

Laupahoehoe Community Public Charter School



Detailed Implementation Plan

Submitted to the

State of Hawai'i Charter School Review Panel

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**Laupahoehoe Community Public Charter School
Laupahoehoe Alumni and Community Association
&
*LCPCS Interim Local School Board***

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Laupahoehoe Community Public Charter School is a joint project of the Laupahoehoe Alumni and Community Association, a Hawai'i State non-profit corporation with federal 501 (c)(3) tax exempt status, and the Laupahoehoe Community Public Charter School Project Interim Local School Board.

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I. Foundation of the Charter

A. Founding Group

In 2008, a diverse group of parents, alumni, and community leaders gathered to re-imagine Laupahoehoe High & Elementary School. In partnership with the Laupahoehoe Alumni/Community Association (“LACA”), the group organized as Save Our School (“SOS”) in order to revitalize a school that had once been the heart of the community. On August 2, 2009, the group submitted a letter of intent to convert Laupahoehoe High & Elementary School into a public charter school.

LACA is a community-based 501(c)3 non-profit corporation that was founded in 2001. Its purpose is to educate, preserve, and perpetuate the school and community's rich and significant cultural, social, and historic heritage. The LACA board and its members are current and former community residents, many of whom are Laupahoehoe High & Elementary School alumni.

The founding group’s capacity to establish and sustain a high performing charter school was recognized by the United States Department of Education (“USDOE”), which awarded the group \$450,000 in 2009. The award was one of only eleven grants awarded nationwide, demonstrating the group’s ability to engage the community in formulating a clear vision for improving its school, and to leverage financial support for the implementation of that vision. The grant provides funding for planning and implementation of the proposed conversion charter school, and for contracting with experts possessing knowledge and skills that compliment the expertise of the founding group. The founding group has turned over the implementation of the conversion to the Interim Local School Board (ILSB). The ILSB is comprised of 3 faculty, 2 staff, 2 parents, 1 student, and 2 community members.

The ILSB is representative of the community, its cultural knowledge, and core values. The group, along with its project consultants, possesses expertise in the areas of curriculum, instruction, and assessment; administration and management; finance, facilities, and operations management; and organization, governance and community development. The ILSB’s capacity is further described in section III, operational viability.

History of the School

The founding of Laupahoehoe High & Elementary School (“LHES”) at Laupahoehoe Point in 1883 coincided with the opening of the Laupahoehoe Sugar Company. By 1918, nine hundred immigrant laborers from Portugal, Japan, and the Philippines were housed in 12 plantation camps surrounding Laupahoehoe, and the school was enlarged to accommodate the growing community.

A motor-able road built in the early 1900s linked Laupahoehoe to the nearest major town, Hilo, 25 miles away – as the crow flies. But, this gravel road wound through numerous steep-sided gulches, so the journey to Hilo could take hours due to frequent landslides blocking the roadway. Because of this isolation, the school became the center of education, local life, sports, cultural events and meetings. A prominent community elder recently stated that “...the school was the glue that held the community together.” Today’s two-lane roadway, while much improved, still closes frequently due to landslides, preserving the rural and remote character of Laupahoehoe.

The 1946 tsunami struck the Hawaiian Islands in early morning, causing widespread destruction and hundreds of deaths. A 40-foot high wave struck Laupahoehoe Point at 7:00 a.m., decimating 8 bungalows housing the teachers and principal, and the ocean-facing side of the school itself. 24

lives were lost. Community members held fundraisers and successfully lobbied political leaders to provide the funding to build a new campus that would keep their precious children out of harm's way atop the sea cliffs. The community worked with renowned architect Alfred Preis, designer of the USS Arizona memorial at Pearl Harbor, to create a campus that was a fitting memorial to so many lost and loved children and young adults. The new school - on high ground opened in the fall of 1952, and remains one of the most beautiful, comfortable, and environmentally-appropriate school campuses in the islands.

In the midst of economic turmoil and outmigration caused by the decline and fall of the Laupahoehoe Sugar Company in the mid-1990s, the community discovered another looming crisis: LHES was struggling. Standardized test scores ranked Hawai'i near the very bottom of the U.S. and most developed countries in mathematics and reading, and Laupahoehoe ranked near the bottom of Hawai'i schools. Students were graduating from high school without having acquired the skills, knowledge and capacity necessary to succeed in demanding professions or higher education. Even more alarming, as much as they tried to advocate for improvements to their beloved school, the voice of the rural, remote community was lost in Honolulu. The community was powerless to effect change in the monolithic HDOE system.

After 1995, the sale of former sugar cane lands at moderate prices spurred in-migration to Laupahoehoe and East Hawai'i; the reasonable prices for homesteads attracted a large group of parents with young children. These newly arrived families discovered a school challenged to provide a quality education, and seemingly indifferent to community concerns.

In 2006, state Senator Dwight Takamine initiated a round of community discussions regarding school issues. In partnership with the Hawai'i County Resource Center, facilitated community meetings were hosted to solicit the input of Laupahoehoe residents. The aspirations of the community members in attendance made it clear that the community wanted something other than the DOE status quo. The following were the major themes that emerged from residents discussions of their hopes for the future of public education in Laupahoehoe.

Close and Positive Relationship Between the Community and the School – The community sees its school as a place that brings community together, a provider of lifelong learning opportunities for the whole community, and an “anchor” and focal point of community life.

Diverse Academic and Extracurricular Opportunities – Residents strongly emphasized the need to support the comprehensive development of their youth as students and individuals through a wide array of academic and extracurricular activities, particularly vocational education opportunities. Residents, who clearly appreciate the necessity for a solid foundation of academic quality, identified other areas as appropriate extracurricular avenues to help students achieve proficiency in basic reading, writing, and math. These other areas included: music; agriculture; auto shop; other vocational education programs; and after-school tutoring opportunities.

Student Focused and Responsive Faculty/Administration – Residents expressed the hope that the school's focus would be on truly supporting students – understanding who students are, how they learn, and what they need. The community emphasized its hope for a responsive, stable staff and administration, committed to addressing those needs.

Values Based Environment – Residents shared their belief that the school and the community share a strong base of values that shape their unique identity. Key characteristics of this values base include: a love for learning – lifelong learning for the whole community; a shared sense of

community; a community that is safe, welcoming, and nurturing of everyone; a strong work ethic and a positive “can do” attitude; and a deep respect for all.

Shaping a Sustainable Future for the School – Residents affirmed that strengthening their capacity as a community to influence the future of their school is paramount to the long term sustainability of the school. They support the notion that school personnel should welcome input from the community and should recognize its contribution as vital to the status of the school as a community-based institution.

The 2006 meetings produced a community-authored document titled *A Community Vision for LHES: Celebrating the Past and Envisioning the Future* (2007). Having created a roadmap to a successful future for the school, residents were optimistic that the situation at the school would improve. Unfortunately, the community’s vision was not followed, and the school continued to perform poorly. A growing number of parents began to seriously consider other options for their student’s education. Some parents enrolled their children in private school or home schooled, while other parents and community members began to search for a solution that would better serve the community.

By that time, consideration of converting LHES to a public charter school had been ongoing for a number of years, partially because of LHES’ continuing NCLB “restructuring” status and the conversion option available under NCLB. In 2008, the HDOE’s announced intention to study closing LHES evoked considerable community dismay, created a sense of urgency, and increased parent support for conversion.

In response to growing interest, the SOS advisory board initiated a series of community meetings and parent focus groups to educate the community, parents, and existing school staff about charter school conversion, to build support, and to gather input from these key stakeholders about the essential characteristics of the proposed charter school. Many of the same issues raised during the 2006 community visioning were raised again. This time, the community’s voice was heard: more than 200 signatures in support of exploring conversion were gathered. The aspirations of the Laupahoehoe community as found in *A Community Vision for LHES: Celebrating the Past and Envisioning the Future* anchor the culture and DIP of Laupahoehoe Community PCS.

B. Mission Statement

Laupahoehoe Community Public Charter School’s mission is to serve students from pre- kindergarten through 12th grade, providing a rigorous and high quality public education to a diversity of learners and learning styles.

The school will be characterized by hands-on, community-based learning, its small size and rural identity. LCPCS will be a place where:

- hands-on learning opportunities engage students in rigorous academic work that has meaningful consequences in the local community;
- partnerships offer students service learning opportunities and enrich community life;
- relationships are embedded in community and cultural values;
- students observe adults learning and developing;
- each student is known and appreciated for their individual capabilities; and

- every child's intellectual growth and academic success is valued both as an individual achievement and as a community asset.

At LCPCS, well-trained teachers will implement a standards-based, articulated K-12 curriculum within a learning community built on a foundation of commonly shared educational objectives and methods. LCPCS enrollment will be open to students residing in the school's geographic catchment along the Hamakua Coast from Umauma to Ookala. Students living outside the school's catchment will be admitted if space is available.

C. Vision Statement

Families, staff and community working together to graduate successful learners who are job, school, and life-ready.

Our vision places Laupahoehoe Community PCS at the heart of our community, a place where shared cultural and community values are transformed into action and everyone has a role to play in ensuring that students succeed, families are engaged, and teachers thrive. Students, parents, staff, and community members envision the school as a place of high educational achievement, family support, community engagement, and leadership development. Our community school will be a place where: the school culture supports continuous improvement; everyone believes all students can learn; instruction focuses on preparing students for their future; students make seamless transitions; supportive and respectful relationships thrive; operations are effective, efficient, and transparent; decisions are evidence-based; individual responsibility and institutional accountability are the norm; and parents and community members are welcome on campus, and meaningfully involved in school governance and other activities.

We envision a thriving school as the heart of our community: When children and adults alike are seen as works in progress, striving to learn and grow, the school becomes the center of daily life.

D. Statement of Need

Children living along Hawai'i Island's rural, underserved Hamakua Coast deserve an innovative, high-performing public school that is responsive to community needs and values. LCPCS will serve the children and community by: improving academic achievement for all students; providing community-based educational programs that meet diverse needs; capturing the benefits of a small school; and providing responsive, local governance.

1. Improving Academic Achievement For All Students

Hawai'i State Assessment results for the 2008-9 school year reveal shortfalls in achievement for all students at LHES; schoolwide math and reading proficiency scores remain well below state averages. LHES students who are disadvantaged or of Asian/Pacific Island heritage score even worse. Reading proficiency levels were 57% for all students and 52% for disadvantaged and Asian/Pacific Island students. Math proficiency levels were 37% for all students and 33% for disadvantaged and Asian/Pacific Island students.

The need for an enriched and supportive educational program that improves achievement for students in all subgroups, such as that proposed for LCPCS, is reflected by the following student data¹ showing that many of our students are members of subgroups at risk for low achievement:

¹ Demographics are from the LHES School Status and Improvement Report, 2008-9 and the Superintendent's 19th Annual Report, 2008 Continuous Improvement, State of Hawai'i Department of Education.

- 61% of enrolled students are eligible for free and reduced price lunches (compared to 41% state-wide);
- 18% of area families with children live in poverty (compared to 11% in the state);
- the median household income is \$39,187 (79% of the state's average);
- 65% of enrolled students are of Asian/Pacific Island heritage;
- 12% are English Language Learners (compared to 10% state-wide); and
- 20% are enrolled in special education programs (compared to 10% state-wide).

LCPCS will distinguish itself by the manner in which students at-risk for low achievement will be identified and assisted. Strategies will take into account the many reasons that may prevent students from reaching their potential. These include English language challenges, gender issues, family stability, socioeconomic status, student personality, motivation and school history, and special education needs.

LCPCS' curriculum will be driven by an over-arching educational philosophy and instructional approach: Project Based Learning ("PBL"). LCPCS' adoption of this educational philosophy and instructional approach has many advantages. It will provide a common framework for teacher training and professional development, performance evaluation, peer support and collaboration. Use of a common, integrated approach to curriculum will also improve student learning and assessment throughout all grade levels. Assessment of student achievement will include HSA performance. LCPCS, however, will give weight and recognition to other dimensions of student achievement such as leadership ability, creativity, and problem-solving.

2. Community-Based Educational Programs that Meet Diverse Needs

A consistent theme emerged from community meetings and parent focus groups held over the years: desire for a more varied, hands-on curriculum, electives, and after-school activities. This sentiment was echoed by parent and student responses to school quality surveys. 71% of parents², 50% of middle school students³, and 74% of high school students⁴ marked "neutral," "disagree," "strongly disagree" or "don't know" in response to the prompt, "I am satisfied with the variety of courses offered at my school."

This rich educational program will provide LCPCS students varied opportunities to master academic skills and gain experiences that broaden their life choices. The community school framework will allow the school to serve its families and students in authentic, meaningful ways.

3. Capturing the Benefits of a Small School

Contrary to currently held beliefs that bigger is better, in "The Hobbit Effect: Why Small Works in Public Schools"⁵ Jimerson identifies ten research-based reasons why small schools succeed.

1. Small schools are safer.
2. There is greater participation in extra-curricular activities, which correlates with academic success.

² 2008 School Quality Survey, Laupahoehoe High & Elementary, Spring 2008. Parents were not surveyed in 2009.

³ 2009 School Quality Survey, Laupahoehoe High & Elementary, Spring 2009.

⁴ Ibid.

⁵ "The Hobbit Effect: Why Small Works in Public Schools," Lorna Jimerson, Ed.D, Rural School and Community Trust, Rural Trust Policy Brief Series on Rural Education, August 2006.

3. Kids feel they belong.
4. Small class size allows more individualized instruction.
5. Good teaching methods are easier to implement.
6. Teachers feel better about their work.
7. Mixed-ability classes avoid condemning some students to low expectations.
8. Multi-age classes promote personalized learning and encourage positive social interactions.
9. Small schools require less bureaucracy.
10. More grades in one school alleviate many problems of transitions to new schools.

The flexibility afforded LCPCS as a public charter school will amplify the virtues of our small, rural school. The community school model will tap the resources of local residents, businesses, and organizations as well as the rich natural environment which surrounds it, to create a real-world learning lab for its students.

4. Responsive, Local Governance

The provision for local governance afforded a charter school is highly valued by the Laupahoehoe community and is considered a primary benefit of conversion. As envisioned by this applicant, local governance will be structured to achieve a high level of transparency, responsiveness to local needs, and constituent involvement in decision-making. Through its transparent decision-making and commitment to a two-way dialogue with school stakeholders, the local school board (“LSB”) will realize increased accountability, school improvement, and student achievement. Research⁶ validates the positive impact of small, rural schools on the communities they serve. The absence of local governance, however, mitigates many benefits that small size and rural location might otherwise afford.

5. Community Vote

On February 10, 2010, the League of Women Voters – Hawaii County conducted the Laupahoehoe High and Elementary School Charter Election. The election consisted of one question: “Do you approve the proposed Detailed Implementation Plan and the application to convert Laupahoehoe High & Elementary School to Laupahoehoe Community Public Charter School?” The results of the election were 145 for conversion & 35 against.

A copy of the letter describing the election, the agreement with the school principal and the results are included in attachment F.

⁶ "The Fiscal Impacts of School Consolidation: Research Based Conclusions," The Rural School and Community Trust, Resource Center Archives, www.ruraledu.org, June 1, 2003.

II. Educational Viability

A. Educational Philosophy

Laupahoehoe Community Public Charter School will reinvigorate the relationship between the school and its community, support student achievement and help the community to flourish. The educational program's community-school basis, rigorous curriculum, and innovative teaching strategies will provide enriching and engaging experiences for students, prepare them for 21st century career readiness and higher education, and strengthen and sustain the school's position in the community well into the future.

Community-based learning is effective because it involves students in real-world problem solving that is relevant and meaningful to the school curriculum. According to the Coalition for Community Schools⁷ ("CCS") "...research shows that as many as 60% of all students are disengaged from learning," and other research "...highlights disengagement as a key factor in the dropout rate." The CCS reports that "community-based learning addresses the problems of boredom and disengagement. This approach brings together a collection of teaching and learning strategies, including service learning, place-based education, environment-based education, civic education, work-based learning and academically-based community service."

LCPCS will be a small, community-based school where the goal of education is to graduate innovative, creative, independent, lifelong learners who are engaged citizens with the desire to take a leadership role in their community. The economy of the Hamakua Coast is transitioning from domination by mono-culture agribusiness to diversified industries based on niche agriculture and sustainable business models. Schools must accommodate students interested in agricultural jobs as well as prepare them to be competitive in the ever-changing and adaptive work force of the 21st century. Hawaii's schools must cultivate creative, entrepreneurial problem solvers who will be work-ready and able to play a pivotal role in the transition of our state's economy to more sustainable industries for long-term economic viability. Essential to this shift back to a community-based model is utilizing the community as an extension of the classroom.

LCPCS will cultivate strong partnerships with community organizations in order to accomplish the following goals: establish learning sites around the community in order to embody the school without-walls concept; create rigorous, relevant and motivating projects for students that have real-world applications; draw upon the expertise of these organizations to further enhance the learning opportunities; cultivate within students stewardship for their community so that they may be the responsible and active leaders of tomorrow; and expand the school's volunteer base.

The educational frameworks for LCPCS, around which all educational program and curricula will be developed, include the Common Core Standards, Community-based Education, 21st Century Skills and Higher Education Readiness, Project Based Learning and other authentic and performance-based instructional and assessment methods as determined by best practices and educational research.

Central to the instructional approach and learning philosophy at LCPCS is the educational methodology advocated by John Dewey and Jean Piaget that children "learn by doing." Standards-aligned PBL will serve as the foundation upon which the LCPCS educational program and curriculum will be developed.

⁷ <http://www.communityschools.org>.

PBL has emerged over the last thirty years and is born out of the understanding that students experience immense benefits from experiential, hands-on, student-centered learning. Two important factors, described by the Buck Institute for Education (“BIE”), have contributed to the development and implementation of PBL:

1. A “revolution in learning theory” based upon neuroscience and psychological research, which supports the ideas that “knowledge, thinking, doing, and the contexts for learning are inextricably tied,” and that “...learning is a social activity,” which “...takes place within the context of culture, community, and past experiences.” This research supports the theory of constructivism: students must be presented with problems that prompt them to “explore, negotiate, interpret, and create....they construct solutions.”⁸
2. The rapid nature of change in the modern world requires ongoing innovation in education so that students are prepared for 21st century realities. It is clear that children need both knowledge *and* skills to succeed.⁹

The foundation of PBL is the shift from the idea of student as a passive player in a feedback loop of information to the notion of student as active constructor of their knowledge and skills. Colleges and jobs now require that students demonstrate higher level, 21st century skills such as critical thinking, problem solving, and creativity in order to be successful. Members of the Strategic Council for the Partnership for 21st Century Skills have identified five key elements of a 21st century education (www.21stcenturyskills.org):

1. Core Subjects
 - English
 - Math
 - Science
 - Social Studies
 - Foreign Language
 - Arts
2. 21st Century Content
 - Global Awareness
 - Financial, economic, business, and entrepreneurial literacy
 - Civic Literacy
 - Health and Wellness Awareness
 - Environmental Literacy
3. Learning and Thinking Skills
 - Critical Thinking and Problem Solving Skills
 - Communication Skills
 - Creativity and Innovation Skills
 - Collaboration Skills
 - Information and Media Literacy Skills
 - Contextual Learning Skills
4. Information and Communications Technology Literacy
5. Life Skills - Similar to HIDOE’s General Learner Outcomes
 - Leadership
 - Ethics
 - Accountability
 - Adaptability
 - Personal Productivity
 - Personal Responsibility
 - People Skills
 - Self Direction
 - Social Responsibility

⁸ Project Based Learning Handbook, The Buck Institute for Education, Marin County, California, p.3.

⁹ Ibid, p.3.

The LCPCS curriculum will be based on a 21st century educational model that utilizes standards-focused PBL to create rigorous and relevant project-based learning experiences for the students that take them beyond the four walls of a classroom and into their community. These projects will engage students in developmentally appropriate learning experiences and activities focused on demonstration of the appropriate grade-level content standards. Students will continually develop and reinforce core knowledge and essential skills, which will empower them to continue on with their educational career.

The LCPCS curriculum will be developed along a continuum of knowledge and skills from kindergarten to twelfth grade. Just as the Common Core Standards increase in complexity from grade level to grade level, so do the skills associated with 21st century career readiness and project based learning. As students matriculate from grade to grade, and division to division (elementary, middle, and high school), the expectations of self-direction, independence, and complexity of projects will increase. Students will evolve from being teacher-dependent in the elementary years to demonstrating self-direction and independence upon graduation from high school. What will remain a constant, however, is a student-centered approach to education, individualization, and personalized intervention that supports each student in achieving their potential.

In order for students to be ready for LCPCS' rigorous high school curriculum that will prepare them for college, work, and citizenship in the 21st century, they must develop solid skills, core knowledge, and essential literacies (such as information literacy, media literacy, and civic literacy) during their elementary and middle school years.

According to the BIE, there is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused PBL are effective in building deep content understanding, raising academic achievement and encouraging student motivation.

Research studies have demonstrated that PBL can be more effective than traditional instruction:

- in increasing academic achievement on annual state-administered assessment tests;¹⁰
- for teaching mathematics,^{11,12} economics,¹³ science,^{3,14,15} social science,¹⁶ clinical medical skills,¹⁷ and for careers in the allied health occupations⁹ and teaching;⁹

¹⁰ Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science

¹¹ Boaler, J. (1997). *Experiencing School Mathematics: Teaching Styles, Sex and Settings*. Buckingham, UK: Open University Press

Cognition and Technology Group at Vanderbilt. (1992) The Jasper series as an example of anchored instruction: Theory, program description and assessment data. *Educational Psychologist*, 27, 291-315.

¹² Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2007). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69.

¹³ Hickey, D.T., Kindfeld, A.C.H., Horwitz, P., & Christie, M.A. (1999). Advancing educational theory by enhancing practice in a technology-supported genetics learning environment. *Journal of Education*, 181, 25-55.

¹⁴ Lynch, S., Kuipers, J.U., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching*, 42, 921-946.

¹⁵ Walker, A. & Leary, H. (2008) "A Problem Based Learning Meta Analysis: Differences Across Problem Types, Implementation Types, Disciplines, and Assessment Levels," *Interdisciplinary Journal of Problem-based Learning*, 3(1), 12-43. (Available at: <http://docs.lib.purdue.edu/ijpbl/vol3/iss1/3>)

¹⁶ Vernon, D. T. & Blake, R. L. (1993). Does problem-based learning work? A meta-analysis of evaluative research. *Academic Medicine*, 68(7), 550-63.

- for long-term retention, skill development and satisfaction of students and teachers;^{3,18,4}
- for preparing students to integrate and explain concepts;¹⁹
- for improving students' mastery of 21st century skills;^{20,21}
- especially for lower-achieving students;^{3,6,8} and
- by providing an effective model for whole school reform.^{13,14}

B. Curriculum

All LCPCS educational programs will be created within the framework of the mission, vision, and goals of the school. LCPCS will ensure that all students have access to rigorous, relevant, and coherent standards-based 21st century education that supports student achievement and success for all. A primary strategy for meeting our goals is following current research and best practices for curriculum design, assessment, resources, and organizational infrastructure.

Organizations that lead in developing innovative research and best practices that will guide LCPCS will include but not be limited to: The Coalition for Community Schools (www.communityschools.org); The Partnership for 21st Century Skills (www.21stcenturyskills.org); The Coalition for Essential Schools (www.essentialschools.org); Buck Institute for Education (www.BIE.org); The National Service Learning Partnership (www.servicelearningpartnership.org); The National Educational Technology Standards (www.iste.org); Professional Learning Communities (www.allthingsplc.info); Smalls School Project (www.smallschools.org); and Understanding By Design (www.udbexchange.org).

LCPCS will be a community school and will implement its academic program within that context. A community school is a place where parents, students, teachers, and community members collaborate to design and implement educational experiences that promote high student achievement and utilize the community as a primary resource. Within the community school model, LCPCS will implement a curriculum with the following characteristics:

- A standards-based academic program that promotes student achievement in language arts, math, science, social studies, and the HDOE GLOs.
- A developmental, interdisciplinary, and interactive approach which begins with the existing knowledge, beliefs, and skills each learner brings to an array of meaningful and experiential learning challenges.
- A social and interactive environment that embraces cultural and community values.
- Learners will be able to apply their knowledge and assumptions in a variety of real-life contexts.

Constructivist PBL builds upon a student's existing knowledge, skills, beliefs, and attitudes. PBL allows a teacher to differentiate instruction so that each student may receive individualized

¹⁷ Strobel, J. & van Barneveld, A. (2008) "When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms," *Interdisciplinary Journal of Problem-based Learning*, 3(1), 44-58. (Available at: <http://docs.lib.purdue.edu/ijpbl/vol3/iss1/4>)

¹⁸ Capon, N., & Kuhn, D. (2004). What's so good about problem-based learning? *Cognition and Instruction*, 22, 61-79.

¹⁹ Hmelo, C. (1998). Problem-based learning: Effects on the early acquisition of cognitive skill in medicine. *Journal of the Learning Sciences*, 7, 173-208.

²⁰ Gallagher, S.A., Stepien, W.J., Rosenthal, H. (1992) The effects of problem-based learning on problem solving. *Gifted Child Quarterly*, 36, 195-200.

²¹ National Clearinghouse for Comprehensive School Reform (2004). *Putting the Pieces Together: Lessons from Comprehensive School Reform Research*. Washington, DC: Author.

attention to his or her knowledge and skill set. PBL allows a teacher to design structured activities wherein the students will be facilitated towards taking orchestrated risks. Risks in the classroom are an integral part of student growth. PBL supports scaffolding so that students are able to work in an environment where they are continually challenged, while their efforts are consistently acknowledged and reinforced.

LCPCS' constructivist-PBL approach will utilize a standards-based framework. Standards-based PBL is defined as “a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.”²² This definition encompasses brief projects of one to two weeks based on a single subject in one classroom, as well as yearlong, interdisciplinary projects that involve community participation and adults outside the school. Young students will participate in highly structured projects that are very short in duration. As students grow, mature, and develop higher level skills, they will engage in projects that are more complex, multifaceted, and longer in duration. Students in the upper classes of high school will be expected to demonstrate their skills by undertaking integrated projects of their own design. This continuum of increasing complexity and extent is one way in which PBL can be effectively implemented across the K-12 spectrum. According to the BIE, rigorous and in-depth PBL:

- Is organized around an open-ended driving question or challenge. These focus students' work and deepen their learning by centering on significant issues, debates, questions and/or problems.
- Creates a need to master essential content and skills. Typical projects (and most instruction) begin by presenting students with knowledge and concepts and then, once learned, give them the opportunity to apply them. PBL begins with the vision of an end product or presentation that requires learning-specific knowledge and concepts, thus creating a context and reason to learn and understand the information and concepts.
- Requires inquiry to learn and/or create something new. Not all learning has to be based on inquiry, but some should. And this inquiry should lead students to construct something new – an idea, an interpretation, and a new way of displaying what they have learned.
- Results in a publicly presented product or performance. What a student knows is demonstrated by what they do, and they demonstrate this to the public through exhibitions of work.
- Allows some degree of student voice and choice. Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices and to express their learning in their own voice helps to increase students' educational engagement.
- Requires critical thinking, problem solving, collaboration, and various forms of communication. Students need to do much more than remember information—they need to use higher-order thinking skills. They also have to learn to work as a team and contribute to a group effort. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as “21st Century Skills”.²³

²² www.bie.org

²³ www.bie.org

Standards-based PBL emphasizes the importance of content and performance standards and evaluation of student learning. LCPCS faculty will implement a variety of research-based instructional strategies. Courses will blend projects, lectures, explorations, field experiences, and direct instruction to best facilitate mastery of the Common Core Standards and 21st century skills. Teachers will begin instructional projects with clear academic and process objectives in mind. Content standards and pacing guides may be used to determine academic objectives. State GLOs and/or rubrics (such as those developed by the BIE and other project-based and inquiry learning research and educational organizations) may be used to craft process objectives, while other instructional strategies may be employed such as reading assignments, worksheets, quizzes, and lectures. All instructional strategies will recognize the multiple learning modalities/intelligences that each learner brings to a task.

The LCPCS educational program is predicated upon the belief that learning should not be restricted to the four walls of a classroom, and that learning does not stop when the traditional school day comes to an end. In order to develop students into lifelong learners, the school will create experiences that guide students toward the understanding that learning environments and opportunities come in all manner of appearances, as do “teachers.” In order to accomplish this, LCPCS will utilize the entire island as a classroom and living laboratory. Activities that will support this goal include: experiential field work; project-based learning; utilizing technology as a teaching tool; community-focused lessons; community problem-based service learning; internships (for high school students); electives; and after-school clubs and extracurricular activities.

In addition, the school will provide all students with access to relevant 21st century technologies and will integrate technology across the curriculum. It is imperative to prepare students with the adaptive and technological skills that will be necessary for success in the fast-paced, ever changing, connected and interactive world.

The following components will be created as part of the LCPCS curriculum:

- *Community partnerships* will be forged in order to provide the following: opportunities for learning environments beyond the four walls of the classroom; site-based project based learning opportunities; volunteers for the school; expertise; internships; and strong community ties.
- Current partnerships will be expanded and new ones established. Potential partners include: the United States Forest Service through the Laupahoehoe Experimental Tropical Forest, United States Department of Agriculture, Big Island Farm Bureau, the Thirty Meter Telescope, Energy Industries, the Laupahoehoe Train Museum, Hilo-Hamakua Community Development Corporation, Head Start, the Lion's Club, Parks and Recreation, The Shaka Foundation, Ukes for Kids, and others.
- *Relevant and authentic problem-based projects*. These projects will integrate content standards, 21st century skills, and essential literacies, to support academic and personal growth and progress.
- A process for systematic and personalized academic interventions will be developed to support low performing students.
- *Authentic assessment tools* and student exhibitions of work to the community.
- *A K-12 continuum of essential standards* to provide a smooth transition from grade to grade.

- *Rubrics and templates for the 21st century skills and essential literacies.* A continuum of benchmarks for development and demonstration of the 21st century skills and literacies will be developed and aligned to each age group based upon developmental and educational research. LCPCS will use rubrics (such as those created by the BIE and other project-based and inquiry learning research and educational organizations) specifically adapted for PBL and curriculum design templates (such as those utilized by the Understanding by Design backwards mapping model). The rubrics and templates will be used to develop Project Planning Forms for specific units.
- *An advisory program* for all students. Advisory in the elementary years may revolve around the homeroom teacher and transition to a specific “advisor” – a teacher who will work with the same cohort of students for both middle school and high school.
- *Student portfolio components and requirements.* Portfolios will be used to track a student’s growth as they progress from year to year, and will be integral at the key transitional points of elementary to middle school and middle to high school. Portfolios will play a key role in graduation requirements. Graduating seniors will have to present and defend their portfolio to a committee that will be comprised of teachers, parents/guardians, and community members who were involved in the student’s educational experiences, and other individuals invited by the student.
- A process for *student led conferences*, which will take place at the end of each semester. The purpose of student led conferences is to empower students to take ownership of their education. At these conferences, students will share with their advisor and parents/guardians their progress during the past semester and their goals for the subsequent semester. One role of advisory will be to prepare students for these conferences.
- A well designed plan for *technology integration* so that students work with essential software and equipment at each grade level, and are taught how to use technology effectively and ethically. Technology will be used to support and enhance learning, research, and project development across the content areas. Teachers will be empowered to utilize “real” and “virtual” resources for students. (For example: a science teacher may utilize real specimens for experiments in conjunction with virtual simulations for science labs; art activities may utilize traditional materials such as pencils and paints in addition to 3D modeling programs and digital imagery such as digital photography and videography; design activities may involve traditional drafting in addition to utilizing a digital design program such as CAD to execute a project in wood shop; a social studies teacher may incorporate the use of handheld GPS unit into a map-making activity, etc.) Technology can also be used to support and enhance the learning of SpEd, ELL, and low performing students (*i.e.*, the use of programs that convert spoken word into text, and vice-versa; differentiated web-based applications that allow students to work on math reading skills at their level; etc.) In addition, the utilization of virtual resources (such as web-conferencing webinars, and virtual learning opportunities) expands the school’s opportunities for students beyond the geographic boundaries of the island of Hawai‘i.
- *A model for teacher collaboration* based upon such research driven strategies utilized by Professional Learning Communities (“PLC”) will be developed to facilitate effective and successful teacher development and teamwork. A PLC is focused on and committed ...to the learning of each student. When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as

both the reason the organization exists and the fundamental responsibility of those who work within it. In order to achieve this purpose, the members of a PLC create and are guided by a clear and compelling vision of what the organization must become in order to help all students learn. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning in a timely manner, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.²⁴

- *Collegial strategies* to be developed and utilized by the faculty include: the use of norms (a set of collaboratively created and agreed upon expectations for meetings and collaboration) and protocols in their collaboration meetings; team teaching; the creation of standardized assessments; review of student data and decision making based upon this data; consensus seeking protocol; professional learning community development

ELL, SpEd and Students at Risk for Low Performance

LHES has a high proportion of students at-risk for low achievement; students falling in the “disadvantaged” and “Asian/Pacific Islander” reporting categories on the HSA scored significantly lower in reading and math compared to both the school and state-wide results for all students. Authentic assessments will provide important informative and holistic feedback on student learning and achievement. PBL is highly compatible with the assessment of age-appropriate content knowledge and the development of 21st century learning skills such as: communication and presentation; organization and time-management; research and problem solving; self-assessment and reflection; and group participation and leadership. These skills will help to support students both in and out of the classroom

PBL will benefit SpEd, ELL, and low performers because its structure allows a teacher to differentiate instruction and learning tasks for the students, which results in a much more individualized and student-centered learning experience. Differentiation benefits all students as it allows students to achieve his or her potential. In addition, PBL empowers teachers to team teach and utilize community experts and volunteers for educational experiences, which results in additional support in the classroom for all students.

The use of differentiated web-based pieces for reading and math content and skills will allow students to access the curriculum at his or her particular level and to process at his or her own pace. This empowers the teacher to differentiate and personalize education in a way that is extraordinarily difficult to accomplish with a traditional textbook or materials only.

Non-Academic Student Goals

Non-academic goals for the students include a positive attitude towards learning and school, motivation, positive relationships with peers and adults, ethics, wellness, self-confidence, leadership skills, and Hawaiian core values (described below in part C). Non-academic student goals will be facilitated and measured in a variety of ways:

²⁴ DuFour, R., DuFour, R., Eaker, R., & Many (2006). Learning by Doing: A Handbook for Professional Learning Communities at Work™, pp. 2–4., a Professional Learning Community.

- Advisory will be utilized to develop school culture, citizenship, leadership skills, organizational, time management, etc. (Advisory is described below in part C).
- Traditions and rituals will be designed to develop and reinforce the culture of the school. Traditions and rituals will be used to unite the school, and will serve to create the story of the school. Traditions and rituals will provide for special significance and celebration at key milestones in the students' career at LCPCS. Traditions and rituals will cultivate school culture and create a safe and comfortable environment at LCPCS where students feel encouraged and supported to challenge themselves, take risks, and try new things.
- Student, parent, and faculty feedback will be collected to analyze data about student (parent and faculty) perceptions, beliefs, and attitudes about the school, their work, and a variety of other relevant topics.
- The following data will also be collected and analyzed to assess progress on non-academic student goals: student attendance data, student participation in extracurricular activities, and student discipline records.

Sample Unit Plans

Please see attachment A for sample unit plans. At the end of attachment A is an interdisciplinary framework of Project-Based Learning with an example of essential questions, performance tasks, assessment & accountability, and public presentation. This example shows how the standards and various subjects will be integrated as well as showing student choice and control over their learning.

Unique Features

The school is unique in its location, in its history, in its facilities, and in the opportunities it has for community partnerships. The community school approach is highly compatible with the structure, history and original intention of the existing school. The school's campus is well suited to the establishment of a community school, with its thirty-five acres and under-utilized classroom, cafeteria, and auditorium space. The school has an auto shop, state-of-the-art band room with several soundproof practice rooms, computer lab, large garden area, and a wood shop. A public library and public swimming pool are already co-located with the school. These exceptional resources are unparalleled along a fifty-mile stretch of the Hamakua Coast, and reflect the school's past as a vibrant center of the community.

C. School Characteristics

School Culture

There will be a variety of structures designed and implemented at LCPCS that are tied to the mission and vision of the school. The following are the primary organizational structures that will support the culture of the school:

Organizational	Faculty	Students
<ul style="list-style-type: none"> • Community school structure - the school and community work together to support 	<ul style="list-style-type: none"> • Professional Development • Professional Learning Communities 	<ul style="list-style-type: none"> • Advisory - strong, ongoing support and guidance for students • Hawaiian/community

student achievement <ul style="list-style-type: none"> • PBL-inquiry model - students learn by doing • Data-driven decisions • Pursuit of excellence • Collaborative, transparent leadership and governance 	<ul style="list-style-type: none"> • Evaluations, observation, and feedback • Collaboration time • Director of Instruction 	cultural values <ul style="list-style-type: none"> • Extra-curricular activities • Electives • High expectations - a commitment to the idea that all students can achieve
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Laupahoehoe is representative of the diversity of Hawai‘i. LCPCS will be a school where this diversity is celebrated and will thrive. Laupahoehoe School is more than 125 years old. It is a place steeped with the history and culture of the east coast of the island of Hawai‘i. It is important that students are well versed in the rich wisdom and traditions that live in their community so that they may have sense of place and become true stewards and leaders of their communities. The school will promote a culture of high expectations for students, which can be described as “I expect much of you, and I am here to support you in meeting and exceeding those expectations.”

The following Hawaiian values, fundamental to our community, will be interwoven throughout the school program:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Ho‘o Kupono – To behave rightly • Aloha – Affection, love, greeting • Malama – To take care of, care for • Ho‘ihi – Respect, courteousness • Ha‘aha‘a – Humility • Lokahi – Harmony, unity, agreement • Kuleana – Responsibility • Laulima – Cooperation • Ahonui – Patience • Maka‘ala – Alertness, paying attention • ‘Ohana – Family | <ul style="list-style-type: none"> • Kokua – To help, support • Lokomaika‘i – Graciousness, generosity, good will • Maluhia – Peace, quiet, serenity • ‘Oia ‘i‘o – Truth • Kulia I ka Nu‘u – To strive to reach your highest • Malama I kou kuleana – Take care of your responsibilities • Mahalo I ka mea loa‘a – Be thankful for all things (great and small) |
|---|--|

This set of values, developed at the Queen Lili‘uokalani Children’s Center, will be supported at the school level, in classrooms, through service learning, and teacher training. Student advisories will be a fundamental component of the school’s culture. Advisories are small groups of students in the same grade who are grouped together with an adult faculty member who serves the role as their advisor. (In the elementary grades, homeroom teachers will serve as advisors.) The advisor works with the students in a small group setting on things such as organization, team building, goal setting, study skills development, positive peer relationships, self esteem, academic progress monitoring, career exploration (in high school), and college and career counseling (in junior and senior year). The goals of advisory are to: develop positive interpersonal relationships; increase a student’s sense of belonging in the school; create an environment of trust and support; develop students’ self confidence; facilitate students taking positive ownership of their education and their school; create a safe and welcoming school environment; develop goals and other life skills; empower and involve students in decision making; create an environment of recognition and

appreciation; and facilitate the feeling of “home court advantage” where students feel as though their peers and teachers are supporting and encouraging them towards success.

Advisory is a process that must happen on a consistent basis in order to be effective, therefore time will be allotted in the weekly schedule for advisories to meet regularly. Data, such as surveys, attendance rates, and drop outs rates will be collected and analyzed to determine, over time, the effectiveness of the LCPCS advisory program.

In addition to advisory, the school will create a series of traditions and rituals that will develop, reinforce, and celebrate the positive culture and core values of the school. These traditions will include, but not be limited to, such activities as: opening circle in the morning, where students gather and reinforce the Hawaiian values described above; closing circle celebrations at the end of each day; school meetings or assemblies that occur consistently throughout the quarter to acknowledge small successes, efforts, accomplishments, and demonstrations of the school’s core values; mentoring, transitional activities, and celebratory ceremonies that occur as students move from elementary to middle school, middle school to high school, and from high school to graduation; chants, slogans, mottos, and symbols created by the students and staff to represent the school’s values; quarterly exhibitions of student work.

Staff culture will be created and reinforced by collaborative decision making, and a focus on professional development, staff reflection, and the sharing of professional practices. Teachers will be empowered to be the drivers of the school’s mission, vision, and goals. The administrations and LSB will support them in meeting these goals by philosophically and financially supporting professional development and by providing adequate and consistent time for teacher collaboration.

School Calendar

The school year will start with a series of full staff development days and team collaboration days. Throughout the year the school will have, on average, bi-weekly team collaboration meetings and quarterly full staff meetings. These meetings will take place one afternoon a week, and students will be released early from school that day. The goal will be to provide students with extended learning activities during these times so that student learning continues even when they are not seated in front of the teacher. In addition, individual teams will establish a schedule for weekly “housekeeping” meetings to address the day-to-day issues and student concerns.

The school calendar will include at least 187 student days per year; additional student days may be added for pedagogical reasons, or in order to comply with state mandates. LCPCS will enhance student learning by providing innovative educational experiences, such as hands-on projects and community-based service learning, which extend learning beyond the traditional school day and year.

The calendar for teachers includes 192 work days, eleven of which are designated as collaboration days. This collaboration time will be devoted to professional development activities, curriculum and assessment development, student data collection and analysis, reflection, and program development. The eleven days will be implemented as four full days and fourteen half days.

It is possible that additional teacher collaboration days may be added to the calendar, by agreement of the faculty, their exclusive representatives, and the LSB. The founding group recognizes that the teacher work calendar outlined above deviates from the master contract

negotiated between the Hawai'i State Teachers Association and the HIDOE. Prior to finalizing the calendar, the school will negotiate a supplemental agreement with the HSTA to allow for the increased number of teacher work days.

The school will operate on a 1-2-2 calendar, which spreads the school days for students over more weeks throughout the school year, shortening students' summer break and their time spent away from school. The proposed school calendar may be found in attachment B.

A full student school day will be, at minimum, six hours and ten minutes on-site. Of that time, thirty minutes will be spent in lunch, and an additional thirty minutes may be devoted to such activities as morning circle, passing time, recess, and/or closing circle. On average, students will be engaged in instructional time for a minimum of three hundred and ten (310) minutes per day. A student half day will be three and a half hours. There will be, at minimum, 1,550 instructional minutes during a five day school week. The faculty, administration, and local school board may agree to reallocating minutes in the week to increase instructional time for students.

Every other week, on average, faculty collaboration time will take place during school hours but outside of instructional time. During these team meetings, faculty will work together to create curriculum, integrate classes, review student work, and develop standardized assessments.

Please see attachment C for sample weekly schedules.

Staffing Plan

Laupahoehoe Community PCS teachers will be required to meet or exceed state requirements for Highly Qualified status, as well as fulfill any additional applicable requirements of NCLB. When making staffing assignments, the leadership team will consider a teacher's qualifications for the position, such as certifications, experience, expertise, skills, etc.

The leadership team will be required to submit to the LSB for their approval a staffing plan for each subsequent school year prior to hiring for the next school year. Factors that influence the staffing plan may include student enrollment, curricular and program decisions made by the teachers for the subsequent school year (items such as electives and classes to support the core areas and areas of PBL-inquiry based learning), and the needs of special student populations.

The staffing plan for the school will include at least the following positions:

The leadership team, (comprised of the Directors of Operations, Instruction and Student Services); Elementary Teachers; Secondary Core Subject Teachers (math, science, social studies, language arts); special education teachers and educational assistants provided by the HIDOE based upon the SpEd staffing methodology. There will be at least one teacher per class, and the educational assistants will be assigned based upon need (such as special student populations and additional instructional support).

The school will compile a list of criteria for qualifying teachers who are interested in working as substitutes. The school will actively recruit teachers to be substitutes, in order to ensure that there is an adequate supply of substitute teachers qualified in the different components of the school's educational program. The school will develop a procedure that details the process for utilizing substitutes in the classroom, to ensure that students engage in meaningful learning experiences even when their primary instructor is absent.

A Day in the Life ...

The following two samples “typical days” are intended to illustrate the LCPCS experience:

A day in the life of a typical eighth grade student at Laupahoehoe Community PCS may start with opening circle. In opening circle, this student joins hands with their classmates, listens respectfully, and the group reflects upon a selected Hawaiian cultural value.

After opening circle, the student proceeds to math class. That day the math class is divided into two groups, and groups will rotate through two stations. In one station they will be receiving direct instruction from their math teacher, who will lead them through a series of word problems together. At the other station they will be working independently on a set of word problems. After they complete their independent problem set, they are to partner up with a classmate and explain how they solved the problems, step by step. They are to then revise their work based upon their discussion with their peer, but they are not to erase their original work. Instead, they will mark their corrections on the page and, on a separate piece of paper, explain why they made their revisions. There is an aide available to assist the students working on their problem sets.

Next, the student heads to their science class. Immediately, the student gets to work on the assignment of the day: continue their experiment from the day before. The student joins their lab partner and together they get their slides that contain the samples they plated yesterday. They head to the microscope and look at their samples under the lens. They consult with one another, share their opinions, and make notes in their lab notebooks. They work together to answer the guiding questions the teacher has written on the board to accompany their slide work. After they have completed their work with the microscopes, they each take a seat and begin working independently on their lab reports, which are due tomorrow at the start of class. The teacher is moving from student to student, answering questions and checking work.

After science, the student moves to their social studies class. The student takes a seat and begins with the warm up activity that the teacher has written on the white board. After the teacher has finished taking attendance, they address the class and give them some final pointers for the debate they are about to participate in. The students have been busy preparing for this day: they were assigned sides; they spent time researching their position, reflecting on both the process of researching and the information that they found; they used graphic techniques to organize the information that they found, including other court cases that may have relevance to this case. The students spend time in small groups, analyzing their information with the use of guiding questions from the teacher. The teacher taught them the proper debate process and walked them through the steps of preparing for the debate. They watched several clips of real debates and together they analyzed them. The students evaluated the information that they had found, and used it to write their positions. Today is the big debate. The student participates in the debate, takes notes while their classmates present and defend their positions, and then answers the reflection questions the teacher has written on the white board.

Next is lunch, and then after lunch is advisory. Today is team building activities, and the students work collaboratively to solve a problem their advisor has given them. This is a very active task; the students and their advisor have pushed all of the furniture to one side of the room so that the students have a big space in which to work on the activity. After they finish and reflect as a group on their successes and their challenges working together to solve the problem, the students set the class back in order, gather their belongings, and head to their next class.

In language arts, they work on their science lab reports. They have been working on technical

writing and how to communicate well in a variety of writing genres. They want to be sure that they are communicating clearly and concisely in their lab reports, focusing particular attention to their introductions, data analyses, and conclusions. After peer editing, they have the feedback they need to do their final versions that night. They then organize into their reading circles and complete that day's reading circle activity.

The student then heads to their elective. The student's elective for this quarter is technology. They are learning how to create a website that they will use for one of their projects in another class. They are learning how to use the software to create the website, and they are analyzing active websites to determine what makes an effective website versus an ineffective one. After school, the student decides to go to the tutoring lab to receive some extra help on their math problem set.

A day in the life of a middle school science teacher may involve three periods of science. Students are working on labs this week. While the students work on their labs, the teacher moves around the room to answer questions, check student work, assure that all students are on task, and to assist with the lab activity. The teacher has a period for prep work, during which they grade some lab notebooks and touch base with the other teachers on prep that period to see how their activities are going that week. In advisory that day the students circle up and discuss current events. The students introduce contemporary events they are interested in and the advisor guides the students through a discussion. The teacher also teaches an elective, and this teacher has chosen to teach agriculture as their elective. The students rotate through electives quarterly. This quarter, the students have been hard at work on cultivating edible plants and establishing a functional compost pile. They have been monitoring the temperature of their pile to establish if it is getting hot enough, and today they will be trouble shooting how to make their compost process more effective. They will be checking on their seedlings to determine if they are ready to transplant into the ground. Today they share the garden with a high school science class, which is absorbed in a plant experiment they are conducting in a separate part of the garden. After school the teacher makes a phone call to the parents of an advisee that they have some concerns about, and then they make a few phone calls to parents of students who demonstrated great initiative in class that day.

Student Enrollment

Assumptions underlying enrollment projections are discussed in section IV, financial viability.

LCPCS Projected Enrollment

Grades	Number of Students					
	Current	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-K	2					
K	20	20	21	22	22	22
1	14	20	21	22	22	22
2	13	20	20	22	22	22
3	18	17	20	21	22	22
4	16	18	20	21	21	22
5	15	18	20	21	21	21
6	14	16	20	20	21	21
7	11	15	19	20	20	21
8	9	14	18	20	20	20
9	20	14	17	20	20	20
10	17	18	17	17	20	20
11	13	17	17	17	17	20
12	18	13	20	17	17	17
Total Students	200	220	250	260	265	270
# Classes per Grade	1	1	1	1	1	1
Ave. # Students per Class	17	18	21	22	22	23

D. Special Student Populations & Student Services

Instructional Support

LCPCS will distinguish itself in the manner in which students at-risk for low achievement will be identified and assisted. Strategies will take into account the many reasons that may prevent students from reaching their potential. The small school size, K-12 environment, low teacher-student ratios, and systematic approach to student support services will enable the school to follow-through on the intent to serve the needs of each child. LCPCS will implement a comprehensive and systematic student support plan comprised of four distinctive steps:

1. **Identification:** Upon admission, the school will work with parents to identify potentially low-achieving students by means of a questionnaire, a home language survey, a health form, school orientations, parent interviews, intake and ongoing academic assessments (which will be implemented after the student has registered at the school and will not be used as part of the application process or for enrollment purposes), review of cumulative record files and standardized test results, staff observations, and conversations with previous educators, whenever possible. The school will work with the HDOE to identify preschool children with special needs in order to assure a supportive and seamless child/family transition to LCPCS.
2. **Support:** Laupahoehoe Community PCS will develop and implement a holistic and in-depth approach to support students at-risk for low achievement. Each student's well-

being will be examined, including: physical health; living situation; family structure; home environment and routines; previous school experience attitudes and feelings; developmental issues; sleep; exercise; and nutrition.

3. **Intervention:** A student support team will be assembled for students who have been identified as being in need of additional support. The team will include a group of teachers, the student's advisor, and support staff, who, in partnership with the parents, will carry the responsibility for the education, growth and well-being of the identified students. The team will help diagnose the nature of the student's challenges and develop a student support plan. The following interventions may be implemented: after school tutoring; summer enrichment; classroom accommodations; small group instruction; additional targeted assistance during the school day; resource pull-out; homework help; advisor support; and parent support.

Interventions will be aimed at achievement of specific, measurable outcomes and will be routinely monitored and adjusted, as needed, to ensure ongoing improvement. The primary recipients of intervention services will be students covered by the Individuals with Disabilities Act ("IDEA"). However, students who may need extra support but who have not yet been identified for IDEA services or who do not qualify for IDEA services will also receive supplementary assistance. These students may have learning difficulties, be considered at-risk or have Section 504 plans, etc.

4. **Follow-up:** The student support team will monitor progress and continue to advocate for the student's success. Together with the family, they will evaluate progress and revise support services as needed. The care and guidance of a student will be ongoing until progress is demonstrated in all factors that contributed to underachievement.

Recommendations for special education services will be made only as needed.

The faculty and staff will undertake topics of study relevant to the support of special student populations and low achieving students, including effective intervention, child development, learning disorders, autism, support for mainstreaming special education students, etc. This kind of professional development will facilitate identification of challenges and implementation of instructional remedies.

Special Needs

With regard to students with special education needs, LCPCS will comply with all federal laws relating to children with special needs and will work with the HDOE to follow procedures set forth in the Hawai'i primer on SPED and Public Charter Schools (<http://hcsao.org/school/sped>). Laupahoehoe Community PCS is committed to full-inclusion, and will arrange training for teachers and assistants to ensure its full value for the student.

English Language Learners

Laupahoehoe Community PCS will be committed to excellence in the area of English language proficiency. The LCPCS ELL program includes a variety of strategies to ensure that ELL acquire the skills needed to succeed academically and socially and to establish a solid foundation for lifelong success.

A language survey completed during the enrollment process will be used to identify ELL. Their language proficiency will be assessed within the first week of school attendance. Language learning will be facilitated by: respect for use and primacy of the learner's home language;

second language instruction in the classroom; ample opportunities to practice in low-stakes, supportive environments; as well as additional support through tutoring, mentoring, and technology. Teachers will receive training in English language instructional methods to improve overall services for ELL. The ELL program plan will be reviewed as part of the annual year-end program audit. Feedback from relevant experts and stakeholders will be sought to ensure adoption of effective improvements. LCPCS will conduct ongoing review of its approach to ELL and will continue to take affirmative steps to support ELL in regular classrooms.

In addition to the plans and strategies outlined above, specific efforts will be directed toward the early elementary years, and to development and reinforcement of essential skills. Reading instruction will be a primary focus of the early grades. The school will utilize research-based instructional methods, resources, and innovative technologies to support reading instruction and strategies for early elementary students. Elementary teachers will receive instruction and support in reading instructional strategies. All teachers will be given time to develop intervention and support strategies for students through professional development activities. Ample collaboration time will allow teachers to develop a holistic approach to each child and make team decisions on how to best support each student with a safety net of strategies that will be implemented school-wide. Funding will be set-aside to procure resources to support reading instruction for these young students.

Through the student support systems discussed here, LCPCS will ensure that each of its students meets or exceeds state standards for achievement and becomes a successful student ready for real world challenges.

Individualized Education Plans

The Comprehensive Student Support Services process assists schools in identifying students who may be eligible for an Individualized Education Plan (“IEP”) or for 504 services. When either a teacher has concerns about a student or when a parent requests evaluation of their child, the school will assemble a team to examine the needs of the student and to determine what, if any, services are required, and to set the course for how these services are to be provided. LCPCS will comply with HDOE procedures for developing, reviewing and revising IEPs for special education students.

Compliance with the Law

A Director of Student Services and special education teachers will ensure that IDEA students receive required services as directed by their IEP. In addition, students who are eligible for 504 services will receive the accommodations outlined in their Modification Plans.

The state of Hawai‘i is classified as both a SEA and a LEA. In order to increase clarity and ensure monitoring, compliance, service delivery, and equity, the Hawai‘i Board of Education (“HIBOE”) has determined that the Superintendent, acting in his/her capacity as the State Educational Agency, shall have direct line of authority for the implementation of IDEA, Section 504 of the Rehabilitation Act of 1973, Hawai‘i Revised Statutes (HRS) §302A-463 and HRS §302A-1188 (Act 87, Part V, Section 18) in all public schools, including public charter schools, and shall be responsible for the provision of a free and appropriate public education in the least restrictive environment.

In compliance with IDEA section 613(a) (5), the HIBOE has designated the Superintendent of the HDOE as its agent to oversee the implementation and compliance with all federal and state

laws of special education services in all public schools regarding the provision of special education services to exceptional children, including public charter schools. LCPCS will collaborate with the HDOE to serve children with disabilities in the same manner as the HDOE serves children with disabilities in other public schools, following procedures set forth in the Hawai'i primer on SPED and Public Charter Schools. LCPCS will provide supplementary and related services on-site to the same extent to which the HDOE has a policy or practice of providing such services on-site in its other public schools.

Laupahoehoe Community PCS will be linked to the District/Complex Area Special Education Office for the Laupahoehoe area. As it does for all public schools, the district office will coordinate special education services for LCPCS.

LCPCS will employ a special education teachers, educational assistants, and general education (Article VI) teachers. LCPCS' LSB is responsible for hiring staff into vacant positions, including the Director of Student Services and other special education staff. All compensation will comply with the agreements negotiated by the exclusive representatives of the employees. Federal and state resources for special education services at LCPCS will be delivered to the school as part of the annual funding process that provides other per-pupil allocations, ensuring that the funds are provided on the same basis as the state provides funds to other public schools, utilizing a proportional distribution scheme based on relative enrollment of children with disabilities.

Delivery of Special Education Services

Laupahoehoe Community PCS will be a full inclusion environment where special education staff will work collaboratively with general education teachers to ensure appropriate delivery of instruction and employment of assessment to all students. In-class support will be provided by team teaching, special education teachers, educational assistants, and any other aides, if necessary, in addition to the general education teacher. All accommodations outlined in IEPs will be delivered, whenever possible, in the general education classroom.

In order to support the faculty towards appropriate and successful support of the school's students with IEPs, the school will provide professional development as necessary, and this professional development may address such topics as effective intervention, child development, learning disorders, autism, reading strategies, support for special education students in the general education classroom, adaptive technologies, etc. Support and development will be provided for teachers in identifying students who are experiencing learning difficulties and challenges and for implementing instructional strategies.

Nutrition Program

LCPCS will implement a school-wide health program to develop lifelong health awareness and life skills in all students. The school will accomplish this through health and nutrition education in the classroom; providing ample time for physical activity and sports programs during the school week; and by promoting good nutrition and eating habits across the school – including during meal times, celebrations, and school events. The school will participate in the federal lunch program and will employ the necessary trained staff with expertise in nutrition and school lunch programs to design and implement the school's food service program. The school will provide meals that meet the federal guidelines and regulations for its child nutrition programs. Choices for the program will be made so as to not only meet the federal requirements but to provide enticing and satisfying meals that students will be motivated to eat.

The school's agriculture program will tie into the school nutrition program through gardening projects. Through community partnerships, local experts in gardening and agriculture will work with students to assist them in establishing a school garden where they can grow their own produce, which may be incorporated into their lunches. This project, which has applications to their every day lives, will serve to motivate students to be involved in their food choices in a very real and relevant way. A school composting program will be developed so that food waste does not go into the landfill but instead is returned to the school garden as soil nutrients.

Student Health Needs

The school will provide for student health needs through the implementation of standards-aligned health courses, nutrition education, physical activity, and advisory activities, all with the goal of supporting the efforts of parents and guardians in maintaining the health of their children.

The school will enforce all health codes and requirements established for public schools by the State of Hawai'i Department of Health. The school will ensure that all students meet the established health requirements before enrollment: tuberculosis clearance; a physical examination performed by a U.S. licensed MD, DO, APRN, or PA; and the required immunizations given at the appropriate ages and dosages.

The school will proactively address the control and management of communicable diseases. LCPCS will provide staff and faculty with CPR and first aid training, in addition to other necessary training for emergency situations.

In order to meet students' individual health needs, specific health care procedures prescribed by a physician to be provided during school hours will be reviewed and approved for the school setting as long as they can be safely provided by LCPCS staff members.

E. Performance, Promotion, & Graduation Standards

Performance standards are intended to set high expectations for students, establish educational goals, define the knowledge and skills that students are expected to learn, improve student performance, and support the school towards meeting benchmarks and making Adequate Yearly Progress (AYP). For all LCPCS students, the performance standards will include demonstration of: core knowledge (Common Core Standards); essential skills (21st Century Skills); and life skills (GLOs).

Grouping and Promotion

In addition to student placement within a class cohort (i.e. 3rd grade, 7th grade, 11th grade, etc.), LCPCS will utilize dynamic student grouping as often as possible in order to best educate each student. Rather than being restricted to grouping students per grade, LCPCS will place students into groups to maximize the effectiveness of instruction for the students (all groups, however, will be restricted to early elementary, upper elementary, middle, or high school). Group assignments will be based upon student assessment data and teacher observations, and they will be re-evaluated on a regular basis so as to maintain optimal grouping. Instructional grouping is of particular importance in the areas of math, reading, and writing instruction. Due to the school's small size, teachers will be able to effectively implement and manage dynamic grouping.

Students will be promoted from grade to grade based upon demonstration of proficiency in the appropriate Common Core Standards and 21st century skills.

Exit Standards

In addition to the core knowledge standards outlined in the Common Core Standards, it is essential that the 21st century skills are explicitly taught and assessed. The 21st century skills will be integrated across the curriculum and in all subject areas. Below is a sample of exit standards for the transitional years at LCPCS.

Grade	Subject	The student can:
5 th	<ul style="list-style-type: none"> Math English Science 	<ul style="list-style-type: none"> Gather information and data (such as with a survey), analyze, and display the data; apply a variety of strategies and tools to solve problems and justify the solution; construct simple valid arguments from a variety of mathematical representations. Create an effective media product that demonstrates purpose, format, and audience; formulate a relevant research question for a topic; communicate new ideas to others; work collaboratively with others, both in small and large groups; Formulate new questions and predictions that stem from the results and conclusion of an investigation; explain how individual actions and behaviors could affect the natural environment.
8 th	<ul style="list-style-type: none"> Math Language Arts Science 	<ul style="list-style-type: none"> Select an appropriate method for collecting and organizing data for a given task; present written explanation of a problem solving process and solution with included diagrams, tables, charts, and graphs as needed; solve real-life problems involving money, such as using existing e-commerce. Assume shared responsibility for collaborative work; identify and ask significant questions that clarify various points of view; use digital technology and communication tools appropriately to access, evaluate, and create information. Describe how science and engineering involve creative processes that include generating and testing ideas, making observations, and formulating explanations and then apply these processes in their own investigations; work collaboratively with others, either virtually or face-to-face, while participating in scientific discussions and appropriately using claims, evidence, and reasoning; articulate how technology is essential to science for such purposes as sample collection and treatment, measurement, data collection and storage, computation, and communication of information.
12 th	<ul style="list-style-type: none"> Math Language Arts 	<ul style="list-style-type: none"> Give an oral presentation using the language of mathematics to express mathematical ideas; collect and analyze data, and develop a report presenting data and possible interventions to address local issues; use physical and digital models to demonstrate mathematical concepts. Share a fundamental understanding of the ethical/legal issues surrounding the access and use of information; demonstrate originality and inventiveness in work; articulate thoughts clearly

	<ul style="list-style-type: none"> • Science 	<p>and effectively through writing, speaking, and multimedia.</p> <ul style="list-style-type: none"> • Model the practices of research science by informing others about their work, developing effective explanations, constructing and defending reasoned arguments, and responding appropriately to critical comments about their explanations; critique claims that people make when they select only data that support the claim, and ignore data that may contradict it; revise their own scientific ideas and hypotheses based on new evidence or information.
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High School Graduation

Students will be expected to demonstrate their proficiency in Common Core Standards and 21st century skills through successful completion of their core classes, successful completion of a community problem-based culminating senior project, and successful defense of their portfolio.

Diplomas

Laupahoehoe Community PCS will award graduating seniors a state of Hawai'i High School Diploma, based upon high school graduation requirements outlined by the HIBOE. Students will have the opportunity to complete the additional requirements outlined by the HIBOE in order to earn a Board of Education Recognition Diploma.

F. Assessment System

Collection, Use, and Reporting of Achievement Data

Assessment of student performance is one of the most powerful tools that a classroom teacher or school can use to enhance student achievement and school-wide performance. Together with standards and research-based instructional strategies, assessment will be an integral part of the pursuit of excellence at LCPCS.

The Hawai'i State Assessment in reading, mathematics, and other mandated subjects will be administered annually, in compliance with NCLB requirements. Results from the HSA will be used along with other authentic assessments to monitor progress, inform revision of the educational program and set appropriate academic goals for individual students and the school as a whole.

As part of instruction, LCPCS will employ a variety of authentic assessments that challenge students to prove standards proficiency and achievement of the HIBOE GLOs and 21st century learning skills. These internal assessments, refined over the first two years with assistance from the curriculum consultant and in the third year by the teachers, will be rigorous, relevant, and reliable. They include, but are not limited to: rubric-based assessments, writing samples, internal diagnostic tests, and student portfolios.

PBL is well-suited to methods of authentic assessment because it lends itself to evaluation of students' application of their knowledge. In addition, criteria for successful completion of projects may be shared with students, and desired skills modeled by the teacher. LCPCS will utilize PBL rubrics (such as those developed by organizations such as the BIE) to guide students and teachers in decision-making about what constitutes quality work. Specific methods by which LCPCS will determine its progress toward achieving its goals and objectives include but are not limited to:

- Staff will receive data on student achievement monthly and will use this data to monitor and improve the educational program.
- The school's annual program audit will include an over-all evaluation of the year, including discussion and summary data showing student progress toward school goals and state standards, with summative analysis.
- Attendance sheets will be recorded daily and attendance reports will be issued in a timely manner.
- Information regarding educational programs, administration and governance of the school, relative to effectiveness and compliance with the charter will be collated, to provide assessment of the school's program for organizational and infrastructure development.
- Data from annual parent, student, and teacher satisfaction surveys will allow the school to assess the community school, parent involvement and overall educational program success.
- The school will evaluate classes and programs will periodically conduct needs assessments and focus groups to ensure relevancy to community needs and values.
- Annual evaluation and review of community involvement in the school will provide feedback on the community school.

Assessment will be viewed as an integral part of an ongoing process for a student. Students will be provided with opportunities to remediate work that does not yet meet standards and will be given assistance, as necessary, to facilitate their progress towards meeting standards. Assessment and achievement data will be reported to stakeholders during annual community wide stakeholder meetings. Out of this examination the School Wide Improvement Plan (SIP) will be developed for the school year, the goals of which are created to address identified areas of need. The SIP will outline the plan of action and assessment tools for each goal.

HSA data and school AYP results will be published in the local newspaper. The school will report student assessment and achievement data through annual reports submitted to the CSAO and reviewed by the CSRP. Student progress will be reported to parents and guardians as: quarterly report cards; twice-yearly conferences; HSA parent reports; student exhibitions; teacher phone calls; progress reports.

Assessment Tools

Authentic 21st century assessments are the essential foundation of a 21st century education. Assessments must measure all five results that matter — core subjects; 21st century content; learning skills; ICT literacy; and life skills. To be effective, sustainable and affordable, assessments must use modern technologies to increase efficiency and timeliness. Standardized tests alone can measure only a few of the important skills and knowledge students should learn. A balance of assessments, including high-quality standardized testing along with effective classroom assessments, offers students a powerful way to master the content and skills central to success. (www.21stcenturyskills.org)

Student achievement data will be collected by using the following assessment methods and tools:

- Classroom based assessments
 - Ongoing formative assessment will be conducted daily in the classroom.
- Quarterly assessments
 - Summative assessment through Achievement 3000, exams, etc.
- Project-Based Learning – features performance based assessment.
- Portfolios and demonstrations
- HSA
- SAT
- COMPASS placement tests at Hawai'i Community College or UH Hilo
- Student interviews and observations
- Student created products such as: videos, web sites, essays, creative writing, songs poems, speeches, public service announcements, community presentations, newspapers, journals, models, art work, digital animations, term papers, documentaries, reenactments, skits, a garden, etc.
- Assessment activities such as debates, discussions, presentations, lab experiments, agricultural experiments, field work, data collection and analysis, etc.
- Teacher designed tests, quizzes, and pre- and post-unit content assessments
- Student reflections of work
- Internship evaluations

Teachers will work collaboratively to create the authentic assessment methods and tools for students. Teachers will review and analyze samples of student work to ensure that students are being held to a rigorous set of academic expectations and to identify areas of student need. Portfolios will be a foundation of the LCPCS program. Each year, students will incorporate work samples and other demonstrations of progress into the portfolio. These portfolios will be used for student-led conferences and will empower the student – and faculty – to track the development of students' skills, knowledge, academic, and personal progress over time. Portfolios are a particularly powerful tool for facilitating the development of metacognition in students and can be an integral process for students as they grow towards becoming independent, lifelong learners.

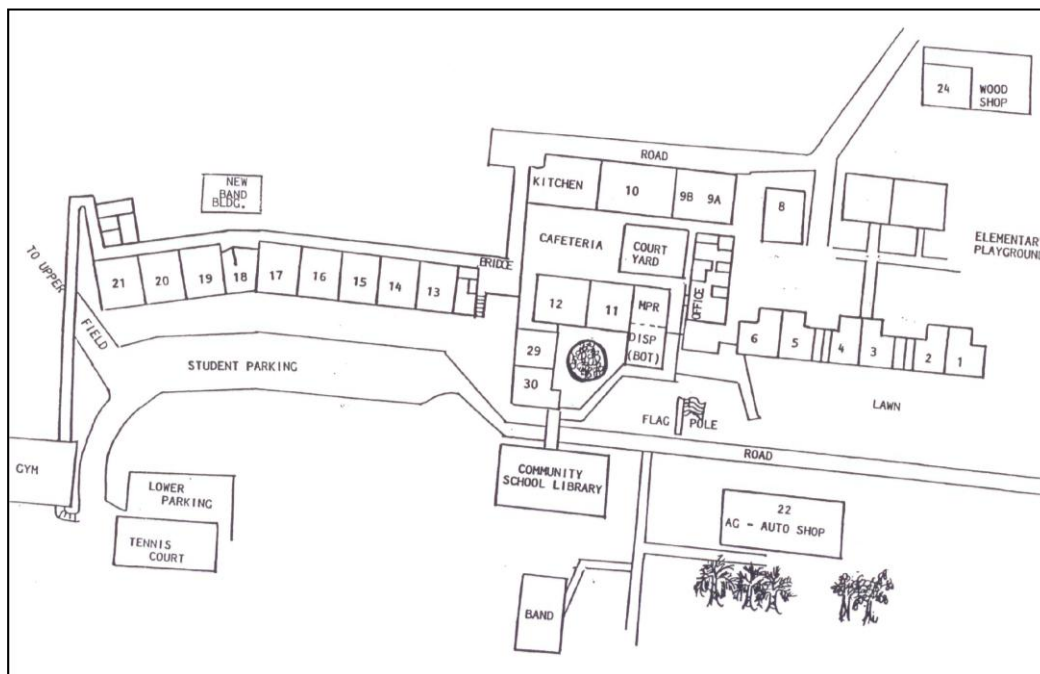
Staff Development

Student data will be the basis upon which teacher planning and development is built. Student achievement data will be utilized by the faculty to inform lesson design, and it will be used by the school as a whole to formulate annual school-wide improvement goals. Consistent engagement in professional development and growth will be a cornerstone of the work environment at LCPCS. Structures that will be in place to support and encourage student-centered professional development include:

- Regularly scheduled collaboration time to allow staff to learn and grow from one another as they identify student needs and work collaboratively to support those needs;
- Professional development activities provided in response to teacher and administrator identified needs;
- All staff members will participate in a self-evaluation process in conjunction with an evaluation by an administrator, and they will develop professional growth goals in response to their identified areas of opportunity.

Analysis of student assessment data (including, but not limited to, HSA scores, teacher designed common assessments, quarterly assessments, computer-based assessments, etc.) will be utilized to identify areas where students are not meeting designated achievement goals. This data will then be used to plan professional development and for resource acquisition and allocation.

For example, if math is identified as a priority area in need of improvement, the school will then provide teachers with professional development in math instructional strategies. The school will purchase additional math instructional resources and will provide teachers with the training necessary to utilize these resources for the benefit of students. Example resources include computer-based programs that will differentiate instruction prescriptively based upon the skills of individual students. Additional professional development needs will be identified by the faculty and administration, and necessary resources will be allocated as available.



**LCPCS
Campus Map**

III. Operational Viability

A. Capacity

The founding group of Laupahoehoe Community Public Charter School is comprised of the board of directors of the Laupahoehoe Alumni/Community Association and members of the Save Our School advisory group. The group's large size reflects our community's enthusiasm for this undertaking and the wide range of expected needs during planning and initial implementation. Founding group members possess expertise in the areas of curriculum, instruction, and assessment; administration and management; finance, facilities, and operations management; and organization, governance and community development. All founding group members are Laupahoehoe residents; many are parents of children in the school, and each understands school development is informed by community wisdom. Below please find short biographies of members of the ILSB, demonstrating their capacity to develop and operate a successful public charter school.²⁵

Lucille Chung, LACA President, ILSB Chairperson: Ms. Chung is a 1958 graduate of LHES, and recently served a two year term as community representative on the School Community Council (SCC). After working for 32 years as police operations clerk at the Laupahoehoe Police Station, Ms. Chung currently works as a community-building facilitator at Queen Lili 'uokalani Children's Center.

Nicolette Barton-Hubbard, ILSB President: Ms. Barton Hubbard is a 2000 graduate of Laupahoehoe High & Elementary School. After graduation she attended Colorado State University receiving a Bachelor of Science in Agricultural Business and Speech Communication. She possesses a unique blend of business skills gained from her operation of a cattle ranch and communication skills gained from her years of commitment to the community.

Paula Dickey, ILSB Director: Ms. Dickey has a bachelor's of art, science & education from Ohio State University. She is the current LHES registrar and served as health and physical education (PE) instructor, school counselor, student activity coordinator and curriculum coordinator since she began at LHES in 1998. She taught science, PE and was student activity coordinator at Hilo Intermediate from 1992-1998.

Les Silva, ILSB Director: Mr. Silva is a life-long resident of the Hamakua Coast. He is the father of three, one of whom is a tenth grader at LHES. Mr. Silva, an active school volunteer for over five years is dedicated to improving the school.

Vicky Clifford, ILSB Treasurer: Ms Clifford is a 1979 graduate of LHES. She received her Bachelors and Teaching Certification from UH Hilo. She also has a Masters in Education from Heritage College and a Masters in Counseling from the University of Phoenix. Vicky has been with the DOE for 26 years. Currently, and for the past six years, she has served as LHES' Student Services Coordinator (SSC). Her mission is to determine the needs of students and find a way to meet those needs even if it is beyond the usual scope of a Student Services Coordinator's duties and responsibilities.

Loretta Nussbuam, ILSB Secretary: Ms. Nussbuam is a Guidance Educational Assistant at LHES, promoting post-secondary education. She serves on the SCC and is the LHES Huiana

²⁵ Resumes of founding group members may be found in attachment E.

Internship Coordinator. Loretta is the parent of a high school senior and a recent graduate of LHES. She has helped students at the school for many years and is presently completing her Masters of Education at UH Hilo.

Ari Nussbaum, ILSB Director: Ari, a high school senior, has attended LHES since second grade. She is Student Body President, Leo Club President, and SCC student representative. Next year she intends to pursue creative writing at a California college.

Bob Beekman, ILSB Director: Mr. Beekman is a graduate of Georgetown University Law School and practiced law in Orange County, California for thirty years before becoming LHES' social studies teacher. He brings extensive skills and knowledge to the board which he applies in his passion for making education "all about the kids."

Jackie Martin, ILSB Director: Ms. Martin is the cafeteria manager at LHES who carries her commitment to the students beyond healthy nourishment for the body. You can find her every day talking to the students during mealtimes and brightening the cafeteria environment with her presence and decorations.

Nancy Kowardy, ILSB Director: Ms. Kowardy, the mother of four children, several attending LHES, has been actively involved in school community service for four years. She understands children are by nature eager learners and believes that formal education should nurture each child's strengths so that they can be actively engaged in, and excited about, school.

Kaholo Daguman, Charter School Advisor: Mr. Daguman is a teacher and one of the founding members of Connections Public Charter School. He is a resident and a part-time business person in the Laupahoehoe community. He has a vested interest in the Laupahoehoe/Hamakua area and will continue to invest his time and support for quality education in a charter school that embraces the community.

Holly Young, Community Outreach Advisor, USDOE Grant Administrator: Ms Young is the owner of a professional fine art studio. Her extensive education as a scientist and years as a small business owner provide her with unique business and life skills. Recently, she successfully organized and raised significant funds for two community projects.

Phoebe Mills, Administrative Advisor: Ms Mills received her bachelor's degree from Middlebury College in 1985. Ms Mills moved to Hawai'i in 1997 and her daughter, Audrey, is a kindergartner at LHES. Ms Mills worked for the U.S. Forest Service for eleven years, and has worked as a research associate on four National Science Foundation grants at the University of Hawai'i at Hilo. Ms Mills authored the O'okala Community Forest Conservation Plan and a successful grant proposal. She is a regular volunteer at the Laupahoehoe Train Museum.

The SOS advisory board has led the planning, research, and development of LCPCS and has elected an ILSB. The ILSB consists of active members of the parent and teacher outreach committee, the Detailed Implementation Plan development committee, the community partnership committee, the grant administration committee, and the election committee. If LCPCS is awarded a charter, the ILSB will evolve into a 15 member Local School Board (LSB).

The founding group engaged in a comprehensive community-based planning process to identify key stakeholders, educate them regarding the conversion process, and gather their input regarding their vision for the new school. In order to ensure that the plan for the proposed school authentically reflects the varied voices of all sectors of our diverse community, the outreach program included the following components:

- Nine community meetings were conducted as a means to establish an ongoing, public dialogue about converting the neighborhood school to a public charter school. Meetings included opportunities for public input and feedback as well as information sharing and dissemination.
- Reports were given at the monthly North Hilo Community Council meetings.
- Five parent focus groups were conducted in June 2009.
- Informational mailings were sent to all parents of students enrolled in LHES accompanied by door-to-door outreach in November and December 2009.
- Press releases have regularly been disseminated to local media to inform the public about the project and solicit their involvement.
- Ongoing media coverage has been quite positive, including a story on Hawai'i Public Radio. In addition, the charter conversion process has been a regular feature in the "Laupahoehoe News and Views" column of the regional newspaper, the Hamakua Times.
- A database containing contact information for 436 parents and community members and 559 on-island LHES alumni was compiled to facilitate gathering input during the school development process. In addition, ILSB maintains an internet mailing list for supporters of the school; there are 355 participants engaged in the ongoing conversation.

Many of the essential features of the proposed school's educational program and culture were originally developed during the years of community process to improve LHES. These essential features were codified in the successful USDOE grant application and provide the foundation of the DIP and proposed school.

The SOS advisory board's DIP development committee is responsible for creating the DIP. The development process itself is emblematic of the community basis of this project; the committee utilizes an iterative cycle of community input, program design and drafting, sharing of information, and then more input. In order to take advantage of the expertise of the LHES teaching staff, a special purpose web-space was set up to enable teachers to provide input on the proposed school's curriculum and educational program.

USDOE grant-funded consultants support the founding group's work. These experts in the fields of curriculum, instruction and assessment, community development, and public charter school management and finances, advise the founding group and collaborate with DIP development committee members to draft sections of the DIP. Three expert consultants have played major roles in the development of the proposed school: Gail Weaver led development of the educational program. Chris Hecht led development of the organizational infrastructure and financial sustainability model. Alapaki Nahale-a was lead project consultant and lead ongoing development of the proposed school. LACA member Pam Elders lead the DIP development committee, was author of the USDOE grant application, is author of the foundation section of the DIP, and edited the DIP.

Project consultants have been engaged for the long-term, ensuring continuity of expertise, and allowing them to assist with initial implementation. If the proposed school is awarded a charter, USDOE grant funds will be used for recruiting the Director of Operations, and will allow the

founding group to hire the Director of Operations immediately as project leader for the school's development phase.

ILSB currently consists of 3 faculty members, 2 staff members, 2 parent, 2 community members and 1 student, but no administrator. However, when the charter is approved, the ILSB will conduct an election by Sep 2011 of each of the representative groups for the new Local School Board. The LSB will be comprised of the Director of Operations, 3 staff members, 2 support members, 3 parents, 1 student and 5 community representatives. Board members have received a full day Charter School Board training by Dr. Brian Carpenter and are using the education to modify governance and policy issues as we proceed.

B. School Governance

Hawai'i Revised Statutes subsection 302B-6(e)(1) provides that the board of directors of LACA, by submitting a letter of intent to the office to convert a department school to a conversion charter school, will be the governing body of LCPCS. As a community and alumni-driven organization with a mission to educate, preserve, and perpetuate LHES' and the community's rich and significant cultural, social, and historic heritage, the partnership of LACA and the ILSB is ideally suited to developing the proposed community charter school. With a history of community responsiveness and support for public education in Laupahoehoe, LACA with the [ILSB](#) brings substantial and relevant experience and expertise to this role.

Community governance is a fundamental tenet of public charter school philosophy; it is *central* to the mission of a community charter school such as LCPCS. The founding group believes so fervently in this principle that, if the proposed school is awarded a charter, by Sept 2011, LACA and the ILSB will transition the governance of the school to a local school board ("LSB") composed of founding group members, education experts, and elected representatives of school participant groups.

The LSB president shall be chosen from among the independent non-staff members of the LSB. Election of LSB officers, term limits, and term rotation will conform to the LSB's by-laws, which are being developed with the goal of ensuring continuity of leadership. The by-laws will provide a method for the expansion of the LSB if that proves desirable.

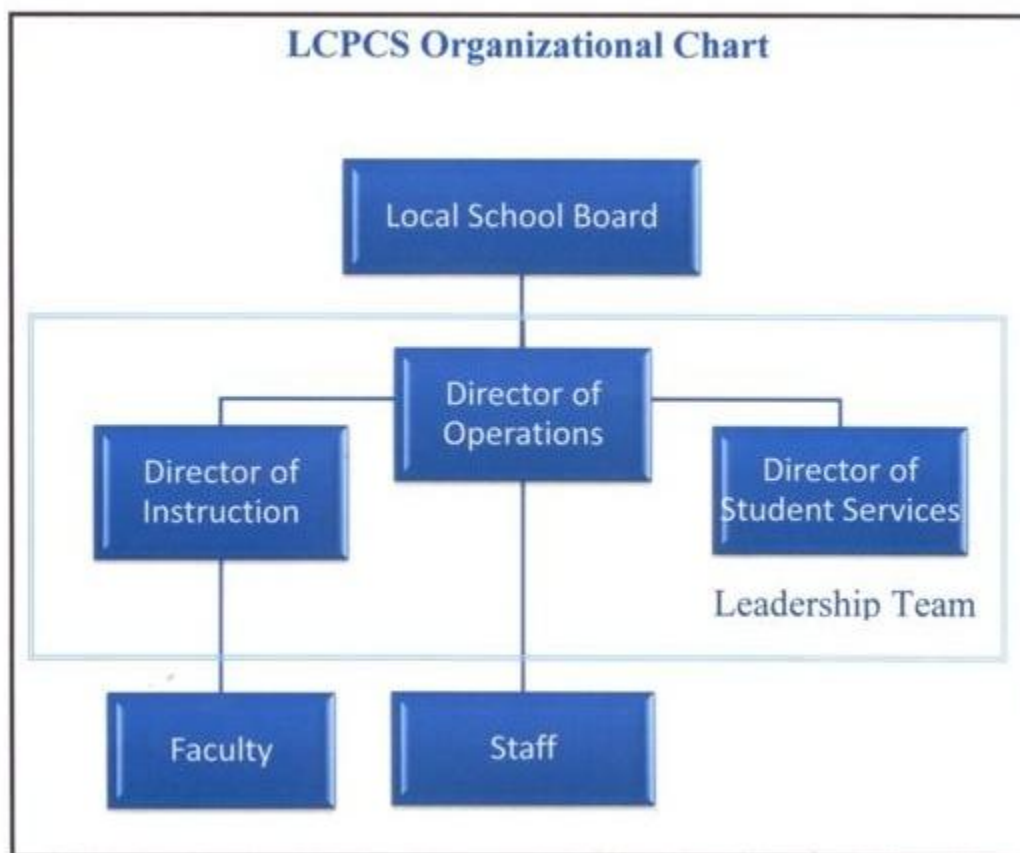
As provided by §302B-7(c), HRS, the LSB will be the autonomous governing body of LCPCS and will be responsible for the financial and academic viability of the charter school, implementation of the charter, and the independent authority to determine the organization and management of the school, the curriculum, virtual education, and compliance with applicable federal and state laws. The LSB will have the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees.

The LSB's responsibilities will include, but not be limited to:

- Serving as the legal entity formally holding the charter;
- Ratifying the school's mission statement and long-term strategic plan;
- Approving school policies, procedures and administrative regulations;
- Approving charter or by-law amendments;
- Hearing complaints from any individual or group alleging any violation of the provisions of Chapter 302B, HRS, the charter itself, or any other provision of law relating to the management or operation of the proposed charter school;

- Providing ongoing support and oversight of the academic program, assessment measures and performance of the school;
- Hearing appeals on student disciplinary and special education matters;
- Setting personnel policies;
- Recruiting, supervising, hiring, evaluation, and if necessary, terminating the directors of operation, instruction and student services;
- Approving the recommendations from the leadership team and hiring committee regarding the hiring of LCPCS personnel and independent contractors;
- Participating in dispute and complaint procedures when necessary;
- Approving personnel discipline (suspensions or dismissals);
- Approving any management, operational, or service contracts in excess of \$15,000; and
- Providing necessary and proper oversight of all financial aspects of the proposed charter school.

Organizational Chart



The LSB is responsible for policy setting and will observe the difference between policy setting versus management, operations, and pedagogy, and will respect this distinction.

The LSB will oversee the school's Director of Operations, who will be responsible and accountable for the day-to-day successful operation of the school. The Director of Operations

will work together with the Director of Instruction and Director of Student Services as a leadership team.

The LSB will meet to conduct regular business at least once a month or at the call of the president, the leadership team, or a majority of LSB members. It is anticipated that the LSB initially will hold meetings twice monthly, to be responsive to the needs of the developing school.

The LSB will utilize a capacity-based system to guide all facets of recruitment, selection and board development. At least once a year, and as needed, the LSB will complete a board capacity self-evaluation, in order to assess current strengths and weaknesses. The results of the assessment will guide board development planning and help to focus recruiting and selection of new members who possess expertise necessary for the guidance and oversight of the school. The aim of board recruitment will be unity of vision and goals with diversity of skills, background and capacities.

The LSB will, at the beginning of each year, utilize the results of the self-evaluation to identify a set of development goals that are linked to improvement in student achievement, and create an annual calendar of board study and training sessions designed to attain those goals. In addition to spending time on training in each regular meeting, the board will meet twice a year to focus on board member education and development with the goal of developing engaged board members, who are informed regarding their responsibilities, effective in advancing the proposed school's mission and vision, and accountable to their community for student success. The founding group's USDOE grant budget contains funding for governance training, which will allow for immediate training of the proposed school's LSB, without impact on the proposed school's operations budget.

Conflict of Interest Policy

The LCPCS community recognizes a shared responsibility to ensure that each individual conducts herself in an unbiased manner and is free from any conflict of interest while in service to the school. It is thus the responsibility of the LSB and its community to guard against any and all conflicts of interest or appearance of conflicts of interest, which might compromise the integrity and objectivity of the community.

Definitions

1. Interested Person: Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which LCPCS has a transaction or arrangement,
 - b. A compensation arrangement with LCPCS or with any entity or individual with which LCPCS has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which LCPCS is negotiating a transaction or arrangement.

A financial interest is not necessarily a conflict of interest. Under Procedures, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

3. Compensation: Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Procedures

1. Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
 - a. Procedures for Addressing the Conflict of Interest: An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the governing board or committee shall determine whether LCPCS can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in LCPCS' best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
4. Violations of the Conflict of Interest Policy
 - a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Compensation

1. A voting member of the governing board or any committee whose jurisdiction includes compensation matters who receives compensation, directly or indirectly, from LCPCS for services is precluded from voting on matters pertaining to that member's compensation.
2. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from LCPCS, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

The LSB will be accountable for and diligent in insisting that all of its members and its committee members comply with the policy protecting against conflict of interest. To ensure an environment of trust, the conflict of interest policy will be incorporated into the proposed school's bylaws.

Student Discipline

USDOE grant funding has supported development of the proposed school's organizational infrastructure, including policies such as a provisional discipline code. Discipline at LCPCS will be considered an aspect of character development and not as a form of punishment. The purposes of discipline are to provide a safe classroom environment that is conducive to learning, to promote character development, and to develop self-discipline.

Disciplinary actions for students will be in accordance with procedures established for Chapter 19, and will be age appropriate. When a LCPCS student chooses not to follow the rules and guidelines of the classroom, playground, or other school facilities, a choice will be made for the student by the adult responsible for the supervision of the student, i.e. the teacher, playground monitor, or administrator.

The LSB will facilitate a process that disseminates the draft policy to school stakeholders including the faculty, administration, parents and community for review, feedback, and revision if necessary. The policy will be adopted by the LSB prior to the proposed school's opening.

C. Enrollment and Recruitment

Parent Support

As described in Section I, the desire of parents to participate more actively and effectively in the education of their children provides the very underpinning of this conversion charter school effort. The unrealized potential of the school's central role in the community has created a strong community commitment to reinvent the school as the vibrant educational and cultural center that it once was.

Student Recruiting

LCPCS will actively recruit students from all sectors of the community in an effort to create a heterogeneous student population that reflects the diverse Laupahoehoe community. While mindful of its responsibility for genuinely open enrollment, the school will implement a student recruitment strategy that will include the following elements:

- An enrollment process that includes a timeline that allows for a broad-based recruiting and application process;

- Recruiting materials that include information about where enrollment forms can be obtained and to what address they should be sent;
- The development of promotional and informational materials that appeal to all racial, economic and ethnic groups represented in the geographical district;
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various interest groups represented in the geographical district; and
- Distribution of sufficient information about LCPCS programs to all potential school families to enable them to appreciate the value of the school's mission, vision and instructional and operational philosophy.

Recruiting outreach will be focused both on re-enrollment of current LHES students and attracting new students. The current student body and parents constitute a tremendous resource for supporting the launch and successful operation of the proposed school. The primary recruiting strategy for this group will be to continue engaging in ongoing dialog concerning their vision for the proposed school, and then leverage their involvement to encourage them to enroll.

Recent census data show that in the school's catchment, there are approximately 390 children of school age, roughly double current enrollment of LHES. Sharing the school's mission and programs with families of school-age children in the area who are not currently enrolled will be a priority.

Multiple methods will be used to attract new students and those who left the school during restructuring. The SOS advisory board has held a series of informational meetings throughout the area designed to familiarize parents with the philosophy and curriculum of LCPCS, so that they may better evaluate whether LCPCS programs will meet their child's needs. A web site has been developed to inform parents about the school, and to recruit new and returning students.

USDOE grant funding will be utilized to develop a complement of descriptive materials, such as brochures, which will be distributed throughout Laupahoehoe. Outreach materials will be disseminated to parents of children currently attending LHES and other local community organizations. Outreach materials will be posted on public bulletin boards, and distributed at public gathering places (e.g., community events, movie theaters, community gymnasiums, restaurants, public libraries, the public swimming pool, and laundromats). Presentations will be made at community meetings and other public gatherings regarding the school and its enrollment timelines.

All outreach materials will contain information about the application process and procedures. Enrollment applications will be available at the school office, on the school website, and may be requested through the community database.

Admission Philosophy

- LCPCS will not charge tuition or fees.
- Enrollment will be guaranteed for all students currently enrolled in LHES, all children who live within the school's catchment, and children of LCPCS teachers.
- Students who reside outside the school's catchment will be admitted if space is available. If more students who reside outside the catchment apply than there are spaces available, a random selection process will be utilized to enroll these students in the school.

- LCPCS will be non-sectarian in its programs, admissions and policies. Potential students will be considered for admission without regard to ethnicity, creed, national origin, gender, disability or achievement level.
- Notwithstanding the forgoing, LCPCS will abide by all federal and state laws pertaining to enrollment.

Admission Procedures

Children who reside inside the school's catchment and children of LCPCS teachers may enroll at any time. Returning students will be encouraged to confirm their intent to return by April 1st, in order to give the school ample time for recruiting. On June 1st, all returning students and new applicants that reside within the school's catchment or are children of LCPCS teachers will be placed in their appropriate grade for the year to come. If there are spaces remaining in any given grade, they will be open to applicants from outside the school's catchment.

Admission Procedures for Students Residing Outside the School's Catchment

Applications from students residing outside the school's catchment will be accepted during the open enrollment period January 1st to May 31st prior to the start of a new school year. If more students from outside the school's catchment apply than spaces are available in any given class, a random selection process will be utilized to admit students to the class.

Admission Lottery for Students Residing Outside the School's Catchment

LCPCS will employ a lottery in order to implement the random selection process. At a time and place publicized to the general public, a ticket with each applicant's name on it will be drawn randomly and a number assigned sequentially to each applicant within each grade. Applicants will be placed on a list within each priority category in the order in which their ticket was drawn. Enrollment priority will be as follows: 1. Siblings of current students; 2. All other Hawai'i students. This priority is intended to support a consistent educational environment for all of the children of each family that joins the proposed school's community.

Each opening will be filled by offering admission to the child in top position on the list. Children not admitted as a result of the lottery process will be placed on a waiting list, ranked by their position in the lottery. Once the initial admissions have been made and accepted, remaining openings in the proposed school will be filled from the waiting list.

D. Management

Development of the organizational infrastructure of LCPCS is being guided by the provisions of Chapter 302B, HRS, and directed by SOS members and expert consultants who have many years of experience creating effective organizational infrastructure and operating small schools.

The Director of Operations will report directly to the LSB and will be the point of leadership for day-to-day delivery of the educational program and for school operations, as well as for follow through on LSB policy directives and budgetary decisions. The Director of Operations will make recommendations to the LSB regarding personnel and policy issues and will be responsible for state reporting and compliance.

The Director of Instruction and the Director of Student Services will each have responsibility for his/her own areas and will carry out their respective duties and will work as a leadership team with the Director of Operations, who will function as the LSB's chief executive officer. The Director of Instruction will be responsible for the supervision and training of teachers and for

directing the program of instruction. The Director of Operations will be responsible for the management of operations, for maintaining accurate financial and business records, for carrying out LSB policies and directives assuring proper internal financial controls, and for health and safety.

The leadership team will delegate responsibilities to staff and oversee performance of staff members as necessary. Detailed descriptions of the duties and responsibilities of the Directors of Instruction, Operations, and Student Services are outlined below.

The proposed school's faculty will form a faculty council that meets regularly to take up matters pertaining to curriculum development, best pedagogical practices, child study and student discipline. The council will also function as a venue for teachers to provide input to the school's administration and governing body, to ensure that the voice of the school's on-site education experts is present in all important school decision making. The Director of Instruction will be responsible for facilitating communication between the faculty council and the administration, so that pedagogical considerations guide school decision making.

During the planning phase, the project consultant will set-up school wide systems to ensure efficient and effective operations, draft school policies and procedures, develop promotional materials for outreach and recruitment, conduct outreach activities, and communicate with funders, the CSRP, and other entities. During the implementation phase, the project consultant will focus on the transition from HDOE school to charter.

The LSB will develop and authorize a set of policies and procedures for financial management, and will keep a manual outlining those procedures on-site. The treasurer will coordinate the LSB's responsibility for the manual, including its regular review and update. The LSB and Director of Operations will ensure compliance with the procedures in the manual. All financial activities will be aligned with the school's fiscal plan and will be managed by LCPCS administrative staff, led by the Director of Operations, with the direct oversight of the treasurer and the school's outside accountant. LCPCS will structure its fiscal management plan so that fiscal information will be available to the public and state agencies in a readily accessible form.

Leadership Team

The leadership team, comprised of the Director of Operations, Director of Instruction and the Director of Student Services, will be the point of leadership for day-to-day delivery of the educational program and responsible and accountable for all facets of school operations. The leadership team's responsibilities will include but not be limited to the following:

- Ensure the success of all school programs and operations;
- Oversee all financial activities to ensure compliance with the school's fiscal strategic plan;
- Oversee daily operations of the school in the context of the school's mission and goals;
- Provide leadership and clear guidance to the school community;
- Foster and ensure a professional and collegial climate;
- Act as a liaison between the school, the CSRP and the HDOE;
- Facilitate the development of a long-range strategic plan;
- Oversee the professional development of school staff and LSB and committee members;
- Supervise guidance and discipline;
- Oversee student recruitment and admissions procedures;

- Lead the search and interview process for hiring staff; and
- Create a staff evaluation and accountability program.

Director of Instruction

Working in collaboration with the leadership team, the Director of Instruction will:

- Coordinate the LCPCS educational program;
- Lead the development and implementation of curriculum, instruction, and assessment programs;
- Design and implement educational support services and extended learning opportunities;
- Lead development of the LCPCS professional learning community;
- Oversee the professional development of instructional staff;
- In collaboration with the leadership team, create a staff evaluation and accountability program;
- Registrar duties; and
- In collaboration with the leadership team, conduct student achievement research.

Director of Operations

The Director of Operations will report to the LSB, and will be responsible to:

- Manage procurements and keep account of expenditures and allocations;
- Maintain accurate financial and business records in conformance with best practices;
- Coordinate all documentation for personnel matters, including the hiring of staff, leaves, payroll, certifications, etc;
- Under the direction of the LSB treasurer, develop fiscal and accountability reports and prepare for annual audits;
- Assist the LSB and leadership team in developing school budgets;
- Recommend to the LSB appropriate business-related school policies and procedures;
- Act as liaison between LCPCS and selected state agencies and unions;
- Implement LSB policies requiring internal fiscal controls;
- Implement LSB policies prohibiting conflicts of interest; and
- In collaboration with the leadership team, create a staff evaluation and accountability program.

Director of Student Services

Working in collaboration with the leadership team, the Director of Student Services will:

- Design and implement educational support services and extended learning opportunities;
- Provide student achievement research, data and analysis;
- Direct student assessment;
- Oversee health and safety mandates compliance;
- In collaboration with the leadership team, conduct student achievement research;
- Student Services Coordinator duties;
- Be responsible for Special education and Special education services;
- Interventions/Inclusion;
- Supervise Educational Assistants, Counselor and Health Aide;
- Oversee health & safety mandates;

- Direct Counseling (Assessments & discipline);
- Student achievement research, with support from the Director of Instruction; and
- Athletics coordination & Extracurricular activities

As school needs dictate, the leadership team will recommend hiring of any additional staff required to ensure that LCPCS operates effectively.

Policy Development

LCPCS' commitment to transparent decision-making, accountability, and responsiveness to community concerns guides policy development and implementation. Fiscal policies are especially crucial to maintaining the public trust, as receipt of public funds entails a profound responsibility to discharge duties responsibly. In October 2009, the founding group was awarded \$450,000 by the USDOE for three-years of planning and implementation of this proposed conversion charter school. Prior to expenditure of any public funds, the founding group developed policies protecting against conflict of interest and guiding procurement. The conflict of interest policy is described above; the procurement policy may be found in attachment D.

To initiate development of the procurement policy, board members obtained and reviewed applicable statutes. Although §302B-9, HRS provides that the LSB will be exempt from the requirements of chapter 103D, HRS, the founding group appreciates the principles articulated in this law, and therefore, decided to incorporate many of its provisions in the procurement policy.

Next, the group obtained examples of procurement policies developed by other Hawai'i charter schools and similar organizations within the state. Research was conducted online at web sites such as the Hawai'i Alliance of Nonprofit Organizations and the University of Illinois at Springfield's Brookens Library, to obtain guidelines by which to assess the example policies.

All relevant materials collected during research were disseminated to the board and board feedback obtained to guide development of a draft policy. The draft policy was then circulated to the full board, so that all questions and concerns from board members could be heard and addressed. The policy was then finalized to reflect board input. The policy was put to a vote and adopted unanimously.

This straightforward process allows all board members the opportunity to deepen their understanding of these crucial safeguards for accountability, while resulting in policies that increase public trust in the school. Group members value the policy development process itself, not just the resultant policies, as the process develops the group's capacity for governance.

Educational Leadership

Assessment of student achievement will include performance on the HSA. LCPCS, however, will give weight and recognition to other dimensions of student achievement such as leadership ability, creativity, and problem-solving. Authentic assessments will allow teachers to present a variety of academic challenges which build student confidence and interest in academic questions.

To achieve the ultimate goal of facilitating successful student learning, regular and systematic evaluation of progress toward measurable objectives is vital. Recognizing that there are several important components that contribute to building an effective school supporting high student

achievement, we are developing challenging objectives intended to authentically measure student learning and direct school efforts,

LCPCS will set school wide and individual goals for all students that address their unique potential and meet their developmental needs. Believing goals and feedback to go hand in hand, we are committed to providing timely, clear and formative feedback to each learner and family, strengthening the parent-school bond and creating a strong learning support team.

Employing multiple measures of standards-based assessment is important if we are to successfully measure the depth and breadth of what students are learning. In addition to providing a more complete and accurate representation of student achievement over time than is possible with a single measure of assessment, the use of multiple measures serves to ensure that instruction does not focus on a single test or a narrow set of learning styles. LCPCS is in the process of designing a comprehensive assessment system that will utilize a broad range of strategies and tools to measure academic growth, the attainment of all six Hawai'i State GLOs, and mastery of the Common Core Standards. The school's assessment program will be developed in the context of, and be aligned with, the school's mission.

The director of Instruction and the faculty will be responsible for ensuring that ongoing assessment is integrated into the school's educational program. In order for meaningful measurement to take place, school-wide academic goals and standards must first be established.

The design of LCPCS' comprehensive assessment system rests heavily upon the Common Core Standards to guide students and teachers in decision making about what constitutes quality work. Content standards will be used to identify important ideas, concepts, and skills, the attainment of which will be used to demonstrate instructional accomplishment across all disciplines and grades. Performance standards will challenge student to prove or apply the content knowledge.

The HSA in language arts, mathematics, and other mandated subjects will be administered annually, in compliance with NCLB requirements. Since individual results on this assessment will be reported back as student performance levels, LCPCS will use this data to identify students' proficiency on grade-level standards. LCPCS teachers and instructional leaders will then be better equipped to make key decisions regarding individual students, as well as school wide programs and courses. The data will be used in tandem with other evidence from our multiple assessment program to design appropriate support systems for students who need supportive instruction, remediation, or enrichment.

The proposed school's standards for graduation at 12th grade will be aligned with or surpass the Common Core Standards. LCPCS will establish such standards for language arts, mathematics, sciences, history/social sciences, physical education, foreign languages, visual and the performing arts. An academic standards and curriculum committee will monitor promotion guidelines for each grade. As a preliminary goal, at least 75% of LCPCS students will show one grade level of academic progress each year in the content areas, as evidenced by state scores and/or other appropriate assessments.

Reporting of Progress

LCPCS will utilize the following mechanisms to ensure that the school will be accountable to parents and the school community for its students' success:

1. Parents and the school community will be regularly updated regarding the philosophy and process of assessment. Specifically, information on how students are progressing toward

their goals will be shared on a quarterly and annual basis via progress reports, report cards, newsletters, meetings, school accountability reports, etc.

2. Parents will participate in conferences at which the teacher will share student portfolios and other accomplishments. Following the conference, parents will be asked to complete a survey that measures parent satisfaction and solicits ideas for change and improvement. A second parent survey will be distributed and collected at the end of every school year to measure continued parent satisfaction. LCPCS will collate the information gathered from the survey and evaluate the results.
3. Charter schools are schools of choice; their success is reflected in the retention of students. As a measure of accountability, LCPCS will strive for an 85% student re-enrollment rate (excluding exiting graduates and families relocating out of area). Parents of exiting students will be asked to indicate how the LCPCS program has met or not met their student's expectations and/or needs. The LSB will analyze and review this information.
4. Student assessment will be ongoing and used to determine levels of student achievement throughout the school. Assessment data will be analyzed in a timely manner, enabling staff to identify areas that need strengthening and plan how to improve instructional programs and student support. New goals and priorities will be set based upon assessed student needs.
5. School assessment will measure and track the school's progress toward its goals. Assessment results will be used to determine program adjustments needed and to guide professional development. Data collected will provide information to parents, the community, the LSB and the CSRP regarding the performance and progress of the school.

LCPCS will make every effort to provide all stakeholders, especially parents, with opportunities to be part of the planning and implementation stages of the school's development.

Teachers will be afforded the opportunity to collaborate with colleagues and administrators to identify annual goals for improving their instruction in order to improve student achievement. The teacher's professional growth will be well documented and observed over time, allowing for evaluation of criteria-based progress and support needed. Longitudinal data will play an important role in focusing professional development on activities that increase student achievement.

Human Resources

The LHES faculty and staff are a valuable resource for LCPCS. As a new school, LCPCS will be fortunate to inherit the existing staff and its experience, expertise, community connections and close relationships with students. Talented, professional staff members, in positions best able to fully utilize their abilities, will ensure a strong start for the young school.

The proposed school intends to hire approximately 42 individuals in the following positions: 3 directors, 21 teachers, 7 educational assistants, 3 support staff (health aide, counselor, & athletic trainer), a school administrative services assistant, 2 clerks, 2 custodians, 1 food service manager, 1 cook, and 1 bus driver.

The selection process will be overseen by the leadership team, who will form a hiring committee composed of school stakeholders. The committee will collaborate with the leadership team in the preparation of recommendations to the LSB. The leadership team will be responsible for ensuring that the selection process is fair, legal and effective and that accurate records are kept. Each finalist will undergo the same standardized procedure, with ranking based on objective

numerical scoring at each stage of the process. Thorough interviews will be conducted, references will be checked to ensure high professional standards, and the selection process will include teaching observations when possible. In addition to the applicant's qualifications, the hiring committee will consider the school's budget, program priorities and strategic goals in its deliberation.

The LCPCS ILSB recognizes that the recruitment and retention of the best staff available is a strategic imperative, not an option. This means committing the necessary time, money, and resources toward recruitment and hiring. For any school to be successful in recruiting and hiring the best teachers possible, clear criteria for defining teacher effectiveness must be established based on the proposed school's mission and expected school-wide learning results. Recognizing that the success of LCPCS' program is dependent upon a stable, highly qualified core faculty, the proposed school will give special consideration to those candidates who are both highly qualified and have a background in project based learning.

LCPCS will advertise employment opportunities for the proposed school to the largest possible audience to ensure the best-qualified applicant pool. LCPCS will market teacher career opportunities in a way that distinguishes it from other schools, and a variety of advertising venues will be utilized to attract a diverse applicant pool for job vacancies. Additionally, vacancy announcements will be sent to career placement offices at colleges, teacher training centers, and universities nationally.

LCPCS will develop an employee recruitment plan that will specifically state hiring goals, including academic excellence and strengthening campus diversity. The leadership team, in conjunction with the LSB, will develop recruitment processes that will fulfill the identified hiring goals. LCPCS will be an equal employment opportunity employer that actively seeks a qualified, diverse workforce.

In the spirit of promotion from within and professional development, special effort will be made to inform qualified employees of advancement opportunities.

An effective evaluation process is a crucial component of a successful school that is responsive to community needs and supports individual professional development. A well planned evaluation process provides a solid cornerstone for the school to accurately measure progress towards the defined school goals. Recognizing that the collegial atmosphere in a small school can make objective evaluation difficult, LCPCS will contract with an outside expert to provide comprehensive, clear and thoughtful evaluations of teachers and administrators.

The teacher evaluation process will consist of two parts. In November of each school year, preliminary teaching observations in the classroom of each teacher will be conducted. After that observation, the outside evaluator will meet with the teacher to provide initial feedback. During the meeting, the teacher will be given a self evaluation assessment to complete. The teacher's professional development plan objectives are determined by the self evaluation assessment.

In late January of each year, the outside evaluator will conduct a comprehensive observation of each teacher in the classroom. After that observation, the outside evaluator will meet with the teacher and leadership team to review both teaching observations and the teacher's self assessment evaluation.

After the final meeting, the outside evaluator and the leadership team will review the compiled assessments of each teacher and develop a recommendation for the LSB as to whether to offer a contract to that teacher for the next school year.

Evaluation of administrators, including the Directors of Operations, Instruction, & Student Services will include feedback from all supervisees, using an evaluation form developed by the outside evaluator. The outside evaluator will observe the Director of Instruction coaching a teacher in the performance of the teacher's duties. After any required observations and after receiving, analyzing and summarizing the feedback forms, the outside evaluator will meet with each administrator to review the findings of the evaluation form. The leadership team will participate in these meetings. In the case of a school leadership team member, the LSB president will participate in the evaluation meeting.

The leadership team will create a staff evaluation and accountability program.

Professional development as viewed by LCPCS is a lifelong learning process, nourishing the growth of educators, both as individuals and as instructional team members, and improving skills and abilities. As part of an employee retention plan and to ensure continuous improvement in overall school quality, the school will philosophically and financially support faculty, staff and administrative personnel in their continuing education, training and professional development.

LCPCS' professional development plan will be designed collaboratively with our teachers and will include the following objectives:

- Improvement to student achievement;
- Improved collaboration and shared knowledge between teachers;
- Adoption of research-based teaching practices and assessment strategies;
- Increase in individual teacher knowledge of academic content area;
- Increase in individual teacher knowledge of learning and development;
- Consistency and coherence of learned practices over time; and
- Opportunities for practice, problem-solving, action research, mastery, coaching, and leadership.
- LCPCS will emphasize consistent teacher collaboration and professional development, and will incorporate faculty collaboration time into its calendars. Teachers will collaborate as teams (elementary, middle and high school teams) on a regular basis, and the entire faculty will collaborate on a regular basis as well, to ensure curriculum alignment and to share best practices. Teacher training will focus on the culture of the school, with particular attention given to implementation of PBL within the academic framework and purpose/function/activities of the community school. Ample time will be set aside each week to facilitate development and evaluation of PBL strategies, curriculum planning and articulation, discussion of individual students, and reflective practices. A culture of observation/feedback will be built to support reflection and improvement, with the teacher as the driver. Monthly staff meetings will further communication on a variety of school-wide issues and activities. The Buck Institute for Education ("BIE") will be one resource used for staff training. The BIE provides a specified set of steps to plan, implement, and assess effective classroom projects. The BIE methodology has been developed and refined over a 5 year period, and recognizes that teachers need explicit guidance and support to properly implement PBL. The design and delivery of LCPCS teacher training program and other instructional supports will be based on this observation. In addition, the faculty and administration will be trained in how to effectively create and implement professional learning communities.

The Ideal Teacher

- The ideal teacher at LCPCS will:
- Be highly qualified;
- Hold a degree from an accredited college or university;
- Be expert in their subject area;
- Be knowledgeable concerning curriculum design, authentic assessment, and project based learning, and eager to deepen their understanding;
- Prioritize learning in all decision making and work actively to create integrated educational experiences for students;
- Communicate effectively with parents;
- Engage in consistent and on-going professional development and work collaboratively as a member of a professional learning community;
- Continuously innovate; and
- Enthusiastically support the school's vision, mission and goals.
- During an average school day, teachers will be engaged in instruction for approximately 270 minutes and spend a minimum of 40 minutes preparing their lessons. They may spend 10 minutes in opening circle and thirty minutes in advisory. In addition, teachers will work together to create rotational schedule for recess duty, lunch duty, monitoring dismissal, etc. Teachers will utilize non-instructional time after school each week for team and staff meetings.

Employee Rights

Personnel policies and procedures will comply with applicable federal and state regulations such as those relating to labor, civil rights, and nondiscrimination. Employment practices will not be influenced by or affected by an applicant's race, color, religion, gender, national origin, age, disability, sexual orientation or any other characteristic protected by law. LCPCS will make reasonable accommodations for qualified individuals with known disabilities. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination and access to benefits and training.

LCPCS will develop personnel policies in consultation with its employees and with due recognition of the fact that Hawai'i charter school law mandates that employee rights be safeguarded. LCPCS will be guided in its development of such policies by the following principles:

- Consultation and collaboration with all affected employees;
- Maintaining a balance of the school's responsibilities to safeguard employee rights while maintaining the greatest commitment to the welfare of the children; and
- Adherence to the principle of progressive discipline and collaborative employee evaluation.

LCPCS will develop an efficient, state-of-the-art personnel records management system that will comply with all applicable state and federal laws. Personnel records will be confidential and kept secured. Except where prohibited by law, each employee will have access to his or her records under appropriate guidelines. No anonymous material will be entered into an employee's records, nor will any material be entered into an employee's records without notification to the employee. The LSB will establish policies governing access to, and the use of, personnel records.

E. Facilities

Charter school leaders consistently identify facilities as the biggest challenge they face. The comprehensive state-of-the-art facilities available to LCPCS as a conversion charter school eliminates this major challenge and provides the school with a solid physical foundation upon which to build educational success.

The HDOE will be responsible for all safety and building requirements for LCPCS' conversion charter school campus. The school's custodial staff has many years of experience maintaining the campus, and will collaborate with the HDOE to ensure a safe, healthy environment conducive to learning.

The thirty-five acre campus has more than enough capacity for projected enrollment, and includes a state-of-the-art band room with several sound-proof practice rooms, auto and wood shops, school garden and computer lab. A public library, private preschool, and public swimming pool are already co-located on the campus. USDOE grant funds are being expended to refurbish the vocational-technology shops and agricultural facilities, in order to realize their full value to student education. This combination of exceptional resources is unparalleled along a fifty-mile stretch of the Hamakua Coast and reflects the school's past and proposed future as a vibrant center of the community. Please see the campus map on page 29.

Campus Building Inventory

Central Complex:

Cafeteria and central courtyard

Kitchen

Main Office

Reception

Principals Office

Meeting Room

Vice Principals Office

Accounting Office

Registrar's Office

Health room

Large public room for meetings

Home Ec. double room with kitchen stations

2 classrooms with computer lab

2 classrooms for counseling office/meetings

Science lab with prep room

Art classroom

Preschool Wing:

2 classrooms and courtyard

West Wing (Elementary):

6 classrooms and playground

Southwest Area:

2 classrooms in an independent building

Wood Shop Building with office and classroom

East Wing (Middle and High):

9 classrooms

East Area:

Music Building

Gymnasium complex:

Gym

Tennis courts

Baseball and athletic fields

Public swimming pool

North Area:

School/Public Library

Auto Shop Building including classroom and office

Old Band building: 2 classrooms

IV. Financial Viability

(1) Fiscal Management

HRS §302B-7(c) provides that the LSB shall be the autonomous governing body of its charter school and shall be responsible for the financial and academic viability of the charter school, implementation of the charter, and the independent authority to determine the organization and management of the school, the curriculum, virtual education, and compliance with applicable federal and state laws.

The LSB will be responsible and accountable for the school's financial viability. The receipt of public funds entails a profound responsibility to ensure that those funds are utilized in a manner that provides the maximum contribution to the public good. While delegating day-to-day fiscal management to the school administration, the LSB will oversee all financial operations to ensure that they are conducted properly, aligned with the school's mission, and optimized to produce the greatest benefit to the students and community.

The LSB treasurer will advise the school leadership team as they manage the financial operations of the school. The treasurer will be assisted in this work by the school's outside accountant. LCPCS will select an outside accountant to oversee initial financial systems development, personnel and payroll functions, selection of appropriate bookkeeping software, and ongoing fiscal management.

It will be a basic policy of the LCPCS LSB that the board is obligated to assure that public monies are received, held, and expended in a manner consistent with responsibility and fiscal prudence. Accountability, transparency and internal controls will guide the LSB in this area.

Acting pursuant to the LSB's direction, the LCPCS LSB's treasurer shall:

1. keep or cause to be kept adequate and correct accounts of the school's assets, debts, receipts and disbursements;
2. make the books of accounts available at all times for inspection by any LSB member, except where statute requires confidentiality;
3. deposit or cause to be deposited the school's monies and other valuables in the school's name and to its credit with the depositories designated by the LSB;
4. disburse or cause to be disbursed the school's funds under policies established by the LSB;
5. render to the LSB, as requested but no less frequently than once every month, an account of the school's financial transactions and financial condition;
6. prepare or cause to be prepared any reports on financial issues required by any agreements or loans;
7. cause to have prepared an annual external fiscal audit as specified by law, CSRP mandate, and the school's Detailed Implementation Plan;
8. assure that all individuals having access to the school's funds or fiscal records are performing in a manner consistent with LSB policy, good practices, and applicable laws; and
9. have such other powers and perform such other duties as the LSB may direct.

Utilizing USDOE CSP grant funding, the applicants have begun development of policies and procedures related to the management of the financial life of the school. The applicants have

implemented many of these policies and procedures for use during the school planning and development process, allowing for continuous testing and refinement. The LSB treasurer and outside accountant supervise grant-funded financial operations, including the development of internal financial controls to ensure fiscal responsibility and transparency, to minimize the likelihood of mistakes, avoid loss and theft, etc.

Development of internal controls will be guided by the philosophy that the essence of an effectively controlled organization lies in the attitude of its management. If management believes accurate accounting information is important, others in the organization will sense that and respond by conscientiously observing the policies and procedures established. Effective financial controls consist of the actions, policies and procedures that reflect the overall attitudes of top management, the governing body, and the constituents of an organization about control and its importance to the organization.

The LCPCS community recognizes a shared responsibility to ensure that each individual conducts herself in an unbiased manner and is free from any conflict of interest while in service to the school. It is thus the responsibility of the LSB and its community to guard against any and all conflicts of interest which might compromise the integrity and objectivity of board decisions. The board will be accountable for and diligent in insisting that all of its members and all school staff members comply with school policies that protect against conflict of interest. The LCPCS conflict of interest policy may be found in section III.

The LCPCS procurement policy will regulate all procurement activities. As provided by §302B-9, HRS, charter schools are exempt from Chapter 103D, HRS, but shall develop internal policies and procedures for the procurement of goods, services, and construction consistent with the goals of public accountability and public procurement practices. The LCPCS procurement policy may be found in attachment D.

LCPCS' fiscal management, budgeting, and accounting procedures are outlined below. Practices will comply with GAAP, all applicable laws, and applicable directives from the HIBOE, CSRP, and other governing bodies.

- LCPCS will use QuickBooks Small Business software to maintain accurate and secure financial records. Records will be confidential but, by LSB policy, will be completely open to LSB officers, members of the LSB's Finance Committee and the school auditor.
- All financial activities will be managed by LCPCS administrative staff, led by the Director of Operations, with the direct oversight of the treasurer and outside accounting firm.
- The outside accounting firm will regularly review the LCPCS financial records and will annually review all fiscal matters in preparation for the yearly audit.
- The LCPCS fiscal year will be July 1 through June 30, corresponding to the state of Hawaii's fiscal year.
- LCPCS will structure its fiscal management plan so that fiscal information will be available to the public and state agencies in a readily accessible form.
- The LSB will develop and authorize a set of policies and procedures for financial management, and will keep a manual outlining those procedures on-site. The LSB treasurer will coordinate the LSB's responsibility for the manual, including its regular review and update. The LSB and Director of Operations will ensure compliance with the procedures in the manual.

Accounting, Budgeting and Reporting

The yearly accounting cycle includes bookkeeping and accounting, generating financial statements and analyzing information from the statements, and budgeting. All activities will be conducted in accordance with generally accepted accounting principles applicable to the school. The following activities will occur regularly as part of the yearly accounting cycle at LCPCS:

- Bookkeeping activities will be performed by clerical staff. Bookkeeping will be on an accrual-basis system, posted using a double-entry method. Each posting will be supported by accompanying documents that are kept on file.
- Accounting will be performed by the school's outside accountant, who will collaborate with the Director of Operations to oversee bookkeeping and ensure compliance with GAAP.
- An annual budget will be prepared by the staff showing planned revenue and expenses for the coming year. Development of the annual budget will be initiated by the leadership team and led by the Director of Operations. Staff will update the budget report monthly to include actual revenue and expenses, and compare budgeted revenue and expenses to actual revenue and expenses. The results of these comparisons will be included in the periodic reports to the LSB.
- The LSB will be responsible for authorizing the yearly budget.
- LCPCS will utilize ongoing financial planning and analysis to monitor operations and to produce various financial statements, including a cash flow statement, statement of activities and a statement of financial position.
- The LSB will require a statement of financial position and statement of activities monthly, at a minimum. The LSB may request assessments of finances for individual programs or of affordability of upcoming major initiatives. The LSB will establish a policy that requires financial reports provided to the LSB to be presented in a form completely understandable to *every* member. The LSB will be furnished with a comprehensive assessment of the school's finances in preparation for the independent auditor's annual financial audit.
- LCPCS will comply with all state and federal financial reporting requirements. In early June of each year, the LSB will approve an operating budget for the upcoming fiscal year. The school's financial staff will then convert the operating budget to the CSRP-approved standardized financial reporting model, and submit that budget to the CSRP by June 30th, or as directed by statute. Year-end financial reports using the standardized financial reporting model will be submitted to the CSRP within sixty days of the end of the school year, or as statute directs. Budget briefing reports for legislature will be submitted to the CSRP by December 31st, or as statute directs.

Personnel

The Director of Operations will oversee the school's personnel operations and ensure that personnel records are kept in accordance with all applicable laws, applicable mandates, and with due regard for the protection of employee rights. The Director of Operations will supervise the school's financial clerk, who will be responsible for day-to-day maintenance of employee files. The Director of Operations will develop and keep updated a 'New Hire Packet' for new employees, which will include all the forms and information necessary to document compliance with applicable health and safety requirements, education, credential and highly qualified status,

income tax information and fringe benefits enrollment forms. The documents in the packet will include but not be limited to:

- Proof of Positive Identification;
- Fingerprints & Background Check;
- Proof of Social Security Number;
- Form I-9;
- Proof of Negative TB Test;
- Proof of Bloodborne Pathogens Training;
- CPR & First Aid certification;
- Transcripts, required licenses/certifications/credentials;
- Ethnicity Form (State Use);
- FW-4 & HW-4;
- Form D 90;
- ECB1; Form 1A; and
- EUTF or VEBA benefits package.

It will be school policy that no employee may begin work until their personnel file is approved by the Director of Operations as complete. Prior to the beginning of each school year, each personnel file will be compared to the year's updated requirements, to ensure that there are no deficiencies and that health and safety certifications are current.

Payroll

LCPCS may contract with Ceridian Payroll Services or DOE payroll to provide payroll for all employees except for special education staff, who will be paid through the state's FMS system. The school's financial clerk will be the payroll clerk, and will coordinate personnel and payroll duties under the supervision of the Director of Operations. Efficient, error-free and timely processing of payroll is critical to both school cash-flow and employee morale. The Director of Operations will collaborate closely with CSAO human resources staff and the Ceridian support team as necessary to ensure that employee pay and benefits are provided correctly and on time.

Personnel and payroll for LCPCS' special education employees will be administrated by the HIDOE Charter Schools Program Office. While the HIDOE works directly with special education employees, LCPCS will do everything possible to support our employees as they navigate the state's human resources process.

Insurance

The state of Hawai'i, as a sovereignty, chooses to be self-insured for liability and loss. As a sub-agency of the state of Hawai'i, LCPCS will be insured against all liability and loss by the state. Administration of insurance coverage is provided by the Department of Accounting And General Services ("DAAGS") Risk Management Office. Julie Ugalde is the Risk Management officer who works with public charter schools.

In compliance with DAAGS directives, as part of the review process for any request for proposals issued by the school, independent contractors will be required to furnish proof of liability insurance for a minimum of 1 million dollars. Contractors will be required to regularly furnish proof of coverage in force throughout the term of all contracts.

This understanding of the necessary insurance, its type, amounts, availability, and cost is based on the provisions of Chapters 661 (*Actions By and Against the State*) and 662 (*State Tort Liability Act*), HRS, confirmed in conversation with CSAO financial staff.

Financial Audits

The school will compile and make available an annual self-evaluation and written report of its educational program and general operations in accordance with the approved charter, CSRP requirements, and applicable state and federal laws. The annual report will include an evaluation of the fulfillment of the charter's purposes and goals, as well as an evaluation of financial operations. These evaluations will be implemented in the form of annual program and financial audits.

The LSB's finance committee will appoint an audit sub-committee, composed of independent non-staff LSB members, to assist the LSB in fulfilling its fiscal oversight responsibilities. Duties of the committee will include:

- Overseeing the integrity of the school's financial accounting process and systems of internal controls regarding finance, accounting and use of assets;
- Assuring the independence and performance of the independent auditors, as well as of school employees responsible for financial operations;
- Overseeing the operation of the policies on conflicts of interest and the school's board-staff communications; and
- Providing an avenue of communication among the school's independent auditors, management, staff, and the LSB.

The audit committee will have the authority to conduct any investigation appropriate to fulfilling its responsibilities, and it will have direct access to the independent auditors as well as to everyone in the organization. The audit committee will have the authority to retain, at LCPCS' expense, special legal, accounting, or other consultants or experts it deems necessary in the performance of its duties.

An independent auditor will conduct the yearly fiscal audit of the school. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and will verify the accuracy of the financial statements, attendance and enrollment accounting practices, accounting practices. The audit will provide a review of internal controls. The contract with the independent auditor will include the provision that the management letter will be submitted to the president of the LSB and the chairman of the auditing committee at the same time that it is submitted to the school Director of Operations.

The annual audit will be completed within ninety days of the close of the fiscal year or as statute directs, and a copy of the auditor's findings will be presented to the LSB no later than November 1. Audit exceptions or deficiencies, if any, shall be resolved to the satisfaction of the CSRP within ninety days of the receipt of the auditor's findings or as the CSRP directs. LCPCS anticipates changing independent auditors every few years to maintain a disinterested relationship with the providers of this critical financial control. The selection of independent auditor will be contingent upon demonstrated experience and expertise in education finance and government fund accounting.

(2) Budget

The long-term economic viability of a public charter school is dependent upon prudent management, efficient operations, and development of supplementary revenue sources. The proposed school's revenue needs will be met from a solid base of per-pupil funding augmented with development activities. Spending will be managed in the context of the school's mission,

and LCPCS will link financial expenditures to student outcomes in order to support continuous improvement in student performance.

All budget projections have been made from a conservative perspective: expenditures are estimated at maximum enrollment and staffing, while income is estimated at minimum levels. In addition to compiling prior year expenditure information, research for budget projection was conducted with the use of the internet and by directly contacting suppliers, local public charter schools, consultants, and professional service providers.

In October 2009, the ILSB was awarded \$450,000 by the USDOE for a three year conversion charter school planning and implementation grant. The grant will finance many start-up costs usually borne by a charter school's operating budget, such as curriculum development, recruiting and outreach, professional development, instructional equipment, educational supplies, and instructional technology.

In order to be fiscally cautious, revenue as depicted in the first year budget does not reflect any fundraising activity. However, LCPCS intends to convene a development committee that will actively lead school fundraising efforts. Fundraising will be derived from two areas: a giving campaign and an annual fundraising event. The school's long history and the fact that many area residents are graduates will be leveraged to sustain and expand school activities and programs. In addition, the school's alumni association and its extensive database of school graduates will form the core of a successful giving campaign. The last twenty years have demonstrated a pattern of giving; a conservative projection for future giving to LCPCS is \$20,000 per year.

Should enrollment fail to meet expectations, LCPCS will convene an enrollment committee that will actively recruit students and build community interest and support, which will result in a sound and sustainable per-pupil allocation income base.

Our extremely conservative calculations of revenue and expenses, along with the provision of a "contingency fund" budget item to cover unanticipated expenses, provide a significant margin of safety in our operational budget. This conservative approach to budgeting, along with a proactive development program that encourages the community to financially support the school, will ensure a secure financial future for the school.

Budget Year 1 – Transition

Please see the year 1 budget on page 59.

During the first year of a conversion charter school's operation, the school's funding is provided by the HDOE, and in the same amounts as the year before the school converted to a charter. Therefore, the projected year 1 budget for LCPCS is based on the LHES school budget for the current school year, 2009 – 2010.

The projected enrollment of 220 students for the school's first year was calculated by starting with the current LHES enrollment of 200 students, which represents roughly half of the children of school age living within the school's catchment. It is not unreasonable to anticipate that 20% of those students, or 40 students, will join the new school, as founding group members know of 40 students that are currently home-schooled and interested in enrolling if the school converts to charter. The projection of 220 students is conservative, and takes into account the possibility that some current LHES families may not be interested in the new school's programs.

During the transition year, personnel and operations costs will be essentially identical to the school's current configuration, as LCPCS will hire all LHES staff members who are interested in

supporting the mission and goals of the proposed school. Though the school's educational program will be transitioning to the new PBL model, this model does not inherently require more personnel. New curriculum, professional development, instructional materials and equipment, and other transition-related costs will be borne by the USDOE grant. The USDOE grant budget is available upon request.

The only differences between the year 1 transition budget and the 2009-2010 LHES budget upon which it is based on are the inclusion of revenue from the optional student supply fee, and an expense for "contingency fund". The contingency fund will be utilized for any unanticipated expenses not covered by the program budget or the USDOE grant budget.

We have chosen not to include any fundraising or grant funding other than that derived from the USDOE grant in the year 1 budget, though we expect to derive revenue from those sources. Any grant or fundraising income received will be added to the contingency fund.

At the end of the each fiscal year, remaining funds will be placed into a savings account, with the goal of developing an emergency fund equal to at least four months of operating expenses.

Budget Years 2 – 5

Please see the projected budget for years 2 – 5 on pages 60-61.

Starting the second year of operation, LCPCS will be funded in the same manner as all other public charter schools. Therefore, income projections have been based on the funding provided to charter schools during the current school year, 2009 – 2010.

The projected budget for years 2 – 5 shows a very significant reduction in both income and expense compared to year 1. The source of this reduction is the manner in which personnel costs are divided between the proposed school and the HIDEOE after year 1. Starting in year 2, all members of the school's special education staff will be paid directly by the HIDEOE, so no income or expense associated with special education or Article VI personnel are shown on the budget. As 20% of LHES students are special education students, this is a large number of staff members. While the budget from which these employees are paid will change, there will be no interruption or decrease in special education services.

The second personnel-related change that reduces the budget pertains to the cost of fringe benefits for school employees. Starting in year 2, all costs for fringe benefits are paid directly by the HIDEOE, so neither income nor expense related to fringe benefits is shown on the projected budget for years 2 – 5. As the current average cost for fringe benefits for charter school employees is approximately 42% of gross salary, this is quite a significant amount of money. While the year 2 – 5 budgets appear reduced from the year 1 budget, they do not represent a reduction in personnel or programs, and we are confident that the proposed school can provide students with a rich educational program utilizing the funding projected.

The projected enrollment of 250 students for the school's second year constitutes an increase of 30 students. Hawai'i charter school history suggests that the proposed school will gain many new students over the first few years of operation, as area families learn about the proposed school's innovative programs. State wide, charter schools are full to capacity, with thousands of children on wait lists. Projection of 30 new students is conservative. After year 2, enrollment is projected to increase by 5 students per year. Again, this is an extremely low projection.

State per-pupil funding projection has been calculated using this year's state allocation plus the per-pupil funding distributed out of the federal ARRA part a funding. We have chosen to include

ARRA part a funding, as this funding was used to replace state funding that was originally approved for charter school students, but then cut once the availability of the federal funds was confirmed. We have not included any increase to state per-pupil funding in the budgets for years 3 through 5, as the state's economic future is uncertain. We believe that per-pupil funding will, in fact, increase over the years, which will add to the proposed school's economic sustainability.

Projections for other government funding are based on current funding for charter schools of similar size and demographics. Income from student fees and reimbursements is projected based on no increase of fees or costs to students over the budget years; it increases because of growing enrollment.

Grant and fundraising revenue are estimated at low levels for a school of LCPCS' size that is firmly committed to development, as LCPCS is. While grant income is shown, it is well below expected amounts, and not critical to the school's financial viability. Development income that is received but not projected in the budget will be used to supplement the proposed school's programs and to build the emergency savings fund.

Expenditures

Personnel cost projections are based on costs for the current staff of LHES, with projected annual increases that take into account the agreements that likely will be negotiated by the exclusive representatives of school employees. Personnel costs as a percentage of total spending are within the range exhibited by Hawaii's public charter schools. The most significant personnel cost difference between the year 2 budget and subsequent years is the addition of a certificated teaching position in year 3, which has been put in the budget as a precaution, if the increasing enrollment warrants it. In addition, positions for bus drivers will be added starting in year 2, as the proposed school will operate its own transportation service in order to realize cost savings compared to buying transportation services from the HIDOE.

Facilities costs for the proposed school will be quite low, as the school benefits from the use of HIDOE facilities. The school will pay no lease-rent, nor be responsible for physical plant improvements. The school's costs in this area will be limited to personnel costs for custodians, as well as custodial and maintenance supplies and materials.

The projected budget shows no cost for purchase of administrative services via M.O.A with the HIDOE. Once past the transition year, the school will develop its own support services such as school email accounts, rather than utilize HIDOE services.

In subsequent years, the budget shows increasing spending on items that were previously grant-funded, such as LSB development, technical support, extracurricular activities, professional development, computer hardware, and instructional equipment. These expenditures will support the rich educational program envisioned for the proposed school.

This conservative approach to budgeting, along with a proactive development program that encourages the Laupahoehoe community to financially support the school, will ensure a secure financial future for the school.

Within the budget year 2-5 attachment, the year 2 budget includes a column to show the total cost of operating the school and a column to show DOE/categories income and expenses. The DOE cost include Special Education, Vocational/Technical and Article VI staff as well as fringe benefits paid for all staff. There is a third column to indicate the percentage of expenses used for year 2 (the percentage is shown for within the three subcategories of standards education, student

support and school operations). The only significant difference between year 2 and years 3-5 is the transportation cost. Year two includes a \$160,000 one time cost to purchase 2 school buses with 3 year maintenance agreement. At the bottom of the second page, there is a budget summary of payroll and expenses paid by the school and the state.

During the first 2 years of the school's operations, the school will expend approximately \$300,000 from the USDOE grant that is not reflected on the budget. USDOE funds not in the budget include \$58,000 for travel and professional development, \$145,000 for equipment and supplies, and \$94,000 for consult and professional fees. These one-time funds do not impact the budget since they are not included in the operational budget but will enable LCPCS to start with new equipment, supplies & training for the charter school.

Because we have the USDOE grant, no debts have been incurred and no state funds will be used to pay any debt incurred before the issuance of the charter.

Please see the projected budgets on the pages that follow.

Projected Operations Budget Year 1

Cash Inflows	220 Students	Total	Comment
Federal & State Allocations			
DOE Transition Funding	3,228,343	99.64%	
Total Federal & State Allocations	3,228,343	99.64%	
Other Revenue			
Fundraising	0	0.00%	
Grants	0	0.00%	
Supply Fee	11,550	0.36%	\$75, 70% participation
Total Other Revenue	11,550	0.36%	
Total Cash Inflows	3,239,893	100.00%	
Cash Outflows			
Program Spending			
Instruction			
Certificated	989,138	30.53%	
SSP	41,701	1.29%	
Current Expenses	91,000	2.81%	
Total Instruction	1,121,839	34.63%	
ELL			
Casual/Hourly	11,933	0.37%	
Total ELL	11,933	0.37%	
Student Services			
Certificated	323,733	9.99%	
SSP	41,701	1.29%	
Classified	20,521	0.63%	
Current Expenses	200	0.01%	
Casual/Hourly	8,972	0.28%	
Total Student Services	395,127	12.20%	
Administration			
Certificated	281,238	8.68%	
Classified	125,491	3.87%	
Current Expenses	15,538	0.48%	
Total Administration	422,267	13.03%	
Facility Services			
Classified	238,310	7.36%	
Casual/Hourly	5,104	0.16%	
Current Expenses	11,100	0.34%	
Total Facility Services	254,514	7.86%	
Vocational & Applied Technology			
Certificated	79,131	2.44%	
Total Vocational & Applied Techno	79,131	2.44%	
Article VI Inclusion Teachers			
Certificated	158,262	4.88%	
Total Article VI Inclusion Teachers	158,262	4.88%	
Special Education			
Certificated	474,786	14.65%	
SSP	208,505	6.44%	
Total Special Education	683,291	21.09%	
Athletic Trainers			
SSP	69,817	2.15%	
Total Athletic Trainers	69,817	2.15%	
School Health Aides			
Classified	32,162	0.99%	
Total School Health Aides	32,162	0.99%	
Total Program Spending	3,228,343	99.64%	
Operations Spending			
Contingency Fund	10,000	0.31%	Unanticipated expenses
Total Operations Spending	10,000	0.31%	
Total Cash Outflows	3,238,343	99.95%	
Inflows less Outflows	1,550	0.05%	

Projected Operations Budget Years 2 - 5

LCPCS Budget								
Budget Year 2 - 5 FY 2014 - 2017	Budget Yr 2 Totals	DOE/ categories	Charter School 2	%	Charter School 3	Charter School 4	Charter School 5	Comments
Year/ Student Enrollment	250		250		260	265	270	
Income								
State DOE Funding								
Per pupil Allocation	1,562,500		1,562,500		1,625,000	1,690,000	1,757,600	\$ 4,250 per student
Sp Ed	2,500		2,500		2,500	2,500	2,500	Includes \$1250 Safe & Drug Free Schools
DOE fringe benefit	597,726	597,726						
DOE SpEd	692,637	692,637						
Federal Funding	236,279	236,279						
Impact Aid	71,250		71,250		74,100	75,525	76,950	.265 per student
Title I	50,000		50,000		50,000	50,000	50,000	
Title IIa	8,300		8,300		8,300	8,300	8,300	425/HQ, 700/non HQ
Title II	6,000		6,000		6,000	6,000	6,000	
Pupil Services Revenue								raised by collecting from students
A+	16,000		16,000		16,640	17,306	17,998	
Nutrition program fees	40,000		40,000		41,600	43,264	44,995	
Bus Collection	6,000		6,000		6,240	6,490	6,749	
Other Revenue								
Fundraising	5,000		5,000		5,200	5,300	5,400	
Grants	40,000		40,000		40,000	40,000	40,000	
Supply Fee	14,875		14,875		15,470	16,089	16,732	\$70 x 85%
Interest Income	4,000		4,000		4,000	4,000	4,000	
Total Income	3,353,068	1,526,643	1,628,425		1,695,060	1,964,773	2,037,324	
Expenses								
Standards Education								FTE
Instructional								
Certificated	638,912		638,912	0.84	664,468	691,047	718,689	12.5 faculty
Cert fringe benefits	255,565	255,565						40% salary
Classified	35,578		35,578	0.05	37,001	38,481	40,020	1.0 EA
Cert fringe benefits	14,231	14,231						
Expenses								
ed supplies	31,500		72,000	0.09	32,760	34,070	35,433	
instruction equipment	5,000				9,360	9,734	10,124	
field trip	18,000				18,720	19,468	20,248	
office supplies	13,500				14,040	14,602	15,186	
Casual/Hourly								
ELL	11,933		11,933	0.02	12,410	12,907	13,423	
Voc/Tech - certificated	56,257	56,257						1
Cert fringe benefits	22,503	22,503						2
Article VI - Certificated	112,514	112,514						
Cert fringe benefits	45,006	45,006						
Special Ed								
Certificated	213,456	213,456						6 SpEd
Cert fringe benefits	85,382	85,382						
Classified	281,285	281,285						5 EA
Class fringe benefits	112,514	112,514						
Supplemental Instruction								
A plus								
Totals Standards Education	1,967,136	1,196,713	758,423	0.58	788,760	820,310	853,123	27.5

LCPCS Budget

Budget Year 2 - 5 continued Year	Budget Yr 2 Totals	DOE/ categories	Charter School 2	%	Charter School 3	Charter School 4	Charter School 5	Comments
Student Support								
Student Services								FTE
Certificated	151,894		151,894	0.30	157,969	164,268	170,860	2.5
Cert fringe benefits	60,757	60,757						
Classified	98,191		98,191	0.19	102,119	106,203	110,452	3
Class fringe benefits	101,748	101,748						
Expenses				0.04				
guidance materials	5,400		18,000		5,616	5,841	6,074	
health supplies	10,800				11,232	11,681	12,140	
first aid/emergency	1,800				1,872	1,947	2,025	
Casual/Hourly	4,400		4,400	0.01	4,576	4,759	4,949	
Library program								
Transportation	165,000		165,000	0.48	-	-	-	
Food Service	70,000		70,000		72,600	75,712	78,740	
Total Student Support	669,990	162,506	507,485	0.20	356,184	370,431	385,248	5.5
School Operations								
Administration								FTE
Certificated	159,189		159,189	0.30	165,557	172,179	179,066	1.5
Cert fringe benefits	63,678	63,678						
Classified	254,371		254,371	0.47	264,546	278,128	286,133	7
Class fringe benefits	101,748	101,748						
Expenses				0.23				
custodial supplies	12,900		124,038		13,104	13,826	14,173	
custodial equipment	1,800				1,872	1,947	2,025	
physical plant maint	9,000				9,360	9,734	10,124	
audit	13,500				14,040	14,602	15,186	
Data storage	563				585	608	633	
postage	1,800				1,872	1,947	2,025	
professional develop	7,875				8,190	8,518	8,858	
public outreach	2,700				2,808	2,920	3,037	
Telephone	5,400				5,616	5,841	6,074	
copier lease	7,200				7,488	7,788	8,099	
office equipment	2,250				2,340	2,434	2,531	
computer	900				936	973	1,012	
utilities	21,600				22,464	23,363	24,297	\$2,000/mo
Charter school Admin Off	26,906				30,063	31,265	32,516	1.85% per pupil
Hi Charter School Network	2,344				2,438	2,535	2,636	15% per pupil
BIF fee	5,600				5,824	6,057	6,299	District Athletic secretary
Total School Operations	703,022	185,434	537,588	0.21	559,101	581,465	604,724	8.5
Contingency Fund	22,500		22,500		25,000.00	25,000.00	25,000.00	
Total Expenses	3,352,648	1,526,643	1,826,005	1.0	1,729,045	1,797,207	1,866,095	42
Income	3,353,068		1,826,425		1,895,050	1,964,773	2,037,224	

Budget Year 2 Summary

Notes:	Charter Salaries	State
Payroll		
Educators	686,423	1,198,713
Support Staff	254,485	162,506
School Ops	413,360	165,424
Totals	1,354,268	1,526,643
Expenses		
Stand Ed	72,000	
Student Support	18,000	
School Ops	124,038	
Transportation *	165,000	
Food	70,000	
Contingency	22,500	
Totals	471,538	

* Transportation cost is one year expense to cover purchase of 2 school buses with 3 year maintenance agreement

based on DOE FY 11

Year 2 changes

reorganize Principal, VP, AD, SSC & Registrar
create leadership team (3 directors)
reduce 5 cook
reduce 3 custodians

Color codes

Payroll
CSP expenses
SpEd funding
DOE cat funding
DOE fringe benefits
% of functional categories

V. Attachments

A. Sample Unit Plans

GRADE: 3

SUBJECT AREA: Science with social studies, language arts, and math integration

UNIT ESSENTIAL QUESTION:

How does the water cycle create weather?

FUNDAMENTAL QUESTIONS:

What is the water cycle?

How do phases of the water cycle relate to weather?

How do phases of the water cycle relate to climate?

How does the water cycle affect our island?

What climates are found on the Big Island?

What causes clouds, hurricanes, winds, and rain?

STUDENTS WILL KNOW:

The phases of the water cycle.

How phases of the water cycle creates weather phenomena such as clouds, wind, rain, and hurricanes.

The difference between weather and climate.

The variety of climates on the Big Island, and why the climates are located where they are.

The basic phases of matter

What runoff is and what effect pollution has on the water cycle.

CONTENT STANDARDS

The Scientific Process: Scientific Investigation (SC 3.1.1, SC 3.1.2)

Life and Environmental Sciences: Organisms and the Environment (SC 3.3.1)

Physical, Earth, and Space Sciences: Nature of Matter and Energy (SC 3.6.1)

Physical, Earth, and Space Sciences: Earth and Space Science (SC 3.8.2)

History: Historical Content (SS 3.3.1)

Geography (SS 3.7.1, SS 3.7.3)

Reading: Conventions and Skills (LA 3.1.4, LA 3.1.6)

Reading: Reading Comprehension (LA 3.2.2, LA 3.2.3)

Writing: Conventions and Skills (LA 3.4.1, LA 3.4.2, LA 3.4.3, LA 3.4.4, LA 3.4.5, LA 3.4.6, LA 3.4.7)

Oral Communication: Conventions and Skills (LA 3.6.1, LA 3.6.2, LA 3.6.4, LA 3.6.5, LA 3.6.6, LA 3.6.7)

Oral Communication: Rhetoric (LA 3.7.1, LA 3.7.2)

Geometry and Spatial Sense: Representational Systems (MA 3.8.1)

Data Analysis, Statistics, and Probability: Fluency with Data (MA 3.11.1, MA 3.11.2)

Data Analysis, Statistics, and Probability: Data Analysis (MA 3.13.1)

STUDENTS WILL BE ABLE TO:

Formulate and test a hypothesis. Conduct an experiment utilizing the scientific method. Write a lab report. Create illustrations that demonstrate their understanding of scientific concepts. Create and deliver an oral presentation with supporting visuals. Create visuals utilizing a tech program. Create a model to demonstrate a scientific concept with an accompanying written explanation. Use maps to interpret information and draw conclusions. Complete pre-unit and post-unit quizzes. Work independently, with a partner, and in small groups.

SKILLS:

Critical thinking and problem solving. Communication. Creativity and innovation. Collaboration. Information and technology. Personal productivity. Social responsibility. Global awareness. Environmental literacy.

PERFORMANCE TASKS:

The students will:

Conduct an experiment to observe the basic phases of matter. Conduct a runoff/erosion experiment to understand how pollution gets into the water cycle and basic water properties. Write a lab report (following a template) for each experiment. Create an illustration to demonstrate the water cycle that will explain: 1. what phase of matter is the water in, and 2. the importance of each step of the water cycle. Write and deliver a short oral presentation that explains how a particular weather phenomenon is created, and role the water cycle plays in these phenomena. Create visuals utilizing a technology program (such as PowerPoint, PhotoStory, or Jing) to support their oral presentation. Create a 3D model to demonstrate their understanding of runoff, evaporation, and condensation. Analyze maps of the Big Island to interpret information and draw conclusions about climates and weather patterns. Write an explanation to accompany their 3D model.

MODIFICATIONS: May include extended time; additional teacher feedback; opportunities to remediate work; orally presenting material instead of creating a written product; utilizing graphic organizers; etc.

GRADE: 5

SUBJECT AREA: Science with language arts and math integration

UNIT ESSENTIAL QUESTION:

How are your body systems interdependent upon one another?

FUNDAMENTAL QUESTIONS:

How are the forms and functions of the primary body systems? How does a person maintain healthy body systems? What are some disorders related to body systems? What is the related body chemistry of the body systems? How are body systems interconnected? How do body systems communicate with one another?

STUDENTS WILL KNOW:

The form and function of the primary body systems. Some of the disorders of the primary body systems. How certain disorders are inherited, and how traits are inherited from parents to offspring. How the primary body systems communicate with one another. The difference between “nature” and “nurture” (inherited vs. learned traits).

CONTENT STANDARDS

The Scientific Process: Scientific Investigation (SC 5.1.2)

Life and Environmental Sciences: Structure and Function in Organisms (SC 5.4.1)

Life and Environmental Sciences: Diversity, Genetics, and Evolution (SC 5.5.1)

Reading: Convention and Skills (LA 5.1.1, LA 5.1.2)

Reading: Reading Comprehension (LA 5.2.2)

Writing: Conventions and Skills (LA 5.4.1, LA 5.4.2, LA 5.4.3, LA 5.4.4, LA 5.4.5, LA 5.4.6)

Writing: Rhetoric (LA 5.5.1, LA 5.5.2, LA 5.5.5)

Oral Communication: Conventions and Skills (LA 5.6.1, LA 5.6.2, LA 5.6.5, LA 5.6.6, LA 5.6.7)

Oral Communication: Rhetoric (LA 5.7.1, LA 5.7.2, LA 5.7.3)

Patterns, Functions, and Algebra: Patterns and Functional Relationships (MA 5.9.1)

Data Analysis, Statistics, and Probability: Probability (MA 5.14.1)

STUDENTS WILL BE ABLE TO:

Research scientific concepts. Distinguish between relevant and irrelevant information. Take and compile notes. Create illustrations and visual products to explain scientific concepts. Write a three paragraph essay. Utilize technology to create a simple animation. Prepare and deliver a brief oral presentation. Predict the probability of particular outcomes based upon the analysis of data. Work productively independently, with a partner, and in a small group.

SKILLS:

Critical thinking and problem solving. Communication. Creativity. Collaboration. Information and technology. Personal productivity.

PERFORMANCE TASKS:

The student will:

Diagram the primary body systems and movement through each system. Write annotations to accompany their diagram that explain how the systems communicate with one another. Research the disorders associated with one of the body systems and write a three paragraph essay addressing how the disorder occurs, how it disrupts the system, and how (if) it can be prevented. Prepare and deliver an oral presentation about their chosen body system and its associated disorders. Create visuals about their chosen body system to support their oral presentation. Create and explain simple punnet squares. Write brief explanations to accompany their punnet squares that explain how traits are inherited. Discuss and identify inherited and learned traits (genetics and environment).

MODIFICATIONS: May include extended time; additional teacher feedback; opportunities to remediate work; orally presenting material instead of creating a written product; utilizing graphic organizers; etc.

GRADE: 8

SUBJECT AREA: Science with social studies, language arts, and math integration

UNIT ESSENTIAL QUESTIONS:

How can Hawai‘i become energy independent within the next 20 years?

Which energy source do you think will be the most viable and why?

FUNDAMENTAL QUESTIONS:

What is energy? How do we convert a fuel source/alternative energy source to electricity? What energy sources are currently most relied upon and why? What are the environmental impacts of our current energy sources? What energy sources are available to Hawai‘i? What are the potential environmental impacts of these energy sources? What are the economic benefits to becoming energy independent? What barriers need to be overcome to harness these (alternative) energy sources?

STUDENTS WILL KNOW:

What energy is and how electricity is made. What alternative energies exist and how they make electricity (wind energy, solar energy, geothermal energy, tidal energy, wave energy, biofuels). What fossil fuels are, how they are formed, and their environmental impacts. What global warming is, how the carbon cycle works, the potential threats of global warming, and the debate surrounding global warming. What supply and demand is and how it related to energy sources. The benefits of diversifying an economy.

CONTENT STANDARDS

The Scientific Process: Scientific Investigation (SC 8.1.1, SC 8.1.2)

The Scientific Process: The Nature of Science (SC 8.2.1)

Life and Environmental Science: Diversity, Genetics, and Evolutions (SC 8.5.1)

Physical, Earth, and Space Sciences: Nature of Matter and Energy (SC 8.6.1, SC 8.6.2)

Physical, Earth, and Space Sciences: Earth and Space Science (SC 8.8.5)

Historical Understanding: Change, Continuity, and Causality (SS 8.2.1)

Economics: Resources, Markets, and Government (SS 8.8.2)

Reading: Conventions and Skills (LA 8.1.2)

Reading: Reading Comprehension (LA 8.2.3)

Writing: Conventions and Skills (LA 8.4.1, LA 8.4.2, LA 8.4.3, LA 8.4.4, LA 8.4.5)

Oral Communication: Conventions and Skills (LA 8.6.6, LA 8.6.7)

Oral Communication: Rhetoric (LA 8.7.1, LA 8.7.3)

STUDENTS WILL BE ABLE TO:

Research an issue and support their opinion with valid evidence and data. Orally present their opinion on an issue. Create graphical representations of numerical data to support an opinion. Conduct an experiment. Write a lab report. Create a 60-90 second persuasive video with valid supporting evidence (a public service announcement). Conduct research and distinguish between valid and invalid information. Make connections between local and global issues. Create geographical representations and use these representations for informational purposes. Work productively in the following ways: independently, with a partner, and in small groups.

SKILLS:

Critical thinking and problem solving. Communication. Creativity and innovation. Collaboration. Information and technology. Personal productivity. Social responsibility. Global awareness. Environmental literacy.

PERFORMANCE TASKS:

The students will:

Create a 60-90 second public service announcement video to persuade their audience about their opinion concerning the most sustainable source of energy for Hawai'i to pursue in the next 20 years, providing background information on fossil fuels and their environmental impacts.

Participate in a debate about energy sources and economics, and write a five-paragraph opinion essay with evidence supporting their position and include at least one graphical representation of data to support their opinion. Conduct an electricity lab utilizing the scientific method and write a lab report. Create a scaled map representing sources for geothermal energy globally and provide a written explanation connecting these sources to plate tectonics. Keep a research log (take notes and document sources). Complete pre-unit and post-unit quizzes. Work independently, with a partner, and small groups.

MODIFICATIONS: May include a three paragraph essay instead of a five paragraph essay; orally presenting some material instead of requiring a written product; providing essential information in advance for lessons; providing guided notes; utilizing graphic organizers; etc.

GRADE: High School Biology

SUBJECT AREA: Science with social studies, language arts, and math integration

UNIT ESSENTIAL QUESTIONS:

How does coastal development affect the ahupua'a? Hawai'i

FUNDAMENTAL QUESTIONS:

What is an ahupua'a? What are the biotic and abiotic components of an ahupua'a? What ecological systems are present in an ahupua'a? How are ecological systems interconnected? What impacts do humans have on the environment? How does technology impact the environment?

STUDENTS WILL KNOW:

What an ahupua'a and a watershed are. What biotic and abiotic factors are. The interconnectedness of biotic and abiotic factors within an ecosystem. Types of symbiotic relationships. What habitats, food webs, are trophic levels are. How energy moves through an ecosystem. What the water cycle and carbon cycle are and how they function. The impacts – both positive and negative – that people have upon the natural world. The impacts – both negative and positive – that technology has upon the natural world, and that it can be used to address ecological problems. How toxins bioaccumulate and the impacts of bioaccumulation. How people can reduce their negative impact upon the environment, utilizing science and technology to address environmental problems.

CONTENT STANDARDS

The Scientific Process: Scientific Investigation (SC BS 1.3, SC BS 1.4, SC BS 1.5)

The Scientific Process: Nature of Science (SC BS 2.2)

Life and Environmental Sciences: Organisms and the Environment (SC BS 3.1, SC BS 3.3, SC BS 3.4)

Life and Environmental Sciences: Structure and Function in Organisms (SC BS 4.6)

Geography: Physical Systems (SS 12G.3.1)

Geography: Interaction and Influences (SS 12G.5.1, SS 12G.5.2)

Reading: Conventions and Skills (LA 10.1.2)

Writing: Conventions and Skills (LA 10.4.1, LA 10.4.2, LA 10.4.3, LA 10.4.4)

Writing: Rhetoric (LA 10.5.1, LA 10.5.2, LA 10.5.3)

Oral Communication: Conventions and Skills (LA 10.6.1, LA 10.6.3)

STUDENTS WILL BE ABLE TO:

Research a scientific issue. Formulate and defend an opinion. Problem solve. Conduct field work utilizing the scientific method. Write a detailed lab report. Utilize a web 2.0 technology to create a product to educate others. Utilize a tech program to create graphical representations of scientific concepts and processes. Utilize GPS to document sources of data. Work productively in the following ways: independently, with a partner, and in small groups.

SKILLS:

Critical thinking and problem solving. Communication. Creativity and innovation. Collaboration. Information and technology. Personal productivity. Social responsibility. Global awareness. Environmental literacy.

PERFORMANCE TASKS:

The students will:

Utilize a tech program to create a graphical representation of a food web, complete with narration that includes what components are present in their food web, the biotic and abiotic factors present, what relationships and interdependence exist in their food web, trophic levels, and how energy moves through their food web.

Conduct field work in the ahupuaʻa to conduct species richness and diversity counts, and to conduct water quality studies at different places in the ahupuaʻa.

Keep a research log complete with sources and annotations

Write a five paragraph persuasive essay with evidence and an annotated bibliography supporting their opinion on how to best address the ecological threats facing the ahupuaʻa.

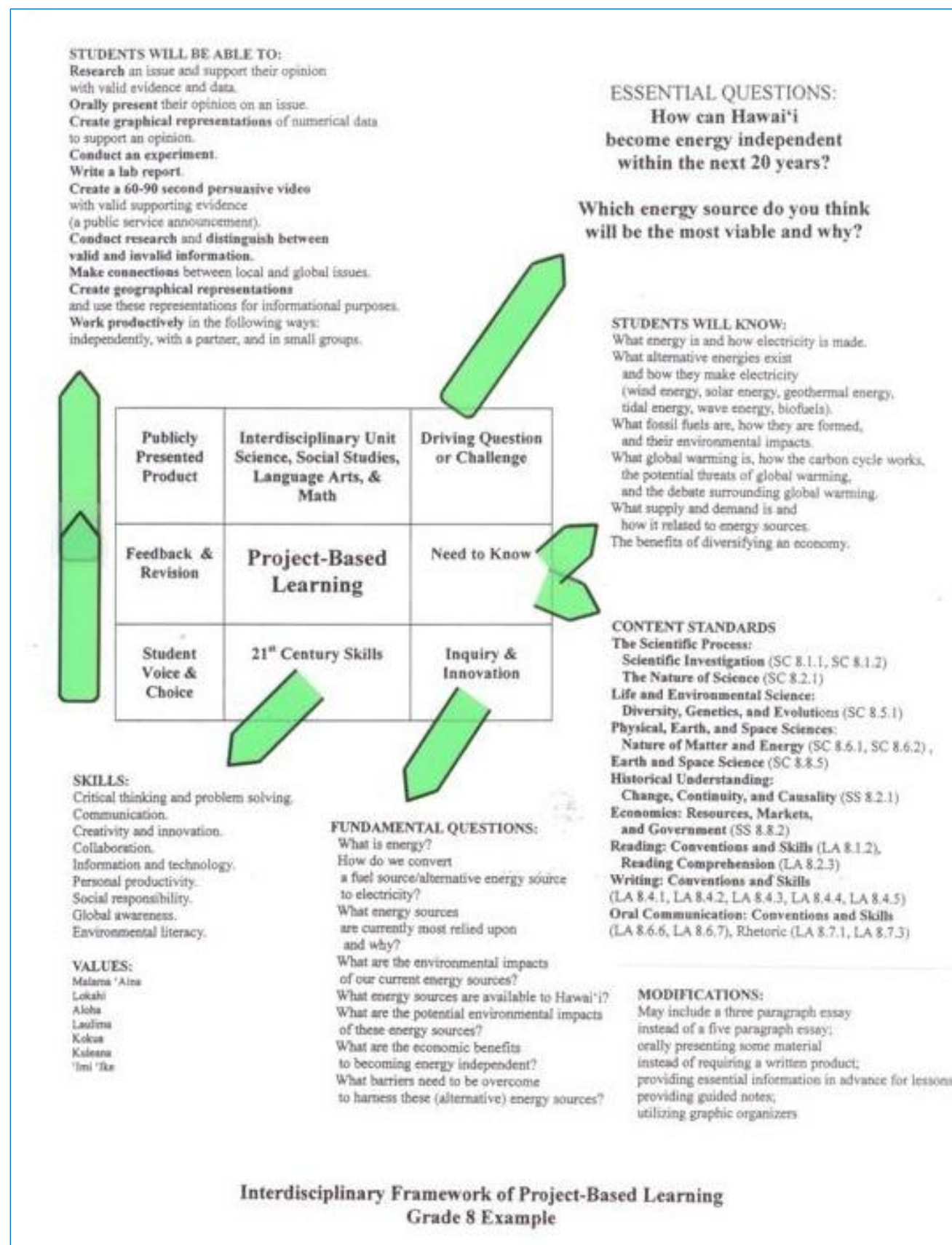
Utilize GPS to create a scaled map of the ahupuaʻa that documents what field work was conducted within the ahupuaʻa and illustrates points of scientific interest in the area

Create a creative PhotoStory of an abiotic factor moving through the ahupuaʻa, complete with a script that demonstrates their understanding of the core concepts addressed in this unit.

Complete pre-unit and post-unit tests

Work independently, with a partner, and in small groups

MODIFICATIONS: May include reduced essay length; extended time; additional teacher feedback; opportunities to remediate work; orally presenting material instead of creating a written product; the use of speech-to-text to create written products in MS Word; providing guided notes; utilizing graphic organizers; etc.



PERFORMANCE TASKS:

Within this framework of project-based learning, the students will

- Create a 60-90 second public service announcement video to persuade their audience about their opinion concerning the most sustainable source of energy for Hawai'i to pursue in the next 20 years
- Provide background information on fossil fuels and their environmental impacts
- Participate in a debate about energy sources and economic, and write a five-paragraph opinion essay with evidence supporting their position and include at least one graphical representation of data to support their opinion
- Conduct an electricity lab utilizing the scientific method and write a lab report
- Create a scaled map representing sources for geothermal energy globally and provide a written explanation connecting these sources to plate tectonics

ASSESSMENT & ACCOUNTABILITY:

Content Area teachers will conduct periodic conferencing and administer formative assessments along the way to provide feedback for students to improve their work.

In addition, project management forms, rubrics, and checklists will be used before, during, and after the project:

- Project Essentials Checklist
- Rubric for Project Design
- Project Management Log: Group Tasks
- Project Work Report: Individual & Group
- Project Group Contract
- Student Weekly Planning Sheet
- Student Product Brief
- Student Learning Log
- Student Investigation Brief
- Student Presentation Brief
- Research Log
- Student Progress Report
- Student Self-Reflection on Project Work
- Group Contribution Self-Assessment
- Group Learning Log
- Content Area Teachers' Post-Project Review
- 21st Century Skills Assessment Rubric: Collaboration
- 21st Century Skills Assessment Rubric: Presentation
- Presentation Day Checklist
- Project Presentation Audience Feedback
- End-of-Project Self-Assessment

PUBLIC PRESENTATION

Presentations of the projects will occur on Exhibition Night with experts as reviewers present in the audience along with parents, faculty, and members of the community.

B. First Year Calendar

B. First Year Calendar

Proposed 2012-2013 LCPCS Calendar

Teacher	Student	2012	S	M	T	W	TH	F	S	
0	0	July	1	2	3	4	5	6	7	Independence Day
0	0		8	9	10	11	12	13	14	Summer Break
0	0		15	16	17	18	19	20	21	
0	0		22	23	24	25	26	27	28	
5	3	August	29	30	1	2	3	4	5	
5	5		6	7	8	9	10	11	12	
4	4		12	13	14	15	16	17	18	Statehood day
5	5		19	20	21	22	23	24	25	
5	5		26	27	28	29	30	31	1	
4	4	September	2	3	4	5	6	7	8	Labor Day
5	5		9	10	11	12	13	14	15	
5	5		16	17	18	19	20	21	22	
5	5		23	24	25	26	27	28	29	
0	0	October	30	1	2	3	4	5	6	Fall Break
5	5		7	8	9	10	11	12	13	
5	5		14	15	16	17	18	19	20	
5	5		21	22	23	24	25	26	27	
5	5	November	28	29	30	31	1	2	3	
5	5		4	5	6	7	8	9	10	
4	4		11	12	13	14	15	16	17	Veterans Day
3	3		18	19	20	21	22	23	24	Thanksgiving Holiday
5	5		25	26	27	28	29	30	1	
5	5	December	2	3	4	5	6	7	8	
5	5		9	10	11	12	13	14	15	
5	5		16	17	18	19	20	21	22	
0	0		23	24	25	26	27	28	29	Christmas/Winter Break
0	0	2012	30	31	1	2	3	4	5	New Years
5	5	January	6	7	8	9	10	11	12	
5	5		13	14	15	16	17	18	19	
4	4		20	21	22	23	24	25	26	Martin Luther King Jr Day
5	5		27	28	29	30	31	1	2	
5	5	February	3	4	5	6	7	8	9	
5	5		10	11	12	13	14	15	16	
4	4		17	18	19	20	21	22	23	Presidents Day
5	5		24	25	26	27	28	1	2	
5	5	March	3	4	5	6	7	8	9	
0	0		10	11	12	13	14	15	16	Spring Break
5	5		17	18	19	20	21	22	23	
5	5		24	25	26	27	28	29	30	
5	5	April	31	1	2	3	4	5	6	
5	5		7	8	9	10	11	12	13	
5	5		14	15	16	17	18	19	20	
5	5		21	22	23	24	25	26	27	
5	5		28	29	30	1	2	3	4	
5	5	May	5	6	7	8	9	10	11	
5	5		12	13	14	15	16	17	18	
5	5		19	20	21	22	23	24	25	
4	4		26	27	28	29	30	31	1	Memorial Day
5	3	June	2	3	4	5	6	7	8	
0	0		9	10	11	12	13	14	15	Summer Break
0	0		16	17	18	19	20	21	22	
0	0		23	24	25	26	27	28	29	
0	0		30							

	Holiday
5	Teacher Collaboration Days
33	Teacher Collaboration Hours
	Intersessions/Breaks

C. Sample Weekly Schedules

C.1. Elementary

ORGANIZATION FOR ELEMENTARY SCHEDULES

Each class will be scheduled for the following subjects:

Reading Instruction (Extended time, which may be split into two separate periods)

Writing

Math

Science

Social Studies

Each weekly schedule will include the following subjects:

Arts

PE

Computers/Tech

Daily schedules will include time for:

Opening Circle

Homeroom/Advisory/Carpet Time

Lunch

Recess

K-2 will be scheduled for increased minutes of reading and math instruction weekly and fewer minutes of social studies and science instruction weekly

3-5 will have more equitable time devoted to social studies and science weekly

Time will be carved out during the week for interventions/enrichment and targeted skills support.

Sample Daily Schedule

	K	1	2	3	4	5
8:00-8:10	Opening Circle					
8:15-8:25	Homeroom					
8:30-9:10	Reading	Math	SS/Sci	Reading	Science	Math
9:15-9:55	Math	Reading	Math	Science	Reading	SS
10:00-10:40	SS/Sci	PE	Reading	Math	SS	Reading
10:45-11:30	Recess / Lunch					
11:35-12:15	Art	SS/Sci	Tech	Math	Math	Science
12:20-1:00	Math	Reading	Math	SS	Math	Tech
1:05-1:45	Reading	Math	Reading	Art	PE	Reading
1:50 -2:20	Carpet Time / Advisory					

C.2. Middle School

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:15-9:10	Math	Math	Math	Math	Math
9:15-10:10	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
10:15-11:10	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
11:15-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:20	Science	Science	Science	Science	Science
12:25-1:20	PE/Health	PBL	PE/Health	PBL	PE/Health
1:25-2:20	Teacher Planning	PBL	Elective	PBL	Elective
After school: clubs, co-curriculars, tutoring, etc.					

C.3. High School

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:15-9:10	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
9:15-10:10	Science	Science	Science	Science	Science
10:15-11:10	Math	Math	Math	Math	Math
11:15-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:20	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
12:25-1:20	PTP	PE/Health	PBL	PE/Health	PBL
1:25-2:20	Teacher Planning	Elective	PBL	Elective	PBL
After school: clubs, co-curriculars, tutoring, etc.					

D. Procurement Policy

As provided by §302B-9, HRS, charter schools are exempt from Chapter 103D, HRS, but shall develop internal policies and procedures for the procurement of goods, services, and construction consistent with the goals of public accountability and public procurement practices. In expending all funds, the school will utilize the following procurement procedures:

- The procurement system will allow for the use of checks (two signatures required) and revolving charge accounts.
- All checks for greater than Two Thousand Dollars (\$2,000) will require a LSB officer as signatory.
- All supplies, services and equipment with a total cost of less than Seventy Five Hundred Dollars (\$7,500) may be purchased by the school's purchasing agent without request for written quotations or bids.
- All supplies, services and equipment with a total cost of Seventy Five Hundred Dollars (\$7,500), but less than Fifteen Thousand Dollars (\$15,000) may be purchased from the lowest quoted responsible vendor (kind, quality and material being equal), upon solicitation of firm quotations in writing, fax or e-mail from three or more firms, manufacturers, or dealers. Catalogs and circulars with firm prices shall be acceptable as firm quotations.
- All supplies, services and equipment with a total cost of Fifteen Thousand Dollars (\$15,000) or more shall be purchased only after duly publicizing as hereinafter provided and only after formal written approval by the LSB.
- The term "publicizing" whenever used in these policies shall mean a notice published at least ten days before bids or proposals are received and opened. If published, the notice shall appear in one or more newspapers of general circulation published in Hawai'i County.
- Bids or proposals submitted in response to the publication must be received in writing and in sealed form by the school, a committee designated for this purpose, or the purchasing agent, if so designated by the LSB. The bids or proposals will be publicly opened and read at the time and place designated in the notification and will be held for consideration and analysis for subsequent award by the school.
- The school shall award the contract for the purchase of the supplies, services or equipment to the lowest responsive and responsible bidder, kind, quality and material being equal, but in all cases, the school shall reserve the right to select a single item from any bid. The school reserves the right to consider its past experiences with vendors in its determination of the term "responsible bidder".
- Competitive proposals shall be awarded based on analysis of proposal responses relative to a set of evaluation criteria included in the proposal solicitation. The LSB shall reserve the right to weigh the criteria in accordance with the LSB's determination of school needs and priorities, in the context of the school's desired educational outcomes.
- A purchasing agent will be designated by the LSB for the duties and purposes hereinabove set forth. The Director of Operations or ranking member of the school's financial staff may act in such capacity if so designated by the LSB.

The provisions as to solicitation and notification for bids and proposals, as set forth in these policies, shall **not** apply to the following, which are reserved for specific action by the LSB:

- Contracts involving policies of insurance or surety company bonds, contracts with Internet access companies, contracts with public utility services or telephone companies, contracts made with another political subdivision of the state of Hawai'i, the federal government and any agency of the state of Hawai'i, or any municipal authority.
- Contracts involving the professional services of members of the medical or legal profession, architects, engineers, accountants, or other services involving professional expert advice.
- When the supplies or equipment required are for parts or components being procured as replacement parts in support of equipment specially designed by a manufacturer, where data available is not

Attachments

adequate to assure that the part or component is identical with the part it is to replace or where contemplated procurement is to match or complement equipment or components previously purchased.

- For supplies or equipment needed at once because of emergency. The question of the existence of an emergency shall be determined by the leadership team and the executive committee of the LSB. A written report shall be submitted to, and approval sought from, the LSB at its next available meeting.
- When the contemplated purchase is for technical services in connection with the assembly, installation, or servicing (or the instruction of personnel therein) of equipment of a highly technical or specialized nature.
- Contracts for education films, film strips, prepared transparencies and slides, prerecorded magnetic tapes and disc recordings, textbooks, prepared kits, models, projectiles, teacher demonstration devices, library books, and materials.

E. Resumes

Curriculum Vitae
Lucille V. Chung
 P. O. Box 6040, Hilo, HI 96720
 Phone: (808) 934-0203

EDUCATION

- 1960 Advanced Stenographer, Hilo Commercial College, Hilo, HI
- 1958 Graduated from Laupahoehoe High & Elementary School, Laupahoehoe, HI

EMPLOYMENT

- 1996 to present – Community Building Facilitator, Queen Lili'uokalani Children's Center, Hilo, HI
- 1995 – Retired
- 1962 to 1994 – Police Operations Clerk, Hawai'i County Police Department, Laupahoehoe Police Station, Laupahoehoe, HI
- 1960 – 1962 – Secretary, Industrial Relations Department, Laupahoehoe Sugar Company, Laupahoehoe, HI

VOLUNTEER POSITIONS

- Current President, Laupahoehoe Alumni/Community Association, Laupahoehoe, HI
- Current President, Malama Hawai'i Nei, Inc., Laupahoehoe, HI
- Current President, Hawaiian Civic Club of Laupahoehoe, Laupahoehoe, HI
- Current Member, Save/Improve LHES (Save Our School [SOS]), Laupahoehoe, HI
- Current Member, Hilo/Hamakua Community Development Corporation, Laupahoehoe, HI
- Current Board Member, Hawai'i County Economic Opportunity Council, Hilo, HI
- Charter member and Past Vice-President, Hawaiian Civic Club of Laupahoehoe, Laupahoehoe, HI
- Past President and various other positions, Laupahoehoe School Parent/Teacher Association (PTA), Laupahoehoe, HI
- Past President, North Hilo Community Council, Laupahoehoe, HI

PHILOSOPHY

Education and knowledge are things no one can take from anyone else. These and more, such as feeling nurtured, being taught to respect and care for self, others and property and being in harmony with self, others and one's environment are things I learned as a student of Laupahoehoe School and as a resident of the Laupahoehoe community. I want to share this with people I come in contact with. I want to especially share this with the current and future generation of students of Laupahoehoe School, in order to assure Laupahoehoe remains the special place that it is and that these students take their place in the global environment with education and knowledge they can use with wisdom and compassion.

Nicolette Celeste Barton Hubbard

P.O. Box 374
Laupahoehoe, HI 96764

Email: nikib5_2000@yahoo.com
(808) 936-7673

EDUCATION

B.S. in Agricultural Business & 2nd major in Speech Communication with a Media concentration

Colorado State University, Fort Collins, CO; Dec. 2004; GPA 3.8, Cum Laude.

High School Diploma

Laupahoehoe High & Elementary School, Laupahoehoe, HI; K-12; GPA 4.0, Summa Cum Laude, Valedictorian.

WORK EXPERIENCE

- **Bond & Credit Administrator/Supervisor** for Honsador Lumber LLC Hilo
Nov. 2005-Dec. 2009
Train & supervise bond & credit clerks in both Hilo & Kona stores, managed funds for 100-200 bonded construction projects at a time, process bond payables, receive, deposit & post bond & AR payments, inventory data entry, underwriting of bond applications, review and issue credit for accounts, collections, cash register close out, many other office duties
- **Program Advisor** at the Kohala Spa in the Hilton Waikoloa Village
Apr.-Nov. 2005
Assist guests with scheduling, checking in and out at spa with Remenco cash register system.
- **Waitress** (volunteer) at 50's Highway Fountain, Laupahoehoe, HI
Apr.-Jul. 2005
Take orders, make orders, ring up customers, bus tables and wash dishes.
- **Painter** at Hooulu, Laupahoehoe, HI
Jan.-Feb. 2005
General labor and painting of buildings.
- **Office Clerk** at Parker Ranch, Kamuela, HI
Jun.- Aug. 2002 & Jan. - March 2005
Assist Human Resources with filing and organizing. Also worked with Accounting & VP of Projects.
- **Sports Media Intern** at Colorado State University Athletic Department
Jan. 2003 - Dec. 2004
Assist with stats at sporting events, update website articles, learn Photoshop and PageMaker, clip news articles, filing and other office duties.
- **County of Hawai'i Swim Instructor** at Honoka'a & Laupahoehoe Pool
Jun. - Aug. 2003 & 2004
Created lessons for summer program and instruct children ages 2-13.
Assist with life guarding. Certified Lifeguard, WSI, First Aid and CPR.
- **America Reads/Counts Tutor** at Moore Elementary School
Sep. 2002 - May 2003
Assist during class with all grade levels and supervise after school Eagles Nest Program.
- **Ranch/Farm Hand** at Soaring Eagle Ranch, NM
Jun. - Aug. 1997-1999
Ranch and farm laborer. Led all work done by teenage summer interns. Developed strong work ethic.

COMMUNITY/VOLUNTEER EXPERIENCE

- **Save/Improve Our School** – group for Laupahoehoe High & Elem. Sch.
Dec. 2008-present
Facilitate group effort to save and improve the school, exploring Charter option
- **Co-Author of April Fool's...The Laupahoehoe Tragedy of 1946.** 1996-1999
An AASLH Certificate of Recognition Award winning oral history book. Involved in every aspect of publishing the book, including: planning, interviewing, transcribing, writing, layout and promotion.
- **Volunteer Docent and Office Assistant**, Laupahoehoe Train Museum. 1997-2002
(Continuing while on vacations from college.) 200+hours. Developed excellent people skills through greeting and touring guests through the museum.
- **Organizer of School Wide Community Beautification Service Project.** 1996-2000
Oversaw the planning of community and school wide event yearly. **Gained experience in** planning and coordinating large events.

ACTIVITIES & AWARDS

Barton Construction & Ranch Services Office clerk 2008-present;
 Hokumahoe Ranch Family Ranch Operations Manager 2006-present;
 Assist my husband with his farm activities and run the booth at farmer's markets Apr. 2009- present;
 Enjoy swimming, regularly participated in Rough Water Swims 2005-2006;
 Currently raising daughter age 2, expecting 2nd in June 2010
 National Ag Marketing Association Marketing Competitor 2003;
 Hui 'O Hawai'i Club Member 2000-2004;
 Agricultural Business Club Ag. Council Representative and V.P. 2000-2004;
 National Society of Collegiate Scholars & Alpha Lambda Delta Member 2001-2002;
 Volunteer RamRide Driver Spring 2004;
 College of Agricultural Science Dean's List Spring 2003, 2004;
 College of Liberal Arts Dean's List Spring 2003;
 CSU Women's Swimming Team Member 2000-2002;
 MWC Varsity Scholar/Athlete Excellence in Academics Award 2000-2002;
 Departmental Scholar at CSU Speech Communication Department 2000-2002;
 Volunteer Group Leader for CSUnity Service Project 2002-2004.

LESLIE W. SILVA

Experience

2005-present Laupahoehoe High School Laupahoehoe, Hawai'i
Volunteer

- Helped students in auto and agriculture shops
- 1988-1993 Hyatt Regency Waikoloa Waikoloa, Hawai'i

Engineering First-Class Lead

- Leading swing shift
- Taking care of front of house maintenance for rooms, restaurants, convention areas

1985-1988 Rock and Waterscape at Hyatt Waikoloa, Hawai'i

Labor 1

- Making imitation rock, waterfalls and boatways
 - Placing steel prior to putting gunite
 - Welding braces for imitation rock
 - Welding scaffolding
 - Other miscellaneous labor work and mechanic
- 1982-1985 Construction Honoka'a and Papa'aloa, Hawai'i

Construction Labor/Mason/Carpenter

- House slabs/driveways
 - Framing and finish carpentry
 - Prepping slabs and driveways
- 1979-1982 Hawaiian Holiday Mac Nut Factory Haina, Hawai'i

Maintenance 3

- Maintain canning machines
- Change conveyer belts
- Weld broken machines
- Operate forklift

1974-1977 Mauna Kea Beach Hotel Waikoloa, Hawai'i

Houseman

- Clean all front of house areas
- Polish brass trays; pick-up linen
- Clean all public areas

Education

1974 Honoka'a High School Honoka'a, Hawai'i

Interests

Religion, swimming, classic cars, masonry, carpentry, auto body and fabricating.

Holly Young - Resume

www.hollyyoung.com - POB 111, Papa'aloa HI, 96780 - (808) 937 1226 - hollyyoungsculptor@mac.com
December 2009

Education

Dartmouth College, Hanover, NH, B.Sc. Biochemistry, *cum laude*, 1979.

St. John's College, Santa Fe NM, M.A. Philosophy, 1982.

Cornell University, Ithaca, NY, Ph.D. candidate Chemistry, 1987.

Professional History

Holly Young Sculptor 1994 - present. Professional fine art studio.

Art Teacher 2001 - 2003. Part time: Kauai Academy of Creative Arts, Puhi, HI. *Pro bono*: Kauai Home School Group, Kilauea, HI; Christian Fellowship Home School, Kekaha, HI.

Fine Art Foundry Wax Sculptor 1990 - 1994. Fedde Bronze Works, Denver CO. Scale up artist; one year as mold maker, experience in all aspects of bronze production.

Industrial Chemical Consultant 1988 - 1990 Bristol, England. Major clients: Dawes Chemical Ltd.- research, development and process engineering of environmentally-friendly paints and soaps; The Museum of Natural History, Bristol - conservation chemistry.

Founder and Sole Proprietor of Orchis Laboratories 1981- 1986 Santa Fe, NM. A commercial tissue culture and serological lab. Business was sold and relocated to New York state.

Research Scientist 1986 - 1988 Cornell University Chemistry Department, Ithaca, NY. Staff position culminating in the publication Protochlorophyllide Reductase...J.Am.Chem.Soc., 1989, 111. One year staff research position at the Friedrich Miescher Institute, Basel, Switzerland.

Notable Bronze Sculpture Commissions

"Queen Kapi'olani" - A monument commissioned by the City and County of Honolulu. Responsibilities included design, production, site preparation, installation, subcontracting and documentation, within a one year time frame. Budget of \$120,000.

"The Ahupua'a" - 15 figures two thirds life-size, commissioned over several years by Na 'Aina Kai Botanical Gardens, Kilauea, HI. Project displays the lives of the "Old Hawaiians" and had a budget of approximately \$140,000.

"The School Children" - Vancouver, BC Canada. Seven life-size children commissioned by the Bentall Corporation placed in the new Vancouver City School Board Building and adjoining park. Responsibilities included design and production of artwork which was completed in ten months on a budget of \$130,000.

"Makua and Kila" - Fountain sculpture for Waikiki, commissioned by the City and County of Honolulu. Complete responsibility for production and installation as with the monument for Queen Kapi'olani. Budget of \$105,000.

"Captured Sphere" - University of Maine. Abstract sculpture commissioned as awards.

"Splash" - Three life-size children playing by a pool. Commissioned by the L.K. Dodge Foundation, Newport Beach, CA.

Skills and passions

In 1990 I changed the direction of my life from science to art. I have drawn substantially on my background as a business owner (Orchis Laboratories and chemical consulting) and my education to create the life I now lead. I have significant small business experience in financial management, bookkeeping, small business legal considerations, documentation, presentations and marketing, meeting deadlines, and client communication

Attachments

skills. In the past I have hired, managed and motivated employees. I work successfully with committees and am deeply involved in community activities, from cleaning up dump sites to volunteering extensively for the last five years on the Committee to Save and Improve Laupahoehoe School.

My passion is art and children. In 1997, I adopted a mildly autistic child and I have divided my time over the last 13 years between my fine art business and the care of Yuri, who is now 18 years old and has recently joined the Navy! In 2006, I wrote and was awarded a \$30,000 grant to do a large mosaic project with Laupahoehoe High and Elementary School students. Sadly, the money was refunded when a problem arose between the DOE and Hawai'i State Office of Culture and the Arts. In 2007, in order to inspire the students, some of whom had never traveled off island before, I organized and funded (entirely through community fund-raising projects - \$27,000) a trip for 18 teens to visit Alaskan colleges, wilderness and the Arctic. We created an exchange with the Eskimo students of Barrow who came to Hawai'i two years later.

Victoria A. Clifford
P.O. Box 383353 Waikoloa, HI 96738
Phone: 808-315-8875 (res) 808-987-3270 (cell)
vclifford@hawaii.rr.com

Interim Local School Board Member for the Laupahoehoe Public Charter School

Professional Experience

State of Hawaii Department of Education

2005 to present, Laupahoehoe High & Elementary School
Student Services Coordinator

August 2002 to June 2005, Hilo High School
Grade Level, High Risk, Special Education, 504 and CSAP Counselor

September 1985 to June 2002
Hilo High School and Pahoa High School
Social Studies/English Teacher

Education

Masters of Arts in Education, Educational Counseling
University of Phoenix, Hawaii Campus (2003)

Masters of Arts in Education, Professional Development
Heritage College, Toppenish, WA (1993)

Bachelor of Arts, Sociology & Teacher Education Program
University of Hawaii, Hilo (1985)

Completed nine credits in Certification Program for Student Services Coordinators, University of Hawaii, Manoa.

Additional Credits in ELL Courses

Participated in Spencer Kegan Cooperative Learning Training, Assessment Matters Conference (2001), Political Science/Civics Action Research Team (2001), and Differentiated Instruction in Mixed Ability Classroom Workshop (2001), and attended numerous workshops related to education, disabilities and mental health.

System Skills

Trained by Department of Education in eCSSS, Electronic Comprehensive Student Support System
Responsible for assessment data, eligibility, implementation of the school-based services within the framework of the Comprehensive Student Support System and ensuring school compliance.

References

Thomas Ekno, Hilo Intermediate School Principal, 587 Waianuenue Ave. Hilo, HI 96720

Cheryl Merk, Former Laupahoehoe School Principal, Sylvan Learning Center, 200 Kanoelehua Ave., Suite 100-B, Hilo, HI 96720

Katherine Webster, Former Hilo High School Principal, 754 Kalua Place, Hilo, HI 96720

Loretta Nussbaum

PO Box 454 • Honomu, HI 96728 • (808)963-5143 • lorettanussbaum@gmail.com

Education

University of Hawaii at Hilo, Masters of Education	2009-
Present	
Pilchuck Glass School, Stanwood, Washington	June,
2007	
Louise Salinger Academy of Fashion Design, San Francisco, California	1988-89
San Diego Mesa College, Fashion Program, San Diego, California	1989-90
University of Wisconsin, Madison, Bachelor of Science in Fine Art	1981

Work Experience

• Laupahoehoe High and Elementary School	2003-Present
Guidance Educational Assistant, Scholarship Coordinator	
• Hawaii State Public Library System, Substitute Library Assistant	2002-2003
• Newly Opened Keaau Recycling Center, Artist in Residence	2003
• East Bay Depot for Creative Reuse, Berkeley, California, Resident Artist	1997- 2001
• Alta Bates Medical Center, Berkeley, California, Secretary	1991- 1993
• Alta Bates Corporation, Emeryville, California, Secretary	1986- 1989

Activities

• Interim Local School Board (Staff Rep & Secretary)	2010-Present
• Laupahoehoe School Community Council	
(Classified Rep, Chairperson/Secretary)	2008-Present
• Leo Club (Junior Lions Community Service) Co-Advisor	2006-Present
• Huiana Internship School Coordinator	2006-Present
• Gear Up Hui Advisor	2006-Present
• Ran in two 5k Races	2009-2010

Alida (Jackie) Martin

HC3 Box 13591
Keaau, Hawaii 96749

Phone: 808-966-9133
Cell: 808-282-1512
Smilee1968@hotmail.com

Experience

Laupahoehoe H/E School July 2006 to Current

Temporary Assigned Manager / Permanent Manager

Laupahoehoe, Hawaii

Came here from Maui as a T/A Manager and in April of 2008 on April Fool's Day got the position as permanent Manager. I do everything that I've been doing for years. Now I've added baking. This position is a Baker/Manager and many more titles that I don't mind.

Pukalani Elementary School

February 1996 to July 2006

Cafeteria Helper / Cook II

Pukalani, Hawaii

Hired as a cafeteria helper, but did cooking as a temporary assigned job. 1997 was hired as a permanent Cook II. From 2000-2006 hardly did any cooking. I went to different schools on Maui and worked as a temporary assigned Cafeteria Manager. Did all the duties as a permanent Manager; balancing the inventory with ordering the right amount of supplies and food. Did food production menus and many other duties.

Makawao Elementary School

February 1985 to February 1996

Cafeteria Helper

Makawao, Hawaii

Did the fruits and vegetables and other duties.

Makawao Elementary School

February 1984 to September 1985

Substitute worker

Makawao, Hawaii

Did classroom cleaning, cafeteria work, lunchroom supervisor and did breakfast and lunch accutab program.

Maui Garden

December 1978 to May 1983

Cashier & Head of House Paints

Pukalani, Hawaii

Did cashier job and mixed house paints.

Kress Store

October 1976 to December 1978

Cashier & Head of Bath & Bedding Department

Wailuku, Hawaii

Assigned to a register also took care of my department. Did inventory and ordering.

Royal Mauian
Room Cleaning
Kihei, Hawaii
October 1975 to November 1976
Did daily cleaning and general turnover when guest checks out.

Kaanapali Plantation
Condominium Cleaner/Head Housekeeper
Kaanapali, Hawaii
June 1973 to July 1975
Had 7 employees under my supervision. Daily cleaning and general cleaning for turnovers. Did inventory and ordering of supplies needed.

Sheraton-Maui
Room Cleaner
Kaanapali, Hawaii
January 1973 to May 1973
Did daily room cleaning and turnovers. Hired as on-call; as needed.

Maui Clinic
Receptionist
Wailuku, Hawaii
December 1969 to January 1971
Did office work; typing, filing, appointments. Helped doctor with applying cast on to patients.

Education

Pahoa High and Elementary
Pahoa, Hawaii, USA
Graduated 1968

Hilo Technical School
Hotel Management
Hilo, Hawaii, USA
Attended 1968-1969

Affiliations

Leo Club- I've been involved for about 3 years. I enjoy helping the students out.
Malama Hawaii Nei- I've been involved for about 3 years. A Music Festival is put on down at Laupahoehoe Point for a good cause. A lot of Laupahoehoe Graduates benefit from this Music Festival because Malama Hawaii Nei has given scholarships.
Athletic Department- This is also my 3rd year in cooking for the concession. I also, volunteered as a math tutor.
Maui-Before I moved to the Big Island
I worked part-time of a limousine bus the only one in the s State of Hawaii. I was a hostess; served drinks, pupus and operated the Karaoke. Did a lot of weddings, had a lot of important and movie stars on the bus.
In my life time, I did a lot but I may not stop if I continue.

Paula Marie Dickey

PO Box 86 Laupahoehoe, Hawaii 96764
H @962-6062, Cell @ 938-2340
Waipunalei00@aol.com

Interim Local School Board Member for the Laupahoehoe Public Charter School Project

Professional Experience

1989-1992 Dededo Middle School, Guam
Science Teacher
Health Education Curriculum Advisor
Student Activities Coordinator
Girls Cross Country and Basketball Coach

1992-1998 Hilo Intermediate School, Hilo, Hawaii
Science Teacher
Physical Education Teacher/Health Education Teacher
Student Activities Coordinator
Yearbook Advisor
Computer Teacher

1998-Present Laupahoehoe High & Elementary School
Student Activities Coordinator
Elementary/Middle School Physical Education & Health Education Teacher
504 Counselor, Elementary & Middle School Counselor
College and Career Counselor
Boys and Girls Cross Country Coach
Registrar
Curriculum Coordinator
Title 1 Funding Coordinator

Education

The Ohio State University, Columbus, Ohio Sept.1984 - May 1989
Bachelor of Science, Education
Major: School Health Education / Community Health Education

System Skills

Trained by Department of Education in eSIS, electronic Student Information System
Responsible for student enrollment, withdrawal, scheduling, attendance reporting, quarterly report cards and quarterly mid-quarter reports, monitoring required credits needed for graduation.

References

Pascale Pinner, Hawaii State Teacher of the Year 2007, 935-3205
Jill Maruyam, Account Specialist, Keaau High School 968-7577
Stephanie Bello, Retired Security Coordinator, Hilo Intermediate 966-8106

P.O. BOX 334 • LAUPAHOEHOE, HAWAII • 96764
 PHONE 937-1437 • MESSAGES: 974-7465 • E-MAIL PHOEBEM@HAWAII.EDU

PHOEBE MILLS

WORK EXPERIENCE

1998 – present University of Hawai'i at Hilo Hilo, Hawai'i

Research Associate, part time

Four separate research projects, funded by the National Science Foundation, investigated, respectively, the effects of age, ethnicity and menopause on ambulatory blood pressure; physiological stress induced by exposure to high altitude; cultural variations on the experience of menopause, with emphasis on differences in physiological symptoms; and diabetes risk factors for children living in Hawai'i. In all four positions, I collected a variety of physiological data; designed and maintained complex databases and performed statistical analyses, operated various lab equipment, prepared and administered questionnaires, managed files, purchased supplies, recruited and interviewed participants, and depending on the project, supervised up to five research assistants. I presented the research at national meetings, and co-authored several published articles.

2002- 2003 University of Hawai'i at Hilo Hilo, Hawai'i

MBRS Training Support Specialist

Duties of this position included evaluation of program effectiveness through development of databases to track various trends such as UH GRE and MCAT scores, percentages of minorities in science majors, acceptance levels of minority students to graduate programs etc.; developing questionnaires and a data storage system to track student satisfaction and general and project-specific scientific knowledge; student progress reports and annual performance evaluations; coordination of weekly seminars, including recruitment of speakers and logistics, as well as assessment of student participation; recruitment of student research trainees, interviews, and participation on selection panels; planning and coordination of an annual field trip to the UH Manoa campus; collection and submission of student timesheets; collection and dissemination of information on graduate programs in human biology; and general student support.

2001 University of Hawai'i at Hilo Hilo, Hawai'i

Academic Support Specialist

In this capacity I was responsible for updating and reorganizing UH-Hilo course articulation, and for bringing the UH-Hilo campus into accordance with system-wide policy. The position involved assigning new general education categories to several hundred courses from other campuses in the UH system, and submitting nearly seventy UHH courses for articulation. The position required extensive interaction with faculty, department and division chairs and upper-level administrative personnel.

1988 - 1997 Nez Perce National Forest, U.S. Forest Service Grangeville, Idaho

variously: Fisheries Biologist, Natural Resource Specialist, Biological Technician GS-5, 7 and 9

Duties of all three positions included: providing fisheries and watershed input to timber sale, prescribed burn, silviculture and roads management projects to ensure compliance with Forest Plan direction and implementation of fish and watershed resource objectives; authoring Biological Evaluations and Assessments, Watershed Analyses, Environmental Assessments (EAs), relevant portions of Environmental Impact Statements (EISs), and various special reports; design and implementation of biological monitoring to assess the effects of proposed and existing activities on fisheries and watershed resources; representing the District in consultation with the National Marine Fisheries Service and the U.S. Fish and Wildlife Service; leading a major meadow rehabilitation project involving native species revegetation and appropriate monitoring; recruitment, interviewing, hiring, training and supervision of seasonal employees; database management, including the use of several sediment and fish population modeling

programs; public relations events; watershed inventory and stream survey.

1988 - 1989 The Nature Conservancy Boise, Idaho

Contracted as Researcher, Author

This contract required the collection, research and appraisal of wolf sighting, wolf howling and wolf track reports statewide. As a private contractor, I was entirely responsible for the completion of the project, and all decisions regarding its content and organization. I planned, documented and implemented all project-related work, including field work, public contacts, and research and presentation of material to contracting agencies and the public. To finalize the contract, I authored a booklet entitled "Public Survey of Central Idaho Wolf Occurrence," issued by the Nature Conservancy and the Boise National Forest.

1987 - 1987 Bureau of Land Management Hanksville, Utah

Biological Technician

EDUCATION

1981 - 1985 Middlebury College Middlebury, Vermont

Bachelor of Arts, Biology; Minor – English Literature

☺ Graduated *cum laude*, 1985

REFERENCES

Dr. Daniel E. Brown, University of Hawai'i at Hilo: (808) 974-7460

Dr. Sue Aki, University of Texas at San Antonio: (210) 458-4350

Wayne J. Paradis, Nez Perce National Forest: (208) 983-1963

PUBLICATIONS

Brown, D. E., C. M. Beall, K. P. Strohl, and **P.S. Mills**. 2006. Exhaled Nitric Oxide Decreases upon Acute Exposure to High-Altitude Hypoxia. *American Journal of Human Biology* 18:196-202.

Brown, D.E., G.D. James, S.L. Aki, **P.S. Mills** and M.B. Etrata. 2003. A comparison of awake-sleep blood pressure variation between normotensive Japanese-American and Caucasian Women in Hawai'i. *Journal of Hypertension* 21:2045-2051.

Brown, D.E., G.D. James, S.L. Aki, **P.S. Mills** and M.B. Etrata. 2003. A comparison of day-night blood pressure variation between normotensive Japanese-American and Caucasian schoolteachers in Hawai'i. *Journal of Hypertension* 21: 2045-2051.

Brown, D.E., L.L. Sievert, S.L. Aki, **P.S. Mills**, M.B. Etrata, R.N.K. Paopao and G.D. James. 2001. Effects of Age, Ethnicity and Menopause on Ambulatory Blood Pressure: Japanese-American and Caucasian School Teachers in Hawai'i. *American Journal of Human Biology* 13:486-493.

Siddall, P.H. [Maiden name]. 1992. *South Fork Clearwater River Habitat Enhancement*. Bonneville Power Administration publication.

Siddall, P.H. 1988. *Public Survey of Central Idaho Wolf Occurrence* Nature Conservancy and Boise National Forest, joint publication.

J. Kaholo Daguman
P.O. Box 133 Ninole, Hawai'i 96773
kaholo417@hawaii.rr.com
808 – 640-9377

RESUME

Presently:

Assessment / Literacy Curriculum Coordinator
Connections Public Charter School
174 Kamehameha Ave., Hilo

Educational Background:

University of Nebraska, Lincoln	Assessment Endorsement 2009
University of Hawai'i at Hilo	Professional Diploma 1997
University of Hawai'i at Hilo	Teaching Credential 1990
Educational Kinesiology Foundation	Teacher Practicum 1987
University of Hawai'i at Hilo	B.A. Liberal Arts: Hawaiian Studies, Visual and Performing Arts 1978; Who's Who Among Students in American Universities; Dean's Committee for Hawaiian Studies
California State Polytechnic College, Pomona	Concentration: Landscape Architecture
Los Angeles Harbor College	A.A. Ornamental Horticulture 1967

Professional Experiences:

Assessment Coordinator	Connections Public Charter School
Literacy Curriculum Coordinator	K-12
Classroom Teacher	
Director/Principal	DOE/Kamehameha Summer School 1993, 1994, 1995
Classroom Teacher	DOE, Mt. View Elementary School and
Interdisciplinary Thematic	Keonepoko Elementary School, 1990-1999
Curriculum Developer	
Art Curriculum Coordinator	
Classroom Teacher	Kaumana Elementary School, 1990
Coordinator, Mentorship Program	UH Hilo, Na Pua No'eau, Center for
Coordinator, Gifted & Talented	Gifted and Talented Native
Enrichment Afterschool Program	Hawaiian Children, 1990-1991
Resource Teacher	DOE, Hawaiian Studies - Kumu/Kupuna Program, 1988-1990
Resident Resource Teacher	DOE, Artmobile Program, 1982-85
Creative Movement Specialist	DOE, Mt. View Elementary, 1982-1987
Peer Counselor	UH Hilo, Educational Assistance Center, 1978-1979

Military Service:

U.S. Air Force, 1968-1972
Defense Language Institute, Presidio Monterey, California,
Voice Processing Specialist,
Linguist/Interpreter: Chinese Mandarin

Professional Development:

Critical Friends Group

Facilitator / Coach, National School Reform Faculty

Nebraska Assessment Cohort

Field Studies Research
Quality Criteria Review of Local Assessments
Educational Assessments: Targets and Methods, Portfolios

Assessment Matters Conferences

Making Classroom Assessment Work for Learning (Anne Davies)
Leading for Learning on Assessment (Ruth Sutton)
Diagnosing Assessments for Improved Student Learning (Monica Mann)
Practical and Possible Portfolios (Anne Davies)
Quality Performance Tasks and Rubrics (Judy Arter and Jan Chappuis)
Capturing All of the Reader through the Reading Assessment System (Rachel Billmeyer)

Assessment and Grading for Learning, Assessment Training Institute

Annual Conference on Standards and Assessment, 2009, 2010, Solution Tree

Assessment Summit: Ahead of the Curve, Solution Tree

Assessment for Student Success Institute, Solution Tree

Association for Supervision and Curriculum Development

English Language Learners
Vocabulary Development

Curriculum Development: Math / Science and Learning Styles, UH Hilo

Interdisciplinary Curriculum - Hawai'i Association for Middle Schools

Developmental Approaches in Science, Health & Technology (DASH), UH Manoa

Integrating Art in Readers' / Writers' Workshop, DOE

On Excellence In Teaching, Solution Tree

Advanced Clinical Supervision, training student teachers, UH Hilo

Success Compact Cadre (Literacy Instruction), DOE

Presenter/Facilitator:

"Differentiation in the Elementary Classroom", Coalition of Essential Schools Fall Forum, New Orleans.

"Creating Quality Assessments", Coalition of Essential Schools Summer Institute, Providence, Rhode Island.

"Field Studies Research", Nebraska Assessment Cohort, University of Nebraska, Lincoln.

"Square Peg in a Round Hole, 'A'ohe Ku!", Nebraska Leadership for Classroom Assessment Conference, Omaha.

"National Commentary on Nebraska STARS System", Panel Discussion, Nebraska Leadership for Classroom Assessment Conference.

"Improving Student Achievement through the work of Critical Friends Groups", Charter Schools Professional Development Conference, Honolulu.

"Critical Friends Group Coaching Seminar", Hilo.

"Introduction to Critical Friends Group", to Waikele Elementary, Nanaikapono Elementary, and Kamaile Elementary Charter School, O'ahu.

"Developing a Survey for the World Youth Congress", Global Youth Center, Honolulu

PBS Hawai'i – Hawai'i Public Television: *Island Insights*

Roundtable Discussion: “Charter Schools in Hawai'i “

Hosted by Dan Boylen

Roundtable participants: Maunalei Love, CSAO

John Thatcher, Connections Charter School

Denise Matsumoto, BOE

Kaholo Daguman, Connections Charter School

Community Involvement

Vision Keeper: Envision Downtown Hilo 2025

Facilitator: Talk-Story Sessions: Hamakua Community Development Plan

F. Community Vote

LEAGUE OF WOMEN VOTERS-HAWAII COUNTY

PO Box 365
Hilo, HI 96721
935-8080
susanr002@gmail.com

February 15, 2011

Re: Laupahoehoe School Election, February 10, 2010

To whom it may concern:

This letter is to confirm that the League of Women Voters of Hawaii County were responsible for the entire process of mailing ballots, collecting the voted ballots, conducting a walk-in election, and tabulating the results of the Laupahoehoe High and Elementary School Charter Election February 2010.

The entire voting process was based upon a revised edition of a 1980 LWV of Honolulu document entitled "Conducting Elections and Vote Counting." This document has been used for over 30 years as a guide for Leagues conducting elections for hundreds of community associations, unions, and clubs throughout our State. Hawaii County League has counted ballots for HSTA, and Hawaiian Paradise Park Community Association, among others.

Observers from both the charter committee and the school administration were present at the Laupahoehoe walk-in election, and for tabulating all election results. As per our guidelines, only League members handled the ballots and the sealed ballot container. Copies of this letter, the results of the election (145 for conversion, 35 against), and the agreement between the school principal, Mr. Tom Ekno, and me will be faxed 2/15/11.

Sincerely,

Susan Irvine, Election Coordinator

Linda Lingle
GOVERNOR

Kathryn S. Matayoshi
INTERIM SUPERINTENDENT



STATE OF HAWAII
DEPARTMENT OF EDUCATION
LAUPAHOEHOE HIGH & ELEMENTARY SCHOOL
35-2065 OLD MAMALAHOA HIGHWAY
P.O. Box 189 Laupahoehoe, HI 96764
TEL: (808) 962-2200 FAX: (808) 962-2202

January 21, 2010

Sue Irvine
League of Woman Voters - Hawaii Chapter
1443 Wailuku Dr
Hilo, HI 96721

Re: Laupahoehoe High & Elementary School mailing labels

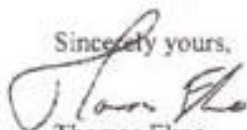
Dear Ms. Irvine,

I, as principal of Laupahoehoe High & Elementary School am authorized to provide the League of Woman Voters-Hawaii Chapter with the enclosed confidential parent and employee mailing address information under the following conditions:

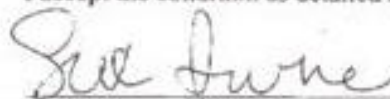
1. The enclosed materials will not be copied, duplicated, or in any way reproduced.
2. Only authorized members of the League of Woman Voters-Hawaii Chapter will have access to this information for the purpose of holding the vote.
3. The enclosed information may only be used one time, for the purpose of holding a vote as to whether or not the Laupahoehoe School community accepts or rejects the charter school Detailed Implementation Plan.
4. All records of the election including the parent and employee mailing information must be kept in a secured, locked location.

Please sign below if you accept these conditions on behalf of the League of Woman Voters-Hawaii Chapter.

Sincerely yours,


Thomas Ekno
Principal

I accept the condition as detailed above.


Sue Irvine, League of Woman Voters-Hawaii Chapter

1/21/2010
Date of Receipt

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER
Laupahoehoe High and Elementary School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding our school's nondiscrimination policies: Mr. Thomas Ekno, Principal, PO Box 189, Laupahoehoe, HI, 96764, 808-962-2200. Please contact the principal for translation of this document into a language other than English.

LWV COPY

LEAGUE OF WOMEN VOTERS OF HAWAII COUNTY
P.O. BOX 665, HILO HI 96721

Wednesday, February 10, 2010

LAUPAHOEHOE HIGH & ELEMENTARY CHARTER ELECTION

BALLOTS DISTRIBUTED:

(mail) 247 + 4 (added eligible*) = 251
(walk) 33 many duplicate of above
TOTAL: 281

*eligibility approved after 1/26/10

BALLOTS CAST: (mail) 125
(walk) 55

TOTAL BALLOTS CAST: 180

INELIGIBLE BALLOTS RECEIVED: 3

BALLOTS COUNTED: 180

Do you APPROVE the proposed Detailed Implementation Plan and the application to convert Laupahoehoe High & Elementary School to Laupahoehoe Community Public Charter School?

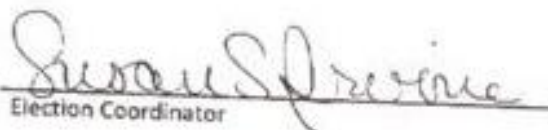
YES, I approve 145

NO, I do not approve 35

BLANK / NO VOTE 0

TOTAL 180

Using a database of eligible voters provided by Thomas Eckno, principal of LHES, the League of Women Voters mailed ballots 1/26/10 and acted as tabulators of the LHES Charter Election on the above date. We hereby certify that the mailing, counting, and tabulating were fairly and accurately done, that the secrecy of the ballot was maintained, and that the results are as indicated above.


Election Coordinator