) of the remaining board members then in office. Any board members being considered for removal shall receive at least two (2) weeks' notice of such proposed action and shall have the opportunity to address the board regarding such action prior to any vote on such removal.

Section 3.08 Vacancies. Any newly created board and any vacancies of the governing board, arising at any time and from any cause, may be filled at any meeting of the governing board in which quorum is present. However, if the number of board members then in office is less than a quorum, the vacancies shall be filled by the affirmative vote of (a) a majority of the board members then in office or (b) a sole remaining board member. A board member so elected shall serve until the next annual meeting and until a successor is elected and qualified.

Section 3.10 Quorum. A majority of the full number of voting members of the Board, including the President or the presiding Officer shall constitute a quorum. When a quorum is present, a majority of the Board members present may take any action on behalf of the Board, except to the extent

that a larger number is required by law, by the Charter, or by these by-laws. The act of the majority of the members present at a meeting at which a quorum is present shall be regarded as the act of the Governing Board.

Section 3.11 Regular Meetings. Regular meetings of the governing board shall be held at least four (4) times a year, and at such other times as the Board shall determine. The public will receive notice of a meeting of the governing board a minimum of six calendar days prior to such meeting through the school or Hawaii Charter School Commission's website.

Section 3.12 Special Meetings. Special meetings of the governing board for any purpose may be called at any time by the President or upon a petition signed by a majority of the board members. Such meetings shall be held upon not less than two business days' notice given to all board members by in-person communication, telephone, written notice, email, or other electronic means. Such notice shall specify the time and place of the meeting. Discussion and minutes of Special Meetings shall be reported in full at the next regularly scheduled governing board meeting.

Section 3.13 Annual Meeting. The annual meeting of the Board shall be held each year at a time determined by the board. Notice shall be given as stated in section 3.11. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

Section 3.14 Executive Session. An Executive Session may be called when it is necessary to discuss confidential or sensitive issues. Minutes of the Executive Sessions will be held in confidential meeting files held by the governing board Secretary.

Section 3.15 Notice. Notice of the time and place of any meeting of the governing board for which notice is required will be given to each member by the Secretary or by one of the persons calling the meeting, not less than six days before the date set for the meeting. Notice shall be given to all board members by in-person communication, telephone, written notice, email, or other electronic means. Non-receipt of any such notice will not invalidate any business done at any meeting at which a quorum is present.

Section 3.16 Virtual Participation. All board members may participate in, or conduct, a regular, special, or committee meeting through the use conference telephone or any means of communication by which all board members participating may simultaneously hear each other during the meeting. A board member participating in a meeting by this means is deemed to be present in person at the meeting.

Section 3.17 Conflicts of Interest. A governing board member shall disclose whenever he feels he may have a conflict of interest where decisions may be made that may give rise to that conflict. If a majority of the governing board agrees that a conflict of interest may exist, the affected board member shall refrain from any discussion beyond answering questions regarding the potential conflict. No member of the governing board shall vote on a matter in which such member, or a parent, spouse, child, partner, employer, or similar related business entity has a substantial interest in any property or business that would be substantially affected by such action.

Section 3.18 Presumption of Assent. A member present at a meeting of the governing board at which action on any GB matter is taken will be presumed to have assented to the action taken unless such member's dissent will be entered in the minutes of the meeting or unless such member will file a written dissent to such action with the secretary of the meeting before the adjournment thereof or will forward such dissent by registered mail to the Secretary of the board immediately after the adjournment of the meeting. Such right to dissent will not apply to a member who voted in favor of such action.

Section 3.19 Compensation. All Board members serve voluntarily and without compensation.

ARTICLE IV – OFFICERS

Section 4.01 Title. The officers of IMAG shall be a president, vice president, secretary, treasurer, and such board members, if any, as the Governing Board may require.

- (a) Any two or more offices may be held by the same person, provided that no individual may act in more than one capacity where action of two or more officers is required.

Section 4.02 Term. Each officer shall hold office for the term of two (2) years.

Section 4.03 Term Limit. A board member may serve more than one (1) term in the same office, but no more than three (3) consecutive terms in the same office.

Section 4.04 Qualifications. No employee of IMAG or relative of an employee of IMAG may serve as the president of the governing board; provided that an authorizer may grant an exemption from the provisions of this subsection based upon a determination by the authorizer that an exemption is in the best interest of the charter school.

Section 4.05 Selection. The Board Development Committee shall present a slate of officers to the governing board. All board officers shall be elected.

Section 4.06 Resignation. Any officer may resign at any time by delivering a written resignation to the president of the board. The president may resign by delivering written resignation to the vice president. Such resignation shall be effective upon receipt unless specified to be effective at some later time. To facilitate the election of new officers, the school formally encourages officers intending to resign or decline nomination to provide notice of the officer's intent as much in advance as possible.

Section 4.07 Removal. Any officer may be removed from office with or without cause by an affirmative vote of two-thirds (2/3) of the remaining board members then in office. Any officer being considered for removal shall receive at least two (2) weeks' notice of such proposed action and shall have the opportunity to address the board regarding such action prior to any vote on such removal.

Section 4.08 Vacancies. Any newly created board officer positions and any officer vacancies, arising at any time and from any cause, may be filled at any meeting of the governing board in which quorum is present. However, if the number of board members then in office is less than a quorum, the vacancies shall be filled by the affirmative vote of (a) a majority of the board members then in office or (b) a sole remaining board member. An officer so elected shall serve until the next annual meeting and until a successor is elected and qualified.

Section 4.09 Powers. Each officer shall fulfill the requirements outlined in the board-approved officer job description.

- (a) 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 Vice-President. The Executive Committee shall resolve any question about the existence or nonexistence of disability on the part of the President.

ARTICLE V – COMMITTEES

Section 5.01 Establishment. The governing board may create and dissolve such standing committees and task forces as it deems necessary for the effective governing of the school.

Section 5.02 Term. Each committee member shall serve a one (1) year term.

Section 5.03 Term Limit. There shall be no limit on the number of terms a committee member may serve.

Section 5.04 Standing Committees. The standing committees of the board shall be the Board Development, Executive, Finance, Facilities, Governance, and Academic Performance.

- (a) Committees and committee members shall fulfill the requirements outlined in the board-approved committee description
- (b) Committees shall not have authority to take legislative or administrative action, nor to adopt policies for the school.
- (c) Committees shall consist of no fewer than (3) members.
- (d) Committees may include non-board members.
- (e) The board president shall be an ex officio member of each committee

Section 5.05 Task Forces. Task Forces may be established by the board president with the affirmative majority vote of the board. Task Forces shall have a charge specific to its permitted activities. Such charge shall include the date of the committee's establishment and dissolution.

Section 5.06 Committee and Task Force Chair. The chairperson of each committee or task force, unless otherwise specified in these bylaws or board policies, shall be appointed by the GB President. It is preferred that each committee chairperson be a current board member. Each committee or task force chairperson shall be accountable to the GB as a whole.

ARTICLE VI – FISCAL POLICIES

Section 6.01 Fiscal Year. The fiscal year shall be from July 1 to June 30

ARTICLE VII – AMENDMENTS

The governing board may amend, add to, make or rescind the bylaws by a two-thirds affirmative vote of the governing board voting-members.

ARTICLE VIII – PARLIAMENTARY AUTHORITY

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

BOARD GOVERNANCE POLICY

RESPONSIBILITIES OF THE IMAG ACADEMY GOVERNING BOARD

I. Responsibilities of the governing board are in accordance with Federal or State law.

II. Additional Responsibilities of the board and/or its committees:

a) Ensures Effective Governance and Accountability

- a. Biennially reviews, facilitates, and approves modification of governing policies.
- b. Semi-annually evaluates student performance based on data assessment to identify areas in need of improvement.
- c. Supports the School Director – Provide on-going guidance and support. Review performance annually

b) Ensures Effective Organizational Planning

- a. Strategic Plans – Develops, annually reviews, modifies, and approves Strategic Plan to assure congruence with school purpose
- b. Calendar – Annually reviews and approves the school’s calendar
- c. School Reports – Reviews and, as appropriate, approves reports required by state and federal offices/agencies.

c) Manages and Ensures Adequate Resources

- a. Finances – Approves and supports implementation of annual operating budget.
- b. Policies and Committees – Ensures review, development, and implementation of school policies based upon recommendation of committees. The types and the responsibilities of Committees and Task Forces are outline in Board Governance Policy, Committees.
- c. Fundraising – Ensures support, coordination, and approval of school fundraising.

d) Alignment with School Purpose –

- a. School and Vision Accomplishment - Assures The IMAG Academy operates in accordance with stated school vision and mission statements.
- b. Enhances the School’s Public Image - Develops a public relations mantra for all board members to understand. If necessary, the board will designate a public relations point of contact to be responsible for coordinating and promoting ongoing communications to public media and the school community.

e) Assesses the Governing Board Performance

- a. Board Training - Approves funding for and participates in initial board orientation and annual leadership and board training
- b. Performance Review – Annual review of performance objectives and strategic planning goals for the year.

PROCEDURES FOR SELECTION OF MEMBERS

I. The governing board (GB) appoints board members.

II. Board Development Committee.

Membership: The President of the governing board annually appoints a standing Board Development committee (BDC). The committee chair is a member of the GB. The committee includes at least one parent, one teacher, one staff member, one at-large member and the School Director.

Responsibilities: The nominating committee is responsible for (a) recruiting and maintaining a pool of candidates for board membership in accordance with criteria and qualifications set forth by the GB in preparing a slate of recommended candidates for open or new positions for appointment by the GB.

The BDC may revise the schedule for the nomination and appointment process. Board members for the coming school year are appointed by June 30.

III. Procedures

- Nominations from BDC members: The BDC solicits and receives nominations for the board year-round. Each nominee is required to submit a curriculum vitae and a statement of why he/she is interested in serving. There are no restrictions on the population from which nominees may be selected.

- Nominations from the community: For purposes of board nominations, The Academy community is defined as each family having one or more children enrolled, teachers (HSTA bargaining unit 5), employed staff, and GB members. In addition to its own recruitment work, the NC encourages community members to recommend to the BDC nominees (themselves or others) who meet the qualifications for board membership. The BDC will consider community nominations for inclusion in its slate of candidates recommended for appointment by the GB. If a community member wishes to nominate someone for the board, he/she must obtain a statement signed by the nominee of willingness to serve if selected. A community nominee must submit the same information as an BDC nominee. The nomination is submitted electronically (preferably Microsoft Word) to the chair of the BDC at an email address to be determined. Hard copy may be submitted to the Chair of the Nominating Committee, The IMAG Academy, XXXX, HI 96797.

- By February 1, the BDC distributes to the community a Call for Nominations, which includes instructions and deadlines.

- Members of the BDC may be nominees for board membership.

- The BDC gives each nominee a statement of expectations for GB members. The NC may conduct interviews with nominees.

- By May 1, the BDC submits to the GB a slate of candidates for approval and appointment. There will be one candidate for each open or new position.
- By June 30, the GB announces membership for the coming year. The announcement is posted on the website and in the newsletter.
- Terms of office begin with the July GB meeting or July 31 if no meeting occurs. Current board members remain in office until that date.
- Unexpired Terms: Vacancies resulting from unexpired terms are filled by the GB in keeping with The IMAG Academy Bylaws.

QUALIFICATIONS FOR GOVERNING BOARD MEMBERSHIP

In selecting nominees for membership on The IMAG Academy governing board (GB), the Board Development committee (BDC) considers the following qualifications for individual members and for the board as a whole. In addition to meeting all of the individual qualifications, each member may meet one or more of the collective board qualifications. The BDC also strives for diversity in gender and ethnic backgrounds.

Qualifications for individual members:

1. Possesses a commitment to the stewardship of the entire school.
2. Understands that The IMAG Academy plays a significant role in improving public education through the charter school movement in its community, the State of Hawaii, and nationally.
3. Possesses a demonstrated ability to work collaboratively toward common goals.
4. Is willing and able to commit up to eight to ten hours per month, including GB meetings, to governing the school.
5. Possesses skills and/or experience in one or more of the areas designated as collective board qualifications.
6. Is willing to abide by the GB's Code of Ethics.
7. Possesses basic computer skills including email correspondence, word processing (Microsoft Word), and use of the Internet.

The following are the collective qualifications areas of expertise for the Board.

1. Governance, program or project management
2. Non-profit administration
3. Financial management
4. Educational leadership
5. Labor relations
6. Contract development, negotiations, and execution
7. Human resource management
8. Marketing, public relations, and/or communications
9. Funds development and/or fundraising
10. Law or legal affairs
11. Strategic planning
12. Policy making
13. Facilities management

COMMITTEES

The purpose of committees is to make recommendations to the governing board. Committees may take such actions as their members deem necessary to develop recommendations.

1. Standing Committees

Standing committees are permanent committees that relate to the ongoing governance of the school. Standing committees include but are not limited to the following:

1. Academic Performance	2. Finance/Funds	3. Executive
4. Governance	5. Facilities	6. Board Development

2. Task Forces

Tasks Forces are established from time to time for specific purposes and are disbanded when they have fulfilled their purpose.

3. Written Description

A committee shall maintain a written description of its purpose, composition, and responsibilities. Description will be maintained by the board secretary.

4. Membership

Committee members and chairs are annually appointed by the governing board on the basis of their expressed interest and/or expertise. Members may be from represent a number of stakeholders; teachers, staff, parents, and the community. If possible, one board member shall serve on each standing committee. Persons may withdraw from a committee by written notice to the governing board. Members who fail to participate in a productive manner may be removed by the governing board.

5. Responsibilities of Committee Chairpersons to the Governing Board

A committee chairperson has certain responsibilities to the board:

- Communicates committee recommendations to the board
- Ensures written committee activity report is delivered to members as prescribed by the board so members may review it before the monthly board meeting
- Directs the committee to carry out board directives
- Schedules, conducts and ensures accurate notes (decisions & recommendations) are kept of meetings
- Prepares an annual committee report for the board

6. Committee Meetings

Meetings are scheduled in advance throughout the school year or as needed.

Committee meetings are open to observers. Committee chairpersons may allow observers to contribute to the discussion. Only committee members may vote. Meetings will be documented by minutes.

A vice-chair or appropriate designee may carry out the functions if the chair is unable to do so.

Measurements and Metrics
1st Year Targets & Assessment Schedule

Academic				
	Metric	Tool	Target-Goal	Benchmark
Test Score Achievement Reading & Math	Smarter Balance (SB) Scores	SB Reading Assessment – Appropriate Grade	Reading - 75% Math – 65%	*68% current *52% current
<p>Applicable for grades 3-6 and 8 & 10 Measurement will start for grade 8th in 1st year – SY 2017-18 *Benchmark source: Strive HI Summary SY 2013-14-Waipahu Grade 8 ONLY – Will use prior year to set benchmark. State Averages by grade: Reading: 3rd -71%, 4th -73%, 5th -72%, 6th -74%, 7th -71%, 8th -73%, 10th -69% Math: 3rd -66%, 4th -65%, 5th -61%, 6th -59%, 7th -55%, 8th -59%, 10th -46%</p>				
Science Test Score Achievement	HSA Science Score	HSA Science Assessment Appropriate Grade	4 th grade: 45% 8 th grade: 35% 11 th grade: 24%	*33% current *22% current
<p>Applicable for grades 4, 8 and 11 only Measurement will start for grade 8 in SY 2017-8. Measurement will start for grade 4 and 11 in SY 2019-20. *Benchmark source: Strive HI Summary SY 2013-14 – Waipahu Grade 8 ONLY– Will use prior year to set the benchmark. State Averages by grade: 4th -45%, 8th -29%, 11th -24%</p>				
ACT Test Score Achievement	ACT composite score of 19	8 th Grade ACT Explore 9 th Grade ACT Explore 10 th Grade ACT Plan 11 th Grade ACT	**TBD **TBD **TBD *34%	*40% current *27% current
<p>Applicable for grade 8-11. Measurement will start for grade 8th in 1st year – SY 2017-18 *Benchmark source: Strive HI Summary SY 2013-14 – Waipahu Grade 8 ONLY – Will use prior year to set the benchmark. The target goal of 34% is based on 2013 data indicating the percentage of Hawaii students with a composite score of 19 or more. Current % of Waipahu students by grade: 8th -40% (ACT Explore) , 11th -27% (ACT) Objective: The ACT is a college readiness assessment and measures achievement related to high school curricular—what you should have learned in high school. to have all grades 8-10 complete ACT Aspire Assessments.</p>				
IMAG Practices	Decision Making Process	Performance Evaluation	100%	*TBD
	Solutions	Performance Evaluation	100%	
<p>Measurement will start for all students in first SY 2017-18 *Benchmark will be determined by a pre-instruction survey</p>				

Non-Academic				
	Metric	Tool	Target-Goal	Benchmark
Graduation Rate	% and # of seniors graduating	End of year report	100%	*76% current
Measurement will start in 2021-22 with the first year of graduating seniors. Will consider using Strive HI Graduation Rate of Waipahu Area Complex from SY 2020-21 as benchmark.				
Attendance	% & # of students chronically absent	Attendance records	5%	*10%
Although this measurement is used for our elementary Strive HI readiness measure, we will start in 2017-18 with all students included in this metric. *The 10% benchmark is the average of the elementary schools in the Waipahu Area Complex. Over time, this metric may have to be separated to represent each school level.				

Mission Specific				
	Metric	Tool	Target-Goal	Benchmark
School Family	% & # of students at risk for social/emotional problems	BASC - 2	20%	*50%
Measurement will start in 2017-18 with all students included within this metric. The benchmark is high due to our level of social and economic disadvantage families within the area. This expectation is one of the main reasons for the implementation of the School Family framework across the entire campus.				
College – Career College going	% of graduates going to college or technical school	End of year survey	100% (total of all choices)	*53% current
College - Career Employment	% of graduates choosing employment	End of year survey	TBD	*Will need to research
College - Career Business Ownership	% of graduates in Business Ownership	End of year survey	TBD	*Will need to research
Measurement will start in 2021-22 with the first year of graduating seniors. Will plan to use Strive HI College Going Rate of Waipahu Area Complex from SY 2019-20 as benchmark. 100% Represents all choices a student has – college, employment and business ownership. *Benchmark and target will have to be determined. Review of currently collected data regarding after-graduation plans to include employment and business ownership vs college is not believed to be collected.				

School Level Metrics ONLY – Goals 1-8

By Grade and Type

Grade	1-SMARTER Bal	1a-HSA Sci	2-ACT	3-DM	4-Solutions	5-Grad Rate	6-Attend	7-SE	8-Post HS
K				I & S	I & S		x	x	
1				I & S	I & S		x	New students	
2				I & S	I & S		x	New students	
3	S			I & S	I & S		x	New students	
4	S	I & S		I & S	I & S		x	New students	
5	S			I & S	I & S		x	New students	
6	S			I & S	I & S		x	New students	
7	S			I & S	I & S		x	x	
8	S	I & S	S	I & S	I & S		x	x	
9	S		S	I & S	I & S		x	New students	
10	S	I & S	S	I & S	I & S		x	New students	
11			S	I & S	I & S		x	New students	
12				I & S	I & S	x	x	New students	x

I = Interim/Benchmark

F = Formative (used to inform instruction)

S = Summative/Benchmark

X = Documentation of Behavior (Non-Academic Formative)

Note: Although classroom teachers will use these to inform their decisions, their grade level and classroom specific assessments are not included within these documents/tables.

Attachment E

Assessment Timing by Grade and Tool – Table 1 (ELA, Math & ACT)

Grade	ELA –	Math	ACT
K			
1			
2			
3	Summative – Smarter Balance – 4 Quarter	Summative – Smarter Balance – 4 Quarter	
4	Summative – Smarter Balance – 4 Quarter	Summative – Smarter Balance – 4 Quarter	
5	Summative – Smarter Balance – 4 Quarter	Summative – Smarter Balance – 4 Quarter	
6	Summative – Smarter Balance – 4 Quarter	Summative – Smarter Balance – 4 Quarter	
7			
8	Summative – Smarter Balance – 4 Quarter	Summative – Smarter Balance – 4 Quarter	Summative – ACT Explore – Early 4 th Quarter
9			Summative – ACT Explore – Early 4 th Quarter
10	Summative – Smarter Balance – 4 Quarter	Summative – Smarter Balance – 4 Quarter	Summative – ACT Plan – Early 4 th Quarter
11			Summative – ACT – Early 4 th Quarter
12			

Assessment Timing by Grade and Tool – Table 2 (Attendance, Graduation Rate, Post High School Choices)

Grade	Attendance	Post High School Choices	Graduation Rate
K - 12	Daily Reports Monthly Interim Reports		
12		Summative – Survey – Late 4 th Quarter	Summative – Report – End of Year

Assessment Timing by Grade and Tool – Table 3 (Science, DM/Solution, Social/Emotional)

Grade	Science	DM/Solution	Social/Emotional
K		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	Interim - BASC -2 –Early 2 nd Quarter
1		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
2		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
3		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
4	Summative – Smarter Balance – 4 Quarter	Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
5		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
6		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
7		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*1 st SY - Interim - BASC -2 –Early 2 nd Quarter
8	Summative – Smarter Balance – 4 Quarter	Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*1 st SY - Interim - BASC -2 –Early 2 nd Quarter
9		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
10	Summative – Smarter Balance – 4 Quarter	Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
11		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*
12		Interim – Evaluation Rubric/1-3 Quarters Summative – Evaluation Rubric/ 4 th Quarter	*

Student Recruitment & Enrollment

POC: Martha Nahale

Our recruitment plan includes marketing via flyer distribution, website/blog, Mid-Week calendar listings, Twitter and Facebook posts, informational sessions, open houses, school fundraising events, attendance at community events, and strategically placed community banners. Press releases will be distributed to inform print newspapers like the Mid-Week and the FilAm Courier in hope to draw their interest to writing a featured article on school events.

The goal of our marketing plan is to create a consistent and continuous presence within the community. We plan on doing this by creating a communication plan that feeds pertinent and interesting information to our families and partners about our programs and events. In general, this would include, but not be limited to the following tasks.

1. Distribution of flyers to families and partners
2. Posting of events on various social mediums
3. Regular media announcements via press releases
 - a. Announcements of events, programs or deadlines
 - b. Documentation of events via photos and copy
4. Post information on applicable event calendars

In addition, especially during the startup and growing years, part of our committee/task force structure will include a task force on the marketing to our diverse family community within the Waipahu and surrounding areas. This task force will also include an on-going review of other possible, more effective ways to recruit and market the school in order to ensure equal access to all interested students and families across Waipahu and central leeward area.

Partnerships will be formed in order to distribute informational flyers (or e-mail notices) to these focused programs which spans across families in poverty, families of students with diverse academic abilities (gifted and talented, low-achieving, at-risk, special needs, etc) and families with relatively higher incomes and/or levels of formal education. These flyers/notices would offer a newsletter sign-up option as well as information guiding them to our blog, various posts, and our website event page.

- All early childhood care centers and programs in supporting areas
 - Early Headstart and Headstart programs
 - Non-profit infant care and preschool programs
 - Private infant care and preschool programs
- Mom focused and family related clubs and groups
- All elementary schools in the area (7th grade applicants)
 - Waipahu, Mililani/Wheeler, Ewa Beach, Kapolei/Makakilo
- The surrounding intermediate/middle schools in the area (8th grade applicants)
 - Waipahu, Mililani, Ilima, Kapolei, Pearl City Highlands
- Private schools not offering high school
 - St Joseph's Catholic School
 - The Children's House
 - Pearl Harbor Christian Academy (in Waipahu)
- Paid tutoring programs in the area (applicable grades)

- Afterschool tutoring and special programs (applicable grades)
 - Parks and Recreation
 - YMCA

In addition to family outreach, our efforts will also require partnerships with a variety of public and private school and community service program staff, administrators, and directors. The list of community service programs with multiple locations and programs within the leeward central area would include, but not limited to the following.

- Keiki O’Ka Aina Learning Centers
- The Institute for Native Pacific Education and Culture (INPEACE)
- Partners and Children Together (PACT)
- Child and Family Services

Our communication plan will include school programs and events to enhance relationship building between students, parents and the school. These types of events are also a form of marketing. For example, our school transition programs for middle school and kindergarteners are offered as a way for students and families to become more comfortable with normal school progressions and our instructional strategies. We believe these are positive characteristics to be considered during a student’s or family’s decision-making on which school is chosen.

The following table, Marketing & Student Recruitment Timeline, list a timeline and responsible or coordinating individual(s) of the specific tasks relating to marketing and student recruitment efforts during our startup.

Student Recruitment & Enrollment POC: Martha Nahale	
Time	Tasks/Activities
Aug 2016	1. Announce via Press Release (PR)- Commission approval 2. Approach Leeward Area School Principals, Business, Technology, ELA and Arts Teachers – Invite to The IMAG Art and Product Show (Fundraiser)
Sep-Nov 2016	3. Announce via PR –The IMAG Art and Product Show 4. Visit Schools participating in the Show 5. Blog/post on social media
Dec 2016	6. IMAG Art and Product Show 7. Follow up via PR – The Show Results 8. Distribute Enrollment/Admission Information – Flyer/website/social media/PR 9. Set and Announce “Transition Days/Nights” for new kindergarteners and 7 th graders
Jan-Feb 2017	10. Distribute Enrollment/Admission Information again 11. Distribute The IMAG Academy – Intersession Information 12. Post strategically placed banners 13. Conduct Open Houses with Art & Product Mini Shows 14. Announce results of “lottery” via PR and email/newsletter
Mar-Spring Break 2017	15. The IMAG Academy – Intersession (Fundraiser)
Apr-Jul 2017	16. Distribute student successes from Intersession and Mini Shows 17. Distribute information/invitation – Transition Programs 18. Conduct Open Houses with Art & Product Mini Shows

	19. Conduct transition programs
Aug 2017	20. Distribute information/successes – Transition Programs, Roundtable sessions and partnerships

Note: Distribute/announce would mean to use all applicable media; flyer, website, social media, PRs, etc.

In addition to our marketing efforts to recruit students, developing community partnerships is critical to our community centered, project based learning practices. The following table, Community Partnerships, list a timeline and responsible or coordinating individual(s) of the specific tasks relating to building community partnerships during our startup.

STUDENT ENROLLMENT

The IMAG Academy welcomes all children in the State of Hawaii and who are in the grades currently being offered. We encourage all families in the area and surrounding areas to consider enrolling their children in The Academy.

Eligibility

The Academy is a public charter school and as such is open, based on available space, to any student in the State of Hawaii who is eligible for the grades we currently serve. Potential students will be considered for admission without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services or lack of proficiency in the English language.

Enrollment Requirements

Students and their families must attend a free mandatory orientation before applying for admission to The IMAG Academy. These are held several times a month during the open enrollment period in order to provide information about The IMAG Academy that will help you to determine if The IMAG Academy is a appropriate fit for your student and family. The acceptance decisions are not made until after the open enrollment/application period is completed (and after a lottery, if necessary).

Enrollment Priority

In order to support a consistent educational environment for all of the children of each family that chooses to join The IMAG Academy, enrollment priority will be as follows:

- a. Current Students
- b. Children of The Academy's staff, founding Governing Board members;
- c. Siblings of currently enrolled students;
- d. Siblings of newly admitted students;
- e. All other Hawai'i students

If there are more students seeking enrollment into a particular grade than can be accommodated, The IMAG Academy will employ a public lottery within a week of the end of the open enrollment period.

Siblings of currently enrolled students must submit an application for admission to receive a position on our school roster. Siblings will be given a space in the appropriate grade if a space is available. If a lottery is required, siblings will not participate in the general lottery process.

Students not admitted as a result of the lottery process will be placed on a waiting list according to their selection position in the lottery. Once the initial admissions have been made and accepted, any remaining openings will be offered to those on our waiting list.

Sibling Policy

If a family has more than one child applying for admission and one student is offered a space,

the sibling will be given priority and an available space in the class in which they are applying. If during the lottery process a student is selected for a class, their sibling will be given priority and will be given an available space in the class in which they are applying.

If there is no space available, the sibling(s) will be placed at the top of the waiting list for the grade to which they are applying. If there is already a child that is a sibling who is first on the waiting list, the sibling will then be placed after those previously placed on the waiting list and in the order they were selected in the lottery.

If more siblings apply than there are spaces available in a class, a lottery will be held for those siblings for that grade in the same manner and at the same time as the general admissions lottery. When the class is full, the siblings will be placed on a waiting list in the order they were chosen in the lottery.

If during the lottery a student in a lower grade is given a space and they have an older sibling who was placed on the waiting list for a higher grade during the lottery, the older sibling is given an available space in the class over a previously selected student that does not have a sibling. The displaced student becomes first on the waiting list.

Siblings of currently enrolled students have admissions preference over siblings of newly admitted students.

Children with Special Needs

The vision and mission of The IMAG Academy supports full inclusion into our school and classrooms. Families of students with an Individualized Education Plan (IEP) or section 504 plan must inform the school upon selection and provide timely access to relevant documents. Parents will meet with our school representatives to determine the services needed for their child and what services The IMAG Academy is able to provide. This will help us to ensure the appropriate services are provided for your student.

Application Process and Timeline

Applications will be accepted during an open enrollment period from mid November to mid March prior to the start of a new school year. If the number of applicants exceeds the number of student openings for any given grade, a lottery will be held within one week of the end of the open enrollment period.

Attending a free orientation session during the open enrollment period is required for those applying for admission.

Once the initial admissions have been made and accepted, remaining openings in the school will be filled from the waiting list. Any applications received after March 15th will be considered during the rolling admissions period. Rolling admission runs from mid-Apr to mid-October of each year. During this time, applications are accepted and admission is offered on a “first come first serve” basis if space is or has become available. During the rolling admissions period, students offered spaces are given three weeks or until October 15th (whichever comes first) to notify the office of their intent to accept or decline the space. After August 1, this notice period may be shortened as required.

If a student applies for enrollment in a class that is at full capacity, that student will be placed next in order on a waiting list (please see above in the case of siblings).

Selection Notification

Families are notified of admission by electronic mail.

If a family declines a space or does not reply to the offer of admissions, and then changes their mind, they may re-activate their application. The student will be offered admission or be placed next in order on the waiting list.

If an applicant who has declined admission would like to be considered for admission the following school year, they must re-activate their application during open enrollment and enter the lottery for the next school year.

Students offered spaces have until April 20th to notify The IMAG Academy that they are accepting the space and complete the enrollment documents. Failure to respond by April 20th will result in forfeiture of the space and the next person on the wait list will be offered the space. If that student would still like to be considered for enrollment at a later date, they may re-activate their application and be added to the bottom of the waiting list.

No new students will be enrolled after October 15th, with the exception of siblings of currently enrolled students or children of our staff, contingent on space availability.

Enrollment Status

Pursuant to the school's Attendance Policy, if a new student entering school misses more than nine days of school during the first month of school without a doctor's note, the student will be un-enrolled, and the vacancy will be offered to a child on the waiting list.

Enrollment After October 15th

If a space becomes available in a class after October 15th and the next student on the waiting list is the child of an Academy staff member or a sibling of a currently enrolled student, the student may enroll after the October 15th enrollment cutoff date.

Withdrawal After October 15th

Any student that withdraws after October 15th who wishes to re-enroll at The IMAG Academy will need to re-apply for admission during the open enrollment period of the following year. If a student withdraws after submitting re-enrollment documents, their re-enrollment is no longer valid.

Admission After Dismissal from The IMAG Academy or Other School

If a student applies who has previously been dismissed or suspended for a Class A offense under Chapter 19 from The IMAG Academy or another school, the student will be offered admission only after it is determined that The IMAG Academy can provide the services required to ensure the student's safety and success in the school environment, as well as the safety of all IMAG Academy students.

Attachment 1 – Generic Enrollment Process and Timeline

2017-2018 Application and Enrollment Process and Timeline	
November 15, 2016– March 15, 2017 :	Open enrollment period New Family Orientation Sessions –Mandatory for new families
March 16 , 2017 – March 23, 2017:	Acceptance of students Enrollment lottery (if necessary)
April 20, 2017:	Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity.
April 20, 2017 –October 15, 2017	On-going (Rolling) enrollment will be based on first come, space availability

STATE PUBLIC CHARTER SCHOOL CONTRACT

This Contract is executed by and between the STATE PUBLIC CHARTER SCHOOL COMMISSION (“Commission”), a commission established under the laws of the State of Hawaii, whose mailing address is 1111 Bishop Street, Suite 516, Honolulu, Hawaii, 96813, and [redacted] (“School”), whose mailing address is [redacted], singularly “Party” and collectively “Parties.”

RECITALS

WHEREAS, Article X, Section 1 of the Hawaii State Constitution provides for the establishment, support, and control of a statewide system of public schools free from sectarian control, a state university, public libraries, and such other educational institutions as may be deemed desirable, including physical facilities therefor;

WHEREAS, the Hawaii State Constitution Article X Section 4 further directs that the “State shall promote the study of Hawaiian culture, history, and language. The State shall provide for a Hawaiian education program consisting of language, culture, and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program”;

WHEREAS, the Hawaii State Legislature enacted Act 130, Session Laws of Hawaii 2012, effective June 19, 2012 and codified as Chapter 302D, Hawaii Revised Statutes (HRS), which sets forth the laws under which charter schools are created and governed;

WHEREAS, the Hawaii State Legislature found that this Act will support new approaches to education that accommodate the individual needs of students and provide the State with successful templates that can dramatically improve Hawaii's educational standards for the twenty-first century, and that this Act will create genuine opportunities for communities to implement innovative models of community-based education;

WHEREAS, the Commission has committed itself to engaging with the State Board of Education (BOE), the Hawaii Department of Education (DOE), charter schools, and other stakeholders in efforts to address concerns surrounding the reliability of currently available assessments in the Hawaiian language, the development of new assessments, and other efforts, initiatives, and aspirations for Hawaiian education programs as reflected in BOE policies, including BOE Policies 2104 and 2105;

WHEREAS, pursuant to Chapter 302D, HRS, the Commission has statewide chartering jurisdiction and authority and is empowered to authorize public charter schools and enter into a charter contract with approved public charter schools;

WHEREAS, Sec. 302D-1, HRS, defines the “charter contract” as a fixed-term, bilateral, renewable contract between a public charter school and a charter school authorizer that outlines the role, powers, responsibilities, and performance expectations for each party to the contract;

WHEREAS, through this Contract, the Parties are desirous of ensuring clear requirements for accountability while preserving the autonomy of the School to support new, innovative approaches to education and contribute to the development of high quality public charter schools throughout the State; and

WHEREAS, the School desires to operate as a charter school;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, and agreements contained here, the Parties hereby agree as follows:

1. General Terms

- 1.1. Term. The term of this Contract shall be three years, commencing on July 1, 2014, and terminating on June 30, 2017; provided that if the School demonstrates exemplary performance, as determined by the Commission, on the Performance Frameworks under Section 4.1, it shall be granted a two-year extension through June 30, 2019.
- 1.2. Legal Status of School. Pursuant to Sec. 302D-25, HRS, the School is a public school and entity of the State and may not bring suit against any other entity or agency of the State. The School shall be nonsectarian in its operations.
- 1.3. Compliance with Laws. The School and the Commission shall comply with all applicable federal, State, and county laws, ordinances, codes, rules, and regulations, as the same may be amended from time to time.

2. Governance of School

- 2.1. The School's Governing Board is the independent board of the School that is responsible for the financial, organizational, and academic viability of the School; possesses the independent authority to determine the organization and management of the School, the curriculum, and the instructional methods; has the power to negotiate supplemental collective bargaining agreements with exclusive representatives of their employees and is considered the employer of School employees for purposes of chapters 76, 78 and 89; and ensures compliance with applicable laws.
- 2.2. The School's Governing Board shall comply with the Code of Ethics (Ch. 84, HRS) and shall adopt and adhere to a conflict of interest policy, which is consistent with Ch. 84, HRS. The conflict of interest policy shall be readily accessible from the School's website or school office, as described in Section 11.4.1. If the policy is not available from the School's website, the School shall submit the current policy to the Commission.

3. Educational Program

- 3.1. School's Control. Subject to the terms and conditions of this Contract, the School shall have control over and responsibility for the design and delivery of the educational program and for attaining the academic performance standards and targets established in the Performance Frameworks attached as Exhibit B and, subject to Section 3.2, shall have the

discretion to modify, amend, adapt, and otherwise change its educational program as it deems necessary to achieve the academic performance standards and targets.

- 3.2. Material Elements of Educational Program. The material elements of the School's Educational Program, including but not limited to the School's mission and vision statements, are as set forth in Exhibit A to this Contract. The School shall, at all times, operate in a manner consistent with its Educational Program as defined in Exhibit A. Revisions to any of the elements in Exhibit A shall be considered a material change to the Contract and shall require prior written approval by the Commission; where appropriate, this approval shall be informed by an analysis of the School's performance on the Performance Frameworks under Section 4.1, provided that such approval shall not be unreasonably withheld, particularly to the extent that such changes are intended to improve educational outcomes.
- 3.3. Academic Standards.
 - 3.3.1. Consistent with State law, the School shall implement the Common Core or other State academic standards as may hereafter be approved by the BOE.
 - 3.3.2. The School shall retain the autonomy to select a particular curricular and/or instructional approach consistent with the Common Core or other applicable State academic standards.
- 3.4. Graduation Requirements for High Schools. The School shall comply with BOE Policy 4540, as the same may be amended from time to time, which shall apply starting with the incoming ninth graders for the school year 2013-2014, and shall provide evidence of such compliance; provided that the School may request a waiver of this Policy from the BOE.
- 3.5. Education of Students with Disabilities.
 - 3.5.1. The DOE is the State of Hawaii's "state education agency" (SEA) and "local education agency" (LEA) for purposes of compliance with the Individuals with Disabilities Education Act (IDEA). All public schools, including charter schools, are part of and fall under the LEA. As such, the School shall comply with all applicable federal and State laws, rules, policies, procedures, and directives regarding the education of students with disabilities, including but not limited to Ch. 8-60, Hawaii Administrative Rules (HAR).
 - 3.5.2. The Commission shall collaborate with the DOE to develop guidelines related to the provision of special education services and resources to each charter school.
 - 3.5.3. The DOE is statutorily responsible for the provision of a free appropriate public education. If the School enrolls special education students or identifies one of its students as eligible for special education, the School shall be responsible for ensuring the educational and related services that are required by a student's individualized education program (IEP) pursuant to Section 302D-30, HRS.
 - 3.5.4. The programs and services for the student shall be determined collaboratively by the student's individualized education program (IEP) team, which includes the student's parents or legal guardian.
- 3.6. Section 504 and ADAAA. The School shall comply with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act Amendments Act and all related DOE rules, policies, and procedures in its general curriculum, including but not limited to implementation of any formal Section 504 plan that has been developed for a student, all as may be amended from time to time. The DOE may provide training,

consultation, and advice to the School as needed with regard to Section 504 compliance, including legal interpretations, recommendations for intervention strategies, and assistance in conducting Section 504 plan and review meetings.

- 3.7. English Language Learners. The School shall provide services to students who are English Language Learners in compliance with all applicable federal and State laws, regulations, rules, court orders, policies, procedures, and guidance, all as may be amended from time to time, to ensure linguistic accessibility to the School's educational program. The Commission shall provide the School with technical assistance similar to those services received by other public schools. The School shall also assist Immigrant Children and Youth, as defined in Section 3301(6), Title III, Elementary and Secondary Education Act, as the same may be amended from time to time, in meeting the State academic content and student academic achievement standards that all public school students are expected to meet.

4. School Performance

- 4.1. Performance Frameworks. The School's academic, organizational, and financial performance under this Contract shall be evaluated using the Academic, Organizational, and Financial Performance Frameworks, respectively, attached as Exhibit B to this Contract. These Performance Frameworks shall supersede and replace any and all financial operation metrics, academic performance metrics, and organizational performance metrics established prior to the execution of this Contract and not explicitly incorporated into the Performance Frameworks. The specific terms, forms, and requirements of the Performance Frameworks, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the Commission and shall be binding on the School. Material amendments to the Performance Frameworks shall require approval by the Commission.
- 4.2. Modification to Performance Frameworks. The Parties acknowledge that specific terms, forms, and requirements of the Performance Frameworks may be modified to the extent required to align with changes to applicable State or federal accountability requirements as set forth in law or policies or based on other circumstances that make assessment based on the existing Performance Framework requirements impracticable. In the event that such modifications are needed, the Commission will make its best effort to apply expectations for school performance in a manner as reasonably consistent with those set forth in the Performance Frameworks and the School's Educational Program as set forth in Exhibit A to this Contract.
- 4.3. State Accountability System. The School shall be subject to and comply with all requirements related to the State assessment and accountability system for all public schools. The School shall administer all student testing as required by applicable federal and State law, rule, policies, and procedures. The performance designations derived from the State assessment and accountability system are distinct from determinations made according to the Academic Performance Framework, which may include additional Commission-approved school-specific measures.
- 4.4. Board of Education Authority. Pursuant to its duties under Article X, Section 3, of the Hawaii State Constitution, the BOE has the power to formulate statewide educational policy. The School shall only be subject to BOE policies expressly identified by the BOE as applying to

charter schools. If there is any conflict between an applicable BOE policy and a provision in this Contract, the BOE policy shall control.

5. Student Admission, Enrollment, Withdrawal, & Dismissal

- 5.1. Non-Discrimination. The School shall make all student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language.
- 5.2. Admissions. The School shall comply with its admission policies and procedures as approved by the Commission. If the number of applicants exceeds the School's capacity of a program, class, grade level, or building, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public; provided that if the School is a conversion charter school serving as the home school for the DOE district, then the School shall follow 302D-34(c), HRS. These policies and procedures shall be readily accessible from the School's website, as described in Section 11.4.1.
- 5.3. Enrollment. The School shall maintain accurate and complete enrollment data and daily records of student attendance.
- 5.4. Joint Enrollment. Students may be jointly enrolled in a K-12 school, except for the purpose of calculating funding based on enrollment.
- 5.5. Enrollment Preferences. The School shall not impose enrollment preferences, except as approved by the Commission, pursuant to Sec. 302D-34, HRS. Any enrollment preferences shall be included in the admissions policy and procedures, as described in Section 5.2.
- 5.6. Dismissal. The School shall not dismiss or transfer a student involuntarily, unless the dismissal or transfer is accomplished through procedures established by the School that are in compliance with applicable laws and due process requirements, provided that any dismissal of a student with a disability shall comply with the requirements of Ch. 8-60, HAR.
- 5.7. Withdrawal and Transfer. The School shall adhere to withdrawal and transfer procedures which provide for the timely release of any student who withdraws from the School and transfers to another Hawaii public school. The School's withdrawal and transfer procedures shall also provide for the transfer of the student's records to the new school in a timely manner.

6. Operation of School

- 6.1. Student Conduct and Discipline. The School shall adopt, update, and adhere to written policies concerning standards of student conduct and discipline which shall comply with federal and State laws and which shall incorporate the requirements of Section 5.6. The School shall provide copies to the School's parents and students at the start of each school year and shall make this policy readily accessible from the School's website or school office, as described in Section 11.4.1. If the policy is not available from the School's website, the School shall submit the current policy to the Commission.

- 6.2. Punishment of Pupils Limited. No physical punishment of any kind may be inflicted upon any pupil, but reasonable force may be used by a principal, principal's agent, teacher, or a person otherwise entrusted with the care or supervision for a special purpose of a minor in order to restrain a pupil in attendance at school from hurting oneself or any other person or property, and reasonable force may be used as delineated in Sec. 703-309(2), HRS.
- 6.3. Complaints Process. The School shall establish and adhere to a process for resolving public complaints which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the School's Governing Board, except where the complaint pertains to a possible violation of any law or term under this Contract. The complaints process shall be readily accessible from the School's website, as described in Section 11.4.1.
- 6.4. Contracting with an Educational Service Provider. The School shall not enter into a contract or subcontract for comprehensive management or administration services of its core educational program or services, unless otherwise agreed to in writing by the Commission or identified in Exhibit A (Educational Program). Such contracting is conditioned upon the School developing a management agreement with the educational service provider that meets the conditions in Exhibit C to this Contract; provided requirements of a School Improvement Grant or other federal grant shall control.
- 6.5. Health and Safety
- 6.5.1. Safe Environment. The School shall maintain a safe learning environment at all times. The School shall develop and adhere to a safety plan, which shall be provided to the Commission.
- 6.5.2. Health Clearances. The School shall comply with Secs. 302A-1154 to 302A-1163, HRS, and Ch. 11-157, HAR, requiring documentation that each student has received immunizations against communicable diseases, is free from tuberculosis in a communicable form, and has received a physical examination. Pursuant to Sec. 302A-1161, HRS, if a child does not complete the immunizations or physical examination required within the period provided by Sec. 302A-1155, HRS, after provisional entry into school, the School shall notify the parent or guardian of the child that if the required immunizations or physical examination is not completed within thirty days of the date of the notice, the child shall not be admitted to the School.
- 6.5.3. School Employees Afflicted with Tuberculosis. The School shall not allow any person who has contracted tuberculosis, while afflicted with the disease, to teach or work at the School.
- 6.5.4. Student Health Services. The School shall provide students with appropriate school health services and safety protections, including providing first aid care for ill and injured students. The school may recommend that parents seek the help of medical professionals or appropriate health agencies for cases beyond its scope of responsibility.
- 6.6. Insurance. The School shall be covered under the Statewide Risk Management Program pursuant to Ch. 41D, HRS, for liability, property, crime, and automobile insurance. The School shall comply with all applicable laws, rules, policies, procedures, and directives of the Department of Accounting and General Services' Risk Management Office. The School may purchase additional insurance coverage if so desired.

6.7. Records

- 6.7.1. Student Records. The School shall maintain student records for current and former students in accordance with the requirements of State and federal law, including the Family Education Rights and Privacy Act, 20 U.S.C. § 1232g, as may be amended from time to time.
- 6.7.2. Records Retention. The School shall comply with all applicable federal and State record keeping requirements. As a State entity, the School shall comply with the policies and guidelines of the Department of Accounting and General Services, Archives Division, Records Management Branch, with regard to the retention and disposal of government records.
- 6.7.3. Open Records Law. The School shall comply with Ch. 92F, HRS, the Uniform Information Practices Act.

6.8. Reporting of Crime-Related Incidents. The School shall adopt policies and procedures to:

- (a) Require a report to appropriate authorities from a teacher, official, or other employee of the School who knows or has reason to believe that an act has been committed or will be committed, which:
- (1) Occurred or will occur on School property during School hours or during activities supervised by the School; and
 - (2) Involves crimes relating to arson, assault, burglary, disorderly conduct, dangerous weapons, dangerous drugs, harmful drugs, extortion, firearms, gambling, harassment, intoxicating drugs, marijuana or marijuana concentrate, murder, attempted murder, sexual offenses, rendering a false alarm, criminal property damage, robbery, terroristic threatening, theft, or trespass;
- (b) Establish procedures for disposing of any incident reported; and
- (c) Impose appropriate disciplinary action for failure to report these incidents, including probation, suspension, demotion, and discharge of School officials.

6.9. Smoking Prohibited. As a public school, the School shall prohibit the use of tobacco at its school or at School functions.

6.10. Transportation. The School may provide its own transportation services, provide transportation through an agreement or contract with a private provider, or access any other school transportation provided to it by law. The School shall ensure the safety of students in any transportation arrangement and shall comply with state and county requirements pertaining to vehicles and drivers that transport students.

7. Facilities

7.1. Location. The School shall provide educational services, including the delivery of instruction, at the location(s) identified in Exhibit A (Educational Program); provided that the School may conduct class site visits to temporary locations not identified in Exhibit A and, with notice to the Commission, may provide educational services at temporary locations for a period not to exceed 30 calendar days. The School shall not operate in any other location without the prior written approval of the Commission.

7.2. Occupancy Rights. The School shall possess the lawful right to occupy and use the premises on which the School operates. The School shall provide the Commission a copy of the

School's lease, deed, or other occupancy agreement for all locations identified in Exhibit A (Educational Program), except if the School occupies DOE school facilities.

- 7.3. Compliance with Codes. The School shall be located in facilities that comply with all applicable State and county building, zoning, fire, health, and safety code requirements.
- 7.3.1. If the School is located in facilities other than DOE facilities, the School shall obtain and maintain any necessary certificates or permits required for use and occupancy of the School's facilities from the applicable building, zoning, fire, health, and safety authorities. The School shall immediately notify the Commission in the event that any such certificate or permit is jeopardized, suspended, or revoked.
- 7.3.2. The School shall comply at all times with the occupancy capacity limits set by zoning, building, fire, and other applicable regulations.
- 7.3.3. Any other law to the contrary notwithstanding, any categorical exemptions afforded to State agencies from building, zoning, fire, health and safety laws, regulations, codes, standards, and requirements shall not be applicable to the School except as approved by the Commission, which approval shall not be unreasonably withheld. Where necessary, the School shall be responsible for requesting permits and approvals from appropriate governmental agencies in compliance with this subparagraph.
- 7.4. Relocation or Expansion. The School's relocation or expansion to different facilities shall constitute a material change in the Contract and shall require prior written approval by the Commission pursuant to Section 3.2. Upon such approval, the School's relocation or expansion shall be contingent upon its meeting the following conditions:
- (a) Submission to the Commission of a Certificate of Occupancy for the new facilities prior to the first day of occupancy;
 - (b) Submission to the Commission of a lease, deed, or other document showing the School possesses the right to occupy the new premises;
 - (c) Submission to the Commission of documentation that the new facilities meet applicable health, safety, fire, building, and zoning code requirements; and
 - (c) Submission to the Commission of documentation that the new facilities are of sufficient size to safely house anticipated enrollment.

8. Funding

- 8.1. Per-Pupil Funding. The School's non-facility general fund per-pupil funding shall be as defined in Sec. 302D-28, HRS. The Commission shall distribute the School's per-pupil allocation each fiscal year pursuant to Sec. 302D-28(f), HRS, and shall provide the School with the calculations used to determine the per-pupil amount each year. All funds distributed to the School from the Commission shall be used solely for the School's educational purposes as appropriated by the Legislature, and the School shall have discretion to determine how such funding shall be allocated at the school level to serve those purposes subject to applicable laws and this Contract.
- 8.2. Funding Subject to Appropriation. The general fund per-pupil funding is contingent upon legislative appropriation and allocation of funds. If the Legislature fails to appropriate sufficient monies or if the appropriation is reduced by the Governor or by any other means and the effect of such non-appropriation or reduction is to provide insufficient monies for

the continuation of the School, this Contract shall terminate on the last day of the fiscal year for which sufficient funds are available.

- 8.3. Adjustments to Funding. The Commission's disbursement of per-pupil funds may be adjusted for the following reasons: (a) To reconcile projected versus actual enrollment counts; (b) To adjust the per-pupil amount due to restriction by the Governor or other reduction action; (c) To adjust the actual enrollment count based on an audit of pupil counts and per pupil revenue that impact the funding received by the School; or (d) To withhold funds due to non-compliance in accordance with Sec. 302D-28, HRS. The Commission shall have the discretion to determine whether to make an adjustment by: (i) Reconciling the adjusted amount in a subsequent disbursement to the School; or (ii) Either making payment to the School or requiring reimbursement from the School with at least thirty (30) days' written notice by the Commission.
- 8.4. Facility Funds. In each year in which funds are appropriated for charter school facility purposes, the Commission shall allocate the funds among eligible charter schools. All funds distributed to the School shall be restricted to the purposes of the appropriation.
- 8.5. Federal Funding. Pursuant to Sec. 302D-28, HRS, the School shall be eligible for all federal financial support to the same extent as all other public schools. The Commission shall timely distribute federal funds to the School in accordance with applicable federal and state rules and regulations. The Commission shall make the allocation methods publicly available and shall work with the DOE and the School where questions of equity may arise.
- 8.6. Title I Funding. The Commission shall communicate with the School regarding the eligibility measure for Title I, Part A funds as determined by the DOE and provide the funds to the School based on that information. The School, if eligible, shall use Title I, Part A funds in accordance with applicable federal and state law and regulations including programmatic and fiscal requirements, and the Commission shall provide information to assist the School in understanding Title I, Part A requirements. The School shall provide a school plan that includes the components and school improvement elements required under Title I, Part A.
- 8.7. Additional Funds. The School may accept monetary contributions or grants and shall comply with all applicable State or federal laws regarding such monetary contributions or grants. The School shall report all monetary contributions or grants to the Commission in accordance with Commission guidelines.
- 8.8. No Tuition. The School shall not assess tuition, contribution, or attendance fees of any kind as a condition of enrollment.
- 8.9. Fees. The School may charge reasonable fees, to the extent permitted by law, for summer school programs, after school programs, student activities, and any other service, materials, or equipment for which other state public schools may charge a fee.

9. Financial Matters

- 9.1. The School shall maintain accurate and comprehensive financial records, operate in accordance with Generally Accepted Accounting Principles, and use public funds in a fiscally responsible manner.
- 9.2. Fiscal Year. The fiscal year for the School shall begin on July 1 and end on June 30 of the subsequent calendar year.

- 9.3. Procurement. Pursuant to Sections 302D-25(b) and 302D-12(d), HRS, the School and its Governing Board shall be exempt from Ch. 103D, HRS. The School's Governing Board shall develop and adhere to a policy for the procurement of goods, services, and construction consistent with the goals of public accountability and public procurement practices. The policy shall be readily accessible from the School's website or school office, as described in Section 11.4.1. If the policy is not available from the School's website, the School shall submit the current policy to the Commission.
- 9.4. Management and Financial Controls. At all times, the School shall maintain appropriate governance and management procedures and financial controls which shall include, but not be limited to: (a) budgets, (b) accounting policies and procedures, (c) payroll procedures, (d) financial reporting and (e) internal control procedures for receipts, disbursements, purchases, payroll, and fixed assets. The accounting policies and procedures shall be readily accessible from the School's website or school office, as described in Section 11.4.1. If the policies and procedures are not available from the School's website, the School shall submit the current policies and procedures to the Commission.
- 9.5. Assets. The School shall maintain a complete and current inventory of all of its property and shall update the inventory annually. The School shall take all necessary precautions to safeguard assets acquired with public funds.
- 9.6. Chart of Accounts. The Commission may require the School to follow a uniform chart of accounts; provided that the Commission shall provide a reasonable time period for the School to convert to such chart of accounts.
- 9.7. Transfer of Funds to Nonprofits. The School shall not transfer funds provided to it by the Commission to any affiliated nonprofit organization except for legitimate and reasonable payments from the School to the nonprofit pursuant to a written agreement.
- 9.8. Financing Agreements. The School shall comply with Ch. 37D, HRS, relating to financing agreements. "Financing agreement" means any lease purchase agreement, installment sale agreement, loan agreement, line of credit or other agreement of the department or, with the approval of the director, and any agency, to finance the improvement, use or acquisition of real or personal property that is or will be owned or operated by one or more agencies of the State, the department or any agency, or to refinance previously executed financing agreements including certificates of participation relating thereto. The School shall not act as a guarantor of any such financing agreement.

10. Personnel

- 10.1. Collective Bargaining. The School shall be subject to collective bargaining under Ch. 89, HRS, and shall comply with the master agreements as negotiated by the State; provided that the School may enter into supplemental collective bargaining agreements that contain cost and non-cost items to facilitate decentralized decision-making. The School shall provide a copy of any supplemental collective bargaining agreement to the Commission.
- 10.2. Nondiscrimination. No person performing work under this Contract, including any employees or agents of the School, shall engage in any discrimination that is prohibited by any applicable federal, State, or county law, including but not limited to Sec. 378-2, HRS.

- 10.3. Teacher Credentials. The School's teachers shall comply with applicable State licensing requirements consistent with the Elementary and Secondary Education Act, State law, and collective bargaining agreements, as such requirements may be amended. Teachers shall be licensed by the Hawaii Teachers Standards Board and shall meet the federal designation of "Highly Qualified" as adopted by the BOE and defined in the "*Title IIA Highly Qualified Teacher Guidelines*," updated May 2012, as may be amended. If the School receives Title I funding, the School shall ensure that 100% of teachers in core academic subjects are Highly Qualified, and federal funds shall not be used to pay for teachers who do not meet this requirement.
- 10.4. Evaluations. Pursuant to federal and state law and policy, the School is responsible for implementing principal and teacher evaluation systems that are based on efficiency, ability, contribution to student learning, and growth. The School may elect to implement the State-developed educator evaluation system or to develop and implement its own educator evaluation system that meets the criteria outlined by the Commission, as may be amended from time to time.
- 10.5. Non-Instructional Employees. The School shall ensure that the School's non-instructional employees or agents are experienced and fully qualified to engage in the activities and perform the services required under this Contract, and that all applicable licensing and operating requirements imposed or required under federal, State, or county laws, and all applicable accreditation and other standards of quality generally accepted in the field of the activities of such employees and agents are complied with and satisfied.
- 10.6. Criminal History Checks. The School shall conduct criminal history checks in accordance with Sec. 846-2.7, HRS, to determine whether a prospective employee or agent is suitable for working in close proximity to children. Information obtained pursuant to this provision shall be used exclusively by the School for the purposes of determining whether a person is suitable for working in close proximity to children. All such decisions shall be subject to applicable federal laws and regulations currently or hereafter in effect. The School may terminate the employment of any employee or deny employment to an applicant if the person has been convicted of a crime, and if the School finds by reason of the nature and circumstances of the crime that the person poses a risk to the health, safety, or well-being of children.
- 10.7. Personnel Policies. The School shall adopt, update, and adhere to personnel policies. These policies must be made readily accessible from the School's website or school office, as described in Section 11.4.1. If the policy is not available from the School's website, the School shall submit the current policy to the Commission.

11. Reporting & Data

11.1. Reports, Generally.

- 11.1.1. The School shall make reasonable efforts to provide to the Commission, in the format and timeframe prescribed by the Commission, any data necessary and reasonably required by the Commission to meet its oversight and reporting obligations. The Commission shall provide by **June 1** the list of anticipated required reports and due dates and provide this information to the School.

- 11.1.2. The Commission shall make reasonable efforts to reduce the reporting burden it places on the School by providing reasonable notice for requests, providing timely notification when due dates are changed, avoiding duplicate requests, and limiting requests to what is reasonably required by the Commission and other State entities.
- 11.2. Enrollment Count Reports. The School shall provide to the Commission actual and projected enrollment counts as required for funding and reporting purposes. The Commission may elect to obtain actual enrollment counts directly from the student information data system, provided that the Commission will attempt to reconcile any discrepancies in consultation with the School.
- 11.3. Financial Reports
- 11.3.1. Budget and Cash Flow. The School shall prepare and provide to the Commission a copy of its annual budget as approved by the School's Governing Board and cash flow projections for each upcoming fiscal year by **June 15** or two weeks after the Commission notifies the School of the anticipated amount of State non-facility general fund per-pupil funding to be allocated, whichever is later.
- 11.3.2. Quarterly Financial Reports. The School shall prepare and submit quarterly financial reports to the Commission within 45 days of the end of each fiscal year quarter.
- 11.3.3. Unaudited Financial Statements. The School shall prepare and submit its unaudited annual financial statements to the Commission by **September 15** of the subsequent fiscal year; provided that the Commission, with reasonable notice to the School, may change the deadline depending on circumstances.
- 11.3.4. Annual Audits. Each fiscal year, the School shall provide for an independent annual financial audit conducted in accordance with Generally Accepted Auditing Standards and Governmental Auditing Standards and performed by a certified public accountant (CPA); provided the Commission may establish an alternative reporting requirement in accordance with State law. The Commission shall provide the guidelines and/or scope of the audit or alternative report and may require minimum CPA qualifications or that the School select from a list of qualified CPAs as provided by the Commission. The School shall provide the completed audit or alternative report to the Commission by **November 15** after the conclusion of the fiscal year; provided that the Commission, with reasonable notice to the School, may change the deadline depending on circumstances. The School shall pay for the audit or alternative report if an appropriation is not made by the Legislature for such purpose.
- 11.4. Governing Board Reporting.
- (a) The School shall notify the Commission within 14 business days of any membership changes on the School's Governing Board.
- (b) The School shall make the following documents available at a publicly accessible area in its office so as to be available for review during regular business hours, and on its website, and by the respective due dates:
- (1) A list of the current names and contact information of the governing board's members and officers;
 - (2) The schedule of Governing Board meetings by **September 1** of each year;
 - (3) Revisions to scheduled Governing Board meetings not less than six days prior to the changed meeting date;

- (4) Governing Board meeting notices and agendas not less than six days prior to the Governing Board meeting; and
- (5) Governing Board meeting minutes within 30 days of the Governing Board meeting.

11.4.1. School Policies and Procedures. The School shall make the current versions of the following policies and procedures readily accessible from its website:

- (a) Conflict of interest policy, as described in Sec. 2.2;
- (b) Admissions policies and procedures, as described in Sec. 5.2;
- (c) Student conduct and discipline policy, as described in Sec. 6.1;
- (d) Complaints procedures, as described in Sec. 6.3;
- (e) Procurement policy, as described in 9.3;
- (f) Accounting policies and procedures, as described in 9.4; and
- (g) Personnel policies, as described in 10.7;

provided, however, that any policy or procedure listed above except those listed under (b) and (d) may be submitted in its current version to the Commission instead of being made readily accessible from the School's website.

11.4.2. Collective Bargaining. The School shall provide to the Commission a copy of any supplemental collective bargaining agreement.

11.4.3. Other Reporting. Upon request, the School shall provide the Commission any other information determined by the Commission to be relevant to any term or condition of this Contract.

11.5. Educational Data. Pursuant to Sec. 302D-23, HRS, the School shall comply with the minimum educational data reporting standards established by the Board of Education (BOE) and with additional data reporting required by the Commission in its oversight of this Contract and shall ensure all data is accurate and complete provided that the Commission will attempt to reconcile any discrepancies in consultation with the School.

11.6. Personnel Data. The School shall maintain accurate and complete personnel and payroll information and shall provide such information to the Commission, in the format and timeframe prescribed by the Commission, as required for the Legislature or any State agency including but not limited to the Department of Budget & Finance, Employees' Retirement System, and the Hawaii Employer-Union Health Benefits Trust Fund. The School shall ensure each employee receiving State benefits qualifies for such benefits.

11.7. School's Annual Report. For the purposes of the Commission's annual report under Section 11.8, the School shall provide information to the Commission in the format and timeframe needed to assist the Commission in gathering complete information about the School. The Commission shall include this report in the list to be provided under Section 11.1.1.

11.8. Commission's Annual Report. The Commission shall publish and provide an annual report on the School's performance in accordance with the Performance Frameworks. In preparing the annual report, the Commission shall solicit feedback from the School.

11.9. Immediate Notice.

11.9.1. School closure. The School shall make reasonable efforts to promptly notify the public, which may include notice to the Department of Education, of any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, tsunami, flood, or other weather-related event, other extraordinary emergency, or destruction of or damage to the School facility;

11.9.2. Other events. The School shall immediately notify the Commission when it has knowledge of any of the following:

- (a) Any condition that may cause the School to vary from the terms of this Contract or applicable requirements, federal and/or State law;
- (b) The arrest of any members of the School Governing Board or School employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft;
- (c) Misappropriation of funds;
- (d) Any complaint, citation, or default filed against the School by a government agency or lessor;
- (e) Any inaccuracy found in enrollment count or other data provided to the Commission;
- (f) The School receives a notice or is otherwise informed that the School or Commission is a party to a legal suit;
- (g) The discipline of employees at the School arising from misconduct or behavior that may have resulted in harm to students or others, or that constituted violations of law;
- (h) A default on any obligation, which shall include debts for which payments are past due by ninety (90) days or more; or
- (i) The School's enrollment at any time decreases by 10% or more compared to the most recent pupil count submitted to the Commission.

12. Monitoring & Intervention

12.1. Monitoring. The Commission shall continually monitor the performance and legal compliance of the School. The Commission shall have the authority to conduct or require oversight activities that enable the Commission to fulfill its responsibilities under Ch. 302D, HRS, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of Ch. 302D, HRS, and adhere to the terms of this Contract. To carry out its monitoring duties, the Commission may utilize a compliance management system and may require the School to designate a contact person for the compliance management system.

12.2. Monitoring Related to Federal Programs. To meet its oversight and reporting obligations, the DOE, as the State Education Agency or Local Education Agency, may monitor the School for compliance with programmatic or fiscal requirements, including requiring reports or

other documentation, under any applicable law related to federal programs, including but not limited to special education. The School shall comply with all such monitoring.

- 12.3. Access to Records. Consistent with the school's obligations under the Family Education Rights and Privacy Act, 20 U.S.C. § 1232g, the School shall make all School records open to inspection by the Commission, the DOE, the Office of the Auditor, law enforcement officials, contracted evaluators or any other federal or State regulatory agency within five business days after request is made, or sooner if required by law.
- 12.4. Site Visits. The Commission may visit the School informally at any time and may, at its discretion, conduct announced formal school visits. When appropriate, the Commission shall make reasonable efforts to provide notice of visits. Such site visits may include any activities reasonably related to fulfillment of the Commission's oversight responsibilities including, but not limited to, inspection of the facilities; audit of financial books and records; inspection of records maintained by the School; interviews and observations of the principal, staff, school families, and community members; and observation of classroom instruction.
- 12.5. Intervention. If the Commission finds deficiencies in the School's performance or legal compliance, the Commission and the School shall follow the Intervention Protocol attached as Exhibit D. Intervention may be initiated when the Commission finds that the School has failed to:
 - (a) Comply with applicable laws, rules, policies, or procedures;
 - (b) Comply with the terms and conditions of this Contract; or
 - (c) Meet performance expectations as set forth in the Performance Frameworks.

Failure to invoke the Intervention Protocol shall not be (i) construed as a waiver or relinquishment of any requirement under applicable laws, rules, policies, procedures, contractual terms and conditions, or performance expectations; or (ii) deemed a necessary precedent to non-renewal or revocation.

13. Closure and Dissolution

- 13.1. School-Initiated Closure. Should the School choose to voluntarily surrender this Contract before the end of the Contract term, it may do so in consultation with the Commission at the close of any school year and upon written notice to the Commission given at least ninety (90) days before the end of the school year.
- 13.2. Dissolution. In the event that the School ceases operation for any reason, including but not limited to non-renewal, revocation, or voluntary surrender of this Contract, the School agrees to continue to operate its educational program until the end of the school year; provided that if the School voluntarily surrenders this Contract due to lack of funds, the School shall cooperate with the Commission in scheduling cessation of operations. The School shall cooperate with the Commission in ensuring the orderly closure of the School and shall comply with the Commission's closure policies and protocol.
- 13.3. Remaining Assets. In the event that the School closes, the School shall return any remaining public assets to the State, provided that any outstanding obligations of the School are fulfilled first pursuant to Sec. 302D-19, HRS.

14. Miscellaneous Provisions

- 14.1. Entire Contract. The Parties intend this Contract, including all attachments and exhibits, to represent a final and complete expression of their agreement, which shall be considered the Contract. All prior representations, understandings, and discussions are merged herein, and no course of prior dealings between the Parties shall supplement or explain any terms used in this document. The Parties recognize that amendments to this Contract may be approved from time to time hereafter.
- 14.2. Amendments. Any amendment to this Contract shall be effective only if approved by a majority vote of the Commission at a public meeting.
- 14.2.1. The School may submit any proposed requested amendment to the Commission in accordance with instructions provided by the Commission. The School shall not take action related to the requested amendment until the Commission has approved said amendment.
- 14.2.2. Changes in operation that require the School to obtain an amendment to this Contract include but are not limited to the following changes:
- (a) To any material term of the School's Educational Program (Exhibit A);
 - (b) In school location (relocation of site or adding or terminating sites);
 - (c) In School management arrangement (such as intention to hire or terminate a management provider);
 - (d) In admissions or enrollment policies or procedures.
- 14.3. Governing Law. This Contract shall be governed by and construed in accordance with the laws of the State of Hawaii, including all requirements imposed by applicable policy and regulation, and all applicable federal laws of the United States.
- 14.4. Conflict Between Contract, Law, and Administrative Rules. In the event of a conflict between this Contract, State law, and the administrative rules pertaining to charter schools, the order of precedence shall be State law, followed by administrative rule, followed by the terms and conditions of this Contract.
- 14.5. Disputes Resolution. It is the intent of the parties to communicate on a regular basis in a positive and effective manner. The parties agree to communicate areas of concern as they arise and to address those concerns in a professional manner. Any disputes between the Commission and the School which arise under, or are by virtue of, this Contract and which are not resolved by mutual agreement, shall be decided by the full Commission in writing, within 90 calendar days after a written request by the School for a final decision concerning the dispute; provided that where a disputes resolution process is defined for a particular program area (e.g., IDEA, Section 504, etc.), the Parties shall comply with the process for that particular program area; and further provided that the parties may mutually agree to utilize the services of a third-party facilitator to reach a mutual agreement prior to decision by the full Commission. Subject to the availability of an appeal under Ch. 302D, HRS, or BOE administrative rules or procedures, any such decision by the full Commission shall be final and conclusive.

- 14.6. Non-Assignability. The School shall not assign or subcontract any duty, obligation, right, or interest under this Contract without prior written approval of the Commission. A violation of this provision shall be considered material and substantial and shall be grounds for immediate revocation of this Contract.
- 14.7. Notices. Unless otherwise specified by law, any written notice required to be given by a Party to this Contract shall be delivered: (a) personally, (b) by United States first class mail, postage prepaid, to the Parties' mailing addresses first indicated in this Contract; or (c) via a compliance management system, as described under Sec. 12.1. A notice shall be deemed to have been received three business days after mailing or at the time of actual receipt, whichever is earlier. Parties are responsible for notifying each other in writing of any change of mailing address.
- 14.8. Severability. In the event that any provision of this Contract is declared invalid or unenforceable by a court, such invalidity or unenforceability shall not affect the validity or enforceability of the remaining terms of this Contract.
- 14.9. Waiver. The failure of either Party to insist upon the strict performance of or compliance with any term, provision, or condition of this Contract shall not constitute or be deemed to constitute a waiver or relinquishment of the Parties' right to enforce the same in accordance with this Contract.
- 14.10. No Third-Party Beneficiary. The enforcement of the terms and conditions of this Contract shall be strictly reserved to the Commission and the School. Nothing contained in this Contract shall give or allow any claim or right of action whatsoever by any other person. It is the express intent of the Parties to this Contract that any person receiving services or benefits hereunder shall be deemed an incidental beneficiary only, without enforceable rights against a Party to this Contract.

[Remainder of this page intentionally left blank]

IN WITNESS WHEREOF, the Parties have made and entered into this Contract as of the effective date.

STATE PUBLIC CHARTER SCHOOL COMMISSION

 CHARTER SCHOOL

Signature

Thomas E. M. Hutton

Executive Director

Date: _____

APPROVED AS TO FORM:

Deputy Attorney General

Signature

Print Name

Title

Date: _____

APPROVED AS TO FORM:

Deputy Attorney General

EXHIBITS:

A - School's Educational Program

B - Performance Frameworks (Financial, Organizational, and Academic, including School-Specific, if applicable)

C - Educational Service Provider Requirements

D - Intervention Protocol

**Exhibit A
Educational Program**

Material Term	
School Name:	<i>[official school name]</i>
Mission: (Not formally evaluated)	<i>[insert current, governing board-approved mission statement]</i>
Vision: (Not formally evaluated)	<i>[see educational program guidance and examples]</i>
Essential Term #1: (formally evaluated)	<i>[no fewer than three and no more than five; see guidance and examples]</i>
Essential Term #2: (formally evaluated)	
Essential Term #3: (formally evaluated)	
Essential Term #4: (formally evaluated)	<i>[if applicable]</i>
Essential Term #5: (formally evaluated)	<i>[if applicable]</i>
Geographic Area Served:	
Location:	<i>[list the address or Tax Map Key number of all non-home-based physical locations at which the school provides educational services to children consistent with contract paragraph 7.1]</i>
Grades Currently Served:	<i>[as currently projected]</i>
<p>Is the school a virtual school? ___ Yes ___ No <i>For the purposes of this Exhibit, a virtual school is defined as a school that uses an online instructional model with students typically spending fewer than five hours per week in a school building.</i></p> <p>Does the school offer blended learning? ___ Yes ___ No <i>For the purposes of this Exhibit, blended learning is defined as the delivery of instruction in a combination of time on-site in a supervised, physical location away from home and online delivery where the student has some control over time, place, path, or pace of learning.</i></p> <p>If yes, approximately what percentage of students participates in blended learning? _____</p>	

Does the school offer digital learning? ___Yes ___No

For the purposes of this Exhibit, digital learning is defined as learning facilitated by technology that gives students some element of control over time, place, path, or pace of learning.

If yes, approximately what percentage of students participates in digital learning? _____

Educational Service Provider: *[if applicable, identify the contracted third-party educational service provider, whether for profit or not for profit and provide a copy of the service agreement for Commission review; if not applicable, then mark "N/A"]*

EXHIBIT B.1. FINANCIAL PERFORMANCE FRAMEWORK

The Financial Performance Framework is an accountability tool that provides the Commission with data necessary to assess the financial health and viability of charter schools in its portfolio on an ongoing basis and for the purposes of an annual review. The framework summarizes a charter school's current financial health while taking into account the school's financial trends over a period of three years. The measures are designed to be complementary. No single measure gives a full picture of the financial situation of a school. Taken together, however, the measures provide a comprehensive assessment of the school's financial health and viability based on a school's historic trends, near-term financial situation, and future viability.

Within each annual reporting period, the Financial Performance Framework provides for an initial review and a follow-up assessment that together produce two ratings: a Preliminary Rating and a Final Rating. The Preliminary Rating indicates whether the school has met the standard for financial viability based on the Commission's initial review of financial information, which, for an annual review, will be drawn from the school's audited financials. The Final Rating documents the Commission's revised assessment based on more current financial information and/or more detailed examination of the school's financial position, as needed.

Preliminary Ratings

The Preliminary Rating is either *Meets Target* or *Pending Further Analysis*. The *Meets* rating means that the information contained in the financials under review indicates that the school is meeting or exceeding the target for the standard in question. The *Pending* rating means that the school is not meeting the target based on the financials under review. A school that misses the target on any one measure may or may not be at financial risk. It may be in immediate distress, financially trending negatively, both or neither. There are two types of additional information that the Commission may need before assigning a Final Rating. The first is more current information. When conducting a year-end evaluation of a school's financials, the Commission will be reviewing audit numbers that are typically at least four months old by the time the audit has been finalized. The Commission's further analysis will often include review of current, unaudited, financials. The second is more detailed information about the school's financial position to assess the reasons behind the failure to meet the target. For example, a school might make a strategic long-term financial decision that results in it missing a target in the near term. The Commission's follow-up will consider the more current and more detailed information to determine whether the Preliminary Rating is still applicable and the degree to which it is, in fact, an indication of financial risk or distress.

Final Ratings

The Final Rating is *Meets Target*, *Does Not Meet Target*, or *Falls Far Below Target*.

Meets Target

A *Meets* rating indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary *Pending* rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.

Does Not Meet Target

A *Does Not Meet* rating indicates that upon further review following a preliminary *Pending* rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A *Does Not Meet* rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that

warrants continued attention.

Falls Far Below Target

A *Falls Far Below* rating indicates that upon further review following a preliminary *Pending* rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary. The school’s rating will be based on both the most recent audited financials and more current unaudited financials. The Commission will also consider any relevant context for the school’s financial position that informs the causes of the school’s substantial shortcomings for the area in question. Appropriate monitoring and/intervention will be determined, in part, by how the rating on the standard in question fits within the school’s overall performance on the framework.

1. NEAR TERM INDICATORS

1.a. Current Ratio (Working Capital Ratio): Current Assets divided by Current Liabilities	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current Ratio is greater than or equal to 1.1 or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is positive (current year ratio is higher than last year’s) <p>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</p>	<p>Meets Target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.
<p>Pending Further Analysis:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is negative or <input type="checkbox"/> Current Ratio is less than or equal to 1.0 	<p>Does Not Meet Target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.
	<p>Falls Far Below Target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.

1.b. Unrestricted Days Cash: Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Target:</p>	<p>Meets Target:</p>

<input type="checkbox"/> 60 Days Cash or <input type="checkbox"/> Between 30 and 60 Days Cash <i>and</i> one-year trend is positive Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.	<input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the targets based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.
<i>Pending Further Analysis:</i> <input type="checkbox"/> Days Cash is between 30 and 60 days <i>and</i> one-year trend is negative or <input type="checkbox"/> Days Cash is below 30 days	<i>Does Not Meet Target:</i> <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention. <i>Falls Far Below Target:</i> <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.

1.c. Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	
Preliminary Rating	Final Rating (Following Additional Analysis)
<i>Meets Target:</i> <input type="checkbox"/> Enrollment Variance equals or exceeds 95% in the most recent year	<i>Meets Target:</i> <input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.
<i>Pending Further Analysis:</i> <input type="checkbox"/> Enrollment Variance is below 95% in the most recent year	<i>Does Not Meet Target:</i> <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration

	that warrants continued attention.
	<p>Falls Far Below Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

2. SUSTAINABILITY INDICATORS

2.a. Total Margin: Net Income divided by Total Revenue	
Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Target:</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is positive <i>and</i> the most recent year Total Margin is positive or</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, <i>and</i> the most recent year Total Margin is positive</p> <p>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</p>	<p>Meets Target:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.</p>
<p>Pending Further Analysis:</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not meet target or</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is less than or equal to -1.5% or</p> <p><input type="checkbox"/> The most recent year Total Margin is less than -10%</p>	<p>Does Not Meet Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.</p> <p>Falls Far Below Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

2.b. Debt to Asset Ratio: Total Liabilities divided by Total Assets	
Preliminary Rating	Final Rating (Following Additional Analysis)

<p>Meets Target:</p> <p><input type="checkbox"/> Debt to Asset Ratio is less than 0.50</p>	<p>Meets Target:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.</p>
<p>Pending Further Analysis:</p> <p><input type="checkbox"/> Debt to Asset Ratio is greater than or equal to .50</p>	<p>Does Not Meet Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.</p> <p>Falls Far Below Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

<p>2.c. Cash Flow:</p> <p>Multi-Year Cash Flow = (Year 3 Total Cash) – (Year 1 Total Cash);</p> <p>One-Year Cash Flow = (Year 2 Total Cash) – (Year 1 Total Cash)</p>	
<p>Preliminary Rating</p>	<p>Final Rating (Following Additional Analysis)</p>
<p>Meets Target:</p> <p><input type="checkbox"/> Multi-Year cumulative cash flow is positive <i>and</i> cash flow is positive each year or <input type="checkbox"/> Multi-year and most recent year cash flows are positive</p> <p>Note: Schools in their first or second year of operation must have positive cash flow.</p>	<p>Meets Target:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.</p>
<p>Pending Further Analysis:</p> <p><input type="checkbox"/> Multi-Year cumulative cash flow is positive, but trend does not meet target or <input type="checkbox"/> Multi-Year cumulative cash flow is negative</p>	<p>Does Not Meet Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating</p>

	<p>means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.</p> <p>Falls Far Below Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>
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2.d. Unrestricted Fund Balance Percentage: Fund balance / Total Expenses	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Target:</p> <p><input type="checkbox"/> Fund balance percentage is greater than or equal to 25%</p>	<p>Meets Target:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.</p>
<p>Pending Further Analysis:</p> <p><input type="checkbox"/> Fund balance percentage is less than 25%</p>	<p>Does Not Meet Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.</p> <p>Falls Far Below Target:</p> <p><input type="checkbox"/> Upon further analysis, the school's performance on this component signals a significant financial risk to the school.</p>

2.e. Change in Total Fund Balance:	
<p>Multi-Year= (Year 3 Fund Balance) – (Year 1 Fund Balance);</p> <p>One-Year= (Year 2 Fund Balance) – (Year 1 Fund Balance)</p>	
Preliminary Rating	Final Rating (Following Additional Analysis)

<p>Meets Target (in one of two ways):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multi-Year change in fund balance is positive <i>and</i> change is positive each year or <input type="checkbox"/> Multi-year and most recent year changes are positive <p>Note: Schools in their first or second year of operation must have positive change each year.</p>	<p>Meets Target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.
<p>Pending Further Analysis:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multi-Year change in fund balance is positive, but trend does not meet target or <input type="checkbox"/> Multi-Year change in fund balance is negative 	<p>Does Not Meet Target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention. <p>Falls Far Below Target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.

EXHIBIT B.2.
ORGANIZATIONAL PERFORMANCE FRAMEWORK

The purpose of the Organizational Performance Framework is to communicate to the charter school and public the compliance-related standards, which the charter school must meet. The Organizational Framework includes the standards that the charter school is already required to meet through state and federal law, rules or the charter contract.

NACSA Principles & Standards (2012) states that,

“A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens” (p. 16).

For each measure a school receives one of three ratings. **For the purposes of defining organizational performance accountability, “material” means whether the information would be relevant and significant to decisions about whether to renew, non-renew, or revoke a charter contract.**

Meets Standard:

The school materially meets the expectations outlined.

Does Not Meet Standard:

The school has failed to implement the program in the manner described; the failure(s) were material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

1. EDUCATION PROGRAM

Measure 1a

Is the school implementing the material elements of its Educational Program as defined in the charter contract?

Meets Standard:

The school implemented the material elements of its Educational Program in all material respects, and, in operation, the education program reflects the essential terms as defined in the charter contract, or the school has obtained approval for a modification to the essential terms.

Measure 1b

Is the school complying with applicable education requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements, including but not limited to:

- Academic standards, including Common Core
- Graduation requirements
- State assessment and student testing
- Implementation of mandated programming as a result of state or federal funding, including Title I and Title II funding

Measure 1c

Is the school protecting the rights of students with disabilities?

Meets Standard:

Consistent with the school's status and responsibilities as a school within a single LEA under the State Department of Education, the school materially complies with applicable laws, rules, regulations and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendment Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate development and implementation of Individualized Education Plans (IEPs) and Section 504 plans
- Operational compliance including the academic program, assessments and all other aspects of the school's program and responsibilities
- Discipline, including due process protections, manifestation determinations and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or Section 504 plans
- Appropriate use of all available, applicable funding

Measure 1d

Is the school protecting the rights of English Language Learner (ELL) students?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to ELL requirements (including Title III of the Elementary and Secondary Education Act [ESEA] and U.S. Department of Education authorities), including but not limited to:

- Equitable access and opportunity to enroll
- Required policies related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

2. FINANCIAL MANAGEMENT AND OVERSIGHT

Measure 2a

Is the school meeting financial reporting and compliance requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements, including but not limited to:

- Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer and any reporting requirements if the board contracts with an Education Service Provider (ESP)
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- No charging of tuition
- Adequate management and financial controls
- All reporting requirements related to the use of public funds

Measure 2b

Is the school following Generally Accepted Accounting Principles (GAAP)?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:

- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

3. GOVERNANCE AND REPORTING

Measure 3a

Is the school complying with governance requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to governance by its board, including but not limited to:

- Governing board composition and membership requirements pursuant to Ch. 302D, HRS
- Governing board policies
- Governing board reporting requirements
- Procurement policies
- State Ethics Code (Ch. 84, HRS), including conflict of interest policy

Measure 3b

Is the school holding management accountable?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to oversight of school management, including but not limited to:

- (For Education Service Providers [ESPs]) maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement and requiring annual financial reports of the ESP
- (For Others) oversight of management that includes holding it accountable for performance expectations that may or may not be agreed to under a written performance agreement

Measure 3c

Is the school complying with data and reporting requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to relevant reporting requirements to the State Public Charter School Commission, State Department of Education as the State Education Agency (SEA) and sole Local Education Agency (LEA) and/or federal authorities, including but not limited to:

- Compliance with minimum educational data reporting standards established by the BOE
- Maintaining and reporting accurate enrollment and attendance data
- Maintaining and reporting accurate personnel data
- Annual reporting and immediate notice requirements
- Additional information requested by the State Public Charter School Commission

4. STUDENTS AND EMPLOYEES

Measure 4a

Is the school protecting the rights of all students?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the rights of students, including but not limited to:

- Compliance with admissions, enrollment and dismissal requirements (including nondiscrimination and rights to enroll or maintain enrollment)
- The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)
- Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
- Conduct of discipline (discipline hearings, suspension and expulsion)
- Treatment of students that qualify for services under the McKinney-Vento Act

Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1c.

Measure 4b

Is the school meeting teacher and other staff requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract, including the State licensing requirements and federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act, hiring of qualified non-instructional staff, criminal history background checks and teacher/principal evaluations.

Measure 4c

Is the school respecting employee rights?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to employment considerations, including those relating to state employment law, the Family Medical Leave Act, the Americans with Disabilities Act and nondiscrimination. The school follows collective bargaining requirements.

5. SCHOOL ENVIRONMENT

Measure 5a

Is the school complying with facilities and transportation requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the school facilities, grounds and transportation, including but not limited to:

- Compliance with building, zoning, fire health and safety codes
- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Compliance with DOE requirements for schools occupying DOE facilities
- Student transportation

Measure 5b

Is the school complying with health and safety requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to health and safety, including but not limited to:

- Health clearances and immunizations
- Prohibiting smoking on campus
- Appropriate student health services
- Safety plan

Measure 5c

Is the school handling information appropriately?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the handling of information, including but not limited to:

- Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities
- Complying with the Uniform Information Practices Act and other applicable authorities
- Transferring of student records
- Proper and secure maintenance of testing materials

6. ADDITIONAL OBLIGATIONS

Measure 6a

Is the school complying with all other obligations?

Meets Standard:

The school materially complies with all other legal, statutory, regulatory or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:

- Revisions to state charter law
- Consent decrees
- Intervention requirements by the Commission
- Requirements by other entities to which the charter school is accountable (e.g., Hawaii Department of Education)

EXHIBIT B.3.
ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework includes measures that allow the Commission to evaluate the school’s academic performance or outcomes and was developed in accordance to the Hawaii Charter Schools Act (2012 Haw. Sess. Laws Act 130, §16 at 41-43.). This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

For each measure, a school receives one of four ratings: “Exceeds Standard,” “Meets Standard,” “Does Not Meet Standard,” or “Falls Far Below Standard.”

1. Standard Goals: State and federal accountability system

The Strive HI Academic Performance Index (API) is based on school performance in four categories:

- Student proficiency
- Student growth
- College and career readiness:
 - Elementary schools: Attendance
 - Middle Schools: 8th grade ACT
 - High Schools: Graduation rate, 11th grade ACT, and college-going rate
- Achievement gaps

1.a. Is the school meeting acceptable standards according to Strive HI?

Note: For schools serving more than one grade level, such as K-8 or K-12 charter schools, the Commission will review the API for each division, as well as an overall API weighted by enrollment at each division.

Exceeds Standard:

The school received an API at or above the 90th percentile statewide for schools serving the same grade level.

Meets Standard:

The school received an API between the 50th and 89th percentiles statewide for schools serving the same grade level.

Does Not Meet Standard:

The school received an API between the 20th and 49th percentiles statewide for schools serving the same grade level.

Falls Far Below Standard:

The school received an API below the 20th percentile statewide for schools serving the same grade level.

Additional Information:

1.b. Is the school identified as a Recognition, Continuous Improvement, Focus, Priority, or Superintendent’s Zone school?

Exceeds Standard:
 The school is classified as a Recognition school.

Meets Standard:
 The school is classified as a Continuous Improvement school.

Does Not Meet Standard:
 The school is classified as a Focus school.

Falls Far Below Standard:
 The school is classified as a Priority or Superintendent’s Zone school.

About 1b: This measure is used for information only and will be unweighted.

1.c. Does the school meet its Annual Measurable Objectives (AMOs)?
 Note: Reading and math are evaluated separately.

Exceeds Standard:
 The school met its subsequent year’s AMO or exceeded the state average by 10% or higher.

Meets Standard:
 The school met its AMO, met the state average of percent proficient, or exceeded the state average of percent proficient up to 10%.

Does Not Meet Standard:
 The school did not meet its AMO and is within 5% range of meeting its AMO.

Falls Far Below Standard:
 The school did not meet its AMO or is equal to or below the Established Minimum Proficiency.

About 1c: This measure is used for information only and will be unweighted. This measure uses the Option A, federal methodology which can be found in the Hawai`i ESEA Flexibility Waiver submitted to the USDOE May 10, 2013. This formula produces the rate of increase that is used to develop the annual measurable objectives (AMOs). In order to use the formula, a school must establish “baseline proficiency” in Reading and Math. If a school has a baseline proficiency rate of 68% in Math, and would like to calculate a five-year set of AMOs, it would follow the following steps:

AMO formula: $Yearly\ Increase = ((1 - Baseline\ Proficiency) * 0.5) / 5$

Baseline proficiency = 68% (.68)

Yearly Increase = $((1 - .68) * 0.5) / 5$
 Yearly Increase = $((.32) * 0.5) / 5$
 Yearly increase = $((.16) / 5)$
 Yearly increase = .032

The school is expected to increase its rate of proficiency by 3.2% (.032) each year.

1 st Year AMO	= .68	+ .032	= .712	(71.2%)
2 nd Year AMO	= .712	+ .032	= .744	(74.4%)
3 rd Year AMO	= .744	+ .032	= .776	(77.6%)
4 th Year AMO	= .776	+ .032	= .808	(80.8%)
5 th Year AMO	= .808	+ .032	= .84	(84%)

This metric uses the state average additionally. A school that meets or exceeds the state average meets or exceeds this standard even if it does not meet its AMO.

This metric uses the Established Minimum Proficiency as a floor. A school that does not at least meet the Established Minimum Proficiency will be evaluated as Falls Far Below Standard for this measure.

2. Standard Goals: Performance of High-Needs Students

The “High-Needs student” group includes all students with poverty status, special education status, or English as a second language status. If there are insufficient numbers of these students at a school to meet HI DOE data reporting thresholds, three-year pooled results will be included, if available. *The High-Needs group is used to avoid double-counting students who fall into two or more groups (for example, a student with both poverty and special education status). The Commission will continue to review disaggregated student performance results, including race/ethnicity, but will use the High-Needs evaluation for accountability evaluation, consistent with the state accountability system.*

<p>2.a. Are High-Needs students meeting or exceeding the statewide average proficiency rates for High-Needs students in reading and math? <i>Note: Reading and math are evaluated separately.</i></p>
<p>Exceeds Standard: <input type="checkbox"/> The school’s average High-Needs proficiency rate is in the top 10 percent of statewide High-Needs performance in schools serving the same grades.</p>
<p>Meets Standard: <input type="checkbox"/> The school’s average High-Needs proficiency rate meets or exceeds the statewide average High-Needs performance of schools serving the same grades but is below the top 10 percent.</p>
<p>Does Not Meet Standard: <input type="checkbox"/> The school’s average High-Needs proficiency rate is below the statewide average High-Needs performance of schools serving the same grades but is above the bottom 20 percent.</p>
<p>Falls Far Below Standard: <input type="checkbox"/> The school’s average High-Needs proficiency rate is in the bottom 20 percent of statewide High-Needs performance of schools serving the same grades.</p>

About 2a: This measure compares proficiency of a school’s High-Needs students against statewide average proficiency rates of all High-Needs students. The performance of school’s High-Needs population is compared only to averages of schools serving the same grades. The metric uses a percentile ranking to evaluate performance.

2.b. Are High-Needs students showing growth in reading and math based on the Hawaii Growth Model median growth percentiles (MGPs)?

Note: Reading and math are evaluated separately.

Exceeds Standard:

Reading: High-Needs MGP is greater than 58.

Math: High-Needs MGP is greater than 62.

Meets Standard:

Reading: High-Needs MGP is between 52 and 58.

Math: High-Needs MGP is between 52 and 62.

Does Not Meet Standard:

Reading: High-Needs MGP is between 45 and 51.

Math: High-Needs MGP is between 43 and 51.

Falls Far Below Standard:

Reading: High-Needs MGP is less than 45.

Math: High-Needs MGP is less than 43.

About 2b: This measure specifically evaluates the growth of the school's High-Needs students. This metric is a revised version of the Strive HI growth scoring rubric (below).

Category	Reading		Mathematics	
	Median SGP	Points	Median SGP	Points
Very High Growth	> 58	50	> 62	50
High Growth	55-58	35	56-62	35
Average Growth	50-54	25	50-55	25
Low Growth	45-49	15	43-49	15
Very Low Growth	≤ 44	0	≤ 42	0

2.c. Are High-Needs students showing adequate growth to proficiency in reading and math based on the Hawaii Growth Model's adequate growth percentile (AGP)?

Note: Adequate Growth Percentile (AGP) will be included in the Academic Performance Framework when they are available from HI DOE.

Exceeds Standard:

TBD

Meets Standard:

TBD

Does Not Meet Standard:

TBD

Falls Far Below Standard:

TBD

About 2c: Currently, the data do not exist to calculate AGP. This measure acts as a placeholder.

3. **OPTIONAL Goals: School-Specific Academic**

4. Did the school meet its school-specific academic goals?

Note: Specific metric(s) and target(s) must be developed and agreed upon by the charter school and the Commission.

Exceeds Standard:

The school exceeded its school-specific academic goal(s).

Meets Standard:

The school met its school-specific academic goal(s).

Does Not Meet Standard:

The school did not meet its school-specific academic goal(s).

Falls Far Below Standard:

The school fell far below its school-specific academic goal(s).

About 4: Schools have been given Margaret Lin's *Making the Mission Matter* literature as initial guidance in developing School-Specific Measures (SSMs). The Commission created an Ad Hoc Committee to establish official guidance on SSM development; this guidance is currently being finalized within the Performance and Accountability Committee before being approved by the General Commission for release to schools.

Weighting Plan with 25% Weighted School-Specific Measures

Indicator	Overall Weight by Indicator	Effective Weight by Grade Level and Measure		
		ES	MS	HS
1. API				
Proficiency	50%	12.5%	12.5%	12.5%
Student Growth		25.0%	22.5%	7.5%
Readiness		2.5%	7.5%	25.0%
Achievement Gaps		10.0%	7.5%	5.0%
2. Standards Goals: Achievement				
2a. High-Needs Proficiency	25%	10.0%	10.0%	10.0%
2b. High-Needs Growth (SGP)		15.0%	15.0%	15.0%
2c. High-Needs Growth (AGP)		-	-	-
3. Optional Academic Goals				
School-Specific Measure (SSM)	25%	25.0%	25.0%	25.0%

Weighting Plan with 10% Weighted School-Specific Measures

Indicator	Overall Weight by Indicator	Effective Weight by Grade Level and Measure		
		ES	MS	HS
1. API				
Proficiency	60%	15.0%	15.0%	15.0%
Student Growth		30.0%	27.0%	9.0%
Readiness		3.0%	9.0%	30.0%
Achievement Gaps		12.0%	9.0%	6.0%
2. Standards Goals: Achievement				
2a. High-Needs Proficiency	30%	12.0%	12.0%	12.0%
2b. High-Needs Growth (SGP)		18.0%	18.0%	18.0%
2c. High-Needs Growth (AGP)		-	-	-
4. Optional Academic Goals				
School-Specific Measure (SSM)	10%	10.0%	10.0%	10.0%

Weighting Plan for 0% School-Specific Measures

Indicator	Overall Weight by Indicator	Effective Weight by Grade Level and Measure		
		ES	MS	HS
1. API				
Proficiency	65%	16.25%	16.25%	16.25%
Student Growth		32.5%	29.5%	9.75%
Readiness		3.25%	9.75%	32.5%
Achievement Gaps		13.0%	9.75%	6.5%
2. Standards Goals: Achievement				
2a. High-Needs Proficiency	35%	13.5%	13.5%	13.5%
2b. High-Needs Growth (SGP)		21.5%	21.5%	21.5%
2c. High-Needs Growth (AGP)		-	-	-
3. Optional Academic Goals				
School-Specific Measure (SSM)	0%	0%	0%	0%

Exhibit C

Educational Service Provider ("ESP") Requirements

Educational Service Provider arrangements sometimes give a third party substantial responsibility for the operation of a charter school and control over the school's finances. While the Commission is not responsible for monitoring that contractual relationship, it does have an obligation to ensure that the School's governing board retains its statutory responsibilities and that the School-service provider relationship will not inhibit the Commission from fulfilling its oversight responsibilities. The following requirements ensure that both the School's governing board and the Commission retain authority to fulfill their legal rights and responsibilities under the Contract and applicable law.

1. The ESP agreement shall be subject to, and shall incorporate by reference, the terms and conditions of the School's Contract.
2. The term of the ESP agreement shall not exceed the term of the School's Contract.
3. No provision of the ESP agreement shall interfere with the duty of the governing board to exercise its statutory, contractual, and fiduciary responsibilities governing the operation of the School. No provision of the ESP agreement shall prohibit the School's governing board from acting as an independent, self-governing public body, or allow decisions to be made other than in compliance with Ch. 302D, HRS.
4. The ESP agreement shall require the ESP to defend, indemnify, and hold harmless the State of Hawaii, the Commission and the School, and their officers, employees and agents from and against all liability, loss, damage, cost and expense, including all attorneys' fees, and all claims, suits and demands therefore, arising out of or resulting from the acts or omissions of the ESP or the ESP's employees, officers, agents, or subcontractors under the ESP agreement. The ESP agreement shall not require the School to defend, indemnify or hold harmless the ESP. The ESP agreement shall contain insurance and indemnification provisions outlining the coverage the ESP will obtain.
5. The ESP agreement shall describe the specific services for which the ESP is responsible and shall clearly delineate the respective roles and responsibilities of the ESP and the School in the management and operation of the School, including development, approval, and oversight of the School's budget; development, approval, and oversight of the School's curriculum; and oversight of the ESP's services.
6. The ESP agreement shall expressly provide that the School retains, at all times, ultimate responsibility for the School's budget and curriculum.
7. The ESP agreement shall include procedures by which the ESP will be accountable to the School including expressly addressing how the School will evaluate and hold the ESP accountable in relation to the Performance Frameworks (Exhibit B).
8. The ESP agreement shall be terminable by the School in accordance with its established termination procedures.
 - a) Upon default by the ESP, including without limitation any act or omission of the ESP that causes a default under the School's Contract or that causes the School to be in material violation of applicable law; or
 - b) For other good cause as agreed by the School and the ESP.

9. The ESP agreement shall provide that the financial, educational, and student records pertaining to the School are School property and that such records are subject to the provisions of the Uniform Information Practices Act (Ch. 92F, HRS). All School records shall be physically or electronically available, upon request, at the School's physical facilities. Except as permitted under this Contract and applicable law, no ESP agreement shall restrict access to the School's records by the Commission, the DOE, the Office of the Auditor, or other authorized party in compliance with par. 12.3 of the Contract.
10. The ESP agreement shall require that the ESP furnish the School with all information deemed necessary by the School or the Commission for the proper completion of the budget, quarterly reports, or financial audits required under the School's Contract.
11. The ESP agreement shall provide that all financial reports provided or prepared by the ESP shall be presented in the format prescribed by the Commission.
12. The ESP agreement shall provide that all employees or contractors of the ESP who work in close proximity with students of the School shall be subject to criminal background check requirements in accordance with par. 10.6 of the Contract.
13. The ESP agreement shall contain provisions requiring compliance with all requirements, terms, and conditions established by any federal or State funding source.
14. The ESP agreement shall provide that the School retains responsibility for selecting and hiring the auditor for the independent annual audit required by the School's Contract.
15. If an ESP purchases equipment, materials, and supplies using public funds on behalf of or as the agent of the School, the ESP agreement shall provide that such equipment, materials, and supplies shall be and remain the property of the School.
16. The ESP agreement shall contain a provision that clearly allocates the respective proprietary rights of the School governing board and the ESP to curriculum or educational materials. At a minimum, the ESP agreement shall provide that the School owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the School; or (ii) were developed by the ESP at the direction of the School governing board with School funds dedicated for the specific purpose of developing such curriculum or materials. The ESP agreement may also include a provision that restricts the School's proprietary rights over curriculum or educational materials that are developed by the ESP from School funds or that are not otherwise dedicated for the specific purpose of developing School curriculum or educational materials. The ESP agreement shall recognize that the ESP's educational materials and teaching techniques used by the School are subject to state disclosure laws and the Uniform Information Practices Act.
17. If the School intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements shall be separately documented and not be a part of or incorporated into the ESP agreement. Such agreements shall comply with Ch. 37D, HRS, if applicable, and shall be consistent with the School's authority to terminate the ESP agreement and continue operation of the School.
18. The ESP agreement shall provide that Hawaii law governs any legal proceeding arising out of a dispute between the School and the ESP.

EXHIBIT D

INTERVENTION PROTOCOL

In accordance with Sec. 302D-17, HRS, this intervention protocol is established pursuant to the Commission's authority and responsibility to monitor the performance and legal compliance of charter schools in accordance with the charter contract terms and consistent with nationally recognized principles and standards for quality authorizing. It enables the Commission to take timely and appropriate action to notify schools about performance and/or compliance concerns and provide schools a reasonable opportunity to remedy such problems.

1. Upon finding that a School has failed to submit required information on time, the Commission may issue a Notice of Concern. The Notice of Concern shall indicate with specificity the information not received and the applicable regulatory, performance, or contractual provision that requires its submittal. The Notice of Concern shall alert the School that if the information is not received by a certain date, the School shall receive a Notice of Deficiency. Any individual Notice of Concern generally shall not affect a school's rating on a Performance Framework; however, a pattern of Notices of Concern may affect the School's rating.
2. Upon finding a School's performance or legal compliance unsatisfactory, the Commission may issue a written Notice of Deficiency to the School. The Notice of Deficiency shall state with specificity the deficiency, the applicable regulatory, performance, or contractual provision(s) not satisfactorily met, the expected remedy, including whether a Corrective Action Plan is required, and the timeframe by which the Commission expects the deficiency to be remedied or the Corrective Action Plan to be submitted.
3. Upon receiving a Notice of Deficiency, the School may:
 - 1) Contest the Commission's determination that a breach has occurred in which case the School shall provide a written response to the Commission within 10 days of receipt of the Notice and shall provide evidence in support of its position;
 - 2) Remedy the deficiency and provide evidence of such remedy to the Commission within the timeframe identified in the Notice; or
 - 3) Provide a Corrective Action Plan, where required, to the Commission within the timeframe identified in the Notice.

If the School is not able to meet any of the timeframes in 2) and 3) above, the School shall provide a written response to the Commission within 10 days of receipt of the Notice, which shall include a justification for its inability to meet the timeframe(s) together with a proposed timeframe(s).

Corrective Action Plan. A Corrective Action Plan shall include specific actions that the School will take to remedy the violation. The Plan shall include deadlines and responsible person(s) for each action and specific indications of success. The Commission may require the School to provide periodic reports on compliance with the Corrective Action Plan. The School is

encouraged to meet and talk with Commission staff to discuss the development of its Corrective Action Plan.

4. If the School contests the Notice of Deficiency, the Commission shall consider the School's evidence and, within 10 days of receipt of the School's response, either: 1) Uphold or amend its finding of a deficiency and reissue the Notice of Deficiency with amended timeframes, or 2) Retract the Notice of Deficiency.

If the School submits a Corrective Action Plan, the Commission shall approve, approve with modifications, or reject the Corrective Action Plan within 15 days of submission of the Plan by the School. If rejected, the School shall have 15 days thereafter to submit an amended Corrective Action Plan. Commission approval of a Corrective Action Plan shall in no way abridge or mitigate the School's ultimate responsibility and accountability for remedying the deficiency and/or the Commission's authority to take additional action in response to the School's failure to remedy the deficiency satisfactorily.

If the School submits a written response on why it is unable to meet the timeframe for remedy or for submission of a Corrective Action Plan identified in the Notice, the Commission shall consider the School's justification and approve, approve with modifications, or reject the School's proposed timeframe within 10 days of receipt of the School's written response.

5. The School shall be responsible for notifying the Commission when a deficiency has been remedied, if the School requires an extension of time to remedy a deficiency, or if the School requires a modification to its Corrective Action Plan.
6. The Commission may issue a Notice of Warning to the School under the following conditions:
 - 1) Continued failure to meet performance goals;
 - 2) Repeated failure to comply with applicable law or Contract provisions;
 - 3) Repeated failure to remedy violations, develop approved Corrective Action Plans, or successfully implement Corrective Action Plans;
 - 4) Substantial and serious violation of a material provision of law or Contract provision; or
 - 5) Immediate concern for student or employee health and safety.

A Notice of Warning indicates that revocation proceedings will be initiated if deficiencies are not timely remedied. The Notice of Warning shall state the deficiencies, remedies, and timeframe by which the deficiencies shall be remedied. In such Notice, the Commission may require the School to provide periodic reports on progress toward remedying identified deficiencies.

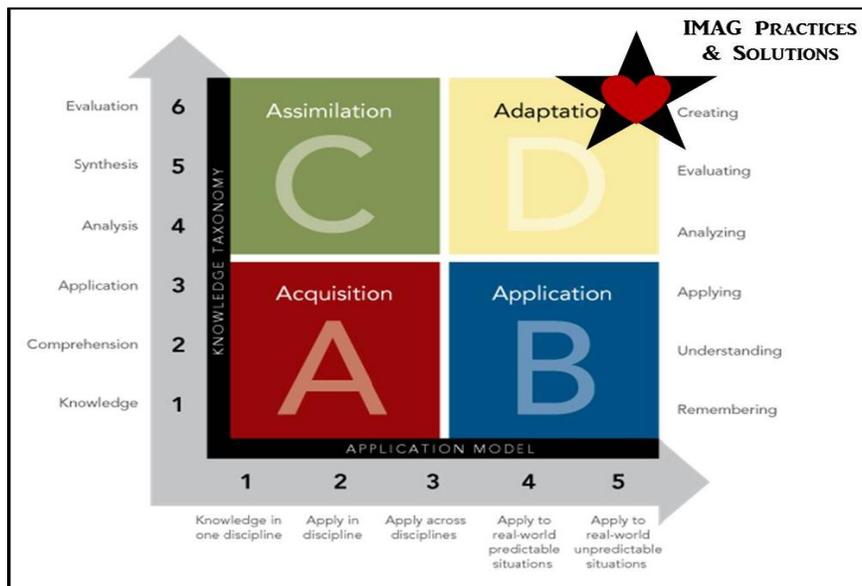
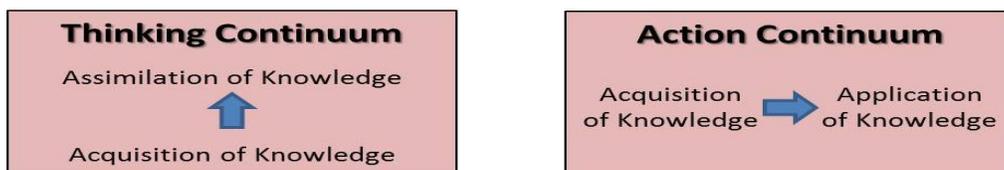
7. If the School does not satisfactorily remedy its deficiencies pursuant to the Notice of Warning, the Commission may initiate revocation proceedings in accordance with Chapter 302D, HRS, and applicable administrative rules.
8. Throughout the intervention process, if the School believes that the Commission has violated any provision of this Contract or disputes the Commission's determination after contesting it and allowing for Commission response, the School may initiate dispute resolution procedures in accordance with par. 14.5 of the Contract.

9. In accordance with Subsection 302D-17(c), HRS, this Intervention Protocol shall not apply in any circumstance in which the Commission determines that a problem or deficiency warrants revocation, in which case established rules, procedures and/or protocols for revocation pursuant to Chapter 302D, HRS, shall apply.
10. Notwithstanding this Intervention Protocol, the Commission may withhold the School's per-pupil allocations in accordance with Subsection 302D-28(f), HRS.

The Rigor/Relevance Framework Brief Description

An important complement to our instructional framework is our use of the Rigor/Relevance Framework™ created by the International Center for Leadership in Education. We use this framework as a barometer to examine our curriculum content, instructional strategies and project activities and assessments to ensure they have reached the rigor and relevance we are striving to achieve. It is based on two dimensions; Continuum of Knowledge and the Application Model.

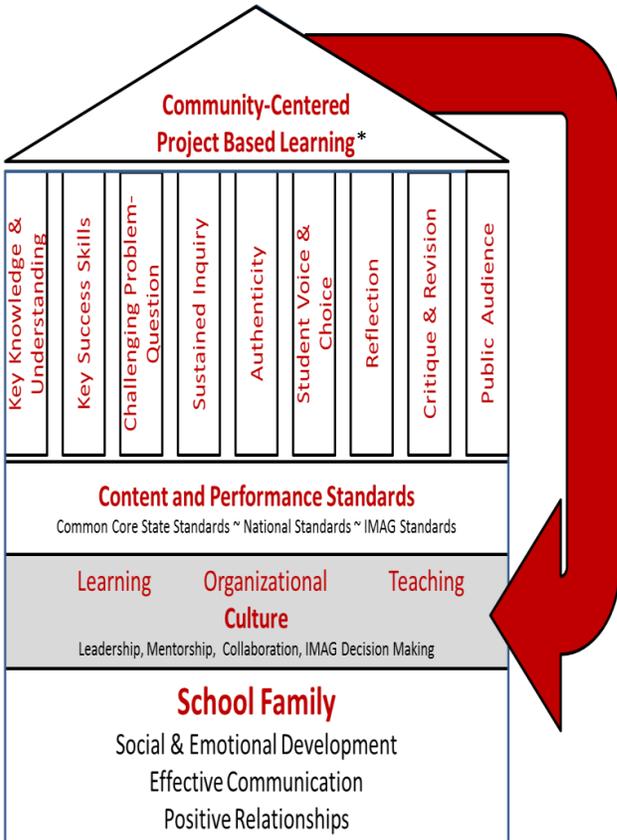
The first continuum is called the Thinking Continuum and starts off with acquiring knowledge and progresses to how knowledge is used or how it is assimilated. The second continuum is called the Action Continuum. It describes the movement of knowledge acquisition and application in one area to its use or application to solve seemingly non-related and complex real-world concerns.



As suggested, thinking (analyzing, synthesizing, and evaluating) is just the stepping off point to the next logical step of taking action. Taking action extends a student into unfamiliar and in some cases, unrelated areas and circumstances.



Organizational Structures



Student Performance
 I-AGL Plan
 (Achievement Goals & Learning)
 E-AGLs
 (Evidence of Achieved Goals & Learning)

Faculty/Staff Performance
 Teachers – EES
 School Leader – CESSA
 Staff – Annual Evals

Culture
 Leadership-Mentorship
 School & Classroom Routines/Rituals
 School & Classroom Jobs
 Community & Teacher Mentors
 School – Community Projects
 Longer Learning Blocks

Culture
 Leadership-Mentorship
 School Family Framework
 Community Partnerships
 Scheduled Community Project Time
 Grade Level Educational Assistants
 FORE Teams

Collaboration
 Wednesday Morning Peer Groups
 Project Teams
 Community Experts
 Integrated Content/Subjects
 FORE Teams

Collaboration
 Wednesday Morning Meetings
 Professional Development
 School-wide Projects
 Community Experts
 Co-Teaching
 FORE Teams

IMAG
 Projects – Community Centered
 Decision Making Process
 Solution Choices
 PR/Award # U282B160064
 Page e159

IMAG
 Projects – Community Centered
 Decision Making Process
 Solution Choices



The IMAG Academy will be an engaging, place and project-based learning environment for 915 students K-12 with its first year open to 210 students in K, 7 and 8. At the core of The Academy are its IMAG and family culture.

An IMAG student will learn to connect their heart and mind as they thrive building upon content subject area knowledge and skills through community based value-added projects where students will be able to apply the methods of business, arts, science and engineering (V-BASE). Learning will be relevant and students will be mindful of their community as they learn how to align their actions to the opportunities existing in the real world.

Our vision is to become a community resource raising generations of innovative, mindful, accepting, and giving citizens grounded in their knowledge and capabilities to create and sustain ethnically diverse, successful and peace-filled communities.

Our mission as a K-12 public charter school is to provide a small, family-like environment to prepare mindful citizens through engaging our students in community centered concerns and projects. We focus on creating a continuum of experiences, in and outside of school, where the strengths and potential of the individual, family and community can flourish.

Our values guide what we believe and do...

- ~Innovation and mindfulness are pillars to sustainable communities.
- ~Acceptance and giving creates unlimited learning experiences built on positive interactions.
- ~All citizens are capable, curious, and creative.
- ~Everyone and everything is connected.
- ~Learning is a continuum of social experiences.
- ~Knowledge, skills, and persistent action ensure success.
- ~Mastery uncovers confidence and value within oneself and others.
- ~Challenging real world experiences enhances relevance and a sense of belonging.
- ~Relationships foster collaboration as we strive to enable a peace-filled world.

Our teachers are a crucial link in achieving our vision and mission. Our values highlight what is important to us as we create a strong, supportive and collaborative teaching community in order to develop an engaging and positive learning environment. We pride ourselves on providing a comprehensive “wrap-around” support system to include three classes at each grade level and full-time professional development support staff that provide classroom observation and coaching.

Academic Year	Planned # of Students	Grade Levels Served
Year 1 (2016/17)*	210	K, 7-8
Year 2 (2017/18)	345	K-1, 7-9
Year 3 (2018/19)	480	K-2, 7-10
Year 4 (2019/20)	615	K-3, 7-11
Year 5 (2020/21)	765	K-4, 7-12
Year 6 (2021/22)	840	K-5, 7-12
Year 7 (2022/23)-Capacity	915	K-12 K-5 – 390 students 6-8 – 225 students 9-12 – 300 students

*Dependent upon receiving a Hawaii State Commission Approval in August 2016

Selected Content Curriculum

It is noteworthy to mention, the evaluation team called the Hawaii Curriculum Review Committee (HCRC) conducted an extensive 3 Phase investigation starting with 57 Mathematic and 40 ELA programs with the final selections far exceeding our curriculum selection criteria. As important, the HCRC included a multitude of educators from across the state, something we would not be able to re-produce. We believe we can trust in our colleague's decisions, allowing us to better spend our time, energy, and resources to extend our student's learning by connecting them to real world through well-thought out community centered V-BASE projects.

Wonders - K-6

- Sufficient text complexity
- Variety of nonfiction and fiction
- Evidence of differentiation for ELL students
- Emphasis on student discussions

Springboard – Grades 6-12

- Thematic approach provides for deep development and integration
- Units build in complexity and depth
- Strong use of graphic organizers and close reading
- Research skills developed via “mini-research projects”
- Complex text with guidance
- Backwards mapped from clear common assessments
- Flexibility and creativity

Stepping Stones – Grades K-5

- Bridges concrete, pictorial and abstract representations
- Lessons helped to strengthen language skills
- Activities develop conceptual understanding, skill and procedure fluency and application

Go Math – Grades 6-8

- Concepts connected with real work contexts
- Numerous teacher support resources to address students' diverse learning needs
- Additional student support – Personal Math Trainer
- Activities develop conceptual understanding, skill and procedure fluency and application

HI DOE-UH – Grades 9-12

- Connects mathematical concepts with real-life contexts
- Engages students in a variety of activities
- Activities develop conceptual understanding, fluency with skills and procedures and the ability to apply mathematics in real world situations

Social Studies - Harcourt Social Studies Program (K-8) and High School (9-12)

This program provides civics, economics, geography and history curriculum. The program is correlated with the National Council for the Social Studies' College, Career, and Civic Life (C3) Framework for Social Studies State Standards. This program was also aligned with the HCPS III and was listed on HI DOE's Recommended Instructional Materials Report.

It was important that this non-CCSS subject was also anchored by the CCSS for ELA.

This integration will enable us to more easily assess our student's capabilities within this content subject area. Reading skill development is organized around a Big Idea and Essential Questions, similar to those outlined in the Wonders ELA curriculum.

Our students in grades 9-12 will be using Harcourt's Geography, US and World History, and Government curriculum.

Science - Harcourt Science Fusion (Grades K-8) and FOSS

The program was built on the same framework as the Next Generation Science Standards (NGSS); Framework for K-12 Science Education by the National Research Council. It provides investigation-based learning by "doing science". It also integrates engineering concepts and activities.

This science curriculum is anchored in both the CCSS for ELA and Mathematics. This integration will enable us to more easily assess our student's capabilities within this content subject area in both ELA and Mathematics.

Delta Education's Full Option Science System (FOSS) may be used to augment our K-8 science program. The system is correlated with the Next Generation Science Standards. It also incorporates Engineering concepts using the Next Generation Engineering Standards. FOSS provides for the use of tools and strategies for a hands-on approach to science and opportunities to engage in core ideas in engineering, technology and the applications of science. Students engage in engineering experiences by developing solutions, constructing and evaluating models, and using systematic thinking. The modules are organized into three domains; physical, earth and life science.

Harcourt Science High School Curriculum will be used for grades 9-12; Biology, Earth Science, Chemistry, and Biology. Harcourt's Environmental Science and Physical Science curriculum will be reviewed for use, if a program is needed or wanted.

Business and Leadership – Connections Program

We will be incorporating the Connections program developed by our school director, Sheila Buyukacar for grades 4th and 7th (and 8th in the first year only). The program's objective is to build passion driven leaders. Students will experience a variety of experiential activities to help them identify their dreams and passion in order to make connections to work and life opportunities within their community.

Art

Our Art program will use primary, local sources and will align with HPCS III. In addition, activities and projects will support and be integrated into our classroom, grade-level, and grade level V-BASE projects

World Language

Our World Language program will commence with our second year and as our 8th graders enter high school. Faculty, student and family surveys will be taken to determine what language would be most appropriate for our student population. The program will align with HPCS III.

THE IMAG ACADEMY



IMAG Practices Assessment Tool
(To be included as an EAGL)

IMAG Behavior Standards

Categories to be considered across the Phases of Development*:

- Problem Solving
- Actions
- Solution Options

Can the student’s behaviors, during the different phases towards making a decision, be considered...

Problem Solving -	Definition	Yes	What were the Problem solving thinking observed?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

Actions	Definition	Yes	What were the ... actions observed?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

Solution Options	Definition	Yes	What Solution Options were being discussed/observed?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

*Phases of Development - Idea Creation to Solution Decision Making

THE IMAG ACADEMY



IMAG Practices Assessment Tool
(To be included as an EAGL)

IMAG Solution Standards

Is the chosen solution...

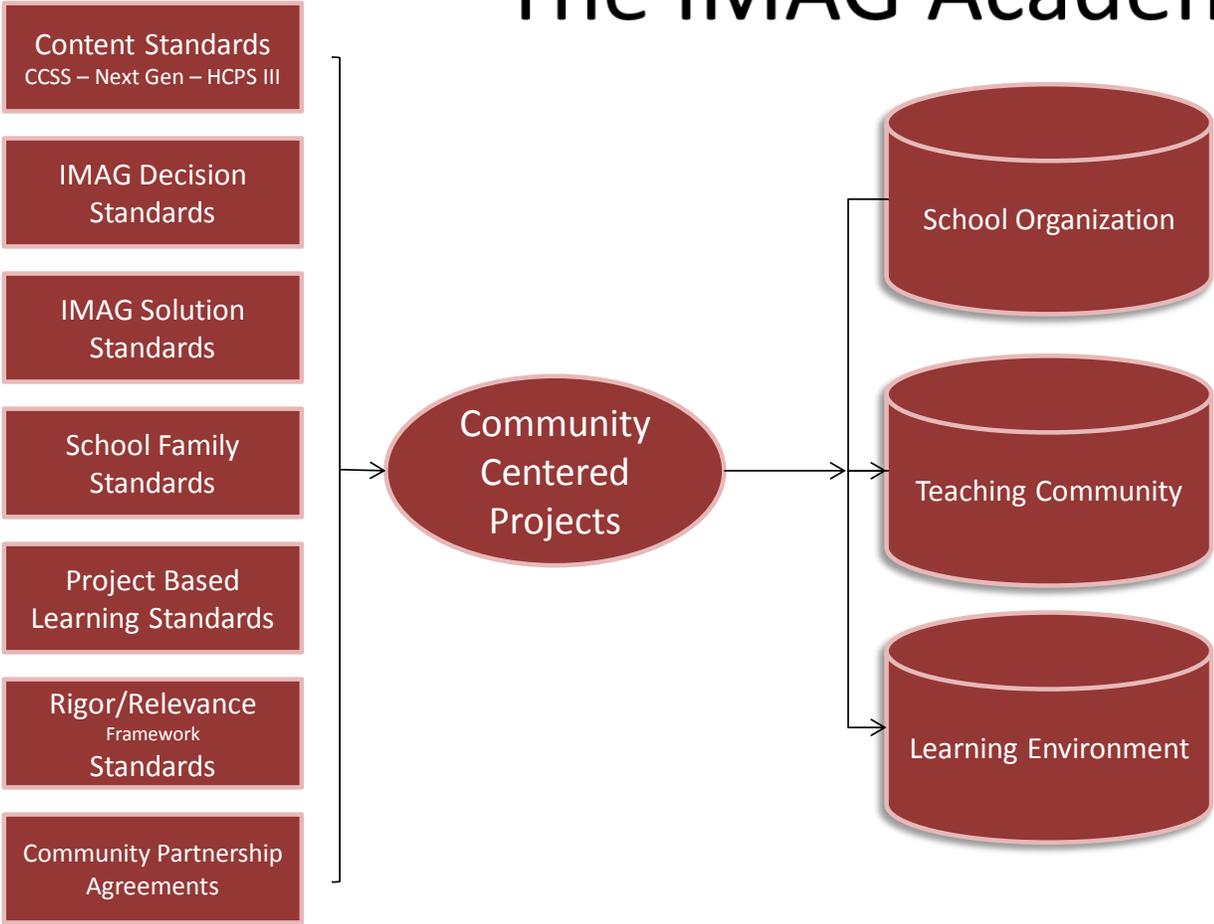
	Definition	Yes	What is... about the solution?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

Does the solution show signs of being...

	Definition	Yes	What are the signs of being...?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

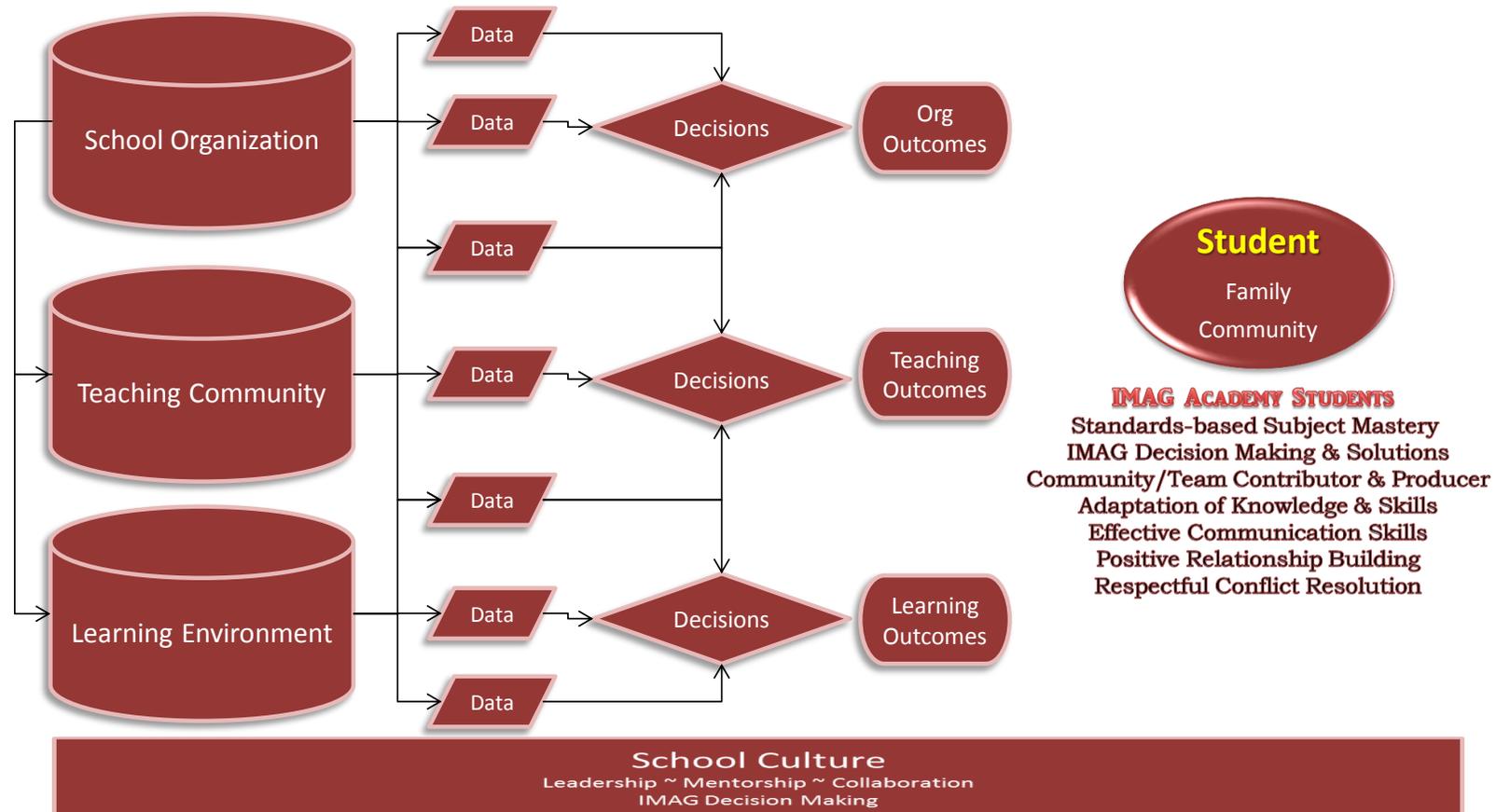
*Phases of Development - Idea Creation to Solution Decision Making

The IMAG Academy



PR/Award # U282B160064
IMAG Decision Making
Page e167

The IMAG Academy



Daily & Weekly Schedule

There are several major differences that are quickly noticeable.

1. Our morning exercise. With the use of research done by Dr Becky Bailey, our School Family embraces a Brain Smart Start. It is an essential practice for the brain to engage at higher levels of thinking (Bailey, 2000). It allows “re-connection” and a time to foster a sense of belonging to the school as well as each other.
2. By starting our instructional day later, we are able to accommodate what research suggest is a biological change in our student’s body clock and sleep patterns. Early morning drop off will be available to accommodate those parents and students needing to arrive early.
3. Project time is scheduled in the afternoons to accommodate student’s application, assimilation, and adaptation of knowledge and processes acquired and are essential for students to see that their learning is relevant and transferable to the real world. This time is set aside to work on real world solutions through our community-centered V-BASE projects.
4. Our Wednesday lunch time focuses in on bring community, staff and family together. As our mission is also for our students to create and sustain communities, it was imperative we give focus to our family, staff and community members with consistent and recurring time within our schedule.
5. The Academy’s school hours are 8:25 am to 3:30 pm Monday through Friday. School start and dismissal times are the same every day of the week with the majority of the mornings devoted to core subject knowledge acquisition and processes. The afternoon is spent in adapting and connecting core subject knowledge to the real world through community centered V-BASE projects.

6. The School Schedule: The schedule was built to optimize 1800 minutes of instructional time each full week of school. The longer periods accommodate our instructional goal of applying what is being learned by doing or experiential activities.

150-195 mins/day ELA, Math, Science and Social Studies 855 mins/wk

40-115 mins/day Community Time- includes all subjects 440 mins/wk

65-110 mins/day Art, PE, Language 505 mins/wk

Teacher planning time is essential to ensure instruction continues to not only meet the standards, but a teacher's grade-level and our school's desired goals and objectives. Planning also ensures lessons are integrated and remain engaging, rigorous and relevant to the students. Each day employs specialty teachers in a world language, the arts or business.

This time is scheduled in the afternoon (adjacent to lunch) for 65 minutes each afternoon. This time will accommodate individual, co-teaching, or grade level collaboration. In addition, every Wednesday morning for 60 minutes teachers are provided time to participate in grade level or school wide professional development.

High School

STUDENT High School – Loop Groups 4 and 5						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:25-9:10 (45 mins)	Community-PE	Community-PE	Group 3/4/5 and Peer Tutoring, Watch and Study Groups		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	Period 1	Period 4	Period 1		9:30-10:35 (65 mins)	Period 1
10:35-11:50 (75 mins)	Period 2	Period 5	Period 2		10:40-11:45 (65 mins)	Period 2
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (35 mins)	Lunch
12:25-1:30 (65 mins)	Period 3	Period 6	Community Projects		12:30-1:10 (40 mins)	Period 3
			Period 6		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	Period 7		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

Teacher High School – Loop Groups 4 and 5						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:25-9:10 (45 mins)	Community-PE	Community-PE	Teacher Professional Development		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	Period 1	Period 4	Period 1		9:30-10:35 (65 mins)	Period 1
10:35-11:50 (75 mins)	Period 2	Period 5	Period 2		10:40-11:45 (65 mins)	Period 2
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (35 mins)	Lunch
12:25-1:30 (65 mins)	Period 3	Period 6	Community Projects		12:30-1:10 (40 mins)	Period 3
			Period 6		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	Period 7		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

Middle Grades

STUDENT Middle grades – Loop Groups 3						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:25-9:10 (45 mins)	Community-PE	Community-PE	Group 3/4/5 and Peer Tutoring, Watch and Study Groups	8:25-9:25 (60 mins)	Community-PE	Community-PE
9:15-10:30 (75 mins)	Math	Engineering/Science	Math	9:30-10:35 (65 mins)	Math	Engineering/Science
10:35-11:50 (75 mins)	ELanguage Arts	Historical Perspective	ELanguage Arts	10:40-11:45 (65 mins)	ELanguage Arts	Historical Perspective
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents	11:50-12:25 (35 mins)	Lunch	Lunch
12:25-1:30 (65 mins)	Arts	World Language	Community Projects	12:30-1:10 (40 mins)	Arts	World Language
			World Language/	1:15-2:20 (65 mins)		
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	Business/Citizenship	2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)	Community Projects

TEACHER Middle grades – Loop Groups 3						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:25-9:10 (45 mins)	Community-PE	Community-PE	Teacher Professional Development	8:25-9:25 (60 mins)	Community-PE	Community-PE
9:15-10:30 (75 mins)	Math	Engineering/Science	Math	9:30-10:35 (65 mins)	Math	Engineering/Science
10:35-11:50 (75 mins)	ELanguage Arts	Historical Perspective/SS	ELanguage Arts	10:40-11:45 (65 mins)	ELanguage Arts	Historical Perspective/SS
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents	11:50-12:25 (40 mins)	Lunch	Lunch
12:25-1:30 (65 mins)	Arts	World Language	Community Projects	12:30-1:10 (40 mins)	Arts	World Language
			World Language/	1:15-2:20 (65 mins)		
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	Business/Citizenship	2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)	Community Projects

Lower Grades

Student – Lower Grades – Loop Group 1 and 2						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:25-9:10 (45 mins)	Community-PE	Community-PE	Group 3/4/5 and Peer Tutoring, Watch and Study Groups		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	ELanguage Arts	Historical Perspective/SS	ELanguage Arts		9:30-10:35 (65 mins)	Historical Perspective/SS
10:35-11:50 (75 mins)	Math	Engineering/Science	Math		10:40-11:45 (65 mins)	Math
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (40 mins)	Lunch
12:25-1:30 (65 mins)	World Language	Arts	Community Projects		12:30-1:10 (40 mins)	Arts
			Business/ Citizenship		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	World Language		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

TEACHER Lower Grades – Loop Group 1 and 2						
	Monday	Tuesday	Wednesday		Thursday	Friday
8:25-9:10 (45 mins)	Community-PE	Community-PE	Teacher Professional Development		8:25-9:25 (60 mins)	Community-PE
9:15-10:30 (75 mins)	ELanguage Arts	Historical Perspective/SS	ELanguage Arts		9:30-10:35 (65 mins)	Historical Perspective/SS
10:35-11:50 (75 mins)	Math	Engineering/Science	Math		10:40-11:45 (65 mins)	Math
11:55-12:20 (25 mins)	Lunch	Lunch	Lunch w/ Mentors Parents		11:50-12:25 (40 mins)	Lunch
12:25-1:30 (65 mins)	World Language	Arts	Community Projects		12:30-1:10 (40 mins)	Arts
			Business/ Citizenship		1:15-2:20 (65 mins)	
1:35-3:30 (115 mins)	Community Projects	ELA (30 mins) Community Projects (85 mins)	World Language		2:25-3:30 (65 mins)	ELA (30 mins) Community Projects (85 mins)

The IMAG Academy Measurements, Metrics & Goals

School-Specific Performance Goal #1	Subject Content Achievement – ELA, Math, and Science
Measure	Student’s academic grade level achievement Smarter Balance (SB) – English Language Arts (ELA) Smarter Balance (SB) – Mathematics Hawaii State Assessment (HSA) – Science
Metric	Percentage of students with “meet and exceeds” HSA scores
Targets	100% Pass
Rationale for Goal	Subject mastery provides insight into accomplishment of standards-based curriculum and instruction. In addition, schools using the School Family framework have seen an increase in scores as well.
Assessment Reliability and Scoring Consistency	Smarter Balance Assessments are used by the HI DOE
Baseline Data	1 st year and on (8 th grade): 60%-ELA, 64%-Math, ELA & Math Source: Superintendent Annual Report Science Source: Waipahu Intermediate SSIR *3 rd year and on: 46%-current (10 th grade) *4 th and on Year: 58%-current (3 rd - 6 th grade) Applicable grades: 3-6, 8, and 10
Attachments	No attachments

School-Specific Performance Goal #2	ACT Scores
Measure	Student’s academic college and career readiness 8 th grade – ACT Explore* 9 th Grade – ACT Explore* 10 th Grade – ACT Plan* 11 th Grade – ACT
Metric	Each grade’s appropriate ACT composite test score
Targets	100% of students achieving a “passing” score
Rationale for Goal	College and career readiness indicators provide insight into accomplishment of standards-based curriculum and instruction on an individual, state, and national level.
Assessment Reliability and Scoring Consistency	ACT is used across the nation and the HI DOE
Baseline Data	8 th grade ACT Explore – 40% (2013-14 SY) 11 th grade ACT – 27% (2013-14 SY)
1 st Year Targets	50% of students achieving a “passing” score on ACT Explore* 34% of students achieving a “passing” score on ACT

	Source: HI DOE Strive HI Summary Report 2014 - narrative
Attachments	ACT Scores – Additional information regarding Hawaii’s transition to use ACT assessments for all students 8-11 th grade and future transition to new ACT Aspire assessment programs.

School-Specific Performance Goal #2 – ACT Scores

The ACT consists of tests in English, mathematics, reading and science. Each exam is graded on a scale of 1-36, and a student's single composite score is the average of the four test scores. In each of the four subjects, ACT sets a college-readiness benchmark -- the minimum score needed on an ACT subject-area test to indicate a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college course. The benchmarks are set based on national level data.

Hawaii graduates who tested as juniors in the spring of 2012 posted a statewide average composite mark of 20.1. The national average composite score was 20.9.

In 2013, all Hawaii public school students in grades 8-11 were required to complete their applicable ACT test (8th-9th graders took ACT Explore, 10th graders took ACT Plan, and 11th graders took the ACT).

School-Specific Performance Goal #3	School Family Outcomes – Social and emotional state of being
Measure	Student’s risk level of social and/or emotional behaviors BASC -2 (Behavior Assessment System for Children – Second Edition)
Metric	Percentage & number of students receiving a normal risk score
Targets	An increase in the % of students with scores indicating normal risk of behavioral and emotional problems Level of Risk: Scores 20 to 60 – Normal, 61-70 – Elevated, 71 or higher – Extremely Elevated
Rationale for Goal	Research supports a strong link between behavior/emotions and academic performance.
Assessment Reliability and Scoring Consistency	BASC – 2 is a formalized and readily acceptable tool
Baseline Data	In order to establish a baseline, the BASC-2 scales will be initiated in SY 2016-17 to all grades (K,7 and 8) at the end of the 1 st quarter*. *Teacher scales require a teacher relationship with the child before observations/reporting can be considered acceptable.
Attachments	BASC-2 Overview of scales available

Notes: 1. Most social/emotional assessment measures concentrate on identifying problems with the focus on providing interventions, to include the BASC – 2. Therefore another way to assess our student’s sense of trust-belonging, and value within their environment will continue to be investigated. Schools using the School Family framework have seen a decrease in referrals, increase in attendance, and increase in state assessment scores.

2. Those identified as elevated and extremely elevated risk will be referred into a three step intervention process.

School-Specific Performance Goal #3 School Family Outcomes

The Behavior Assessment System for Children – Second Edition (BASC – 2) is a tool used to measure the social and emotional well-being of a person. It is a multi-dimensional approach that presents a balance perspective.

The BASC–2 provides the most comprehensive rating scales available.

- The BASC–2 was constructed using both an empirical and theoretical approach.
- It is respected for its developmental sensitivity, differentiating between behaviors of children and adolescents.
- The BASC–2 provides both combined-sex and separate-sex norms.

School psychologists, clinicians, and other professionals can use the BASC–2 system to help:

- Evaluate and address behavioral and emotional issues that may impede an individual's ability to thrive in home and school environments
- Meet guidelines for identifying strengths and weaknesses and diagnostic testing a differentiated instruction and progress monitoring

- Differentiate between hyperactivity and attention problems with one efficient instrument
- Monitor treatment interventions and outcomes

The BASC–2 system offers these key features:

- Broad content coverage that assesses both behavioral strengths and weaknesses
- Complementary components that help professionals compare information from multiple sources and achieve reliable, accurate diagnoses
- Validity indexes to help clinicians detect careless or untruthful responding, misunderstanding, or other threats to response validity
- Strong psychometric properties
- Test items that are easy to respond to and that result in easily interpretable scales
- Test items that are written at a low reading level, with audio CD recordings available for individuals with reading difficulties

The BASC–2’s system components help to evaluate the child's behavior from Teacher, Parent, and Self perspectives therefore providing a more balanced picture.

The scores indicate a risk level for behavioral and emotional Problems

- 20 to 60: “Normal” level of risk
- 61 to 70: “Elevated” level of risk
- 71 or higher: Extremely Elevated level of risk

Source: http://pearsonassess.ca/haiweb/Cultures/en-CA/Products/Product+Detail.htm?CS_ProductID=BASC-2&CS_Category=psychological-behaviour&CS_Catalog=TPC-CACatalog

School-Specific Performance Goal #4	IMAG Practices – Decision Making Process
Measure	Student’s use of the IMAG decision making process
Metric	Percentage of students using the IMAG decision making process.
Targets	100% of students will employ the IMAG decision making process.
Rationale for Goal	Incorporating an IMAG decision making process ensures students focus on identifying, understanding, and accommodating the concerns of others.
Assessment Reliability and Scoring Consistency	Due to this type of measurement being new and subjective we can expect rater inconsistencies. Reliability and scoring consistency will not be possible until we can collaboratively evaluate rater definitions and use. This will take time and this metric and its implementation must be reviewed frequently.
Baseline Data	Initial observations of student interactions. We suspect this baseline to be low due to this type adaptive and action oriented expectation to be rare, therefore not taught in most educational environments.
Attachments	IMAG Behavior Standards Checklist (During curriculum review/development - convert into RUBRIC using BURK Institute Creativity Rubric as a guide)

**School-Specific Performance Goal #4 IMAG Practices – Decision Making Process
IMAG Behavior Standards Checklist**

IMAG Behavior Standards Checklist			
Categories to consider across the Phases of Development- Idea to Solution Decision Making*: Problem Solving, Actions, and Solution Options			
Can the student’s behaviors, during the different phases towards making a decision, be considered...			
Problem Solving -	Definition	Yes	What were the ... Problem solving thinking observed?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

Actions	Definition	Yes	What were the ... actions observed?
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Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

Solution Options	Definition	Yes	What Solution Options were being discussed/observed?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

School-Specific Performance Goal #5	IMAG Practices – Solution Quality
Measure	Student’s choice of IMAG solutions
Metric	Percentage of students creating IMAG oriented solutions
Targets	100% of students will create IMAG oriented solutions.
Rationale for Goal	A student’s solutions should accommodate others by employing innovation, mindfulness, acceptance and giving aspects.
Assessment Reliability and Scoring Consistency	Due to this type of measurement being new and subjective we can expect rater inconsistencies. Reliability and scoring consistency will not be possible until we can collaboratively evaluate rater definitions and use. This will take time and this metric and its implementation must be reviewed frequently.
Baseline Data	Initial observations of student created solutions. We suspect this baseline to be low due to this type adaptive and action oriented expectation to be rare, therefore not taught in most educational environments.
Attachments	IMAG Standards Checklist (During curriculum review/development - convert into RUBRIC using BURK Institute Creativity Rubric as a guide)

**School-Specific Performance Goal #5 IMAG Practices – Solution Quality
Solution Standards Checklist**

IMAG Solution Standards Checklist			
Is the chosen solution...			
	Definition	Yes	What is... about the solution?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

Does the solution show signs of being...

	Definition	Yes	What are the signs of being...?
Innovative	Tending to or introducing something new. A new idea, method or device		
Mindful	Conscious or aware of something		
Accepting (Acceptance)	the act of accepting something or someone		
Giving	Provide service. Impart something		

School-Specific Performance Goal #6	High School Graduation Rate
Measure	Student's graduating from The IMAG Academy
Metric	Percentage of seniors graduating
Targets	100%
Rationale for Goal	Graduation provides a measure of a student's accomplishment and signifies their readiness to enter the next stage in life.
Assessment Reliability and Scoring Consistency	N/A This metric is used by the HI DOE
Baseline Data	79% Source: Superintendent Annual Report 2014
Attachments	No attachments

School-Specific Performance Goal #7	Attendance – chronic absenteeism
Measure	Student's chronic absenteeism
Metric	% and # of students absent 15 days or longer
Targets	0%
Rationale for Goal	Being present at school is a sign of motivation and a strong indicator of learning readiness. It can also be an indicator of parent involvement. In addition, schools using the School Family framework have seen an increase in attendance in general.
Assessment Reliability and Scoring Consistency	N/A This metric is used by the HI DOE
Baseline Data	10% Source: Superintendent Annual Report 2014 (average of area schools)
Attachments	No attachments

School-Specific Performance Goal #8	College - Career Choices
Measure	Student's choice for higher education, employment or business ownership
Metric	Aggregate % of graduates
Targets	100% of students are in college, working or started a businesses
Rationale for Goal	Helping students become a productive citizen is part of our mission and indicates if we have provided our students with a continuum of experiences to aid them in their choices.
Assessment Reliability and Scoring Consistency	College going rates are being collected by HI DOE. Currently, data is not being collected to confirm graduates are employed or owning their own business.
Baseline Data	College going rate: 53% Source: Strive HI summary report 2014 Employed: TBD Business ownership: TBD
Attachments	No attachments

The IMAG Academy Summary of Student Services Model

The IMAG Academy will follow a full inclusion model that results in a comprehensive and wrap-around student services model of four levels.

Level 1 – Classroom Instruction and Project Facilitation

Our teachers will use individualized performance achievement reports and differentiated instructional strategies to engage all students in their learning. A teacher’s initial and on-going formative assessments and student collaborations create an individualized achievement goal and learning (I-AGL) plan and is used to guide each student’s learning targets.

Level 2 – Targeted Grade and School Level Interventions

Additional focused interventions would be employed within the classroom with assistance from other grade-level and specialty teachers. Co-teaching and teacher assistants will facilitate more appropriate pacing and guided practice to small groups and individual students. Subject area tutoring and/or after-school academic support programs and our FORE Team* are available options.

Level 3 – Community Program Enrollment

Community sponsored, on-campus programs may provide additional after-school support.

Level 4 – Specialized Services

Special services provided by the appropriate departments of the Hawaii DOE determined by the appropriate and legal referrals and resulting evaluations.

Draft Project Management Plan

This Project Management Plan represents many tasks to ensure the opening of The IMAG Academy as a fiscally aware and organizationally sound school focused on our student's performance accomplishment.

Sheila Buyukacar, our School Director, has agreed to work full-time or nearly full-time to lead the development and implementation of the plan to open The IMAG Academy. She has agreed to work via contract from January 2016 to July 2017.

1. Ed Programs – Sheila Buyukacar & Deborah Bond-Upson
2. Organizational Processes – Sheila Buyukacar (SASA)
3. Documentation – Sheila Buyukacar (SASA)
4. Facility Readiness – Cheryl Cudiamat
5. Personnel Hiring – Hanlan Bowler
6. Board Recruitment, Transition & Development – Sheila Buyukacar & Deborah Bond-Upson
7. Financial Management – Joseph Evans & Deborah Ramirez

Planning TASK FORCE 1 – Education Program

Content Curriculum Review, Project Integration, Instructional Strategies, Teacher/Staff Support Systems

POC: Sheila Buyukacar, Deborah Bond-Upson & Resource Teacher

Objective: Integration of Instructional Framework
Duration: On going – transfer function to business manager-office
Commence: Nov 2015
Dependencies: Charter Approval, Curriculum Development, HI DOE requirements
Reporting: Monthly updates to Governing Board/School Director

Milestones:

Nov 2015 Review all educational program planning documents
Align changes and inconsistencies
Review assessments and metrics
Align changes and inconsistencies

Nov 2015 – Feb 2016 Develop charter school application
Review decisions

Jan – Mar 2016 Investigate possible project partnerships
Meet with community and state organizations
Discuss concerns that may be used for school projects

Feb 2016 Identify possible opportunities for Lab Intersession projects
Prepare educational program for The IMAG Lab
Develop unit plans and associated lesson plans
Identify Genius Space equipment/resource needs

Mar 2016 Observe and review The IMAG Lab program

Mar – May 2016 Reflect and modify program elements appropriately
Investigate old and new project partnerships - consider
Meet with community and state organizations
Discuss concerns that may be used for school projects

May 2016 Prepare educational program for The IMAG Lab
Develop unit plans and associated lesson plans
Identify Genius Space equipment/resource needs

Jun - Jul 2016 Observe and review The IMAG Lab program – Summer Session

Planning TASK FORCE 1 – Education Program
Description of Educational Programs - Community

The community programs are offered to the public for a variety of reasons.

1. Provide awareness of project based learning environment in a school setting to the public
2. Provide teacher and staff training in a project base learning environment – The IMAG Lab
3. Use as a recruiting tool for teachers and staff
4. Provide a source of funds “doing and learning” our vision and mission

There will be three programs available. Our goal is to start these programs in Year 1 – 2016.

The IMAG Art and Product Show and Mini Shows – Public Program & Awareness Fundraiser

General Concept: Provide public and private school students across the central leeward area a venue to display and sell their work. Funds received will be split (TBD) between the participating teacher, student, and The IMAG Foundation. Items created by students will be on sale and/or auctioned (may be paired with donated/sponsored items) to show off what students can do and the possible products they can create through project based learning.

Venue: An Art & New Product Opening Night

Place: FILCOM or YMCA (TBD)

Invitees: Local business and community leaders, government officials, parents, teachers, students

The IMAG Lab Intersession – Public Program, Teacher Training and Fundraiser

General Concept: Provide a community-centered project based learning environment for students during an intersession. Fees will be charged. Scholarships may be available. Incoming IMAG Academy students will be able to “transition” and others would experience project based learning first hand. In addition to it being a possible fundraiser, intersessions would be a form of advertising of what The IMAG Academy students will learn to do well; create solutions and/or products based on community-centered concerns.

Venue:

March 2016, 2017

Place: FILCOM, City of Refuge Facility (TBD)

March 2018

Place: The IMAG Academy

Participants: Leeward area students, grades 6 and 7 (possible incoming students to The IMAG Academy)

The IMAG Lab Summer School – Public Program, Teacher Training and Fundraiser

General Concept: Provide a community-centered project based learning environment for students during summer break. Fees will be charged. Scholarships may be available. Incoming IMAG Academy students will be able to “transition” and others would experience project based learning first hand. In addition to it being a possible fundraiser, intersessions would be a form of advertising of what The IMAG Academy students will learn to do well; create solutions and/or products based on community-centered concerns.

Venue:

June – July 2016 & 2017

Place: FILCOM, City of Refuge Facility (TBD)

June – July 2018

Place: The IMAG Academy

Participants: Leeward area students, First year - grades 6 and 7 (possible incoming students to The IMAG Academy)

Planning & Initial Implementation TASK FORCE 2 - Organizational Processes

Student/Teacher/Office and Facility

POC: School Administrative Staff Assistant

Goal:	Document and create appropriate documents/communication tools
Duration:	On going – transfer function to business manager-office
Commence:	Jan 2016 – Work closely with Personnel Hiring and Documentation Task Force
Dependencies:	Charter Approval, School Culture – Program Document,
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
Jan 2016	Review all application documents – update Review faculty handbooks, student handbooks, websites, HI DOE policies, etc Identify major processes and the supporting processes
Feb 2016 – ongoing	Develop and keep documentation schedule Base on most needed first or other more suitable criteria ***Work with Documentation and Personnel Hiring Task Force Ready specific documents for The IMAG Lab Intersession Devise record keeping process, categorizing, naming conventions, etc and document Review other charter school documentation Develop and follow a standardized format for all processes, if possible Pass to Documentation/Forms Task Force for safekeeping and form development
Mar 2016	Reflect & Modify based on The IMAG Lab Intersession
Jun – Sep 2016	Develop most needed processes first ie Enrollment Procedures, Communications, Performance, Evaluation, etc
Sep – Oct 2016	Have initial documents reviewed for feedback
Oct – Dec 2016	Continue with agreed upon modifications
Jan – Jul 2017	Continue documenting processes Review all processes, modify, and finalize

Planning TASK FORCE 3 - Documentation

Process/Document and Form Creation

POC: School Administrative Staff Assistant

Goal: Document major school processes and create appropriate documents/forms/tools to support
Student enrollment, communications, performance, reporting, evaluation, instructional practices, etc

Duration: On going – transfer function to business manager-office

Commence: Jun 2016 – Work closely with Personnel Hiring and Org Documentation Task Force

Dependencies: Charter Approval, School Culture – Program Document, Organizational Processes, Personnel Process Documentation

Reporting: Monthly updates to Governing Board/School Director

Milestones:

Jan – Feb 2016 Review all application documents and PIPO lists
Review faculty handbooks, student handbooks, websites, HI DOE policies, etc
Identify major processes and the supporting processes and forms

Feb 2016 – ongoing Develop and keep documentation schedule based on most needed first or other more suitable criteria
Devise record keeping process, categorizing, naming conventions, etc and document
Review other charter school documentation
Develop and follow a standardized format for all processes, if possible

Jun – Sep 2016 Develop most needed processes first (ie Communications, Performance, Evaluation, etc)

Sep – Oct 2016 Have initial documents reviewed for feedback

Oct – Dec 2016 Continue with agreed upon modifications

Jan – Mar 2017 Create a training module to inform all new and returning personnel of processes, documents, and forms.
Determine where to keep documents, off and online
Create online access – link to website if appropriate
Ensure all personnel are trained, insure it is on personnel “checklist”

Planning & Initial Implementation TASK FORCE 4 - School Personnel Hiring

POC: Hanlan Bower

Objective: Hiring of the proper personnel (teacher/teacher assistants, staff, facility)
Duration: On going – transfer function to business manager-office
Commence: Jan 2016
Dependencies: Charter Approval, Curriculum Development, HI DOE requirements
Reporting: Monthly updates to Governing Board/School Director

Milestones:

Jan – Feb 2016	Review and modify Qualification Criteria (School Culture, Educational Philosophy, Instructional Practices, Curriculum Development)
	Work with HI DOE and Unions
Feb 2016	Ready appropriate documents Market personnel openings for The IMAG Lab Intersession
Mar 2016	Hire for The IMAG Lab Intersession Reflect and modify documents, processes, etc
May 2016	Ready appropriate documents Market personnel openings for The IMAG Lab Summer Session
Jun – Jul 2016	Hire for The IMAG Lab Intersession Reflect and modify documents, processes, etc
Sep – Oct 2016	Determine School Hiring Process
Sep – Dec 2016	Determine Training Requirements (School, Instructional, Curriculum, Grading, Reporting) Create Training Program
Oct – Dec 2016	Determine processes and create documents
Jan – Feb 2017	Make announcements - Recruit personnel
Mar – May 2017	Hire personnel
May – Jul 2017	Train personnel
Jul 2017 – ongoing	Revise if necessary and continue to train personnel

Planning & Initial Implementation TASK FORCE 5 - Facility Readiness

POC: Real Estate Manager

Goal: A School-Ready Facility
Duration: Until school facility is permanent – transfer function to Board/permanent committee
Commence: Jan 2016
Dependencies: Charter Approval
Reporting: Monthly updates to Governing Board/School Director

Milestones:

Jan – Feb 2016 Identify if any zoning or state requirements for locations/buildings of schools
Jan 2016 – ongoing Identify committee members
Jan 2016 – ongoing Identify possible locations/buildings
Jun 2016 Form committee (Finding/Equipping/Renovating)
Jun 2016 – ongoing Canvas partners
Confirm/Identify equipment and furniture needs/wants and associated costs
Develop budget for expenses
Identify funding and donation sources
Write funding/donation requests
Oct – Dec 2016 Update financial committee on funding requirements if not in line with original budget
Jan – May 2017 Narrow locations
May - Jun 2017 Renovate/Ready facility
May – Jul 2017 Acquire furniture/equipment
Jun - Jul 2017 Equip facility

Planning TASK FORCE 6 - Governing Board Capacity Building

Policy and Procedures Documentation

Process/Document/Policy and Form Creation

POC: Deborah Bond-Upson

Goal:	Document major governing board policies and procedures and create appropriate documents/forms/tools Build knowledge and skills of current and new board members
Duration:	On going – transfer function to Governing Board Secretary and President
Commence:	Jan 2016
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
Jan 2016	Review all current governing board policies developed during application Review all application documents and PIPO lists Review faculty handbooks, student handbooks, websites, HI DOE policies, Public Charter School Commission policies, etc Identify major processes and the supporting processes and forms
Jan 2016 – ongoing	Develop and keep documentation schedule based on most needed first or other more suitable criteria Devise record keeping process, categorizing, naming conventions, etc and document Review other charter school governing board documentation Develop and follow a standardized format for all processes and policies, if possible
Jun – Sep 2016	Develop most needed processes first (ie Governance, Board Membership, etc) Ensure Advisory Board processes are also included.
Sep – Oct 2016	Have initial documents reviewed for feedback
Oct – Dec 2016	Continue with agreed upon modifications
Jan – Mar 2017	Create a training module to inform all new and returning board members of processes, documents, and forms Create a comparable training module for the Advisory Board to inform all new and returning Advisory Board members of processes, documents and forms
	Determine where to keep documents, off and online Create online access – link to website if appropriate Ensure all board members are trained, insure module is on new board personnel “checklist”

Planning TASK FORCE 6 - Governing Board Capacity Building

Proposed Schedule of Board Events

Jan 2016 & Sep 2016 – Board Members Training -Required

1. School Re-introduction (Mission, vision, instructional framework)
2. Timetable – Startup Period Milestones
3. Committees and Task Forces
4. Assignments and project timelines
5. Meeting schedule and member requirements
6. Communication etiquette

Monthly Meetings-status reports required

1. Committee and Task Force updates/issues/concerns

June 2017 – Transition & Training Meeting – Required

1. School Introduction
2. Board Responsibilities
3. Policy Reviews – Annual/Initial Conflict of Interest Assessment
4. Nomination and Recruitment
5. School/Board Calendars
6. Committee and Task Forces Structure
7. Assignments and project timelines
8. Meeting schedule and member requirements
9. Communication/Meeting etiquette

July 2017 – 1st Annual Meeting

1. School Introduction
2. Board Calendar
3. Policy Acceptance
4. Committee and Task Force Assignments and Timelines

Sept 2017 – Governing Board Retreat

1. Board Mission and Responsibilities
2. Effective Decision-Making & Meetings
3. Parliamentary Rules/Meeting etiquette
4. Policy-Making

Planning TASK FORCE 7 – Financial Management

POC: Joseph Evans & Deborah Ramirez

Goal:	Financial Systems
Duration:	Until start-up funds cover costs pre-DOE funding –transfer function to Board/permanent committee
Commence:	Jan 2016
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
Jan 2016	Complete required business/incorporation and 501c3 applications
Jan – Feb 2016	Finalize Financial Worksheet & Narrative for Charter RFP Re-evaluate budget for any oversights
Jan 2016 – ongoing	Review - update governing board policies – Accept Identify financial activities needing to be completed Set up necessary accounts Develop necessary systems and financial tools Review funds development results – revise plan Develop game plan with other board members Identify possible committee members Work closely with all task force to keep abreast of under/overestimated budget Items (especially facilities) Rework lower breakeven enrollment figures – get high figure for grant/donation goals Rework budget to minimize expenditures – get low figure for grant/donation goals
Jun 2016	Form Finance committee (Finding/Aligning/Writing)
Jun 2016 – ongoing	Work closely with Facilities Task Force to confirm/identify equipment and furniture needs/wants and associated costs Develop appropriate processes, procedures and forms/documents – transition plan
Oct – Dec 2016	Update financial figures with task force updates if not in line with original budget
Jan – May 2017	Work with HI DOE to set up necessary information and financial systems
May - Jun 2017	Renovate/Ready facility
May – Jul 2017	Acquire furniture/equipment – Equip facility

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[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](#)

The IMAG Academy Project Budget Narrative
BUDGET NARRATIVE: YEAR 1- January – December 2016
\$200,395

Year 1 will be used as a planning year to build relationships and partnerships between our prospective school personnel and vision/mission aligned educational experts across the State of Hawaii and the continental US. Our goal is to build a usable, easily maintainable and sustainable learning, teaching and decision making framework. Through the use of stipends/contracts, our future “employees” will act as in the field consultants and be trained in the use of our developed educational programs and associated data systems and then provide community centered project based intersession and summer school programs and conduct classroom observations, collaborate, reflect and continue to improve student’s learning environments, their teaching craft and community all the while providing us rich data and a deeper understanding of necessary decisions within our school processes, policies, training, and student and teacher support.

Our objectives for this year are to

1. Integrate our instructional framework components; standards, community centered projects and respectful relationships/communication with learning, teaching and school processes, policies, personnel training, wrap-around teacher support, to ensure classroom and organizational supportive structures.
2. Design and integrate a data system to support our instructional framework and the many decisions across all organizational levels; learning environment, teaching community, and school organization. Start with tools to be used within the learning environment and as a teaching and assessment tool.
3. Provide publicly accessible project based learning programs to train, implement, and reflect on integration of instructional strategies

PERSONNEL - [REDACTED]

A core staff of educators will provide community centered project based programs to our community and help us to plan, design and implement (on a smaller scale) the instructional framework and educational program of The IMAG Academy. Expert consultants will provide professional development as well as teacher assistance and guidance support

[REDACTED] – School Administration – Director and School Administrative Services Assistant will work part-time to provide continued guidance and support

[REDACTED] – Program Educators and Support Staff – Prospective employees will receive training, teach, collaborate, share their lessons learned and suggest improvement changes to instructional framework, educational programs, data systems/tools, instructional strategies, policies, processes and procedures.

[REDACTED] – Business Manager & ELL Teacher (40 hrs x \$30) –Will review and finalize essential program processes and procedures to be used in our educational programs for this year.

TRAVEL – \$11,850

PBL World in CA– 3 personnel – School Director, Board President, Resource Teacher (3*1000 flight + hotel and per diem)

US DOE Charter Meeting in DC– 2 personnel – School Director, Board President (2*500 flight + hotel and per diem)

Natl Charter School Conference in CA – 2 personnel – School Director, Board President (2*500 flight + hotel and per diem)

Hawaii Brain Symposium – 2 personnel – School Director, Resource Teacher

Hawaii Schools of the Future – 3 personnel - School Director, Board President, Resource Teacher

EQUIPMENT - \$20,000

\$15,000 – Staff, Intersessions, and Summer School Computers (13 x \$700) and presentation projector

\$5,000 – Classroom - Genius/Maker Space equipment (3D printer and scanner)

SUPPLIES - \$4,700

\$1,700 – Website fees, office supplies, printing costs for board handbooks and program marketing flyers

\$3,000 – Genius/Maker Space supplies - Building blocks, Duplo Simple Machines, K'Nex, Lego, art and wood working tools for tinkering

CONTRACTUAL – \$47,590

\$28,000 – Standards-based content subject mastery. Based on standards, Compendio experts will work with us to provide word and visual mapping of all levels of our organizations. Wrap around teacher and staff support is included to ensure the physical mapping reflects content correctly, as well as, in-classroom instructional strategies guidance is available. See initial mapping document.

\$4,000 – Community Centered Project Based Framework. Mapping guidance, professional development training and teacher assistance will be needed. Possible consultants and service providers are the Haki'puu Charter School and the PLACES* and PALS* programs at the Office of Student Equity, Excellence and Diversity (SEED),

*PLACES - Place-based Learning And Community Engagement in School

*PALS - Program for After-School Literacy Support

\$1,500 – Safe and Nurturing Environment – School Family Framework. Mapping guidance and assistance will be needed of the Conscious Discipline - School Family framework. provides a researched based construct to use classroom structures and relationship building language, rituals and routines.

\$1,000 – Legal fees and charter application assistance

\$1,340– Website and WiFi Service – Hot Spot

\$11,750 – Program and event fees. These public programs include fees to hold our following programs

1. March-May: Teacher (and parent) workshops (Conscious Discipline/School Family language, rituals, routines, and structures)

2. Apr and July: Transition program for all new public school Kindergartners and 7th graders (open to everyone)

3. March, October, and December: Intersession project based program for all middle schoolers
4. June through July: Summer School - Community centered project based program

OTHER - \$1,700

\$1,000 – School Business Incorporation Fees

\$700 – Program insurance premium

TRAINING – \$6,800

\$2,000 – Board Training (Jan & Sep)

\$4,800 – School Director, Resource Teacher and Board President- professional development conferences; PBL World, National Charter School Conference, Punahou Brain Symposium, and Hawaii's Schools of the Future

The IMAG Academy Project Budget Narrative
BUDGET NARRATIVE: YEAR 2- January – December 2017
\$297,005

Year 2 will be the start of our first school year and our focus will be in putting our plan into action effectively and efficiently. Planning will continue as we move forward to improve our publicly accessible educational programs with periodic consulting and teacher assistance services.

As we transition to getting ourselves and our organization ready to open in August 2017, community awareness, student and teacher recruitment, enrollment, personnel hiring, training and professional development will take the lime light. Our plans will guide us through ensuring the organizational structures (policies, processes, procedures, and activities) are in place.

We will finalize the reviewing and make decisions regarding our programs, policies, processes, and personnel needs to ensure our work results in the proper level of support across our school organization. Until our per-pupil funding is released, part of the year we will work with stipends/contracts to ensure our staff receives proper training, induction and professional development. This CSP funds will also help to continue the wrap-around services and support of staff will need as they hit the ground teaching.

Our objectives for this year are to

1. Put in place and use the school's teaching and school processes, policies, personnel training, wrap-around teacher support, to ensure classroom and organizational supportive structures.
2. Train and provide continued support and guidance to use our data system at all levels of the organization
3. Continue to train, implement, reflect and modify as necessary to ensure we strive to obtain our vision, mission and values within the normal activities of our school.
4. Provide publicly accessible project based learning programs to train, implement, and reflect on integration of instructional strategies

TRAVEL - \$6,200

\$3,100 – PBL World in CA– 3 personnel – School Director, Board President, Resource Teacher (3*500 flight + hotel and per diem)

\$3,100 – Natl Charter School Conference in CA – 3 personnel – School Director, Board President, Teacher (3*500 flight + hotel and per diem)

EQUIPMENT – \$59,900

\$24,000 – Student Computers - 75 new students and 5 extra (80*300)

\$7,700 – Staff computers – 14 new staff (11*700)

\$21,600 – Smart Classroom equipment (Smart boards & projectors)

\$6,600 – Office Equipment – Printer & Camera (\$600), Phone/PA System (\$5000), Desk etc (\$1000)

SUPPLIES – \$58,650

\$27,000 – Classroom furniture – Meeting area and 9 classrooms @ \$3000 (chairs, tables, shelves)

\$30,450 – Textbooks – 210 students at an average of \$145/student

\$200 – Office Supplies

\$1000 – Flyers

CONTRACTUAL – \$33,540

\$10,000 – Standards-based content subject mastery. Based on maps developed in planning year 1, Compendio experts will work with us to provide wrap around teacher and staff support and ensure the mapping reflects content correctly, as well as, in-classroom instructional strategies guidance is available. Professional development will be provided in July. Includes software licensing.

\$7,500 – Community Centered Project Based Framework. General support, teacher assistance and a professional development training session will be needed. Possible consultants and service providers are the Haki’puu Charter School and the PLACES* and PALS* programs at the Office of Student Equity, Excellence and Diversity (SEED),

*PLACES - Place-based Learning And Community Engagement in School

*PALS - Program for After-School Literacy Support

\$8,500 – Safe and Nurturing Environment – School Family Framework. General support and professional development traing will be needed.

\$1,500 – Mini-project, hands on learning - Tinker & Do Academy Program for kindergartners. Special program offered weekly across 3 classes

\$500 – Professional consultancy for school maker space – General consulting from The Makery

\$500 – Legal fees

\$1,790– Copier rental, Website and WiFi Service – Hot Spot

\$3,750 – Program and event fees – will use our facilities for programs after July 2017. These public programs include fees to hold our following programs

1. March-May: Teacher (and parent) workshops (Conscious Discipline/School Family language, rituals, routines, and structures)
2. Apr and July: Transition program for all new public school Kindergartners and 7th graders (open to everyone)
3. March, October, and December: Intersession project based program for all middle schoolers
4. June through July: Summer School - Community centered project based program

PERSONNEL - [REDACTED]

Staff preparation and support

Expert consultants will provide professional development as well as teacher assistance and guidance support

██████ – Conscious Discipline Workshops from Apr – May will be available to all staff via contract

██████ – School Year Readiness Training and Professional development in early July will be mandatory by all staff. This is in addition (and prior) to the 10 days scheduled paid for by normal per pupil funding.

██████ – Extra personnel for additional programming for School Year 2017 (partial year) Additional full time (\$27,122)ELL certificated educator will help to provide added support to staff and to further develop the elementary and high school programs as we move to capacity Added half time Project coordinator (\$8,778)hours to help with public access educational programs

Public Access Educational Programs

A core and part-time staff of educators will provide community centered project based programs to our community and help us to plan, design and implement (on a smaller scale) the instructional framework and educational program of The IMAG Academy. Expert consultants will provide professional development as well as teacher assistance and guidance support

██████ – School Administration – Director and School Administrative Services Assistant will work part-time to provide continued guidance and support. Per pupil funding starting in late July will cover the remainder of the year

██████ – Program Educators and Support Staff – Prospective employees will receive training, teach, collaborate, share their lessons learned and suggest improvement changes to instructional framework, educational programs, data systems/tools, instructional strategies, policies, processes and procedures. Costs less than last year due to per-pupil funding starting in late July (IT, Project Coordinator, Facility)

TRAINING – \$12,700

\$2,000 – Board Training (Jan & Sep)

\$3,500 –School Director, Board President & Resource Teacher- professional development conferences; PBL World, National Charter School Conference

\$7,200 – Teachers and Staff attend on island professional development Punahou Brain Symposium (9 attendees), and Hawaii’s Schools of the Future (9 attendees)

The IMAG Academy Project Budget Narrative
BUDGET NARRATIVE: YEAR 3- January – December 2018
BUDGET NARRATIVE: YEAR 3- \$252,173

Year 3 ends with our 1st year coming to a close and our 2nd moving full steam ahead. We will invite 135 more students and their families and 8 more educators as we enter into our 2nd year of implementation. We will continue to offer publicly accessible project based programs to non-enrolled students.

Our objectives for this year are to

1. Continue to listen, reflect and sweat the small stuff - continue to improve in creating a supportive and supported school organization
3. Implement improvements while partners are still available (Comprendio, PLACES, Conscious Discipline, etc)
4. Conduct a helpful project evaluation

TRAVEL - \$6,200

\$3,100 – PBL World in CA– 2 personnel – School Director, Board President, Resource Teacher (2*500 flight + hotel and per diem)

\$3,100 – Natl Charter School Conference in CA – 2 personnel – School Director, Board President (2*500 flight + hotel and per diem)

EQUIPMENT - \$45,300

\$22,500 – Student Computers - 75 new students (75*300)

\$8,400 – Staff computers – 12 new staff (12*700)

\$14,400 – Smart Classroom (6) equipment – Smart boards & projectors (6*2400))

SUPPLIES - \$38,775

\$18,000 – Classroom furniture –6 classrooms @ \$3000 (chairs, tables, shelves)

\$19,575 – Textbooks – 135 students at an average of \$145/student

\$200 – Office Supplies

\$1000 – Flyers

CONTRACTUAL – \$41,250

\$13,250 – Standards-based content subject mastery. Based on maps developed in planning year 1, Comprendio experts will work with us to provide wrap around teacher and staff support. Included to ensure the mapping reflects content correctly, as well as, in-classroom instructional strategies guidance is available. Professional development will be provided in July. Includes software licensing.

\$7,500 – Community Centered Project Based Framework. General support, teacher assistance and a professional development training session will be needed. Possible consultants and service providers are the Haki'puu Charter School and the PLACES* and PALS* programs at the Office of Student Equity, Excellence and Diversity (SEED),

*PLACES - Place-based Learning And Community Engagement in School

*PALS - Program for After-School Literacy Support

\$7,500 – Safe and Nurturing Environment – School Family Framework. General support and professional development training will be needed.

\$3,000 – Mini-project, hands on learning - Tinker & Do Academy Program for kindergartners. Special program offered weekly across 3 classes

\$10,000 – Project/Grant Evaluation

PERSONNEL – ██████████

Staff preparation and support

Expert consultants will provide professional development as well as teacher assistance and guidance support

██████████ – Conscious Discipline Workshops from Apr – May will be available to all staff via contract

██████████ – School Year Readiness Training and Professional development in early July will be mandatory by all staff. This is in addition (and prior) to the 10 days scheduled paid for by normal per pupil funding.

Extra personnel for additional programming for SY 2016 (Jan-Jun) & SY 2017 (Aug-Dec)

██████████ – Additional ELL certificated educator will help to provide added support to staff and to develop program processes and integrate curriculum for the elementary and high school programs as they continue to grow

Public Access Educational Programs

A core and part-time staff of educators will provide community centered project based programs to our community and help us to plan, design and implement (on a smaller scale) the instructional framework and educational program of The IMAG Academy. Expert consultants will provide professional development as well as teacher assistance and guidance support

██████████ – Program Educators and Support Staff – Prospective employees will receive training, teach, collaborate, share their lessons learned and suggest improvement changes to instructional framework, educational programs, data systems/tools, instructional strategies, policies, processes and procedures. Costs less than last year due to per-pupil funding starting in late July (IT, Project Coordinator, Facility

TRAINING \$18,475

\$2,000 – Board Training (Jan & Sep)

\$2,600 – Resource Teacher & one other- professional development conferences; PBL World, National Charter School Conference

\$11,850 – Teachers and Staff attend on island professional development Punahou Brain Symposium (17 attendees), and Hawaii’s Schools of the Future (18 attendees)

\$900 – Hawaii Brain Symposium – 3 personnel – School Director, Board President, Resource Teacher

\$1,125 – Hawaii Schools of the Future – 3 personnel - School Director, Board President, Resource Teacher

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Sheila		Buyukacar	

Address:

Street1:	98-1861 Kaahumanu Street Apt A
Street2:	
City:	Aiea
County:	
State:	HI: Hawaii
Zip Code:	96701-1872
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
808 779-3878	

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) #: 1 2 3 4 5 6

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.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Sheila Buyukacar

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	107,755.00	126,015.00	102,173.00			335,943.00
2. Fringe Benefits						
3. Travel	11,850.00	6,200.00	6,200.00			24,250.00
4. Equipment	20,000.00	59,900.00	45,300.00			125,200.00
5. Supplies	4,700.00	58,650.00	38,775.00			102,125.00
6. Contractual	47,590.00	33,540.00	41,250.00			122,380.00
7. Construction						
8. Other	1,700.00					1,700.00
9. Total Direct Costs (lines 1-8)	193,595.00	284,305.00	233,698.00			711,598.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	200,395.00	297,005.00	252,173.00			749,573.00

***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 Sheila Buyukacar	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)

BYLAWS
OF
The IMAG Academy

ARTICLE I – NAME

Section 1.01 Name. The name of the school is The IMAG Academy, herein after referred to as “IMAG.”

ARTICLE II – PURPOSES

Section 2.01 Purpose. IMAG is a public charter school organized under the laws of the State of Hawaii and its purposes are set forth in its State Public Charter School Contract.

Section 2.02 Powers and Duties. IMAG’s governing board (GB) shall have, but is not limited to, the powers and duties pertaining to the school as outlined in Section 302D of the Hawaii Revised Statutes:

- (a) Oversight over and responsibility for its financial, organizational, and academic viability.
- (b) Responsible for the implementation and performance of its charter.
- (c) Possess the independent authority to determine the organization and management of the school and its curriculum.
- (d) Ensure compliance with applicable federal and state laws.
- (e) Ensure compliance with the terms of the charter contract between the authorizer and the school.
- (f) Has the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees and is considered employer of charter school employees for purposes of Chapters 76, 78, and 89 of Section 302D of the Hawaii Revised Statutes.

ARTICLE III – GOVERNING BOARD MEMBERS

Section 3.01 Number. The Governing Board shall consist of no fewer than nine (9) voting members. The School Director will be an ex-officio, non-voting member of the Board.

Section 3.02 Qualifications. Board membership shall comply with statutory requirements. No more than one-third of the voting members of the governing board shall be employees of IMAG or relatives of employees under the jurisdiction of IMAG's governing board. In selecting board members, consideration shall be given to individuals who:

- (a) Provide the governing board with a diversity of perspective and a level of objectivity that accurately represent the interests of IMAG students and the surrounding community;
- (b) Demonstrate an understanding of best practices of non-profit and/or charter school governance; and
- (c) Possess strong financial and academic management and oversight abilities, as well as human resource and funds development experience.

Section 3.03 Term. Each board member shall be elected to a two (2) year term. Terms shall be staggered so that not all terms are renewed at the same time. Terms will begin at the time of the July board meeting, or if there is no such meeting, on July 31.

Section 3.04 Term Limit. Each board member shall not be allowed to serve more than three (3) consecutive terms, after which they must take a minimum of two (2) years off before being reconsidered for nomination as a board member.

Section 3.05 Selection. Governing board members will be nominated in accordance with the stated board-approved nominating policy. Board members shall be elected by the governing board at any board meeting by a majority of the board members currently in office. A board member elected to fill an unexpired term shall have tenure only to the end of such term.

Section 3.06 Resignation. Any board member may resign at any time by delivering a written resignation to the president of the board. Such resignation shall be effective upon receipt unless specified to be effective at some later time. To facilitate the election of new board members, the school formally encourages board members intending to resign or decline nomination to provide notice of the board member's intent as far in advance as possible.

Section 3.07 Removal. Any board member may be removed from office with or without cause by an affirmative vote of two-thirds (2/3) of the remaining board members then in office. Any board members being considered for removal shall receive at least two (2) weeks' notice of such proposed action and shall have the opportunity to address the board regarding such action prior to any vote on such removal.

Section 3.08 Vacancies. Any newly created board and any vacancies of the governing board, arising at any time and from any cause, may be filled at any meeting of the governing board in which quorum is present. However, if the number of board members then in office is less than a quorum, the vacancies shall be filled by the affirmative vote of (a) a majority of the board members then in office or (b) a sole remaining board member. A board member so elected shall serve until the next annual meeting and until a successor is elected and qualified.

Section 3.10 Quorum. A majority of the full number of voting members of the Board, including the President or the presiding Officer shall constitute a quorum. When a quorum is present, a majority of the Board members present may take any action on behalf of the Board, except to the extent

that a larger number is required by law, by the Charter, or by these by-laws. The act of the majority of the members present at a meeting at which a quorum is present shall be regarded as the act of the Governing Board.

Section 3.11 Regular Meetings. Regular meetings of the governing board shall be held at least four (4) times a year, and at such other times as the Board shall determine. The public will receive notice of a meeting of the governing board a minimum of six calendar days prior to such meeting through the school or Hawaii Charter School Commission's website.

Section 3.12 Special Meetings. Special meetings of the governing board for any purpose may be called at any time by the President or upon a petition signed by a majority of the board members. Such meetings shall be held upon not less than two business days' notice given to all board members by in-person communication, telephone, written notice, email, or other electronic means. Such notice shall specify the time and place of the meeting. Discussion and minutes of Special Meetings shall be reported in full at the next regularly scheduled governing board meeting.

Section 3.13 Annual Meeting. The annual meeting of the Board shall be held each year at a time determined by the board. Notice shall be given as stated in section 3.11. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

Section 3.14 Executive Session. An Executive Session may be called when it is necessary to discuss confidential or sensitive issues. Minutes of the Executive Sessions will be held in confidential meeting files held by the governing board Secretary.

Section 3.15 Notice. Notice of the time and place of any meeting of the governing board for which notice is required will be given to each member by the Secretary or by one of the persons calling the meeting, not less than six days before the date set for the meeting. Notice shall be given to all board members by in-person communication, telephone, written notice, email, or other electronic means. Non-receipt of any such notice will not invalidate any business done at any meeting at which a quorum is present.

Section 3.16 Virtual Participation. All board members may participate in, or conduct, a regular, special, or committee meeting through the use conference telephone or any means of communication by which all board members participating may simultaneously hear each other during the meeting. A board member participating in a meeting by this means is deemed to be present in person at the meeting.

Section 3.17 Conflicts of Interest. A governing board member shall disclose whenever he feels he may have a conflict of interest where decisions may be made that may give rise to that conflict. If a majority of the governing board agrees that a conflict of interest may exist, the affected board member shall refrain from any discussion beyond answering questions regarding the potential conflict. No member of the governing board shall vote on a matter in which such member, or a parent, spouse, child, partner, employer, or similar related business entity has a substantial interest in any property or business that would be substantially affected by such action.

Section 3.18 Presumption of Assent. A member present at a meeting of the governing board at which action on any GB matter is taken will be presumed to have assented to the action taken unless such member's dissent will be entered in the minutes of the meeting or unless such member will file a written dissent to such action with the secretary of the meeting before the adjournment thereof or will forward such dissent by registered mail to the Secretary of the board immediately after the adjournment of the meeting. Such right to dissent will not apply to a member who voted in favor of such action.

Section 3.19 Compensation. All Board members serve voluntarily and without compensation.

ARTICLE IV – OFFICERS

Section 4.01 Title. The officers of IMAG shall be a president, vice president, secretary, treasurer, and such board members, if any, as the Governing Board may require.

- (a) Any two or more offices may be held by the same person, provided that no individual may act in more than one capacity where action of two or more officers is required.

Section 4.02 Term. Each officer shall hold office for the term of two (2) years.

Section 4.03 Term Limit. A board member may serve more than one (1) term in the same office, but no more than three (3) consecutive terms in the same office.

Section 4.04 Qualifications. No employee of IMAG or relative of an employee of IMAG may serve as the president of the governing board; provided that an authorizer may grant an exemption from the provisions of this subsection based upon a determination by the authorizer that an exemption is in the best interest of the charter school.

Section 4.05 Selection. The Board Development Committee shall present a slate of officers to the governing board. All board officers shall be elected.

Section 4.06 Resignation. Any officer may resign at any time by delivering a written resignation to the president of the board. The president may resign by delivering written resignation to the vice president. Such resignation shall be effective upon receipt unless specified to be effective at some later time. To facilitate the election of new officers, the school formally encourages officers intending to resign or decline nomination to provide notice of the officer's intent as much in advance as possible.

Section 4.07 Removal. Any officer may be removed from office with or without cause by an affirmative vote of two-thirds (2/3) of the remaining board members then in office. Any officer being considered for removal shall receive at least two (2) weeks' notice of such proposed action and shall have the opportunity to address the board regarding such action prior to any vote on such removal.

Section 4.08 Vacancies. Any newly created board officer positions and any officer vacancies, arising at any time and from any cause, may be filled at any meeting of the governing board in which quorum is present. However, if the number of board members then in office is less than a quorum, the vacancies shall be filled by the affirmative vote of (a) a majority of the board members then in office or (b) a sole remaining board member. An officer so elected shall serve until the next annual meeting and until a successor is elected and qualified.

Section 4.09 Powers. Each officer shall fulfill the requirements outlined in the board-approved officer job description.

- (a) 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 Vice-President. The Executive Committee shall resolve any question about the existence or nonexistence of disability on the part of the President.

ARTICLE V – COMMITTEES

Section 5.01 Establishment. The governing board may create and dissolve such standing committees and task forces as it deems necessary for the effective governing of the school.

Section 5.02 Term. Each committee member shall serve a one (1) year term.

Section 5.03 Term Limit. There shall be no limit on the number of terms a committee member may serve.

Section 5.04 Standing Committees. The standing committees of the board shall be the Board Development, Executive, Finance, Facilities, Governance, and Academic Performance.

- (a) Committees and committee members shall fulfill the requirements outlined in the board-approved committee description
- (b) Committees shall not have authority to take legislative or administrative action, nor to adopt policies for the school.
- (c) Committees shall consist of no fewer than (3) members.
- (d) Committees may include non-board members.
- (e) The board president shall be an ex officio member of each committee

Section 5.05 Task Forces. Task Forces may be established by the board president with the affirmative majority vote of the board. Task Forces shall have a charge specific to its permitted activities. Such charge shall include the date of the committee's establishment and dissolution.

Section 5.06 Committee and Task Force Chair. The chairperson of each committee or task force, unless otherwise specified in these bylaws or board policies, shall be appointed by the GB President. It is preferred that each committee chairperson be a current board member. Each committee or task force chairperson shall be accountable to the GB as a whole.

ARTICLE VI – FISCAL POLICIES

Section 6.01 Fiscal Year. The fiscal year shall be from July 1 to June 30

ARTICLE VII – AMENDMENTS

The governing board may amend, add to, make or rescind the bylaws by a two-thirds affirmative vote of the governing board voting-members.

ARTICLE VIII – PARLIAMENTARY AUTHORITY

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

RESPONSIBILITIES OF THE IMAG ACADEMY GOVERNING BOARD

I. Responsibilities of the governing board are in accordance with Federal or State law.

II. Additional Responsibilities of the board and/or its committees:

a) Ensures Effective Governance and Accountability

- a. Biennially reviews, facilitates, and approves modification of governing policies.
- b. Semi-annually evaluates student performance based on data assessment to identify areas in need of improvement.
- c. Supports the School Director – Provide on-going guidance and support. Review performance annually

b) Ensures Effective Organizational Planning

- a. Strategic Plans – Develops, annually reviews, modifies, and approves Strategic Plan to assure congruence with school purpose
- b. Calendar – Annually reviews and approves the school’s calendar
- c. School Reports – Reviews and, as appropriate, approves reports required by state and federal offices/agencies.

c) Manages and Ensures Adequate Resources

- a. Finances – Approves and supports implementation of annual operating budget.
- b. Policies and Committees – Ensures review, development, and implementation of school policies based upon recommendation of committees. The types and the responsibilities of Committees and Task Forces are outline in Board Governance Policy, Committees.
- c. Fundraising – Ensures support, coordination, and approval of school fundraising.

d) Alignment with School Purpose –

- a. School and Vision Accomplishment - Assures The IMAG Academy operates in accordance with stated school vision and mission statements.
- b. Enhances the School’s Public Image - Develops a public relations mantra for all board members to understand. If necessary, the board will designate a public relations point of contact to be responsible for coordinating and promoting ongoing communications to public media and the school community.

e) Assesses the Governing Board Performance

- a. Board Training - Approves funding for and participates in initial board orientation and annual leadership and board training
- b. Performance Review – Annual review of performance objectives and strategic planning goals for the year.

PROCEDURES FOR SELECTION OF MEMBERS

I. The governing board (GB) appoints board members.

II. Board Development Committee.

Membership: The President of the governing board annually appoints a standing Board Development committee (BDC). The committee chair is a member of the GB. The committee includes at least one parent, one teacher, one staff member, one at-large member and the School Director.

Responsibilities: The nominating committee is responsible for (a) recruiting and maintaining a pool of candidates for board membership in accordance with criteria and qualifications set forth by the GB in preparing a slate of recommended candidates for open or new positions for appointment by the GB.

The BDC may revise the schedule for the nomination and appointment process. Board members for the coming school year are appointed by June 30.

III. Procedures

- Nominations from BDC members: The BDC solicits and receives nominations for the board year-round. Each nominee is required to submit a curriculum vitae and a statement of why he/she is interested in serving. There are no restrictions on the population from which nominees may be selected.
- Nominations from the community: For purposes of board nominations, The Academy community is defined as each family having one or more children enrolled, teachers (HSTA bargaining unit 5), employed staff, and GB members. In addition to its own recruitment work, the NC encourages community members to recommend to the BDC nominees (themselves or others) who meet the qualifications for board membership. The BDC will consider community nominations for inclusion in its slate of candidates recommended for appointment by the GB. If a community member wishes to nominate someone for the board, he/she must obtain a statement signed by the nominee of willingness to serve if selected. A community nominee must submit the same information as an BDC nominee. The nomination is submitted electronically (preferably Microsoft Word) to the chair of the BDC at an email address to be determined. Hard copy may be submitted to the Chair of the Nominating Committee, The IMAG Academy, XXXX, HI 96797.
- By February 1, the BDC distributes to the community a Call for Nominations, which includes instructions and deadlines.
- Members of the BDC may be nominees for board membership.
- The BDC gives each nominee a statement of expectations for GB members. The NC may conduct interviews with nominees.

- By May 1, the BDC submits to the GB a slate of candidates for approval and appointment. There will be one candidate for each open or new position.
- By June 30, the GB announces membership for the coming year. The announcement is posted on the website and in the newsletter.
- Terms of office begin with the July GB meeting or July 31 if no meeting occurs. Current board members remain in office until that date.
- Unexpired Terms: Vacancies resulting from unexpired terms are filled by the GB in keeping with The IMAG Academy Bylaws.

QUALIFICATIONS FOR GOVERNING BOARD MEMBERSHIP

In selecting nominees for membership on The IMAG Academy governing board (GB), the Board Development committee (BDC) considers the following qualifications for individual members and for the board as a whole. In addition to meeting all of the individual qualifications, each member may meet one or more of the collective board qualifications. The BDC also strives for diversity in gender and ethnic backgrounds.

Qualifications for individual members:

1. Possesses a commitment to the stewardship of the entire school.
2. Understands that The IMAG Academy plays a significant role in improving public education through the charter school movement in its community, the State of Hawaii, and nationally.
3. Possesses a demonstrated ability to work collaboratively toward common goals.
4. Is willing and able to commit up to eight to ten hours per month, including GB meetings, to governing the school.
5. Possesses skills and/or experience in one or more of the areas designated as collective board qualifications.
6. Is willing to abide by the GB's Code of Ethics.
7. Possesses basic computer skills including email correspondence, word processing (Microsoft Word), and use of the Internet.

The following are the collective qualifications areas of expertise for the Board.

1. Governance, program or project management
2. Non-profit administration
3. Financial management
4. Educational leadership
5. Labor relations
6. Contract development, negotiations, and execution
7. Human resource management
8. Marketing, public relations, and/or communications
9. Funds development and/or fundraising
10. Law or legal affairs
11. Strategic planning
12. Policy making
13. Facilities management

COMMITTEES

The purpose of committees is to make recommendations to the governing board. Committees may take such actions as their members deem necessary to develop recommendations.

1. Standing Committees

Standing committees are permanent committees that relate to the ongoing governance of the school. Standing committees include but are not limited to the following:

1. Academic Performance	2. Finance/Funds	3. Executive
4. Governance	5. Facilities	6. Board Development

2. Task Forces

Tasks Forces are established from time to time for specific purposes and are disbanded when they have fulfilled their purpose.

3. Written Description

A committee shall maintain a written description of its purpose, composition, and responsibilities. Description will be maintained by the board secretary.

4. Membership

Committee members and chairs are annually appointed by the governing board on the basis of their expressed interest and/or expertise. Members may be from represent a number of stakeholders; teachers, staff, parents, and the community. If possible, one board member shall serve on each standing committee. Persons may withdraw from a committee by written notice to the governing board. Members who fail to participate in a productive manner may be removed by the governing board.

5. Responsibilities of Committee Chairpersons to the Governing Board

A committee chairperson has certain responsibilities to the board:

- Communicates committee recommendations to the board
- Ensures written committee activity report is delivered to members as prescribed by the board so members may review it before the monthly board meeting
- Directs the committee to carry out board directives
- Schedules, conducts and ensures accurate notes (decisions & recommendations) are kept of meetings
- Prepares an annual committee report for the board

6. Committee Meetings

Meetings are scheduled in advance throughout the school year or as needed.

Committee meetings are open to observers. Committee chairpersons may allow observers to contribute to the discussion. Only committee members may vote. Meetings will be documented by minutes.

A vice-chair or appropriate designee may carry out the functions if the chair is unable to do so.

STUDENT ENROLLMENT

The IMAG Academy welcomes all children in the State of Hawaii and who are in the grades currently being offered. We encourage all families in the area and surrounding areas to consider enrolling their children in The Academy.

Eligibility

The Academy is a public charter school and as such is open, based on available space, to any student in the State of Hawaii who is eligible for the grades we currently serve. Potential students will be considered for admission without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services or lack of proficiency in the English language.

Enrollment Requirements

Students and their families must attend a free mandatory orientation before applying for admission to The IMAG Academy. These are held several times a month during the open enrollment period in order to provide information about The IMAG Academy that will help you to determine if The IMAG Academy is a appropriate fit for your student and family. The acceptance decisions are not made until after the open enrollment/application period is completed (and after a lottery, if necessary).

Enrollment Priority

In order to support a consistent educational environment for all of the children of each family that chooses to join The IMAG Academy, enrollment priority will be as follows:

- a. Current Students
- b. Children of The Academy's staff, founding Governing Board members;
- c. Siblings of currently enrolled students;
- d. Siblings of newly admitted students;
- e. All other Hawai'i students

If there are more students seeking enrollment into a particular grade than can be accommodated, The IMAG Academy will employ a public lottery within a week of the end of the open enrollment period.

Siblings of currently enrolled students must submit an application for admission to receive a position on our school roster. Siblings will be given a space in the appropriate grade if a space is available. If a lottery is required, siblings will not participate in the general lottery process.

Students not admitted as a result of the lottery process will be placed on a waiting list according to their selection position in the lottery. Once the initial admissions have been made and accepted, any remaining openings will be offered to those on our waiting list.

Sibling Policy

If a family has more than one child applying for admission and one student is offered a space,

the sibling will be given priority and an available space in the class in which they are applying. If during the lottery process a student is selected for a class, their sibling will be given priority and will be given an available space in the class in which they are applying.

If there is no space available, the sibling(s) will be placed at the top of the waiting list for the grade to which they are applying. If there is already a child that is a sibling who is first on the waiting list, the sibling will then be placed after those previously placed on the waiting list and in the order they were selected in the lottery.

If more siblings apply than there are spaces available in a class, a lottery will be held for those siblings for that grade in the same manner and at the same time as the general admissions lottery. When the class is full, the siblings will be placed on a waiting list in the order they were chosen in the lottery.

If during the lottery a student in a lower grade is given a space and they have an older sibling who was placed on the waiting list for a higher grade during the lottery, the older sibling is given an available space in the class over a previously selected student that does not have a sibling. The displaced student becomes first on the waiting list.

Siblings of currently enrolled students have admissions preference over siblings of newly admitted students.

Children with Special Needs

The vision and mission of The IMAG Academy supports full inclusion into our school and classrooms. Families of students with an Individualized Education Plan (IEP) or section 504 plan must inform the school upon selection and provide timely access to relevant documents. Parents will meet with our school representatives to determine the services needed for their child and what services The IMAG Academy is able to provide. This will help us to ensure the appropriate services are provided for your student.

Application Process and Timeline

Applications will be accepted during an open enrollment period from mid November to mid March prior to the start of a new school year. If the number of applicants exceeds the number of student openings for any given grade, a lottery will be held within one week of the end of the open enrollment period.

Attending a free orientation session during the open enrollment period is required for those applying for admission.

Once the initial admissions have been made and accepted, remaining openings in the school will be filled from the waiting list. Any applications received after March 15th will be considered during the rolling admissions period. Rolling admission runs from mid-Apr to mid-October of each year. During this time, applications are accepted and admission is offered on a “first come first serve” basis if space is or has become available. During the rolling admissions period, students offered spaces are given three weeks or until October 15th (whichever comes first) to notify the office of their intent to accept or decline the space. After August 1, this notice period may be shortened as required.

If a student applies for enrollment in a class that is at full capacity, that student will be placed next in order on a waiting list (please see above in the case of siblings).

Selection Notification

Families are notified of admission by electronic mail.

If a family declines a space or does not reply to the offer of admissions, and then changes their mind, they may re-activate their application. The student will be offered admission or be placed next in order on the waiting list.

If an applicant who has declined admission would like to be considered for admission the following school year, they must re-activate their application during open enrollment and enter the lottery for the next school year.

Students offered spaces have until April 20th to notify The IMAG Academy that they are accepting the space and complete the enrollment documents. Failure to respond by April 20th will result in forfeiture of the space and the next person on the wait list will be offered the space. If that student would still like to be considered for enrollment at a later date, they may re-activate their application and be added to the bottom of the waiting list.

No new students will be enrolled after October 15th, with the exception of siblings of currently enrolled students or children of our staff, contingent on space availability.

Enrollment Status

Pursuant to the school's Attendance Policy, if a new student entering school misses more than nine days of school during the first month of school without a doctor's note, the student will be un-enrolled, and the vacancy will be offered to a child on the waiting list.

Enrollment After October 15th

If a space becomes available in a class after October 15th and the next student on the waiting list is the child of an Academy staff member or a sibling of a currently enrolled student, the student may enroll after the October 15th enrollment cutoff date.

Withdrawal After October 15th

Any student that withdraws after October 15th who wishes to re-enroll at The IMAG Academy will need to re-apply for admission during the open enrollment period of the following year. If a student withdraws after submitting re-enrollment documents, their re-enrollment is no longer valid.

Admission After Dismissal from The IMAG Academy or Other School

If a student applies who has previously been dismissed or suspended for a Class A offense under Chapter 19 from The IMAG Academy or another school, the student will be offered admission only after it is determined that The IMAG Academy can provide the services required to ensure the student's safety and success in the school environment, as well as the safety of all IMAG Academy students.

Attachment 1 – Generic Enrollment Process and Timeline

2017-2018 Application and Enrollment Process and Timeline	
November 15, 2016– March 15, 2017 :	Open enrollment period New Family Orientation Sessions –Mandatory for new families
March 16 , 2017 – March 23, 2017:	Acceptance of students Enrollment lottery (if necessary)
April 20, 2017:	Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity.
April 20, 2017 –October 15, 2017	On-going (Rolling) enrollment will be based on first come, space availability

Student Recruitment & Enrollment

POC: Martha Nahale

Our recruitment plan includes marketing via flyer distribution, website/blog, Mid-Week calendar listings, Twitter and Facebook posts, informational sessions, open houses, school fundraising events, attendance at community events, and strategically placed community banners. Press releases will be distributed to inform print newspapers like the Mid-Week and the FilAm Courier in hope to draw their interest to writing a featured article on school events.

The goal of our marketing plan is to create a consistent and continuous presence within the community. We plan on doing this by creating a communication plan that feeds pertinent and interesting information to our families and partners about our programs and events. In general, this would include, but not be limited to the following tasks.

1. Distribution of flyers to families and partners
2. Posting of events on various social mediums
3. Regular media announcements via press releases
 - a. Announcements of events, programs or deadlines
 - b. Documentation of events via photos and copy
4. Post information on applicable event calendars

In addition, especially during the startup and growing years, part of our committee/task force structure will include a task force on the marketing to our diverse family community within the Waipahu and surrounding areas. This task force will also include an on-going review of other possible, more effective ways to recruit and market the school in order to ensure equal access to all interested students and families across Waipahu and central leeward area.

Partnerships will be formed in order to distribute informational flyers (or e-mail notices) to these focused programs which spans across families in poverty, families of students with diverse academic abilities (gifted and talented, low-achieving, at-risk, special needs, etc) and families with relatively higher incomes and/or levels of formal education. These flyers/notices would offer a newsletter sign-up option as well as information guiding them to our blog, various posts, and our website event page.

- All early childhood care centers and programs in supporting areas
 - Early Headstart and Headstart programs
 - Non-profit infant care and preschool programs
 - Private infant care and preschool programs
- Mom focused and family related clubs and groups
- All elementary schools in the area (7th grade applicants)
 - Waipahu, Mililani/Wheeler, Ewa Beach, Kapolei/Makakilo
- The surrounding intermediate/middle schools in the area (8th grade applicants)
 - Waipahu, Mililani, Ilima, Kapolei, Pearl City Highlands
- Private schools not offering high school
 - St Joseph's Catholic School
 - The Children's House
 - Pearl Harbor Christian Academy (in Waipahu)
- Paid tutoring programs in the area (applicable grades)

- Afterschool tutoring and special programs (applicable grades)
 - Parks and Recreation
 - YMCA

In addition to family outreach, our efforts will also require partnerships with a variety of public and private school and community service program staff, administrators, and directors. The list of community service programs with multiple locations and programs within the leeward central area would include, but not limited to the following.

- Keiki O’Ka Aina Learning Centers
- The Institute for Native Pacific Education and Culture (INPEACE)
- Partners and Children Together (PACT)
- Child and Family Services

Our communication plan will include school programs and events to enhance relationship building between students, parents and the school. These types of events are also a form of marketing. For example, our school transition programs for middle school and kindergarteners are offered as a way for students and families to become more comfortable with normal school progressions and our instructional strategies. We believe these are positive characteristics to be considered during a student’s or family’s decision-making on which school is chosen.

The following table, Marketing & Student Recruitment Timeline, list a timeline and responsible or coordinating individual(s) of the specific tasks relating to marketing and student recruitment efforts during our startup.

Student Recruitment & Enrollment POC: Martha Nahale	
Time	Tasks/Activities
Aug 2016	1. Announce via Press Release (PR)- Commission approval 2. Approach Leeward Area School Principals, Business, Technology, ELA and Arts Teachers – Invite to The IMAG Art and Product Show (Fundraiser)
Sep-Nov 2016	3. Announce via PR –The IMAG Art and Product Show 4. Visit Schools participating in the Show 5. Blog/post on social media
Dec 2016	6. IMAG Art and Product Show 7. Follow up via PR – The Show Results 8. Distribute Enrollment/Admission Information – Flyer/website/social media/PR 9. Set and Announce “Transition Days/Nights” for new kindergarteners and 7 th graders
Jan-Feb 2017	10. Distribute Enrollment/Admission Information again 11. Distribute The IMAG Academy – Intersession Information 12. Post strategically placed banners 13. Conduct Open Houses with Art & Product Mini Shows 14. Announce results of “lottery” via PR and email/newsletter
Mar-Spring Break 2017	15. The IMAG Academy – Intersession (Fundraiser)
Apr-Jul 2017	16. Distribute student successes from Intersession and Mini Shows 17. Distribute information/invitation – Transition Programs 18. Conduct Open Houses with Art & Product Mini Shows

	19. Conduct transition programs
Aug 2017	20. Distribute information/successes – Transition Programs, Roundtable sessions and partnerships

Note: Distribute/announce would mean to use all applicable media; flyer, website, social media, PRs, etc.

In addition to our marketing efforts to recruit students, developing community partnerships is critical to our community centered, project based learning practices. The following table, Community Partnerships, list a timeline and responsible or coordinating individual(s) of the specific tasks relating to building community partnerships during our startup.

