

NI'HAU SCHOOL OF KEKAHA



BACK ROW:

**KU'UHOAPILI, KUMU LAMA, HEALOA, PEPE BRIDGETT, KAWAI,
KEALALAUAE, KALEO, TEWEETAH, MANOLANI, KUMU ELAMA**

MIDDLE ROW:

**KALEIOKALANI, PONIALOHA, ALOHA, HINO, KEOLA, NAPOMAIKAILANI,
KAHANUOLA, KAMEALOA**

FRONT ROW:

LOKELANI, STACY, NALI'I, KAIMILANI, HOKUOKALANI

SCHOOL OF KEKAHA NI'HAU
1998

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Hawai'i Department of Education
NEW CENTURY PUBLIC CHARTER SCHOOL
Detailed Implementation Plan

Submitted to
ATTN: Dr. Mitsugi Nakashima
New Century Public Charter Schools
Board of Education, PO Box 2360, Honolulu, Hawaii 96804

Date: 30 March 2000

School Name: Ni'ihau School of Kekaha

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Opening Date: August 2000

Five copies of this plan have been hand delivered
to Art Kaneshiro's office. Mahalo

IMPLEMENTATION PLAN
NI'ITHAU SCHOOL OF KEKAHA
NEW CENTURY PUBLIC CHARTER SCHOOL
March 2000

I OVERVIEW

The Ni'ihau School of Kekaha will provide unique educational services as a New Century Public Charter School serving the Ni'ihau and Kekaha communities in 2000-2001 following the schedule, frameworks, and performance goals outlined in this implementation plan.

The Ni'ihau School of Kekaha (NSK) is the only community-initiated and community-implemented school in Hawai'i providing culturally appropriate educational opportunities for the children of Ni'ihau and Kekaha. Employing a curriculum based on the content and process of Hawaiian culture as it has been lived for centuries on Ni'ihau and taught in the Ni'ihau dialect, the school has been operating for nearly one year in a pavilion located at the Kaua'i County Neighborhood Recreation Center in Kekaha. Currently serving 24 children and youth, two staff with teaching, curriculum development, and administrative experience spanning two decades have volunteered their time, mana'o, and aloha to ensure the K-12 students are receiving an education in both Hawaiian and English that prepares them for living successfully in both worlds.

In Fall 2000, NSK will implement an expanded K-12 charter school for 40 students that are primarily from Ni'ihau and Kekaha communities.

A) School purpose, vision, mission, beliefs and general goals.

Purpose: The purpose of Ni'ihau School of Kekaha as a New Century Public Charter School is to provide an equal educational opportunity for students of Kaua'i and Ni'ihau communities whose primary language is the Ni'ihau dialect of Hawaiian and who have been disadvantaged by current schools in Kekaha including: 1) the Hawai'i State DOE school where English is the only medium of instruction; and, 2) the Aha Pūnana Leo school where Hawaiian is the only medium of instruction.

Vision: Our vision is to provide a balanced bilingual education for our students. This vision includes preservation and promulgation of the Ni'ihau dialect of Hawaiian and Hawaiian culture and ideologies in general. This will be accomplished by educating students of our community in all subjects in both Hawaiian and English. Being totally conversant, literate and functional in all subjects in both Hawaiian and English domains will equip our children to become leaders of our communities of Ni'ihau, Kaua'i and beyond. Our students will perpetuate their native Hawaiian world view and values and also will develop insight into matters of the world where English is the primary lingua franca.

Mission: Our mission is one of balance. Our community needs leaders who are completely literate and educated in the native language of the community as well as the prevalent language of government in Hawai'i. We need to provide our children with the means to raise the level of involvement of the communities they come from in government and society in order to have proper and influential representation of the indigenous population in matters that affect society and political issues in Hawai'i today.

Belief: Our belief is that the only way that our language and way of thinking can survive and thrive is for our children to become highly skilled bilingualists. With the education NSK will provide in both Hawaiian and English, our children will have the skills necessary to become leaders and productive members of society. Once these children grow to maturity, the voice of our community will be clearly articulated to all surrounding communities. This will allow our philosophies and values to be expressed in ways that are truly representative of the indigenous population of Hawai'i.

NSK joins other Hawaiian-based charter schools in the beliefs that:

- 1) Hawaiian knowledge structure differs significantly from the Western system of education;
- 2) As indigenous people, Hawaiians have the right to design and control our own education;
- 3) Hawaiian students can succeed in the 21st century without having to give up Hawaiian values and traditions;
- 4) When Hawaiian culture, language and values are incorporated into all school activities and processes, education has increased relevance and meaning for our children and, as a result, children are able to learn, to grow, and to excel in the academic setting and in life outside of school;
- 5) Systemic educational change can only be implemented with the support of and full integration into the community including `ohana members.
- 6) Integration of the environment into a quality Hawaiian curriculum is absolutely essential.

The Ni`ihau School of Ni`ihau strives to bring full community support to nurture and empower our students to become effective, productive citizens in both the Hawaiian and English communities by developing:

- the ability to be responsible for one's own learning;
- the understanding that it is essential for human beings to work together;
- the ability to be involved in complex thinking and problem solving; and,
- the ability to recognize and produce quality performance and quality products.

B) Involvement of parents and community in designing school.

Entire families of the Ni`ihau community of Kaua'i have joined together to become the sole driving force of the Ni`ihau bilingual education program since its inception in 1993. These same families have likewise been the sole driving force behind NSK in its present form since May 1999. Parents acted in the spirit of "lokahi" (unity) in bringing their students together to form the home school program. The two current teachers, Elama Kanahele and Lama Kaohelaulii, are

members of the community and native speakers of the Ni'ihau dialect of Hawaiian. Virtually all of the students of the program are related, by blood or by marriage, to their teachers and to each other.

Parents currently donate their time and pool their family resources to provide for the physical needs of all the students including providing transportation to and from school, events and activities. They also provide school lunches, and input into how the curriculum of the program should be designed. Parents provide encouragement to each other and to the students and teachers to remain resolute in their efforts to pursue a holistic education in both Hawaiian and English.

Children have no exposure to proper English in their homes. Therefore, NSK will provide educational tools for the parents, e.g., evening classes, home study materials, and/or upper level students tutor parents for extra credit.

The two current teachers volunteer all their time, talents and resources to teach and further establish and develop the curriculum of the School. Families of the community often pool monies together in order to send the teachers to planning and training meetings on other islands in order to improve the teachers' experience, knowledge and abilities in the field of teaching.

Additionally, NSK has joined the state-wide Nā Lei Na`auao, Native Hawaiian New Century Charter School Alliance, in the spirit of kūkulu kumuhana (the pooling of strengths intellectual, physical, emotional and spiritual for a common purpose) to create models of education designed for Hawaii's native student population that are culturally-driven, family-oriented, community-based and allow students to walk successfully in two worlds. As an alliance, Nā Lei Na`auao members have been assisting one another in developing administrative and curricular frameworks for our individual schools while maintaining our individual integrity and goals. Additional projects for the alliance will be to develop quality evaluation tools for alliance member schools, create professional development and certification programs, sharing information regarding the creation of strong fiscal management and administrative processes.

II. DESCRIPTION OF ADMINISTRATIVE & EDUCATIONAL FRAMEWORKS

A) NSK administrative framework.

Ni'ihau School of Kekaha administrative leaders will implement policies set by the Local School Board. NSK will have one lead teacher and primary administrator in a structure where leadership and decisionmaking is shared. Three other educators will complete the teaching team for the 2000 school year. NSK will contract with a part-time bookkeeper for daily fiscal activities to work in conjunction with a contracted C.P.A.

Class-based activities include students and teachers meeting in one large group and in four grade clusters. Interdisciplinary learning activities will involve the entire student body and teachers in outdoor learning labs addressing areas such as fishing and marine resources, farming and agriculture, etc.

B) NSK educational framework.

Ni`ihau School of Kekaha believes that the key foundation for all education in the Ni`ihau community is the strong, positive relationships shared by people of all ages. NSK emphasizes students of all ages exercising leadership within the school and the larger community. To do this, NSK staff and board work together to build a learning environment that emphasizes modeling, responsibility and trust while striving for individual and collective excellence, according to our traditional proverb, "*kulia i ka nu'u.*" NSK believes that the only way our language and way of thinking can survive and thrive is for our children to become highly skilled bilingualists; so, we give major emphasis to reading and writing in both Hawaiian and English.

The Ni`ihau School of Kekaha focuses on Hawaii's native culture as its educational foundation. As a result, curriculum and instruction, assessment, educational philosophy, school structure, and community integration are all congruent with Hawaiian values that have guided our communities for centuries.

In order to assure that students are able to make positive contributions to their communities and to society as a whole, NSK has established the following goals relating to core content knowledge:

- 1) Students effectively demonstrate reading, writing, and communication skills in the medium of Hawaiian and English.
- 2) Students demonstrate the ability to access, evaluate, synthesize, and present information using a variety of technologies.
- 3) Students apply critical thinking skills and problem solving techniques and demonstrate ability in mathematics and sciences.
- 4) Students demonstrate mastery of academic, cultural, and workplace competencies.
- 5) Students demonstrate understanding of life-long learning and work ethics as essential elements in transitioning to self-sufficiency.

C) Frameworks provide basic protection of employees and their reasonable academic freedoms.

To insure optimal employee-employer relations and morale in order to provide the most desirable environment for the development and education of all students, NSK shall establish and maintain a program that is structured to encompass but not be limited to, the establishing and maintaining of a communication and informational system to alleviate employee dissatisfaction and concerns; the counseling of employees relative to present and future benefits as provided in federal and state programs; and the recognition of employee services and their contributions.

- 1) Employee Communication and Informational Program- NSK shall develop and maintain a communication and information program which provides for the establishment of a system to update and revise informational materials for distribution to its employees.
- 2) Employee Counseling Program- NSK shall develop and maintain an employee counseling program encompassing, but not limited to, pre-

retirement, post-retirement, health fund benefits, tax sheltered annuity, grievances and other activities calling for counseling services.

- 3) Incentive and Service Awards Program- NSK shall establish and maintain a program of awards and incentives to recognize years of service and achievements of NSK employees.

NSK recognizes the right of its employees to join, or refrain from joining, any lawful employee organization. It also recognizes the right of eligible employees to participate in the affairs of a bona fide bargaining unit to the extent that may be consistent with law and regulation. KANU further acknowledges the right of lawfully designated employee organizations to serve as exclusive representatives in negotiating on behalf of NSK employees.

III. PLAN FOR IDENTIFYING, RECRUITING AND SELECTING STUDENTS

A) Plan for identifying, recruiting and selecting students which ensures that student participation in charter school is not exclusive, elitist, or segregationist.

- 1) **Description of how families in community will be informed and given equal opportunity to attend the charter school.**

Families in the community will be made aware of NSK primarily through word-of-mouth via students, family members and community members. Further public notice will be accomplished through newspaper coverage (the Garden Island Newspaper, the Kaua'i Times newspaper). All interested participants will be encouraged to contact NSK regarding future enrollment in our programs and every effort will be made to accommodate interested students and their families who also share NSK's vision and purpose.

NSK is committed to serving the needs of ALL students of the Ni'ihau speaking community. NSK does not seek to place labels on students as "at-risk" or "special needs". Experience has proven that by working with the individual students to develop personalized individual educational plans and inviting their active and equal participation in our full bilingual educational program, we can serve all students without practicing discrimination or selectivity.

NSK will make every attempt to accommodate those with physical and other limitations on a case-by-case basis. We feel that the unique and flexible nature of our school and our programs can be adapted to include all individuals.

- 2) **Description of how students will be selected if more students seek admission than space allows.**

The number of students NSK expects to have on opening day in August of 2000 is 40. In following years, we expect to increase the numbers of students. Student numbers are flexible because of the transient nature of some families between Ni'ihau and Kaua'i. NSK will make every effort possible to accommodate all students who desire to participate in the program, within reasonable limits. In the event that more students seek admission than space allows, we will utilize a

lottery system to ensure equal opportunity for all applicants.

B) Description of how school will identify, recruit and select preferred students without being exclusive, elitist, or segregationalist.

NSK's program is not designed around admission preferences. The purpose of NSK is to improve the academic performance of those whose primary language is the Ni'ihau dialect of Hawaiian. NSK welcomes all who espouse the idea of equal opportunity to education in the Ni'ihau dialect of Hawaiian and in English. There are no entrance exams or strict criteria for entry into NSK's program. NSK welcomes all students of the communities of Kaua'i and Ni'ihau whose primary language is the Ni'ihau dialect of Hawaiian.

IV. PLAN FOR ASSESSING STUDENT PERFORMANCE

A) Brief overview of NSK assessment plan/framework for students attaining revised Hawai'i Content Standards.

To determine the extent students have attained the standards, NSK will implement an assessment framework that will focus both on individual and collective assessments. Teacher and student use of assessment is frequent and integrated at all levels into the teaching and learning. From the time of the initial student interview, students will be assessed utilizing a wide variety of assessment strategies developed over nearly a decade of action research. These assessment results will then be used to create an Individual Learning Plan (ILP) tailored to the unique needs, gifts, preferences, and goals of each individual student.

All stake holders—teaching team, students, and parents—will be advised of the unique learning preferences of each student, his or her areas of giftedness as well as his or her major areas of improvements, and efforts will be taken to tailor student projects according to their unique learning strategies. This also includes providing students with opportunities to use assessment results to modify their own learning strategies. Advisors, students and parents will meet on a yearly basis to evaluate the ILP and plan for the next academic year.

NSK will use the New Standards Reference Examination, a criterion referenced exam, to measure the degree to which students achieve the standards. This form of assessment is used by other new century charter schools because it measures whether students have achieved the standards rather than how they rank in relation to all others who take the test as the SAT does.

B) Assessment tools to measure student progress toward achieving revised Hawai'i Content Standards.

NSK will utilize assessment tools that provide both quantitative and qualitative data and that clearly measure the student's progress toward the achievement of the standards. These tools include:

- 1) Entry testing to establish students' present status, learning styles and areas of giftedness
- 2) Individual Learning Plan (ILP)

- 3) Clearly specified evaluation rubrics for all "courses" students will receive credit for
- 4) New Standards Reference Examination.

C) NSK plan for making student assessment accountable to general public.

All projects completed by the students will require presentations to authentic audiences from the Ni`ihau and Kekaha communities. NSK will invite all community members to an Open House each semester to provide information about the school's programs and progress.

V. CURRICULUM, INSTRUCTIONAL FRAMEWORK AND ASSESSMENT

A) Brief overview of NSK curriculum, instructional and assessment framework.

1) Links between NSK curriculum, instructional, assessment framework and the revised Hawai`i Content and Performance Standards.

Ni`ihau School of Kekaha will focus on a holistic education in all subjects including math, science, language arts, social studies and life skills (farming, fishing, agriculture, animal husbandry, etc.). NSK will also devote equal energy and time to education in traditional Hawaiian philosophies, values, history, lore and cultural practices. NSK's curriculum is based on full bilingual education. Each of the above subjects will be instructed in both Hawaiian and English with equal attention being devoted to each. Courses on English language arts will be instructed in English and courses on Hawaiian language arts will be instructed in Hawaiian.

Development of the Hawaiian curriculum will be based on traditional Hawaiian philosophies of values, global perceptions and necessary life skills. Development of the English curriculum will likewise be based on Western models of education with particular attention given to local relevance and applications. NSK's general goals are to assure that all students:

- develop a caring relationship towards all `ohana and community members guided by the culture of Ni`ihau
- develop basic skills for learning effective communication with others
- develop decision-making and problem-solving students
- develop cultural awareness, knowledge, and understanding of the Ni`ihau culture into the new millennium
- develop creative potential and aesthetic sensitivity
- develop a positive concept of self
- develop leadership skills
- develop behavior responsibility
- develop physical and emotional health
- develop concern for preserving and restoring our environment
- develop knowledge of and pursue options for work and career development
- develop independence in and a love for lifelong learning

Written and oral testing of students will be done at regular intervals in both

languages to monitor knowledge content in both languages. Students will be prepared for standardized testing (Histac, SAT, etc.) in English and similar testing will be developed in Hawaiian. Records will be kept on students' performances and compared to previous tests to monitor student progress. Standardized test scores will also be charted against the average performances of students of the Hawai'i State DOE system as a comparison of performance.

NSK believes that a combined approach of classroom and project-based learning is most appropriate to equip our students with essential fundamentals of knowledge as indicated in the Hawai'i Content Standards. Research shows that full bilingual individuals show an ability for "greater cognitive flexibility: they recognize the arbitrariness of words and their referents." (Lambert and Peal)

Classroom-based and project-based approaches both add to an enriching and holistic education and incorporate content standards in aspects that are multifunctional. Coming from the bilingual perspective, knowledge and content as contained in the standards will be more readily ingested because students will be able to process problems and challenges more circumspectly as opposed to facing problems with only one perception or world view. Taking the students from the classroom setting into the environment and involving them in problem solving situations and activities will teach students to adjust their views on approaches to problems in ways that allow them to more efficiently examine and address the situations at hand.

To receive credit in the content areas detailed below, students must complete sets of "coursework" utilizing rubrics developed by the teaching team with input from the students:

CONTENT AREA	# CREDITS PER YEAR	# CREDITS TOTAL H.S. CAREER
Science	1	4
Mathematics	1	4
Language Arts	1	4
Social Studies	1	4
English Language	1	4
Technology	1	4
Physical Exercise	.5	2
Health	.5	2
Fine Arts	.5	2
Career & Lifeskills	.5	2
TOTAL CREDITS	8	32

The School will incorporate the standards as an integral part of its curriculum and apply it in different contexts so that students will have the basic tools to

handle a variety of challenges. Students will demonstrate the application of the standards in a variety of contexts. Rubrics will help determine the standards to be met. Parents will be included in the evaluation of the students performance by participating with teachers whenever possible and providing input into the process. Feedback will be provided by teachers and parents and ways to improve the students understanding of the problems and approach to addressing the problems. Separate student-led discussions will provide students a chance to evaluate each others work and provide peer input into how students can better address situations. Both teacher/parent evaluations and students evaluations will be compared and entered into the students records to be referred to in future monitoring and evaluating situations.

2) Unique features and offerings of NSK's educational program.

Ni`ihau School of Kekaha is unique in being the only community-initiated school in Hawai`i providing educational opportunities for students in the Ni`ihau and Kekaha communities employing curriculum based on the content and the process of Hawaiian culture as it has lived for centuries on Ni`ihau and taught in their own language and dialect. NSK is the only school in Hawai`i, in fact anywhere in world, that combines education of traditional understandings of Ni`ihau geography, weather, agriculture, fishing, and arts with systematic and rigorous modern educational strategies.

NSK's program utilizes a high amount of peer teaching and peer evaluating. Students operate mainly in a one classroom environment and older students are often put in leadership roles for younger students leading discussions and project assignments under guidelines provided by the teachers. The guidelines are designed to accomplish particular goals and objectives. Each student involved in the project has particular assignments and goals to fulfill in their roles in the project. Students leaders of projects further delegate responsibilities for student participants to fulfill certain duties that contribute to the completion of the project. At the completion of assignments student leaders and project participants give an accounting of the project, techniques that were employed and project results.

Students and their families take an active role in the upkeep and maintenance of the learning environment and all students devote a portion of the school day to ensure the educational environment is adequately maintained.

This type of approach to learning instills in the students a sense of modeling and example-setting for their peers, encouragement and support for each other, and a sense of responsibility, leadership and ownership of assignments and ideas put forth.

The School is developing, as part of its program, instruction in what we term as "survival skills" such as farming, fishing, agriculture, animal husbandry, and other innovative skills that will allow students to be self-sustaining. These skills are also to incorporate math, science, traditional culture and other fields of study that will help students imagine and create ways in which they can utilize these skills as business or communal ventures. These type of projects make use of skilled members of the Ni`ihau community and other communities of Kaua`i to teach and lead discussions based on these skills. Particular attention is given to

comparisons between traditional Hawaiian practices and Western concepts. Lessons include concepts on problem solving, innovations to make work more efficient and producing or bettering expected results.

B) Sample curriculum for content areas included in revised Hawai`ii Content Standards.

As a school that has been operating for nearly a year with highly experienced teaching staff, NSK has developed a series of standards-based curricula. For example, NSK has developed a curriculum focused on the ocean and marine resources "Ke Kai." One small part of this curriculum is the sample that follows.

Ke Kai curriculum is a project-based, multidisciplinary module that NSK implements through the entire school year using activities based in the classroom and in outdoor learning laboratories and focusing on a variety of subjects such as: inshore fishing (spear), sea urchin diving, limu collection, mussel and shellfish collection (opihī, hauukeuke, pipipi), throw nets, surround net, pole fishing, motor boat operation and maintenance, shell collection, cleaning, separate by size and color and quality, make holes for stringing, stringing shells, prepare leis in different styles, scoop salt, netmaking and repair (round, throw, crab), weather, seasons for fishing, kinds of sea life, prepare and preserve the catch, moon cycles, star indicators for fishing, environmental indicators for fishing, ancient Hawaiian fishing tools, ocean protocol and custom, ocean safety, Hawaiian legends related the ocean, health practices and the ocean.

The following sample of the Ke Kai curriculum represents the standards indicators for Oral Communication. While Hawaiian language is the predominate language of the school, NSK is committed to developing balanced skills in English. Activities listed below take place in both Hawaiian and English.

ORAL COMMUNICATION

- 1) **Standard** Students will communicate orally using various forms- personal, group, and public for a variety of purpose and situations.
 Activities: leading protocol, small group presentations, school-wide presentations, peer teaching, presentations to authentic audiences, journal reports
 Evidence of Achievement: sharing, performance-based assessment (teacher, peer, self, `ohana)
- 2) **Standard** Students will use strategies within speaking and listening processes to understand and communicate meaning.
 Activities: kupuna and parent presentations, oral history videos, technology training in video production, small group discussions, peer-teaching
 Evidence of Achievement: oral presentations, performance-based assessment (teacher, peer, self, `ohana), oral history videos.
- 3) **Standard** Students will apply knowledge of verbal and non-verbal language to communicate effectively.

Activities: song composition, school performance, performance to authentic community, dramatic play, storytelling, island chant competition
 Evidence of Achievement: participation in chant competition, personal and school portfolios, performance-based assessment (teacher, peer, self, `ohana)

- 4) **Standard** Students will adapt message appropriate to audience, purpose, and situation.
 Activities: presentations to authentic audiences, wide variety of performances for secular and church audiences, presentations for school groups and parents
 Evidence of Achievement: performance-based assessment (teacher, peer, self, `ohana), outdoor learning log, school portfolio
- 5) **Standard** Students will demonstrate confidence as communicators and achieve satisfaction in communicating with others
 Activities: presentations and performances for peers, teachers, parents, kupuna, community research,
 Evidence of Achievement: performance-based assessment (teacher, peer, self, `ohana), oral presentations, school portfolio
- 6) **Standard** Students will understand diversity in language, perspective, and/or culture and use speaking and listening to foster understanding.
 Activities: music and songs from many cultures in many languages, teach Hawaiian songs in English to multi-ethnic visitors, oral histories of multi-ethnic west Kaua`i communities
 Evidence of Achievement: performance-based assessment (teacher, peer, self, `ohana), oral history cassettes and transcripts

Additionally, NSK curriculum developers participated in a summer-long pilot project for Hawaiian language immersion teachers sponsored by University of Hawai`i at Mānoa. To review the results of NSK curriculum development specific to Ke Kai that was a part of this project, please visit the website:

<http://www.lll.hawaii.edu/web/kukamaile1/apapapa/default.html>.

C) Ni`ihau School of Kekaha instructional strategies.

NSK believes that a project-based approach integrating content areas and hands-on learning with real world applications is the most effective way for us to align ourselves with the goals of standard-based learning. Project-based approaches:

- is guided by salient themes, problems, issues and questions
- allows students to analyze and revise their work
- incorporates a variety of learning activities over time
- offers a wide range of learning resources and tools
- takes place in a variety of learning groups and settings
- allows students and teachers to understand, achieve standards at own pace
- pays attention to learning as a process
- assures that general learner outcomes are an integral part of instruction and assessment

Other instructional strategies include: total physical response (TPR), journaling, portfolio development, and daily basics.

D) Assessment mechanisms and strategies to determine student progress.

As mentioned above, NSK will utilize assessment tools that provide both quantitative and qualitative data and that clearly measure the student's progress toward the achievement of the standards. These tools include:

- Entry testing to establish students' present status, learning styles and areas of giftedness
- Individual Learning Plan (ILP)
- Clearly specified evaluation rubrics for all "courses" students will receive credit for
- New Standards Reference Examination.

E) Interventions for students who do not meet standards.

If assessment tools indicate that a student is not meeting the Revised Hawaii Content Standards, there are several strategies NSK uses to ensure improvement and the ultimate achievement of standards. First, teaching staff will meet regularly with the student, spend more time with that individual student while providing encouragement and extra guidance. If assessments indicate that an individual student continues to not meet standards, the ILP team is convened to revise the ILP plan in ways that ensure more instructional support and assistance in the specifically-identified areas.

F) Curricular, instructional and assessment program to address students with special needs.

Students with special needs will be addressed in compliance with all state and federal mandates. NSK is committed to reconnecting at-risk and special needs students, and for this reason, all students will have a modified form of Individualized Education Plan that is specific to their needs, learning styles and learning modalities.

Research has shown that special needs students do best in educational environments comprised of small groups engaged in experiential learning which is part of the basic structure of our proposed public charter school.

G) School calendar and hours of operation.

Classes are held daily, Monday to Friday from 8:00am to 2:00pm, except for state and federal holidays. The School follows the basic school calendar as used by the Hawai'i State DOE schools of west Kaua'i which goes from September to June.

VI. PLAN FOR ACCOUNTABILITY

A) NSK plan for collective and individual accountability.

- 1) **Achieving purpose, moving toward, vision, and accomplishing mission and goals.**

The local board as well as all interested teachers and families will set annual goals for the areas of education, school/family relations and teacher support. Actions to achieve goals will also be formulated and the local board will review actions and movement toward the accomplishment of the goals at their regular meetings. Outside consultants may also be asked to participate to clarify goals and to suggest appropriate actions. A year end report regarding movement forward will be produced by the board and reviewed by all role groups.

2) Holding school personnel accountable.

Teachers will conduct peer reviews monthly and take time to observe each other in the classroom. The lead teacher will also observe teachers and will be another member on the peer review group. Immersion teachers may also be asked to participate. These peer review sessions will generate a report of strengths and weaknesses and proposed actions to help in areas of weakness. These reports will be revisited as necessary. All staff will ultimately be answerable to the board, the lead teacher and the community.

3) If applicable, include how school might incorporate accountability design into its accountability plan.

As performance assessment tools are developed by the DOE, they will be translated and used in the NSK. Also, teachers will work with ESL specialists in the DOE to select appropriate assessment tools for use with NSK students.

B) School Accountability.

NSK accountability will be, at the minimum, equivalent to other public schools throughout the State.

Currently, teacher accountability is based on a PATH form which is not as effective as consistent and timely peer review. Testing by SAT only has not been sufficient for DOE students as a whole and NSK is looking for ways to assure student progress in a more consistent timely fashion. We believe that the NSK accountability system will be more efficient than that of the DOE simply because we deal with a smaller, very heterogeneous population. We also have the support of the parents for the appropriate testing of their children.

NSK will implement Stanford Achievement Test 9 in reading and math for grades 3, 5, 6, and 10.

The following table identifies credits NSK students will earn during their high school career:

CONTENT AREA	# CREDITS PER YEAR	# CREDITS TOTAL H.S. CAREER
Science	1	4
Mathematics	1	4
Language Arts	1	4
Social Studies	1	4
English Language	1	4
Technology	1	4
Physical Exercise	.5	2
Health	.5	2
Fine Arts	.5	2
Career & Lifeskills	.5	2
TOTAL CREDITS	8	32

VII. GOVERNANCE STRUCTURE

A) Names, addresses and phone numbers of all school board members.

There will be six members of the interim board for the Ni'ihau School of Kekaha:

Mr. Malaki Kanahale, Jr., President
 P.O. Box 5013
 'Ele'ele, Kaua'i, Hawai'i 96705
 Tel: 808.335.0670
 Parent. Also, active member of community.

Mr. Richard K NeSmith, Vice-President
 P.O. Box 1132
 Waimea, Kaua'i, Hawai'i 96796
 Tel: 808.337.2073
 Community member. Also, curriculum developer for NSK, graduate student, University of Hawai'i at Manoa, BA in Hawaiian Studies.

Ms. Valentina L. Kanahale, Secretary/Treasurer
 P.O. Box 690265
 Makaweli, Kaua'i, Hawai'i 96769
 Tel: 808.337.1813
 Kupuna. Also, parent of NSK student, college student.

Ni`ihau School of Kekaha
New Century Public Charter School Budget:
FY 2000-01

INCOME	
<i>Government Grants</i>	
Federal Start-Up Funds	0
State Fixed Costs	188,375
State Variable Costs	130,000
State Negotiable Functions	17,000
<i>Private Grants</i>	0
<i>Operating Income</i>	0
<i>Loans</i>	0
<i>Individual Donations</i>	0
<i>In-Kind Materials and Services</i>	3,000
TOTAL INCOME	338,375 *

EXPENSES	
<i>Personnel</i>	
Salary	
Lead Teacher- 1.0 FTE @ \$12.50/hr	25,000
Teacher- 3.0 FTE @ \$12.50/hr	75,000
Teacher Aide- 1.0 FTE @ \$9/hr	18,350
Substitutes- 24 days @ \$98/day	2,350
Operations Staff- 3.0 FTE @ \$9/hr	56,100
incl maintenance, grounds, custodian, food worker	
Benefits @ 22%	39,000
Contract Staff	0
TOTAL PERSONNEL	215,800
<i>Services and Activities</i>	
Communications	
Phone/Fax	2,400
Internet Connections and Service	800
Travel	
School Bus Rental	13,200
interisland Student Travel	4,000
Interisland Staff Travel	6,000
Mileage Reimbursement	1,000
Marketing & Development	1,000
Contracted Services	
Accounting/CPA	4,000
Audit	3,000
Legal	4,000
Curriculum Development/Publication	10,000
Capacity-Building Training	10,000
Utilities (electric and water)	5,000
Postage	500
Printing/Copying	600
Insurance	1,500
Professional Development	
Teacher Training	5,000
Computer Training	3,000
Volunteer Recognition	1,000
Misc.	775
TOTAL SERVICES & ACTIVITIES	76,775
<i>Supplies and Equipment</i>	
Instructional Supplies	8,000
Office Supplies	5,000
Student Computers	
Computers/Printers/Monitors	12,000
Computer Software	2,000

Operating Income	0
Loans	0
Individual Donations	0
In-Kind Materials and Services	3,000

TOTAL INCOME 338,375 *

EXPENSES

<i>Personnel</i>	
Salary	
Lead Teacher- 1.0 FTE @ \$12.50/hr	25,000
Teacher- 3.0 FTE @ \$12.50/hr	75,000
Teacher Aide- 1.0 FTE @ \$9/hr	18,350
Substitutes- 24 days @ \$98/day	2,350
Operations Staff- 3.0 FTE @ \$9/hr	56,100
incl maintenance, grounds, custodian, food worker	
Benefits @ 22%	39,000
Contract Staff	0
TOTAL PERSONNEL	215,800

<i>Services and Activities</i>	
Communications	
Phone/Fax	2,400
Internet Connections and Service	800
Travel	
School Bus Rental	13,200
interisland Student Travel	4,000
Interisland Staff Travel	6,000
Mileage Reimbursement	1,000
Marketing & Development	1,000
Contracted Services	
Accounting/CPA	4,000
Audit	3,000
Legal	4,000
Curriculum Development/Publication	10,000
Capacity-Building Training	10,000
Utilities (electric and water)	5,000
Postage	500
Printing/Copying	600
Insurance	1,500
Professional Development	
Teacher Training	5,000
Computer Training	3,000
Volunteer Recognition	1,000
Misc.	775
TOTAL SERVICES & ACTIVITIES	76,775

<i>Supplies and Equipment</i>	
Instructional Supplies	8,000
Office Supplies	5,000
Student Computers	
Computers/Printers/Monitors	12,000
Computer Software	2,000
Computer Supplies	2,000
Office Equipment	2,500
Leased Equipment	
Lg color multifunction copier @ \$400/mo w/service	4,800
Furniture	2,000
Misc.	500
TOTAL SUPPLIES & EQUIPMENT	38,800

<i>Physical Plant</i>	
Rent	7,000
Renovations	0
TOTAL PHYSICAL PLANT	7,000

TOTAL EXPENSES 338,375

* increased revenue related to special education not included

Ms. Hedy Sullivan, Director
 P.O. Box 69035
 Makaweli, Kaua'i, Hawai'i 96769
 Tel: 808.338.1347

Administrative Support. Also, serves as tutor and has business management experience, BA in Business Administration.

Ms. Vigilant Lama Ka'ohelauli'i, Director
 P.O. Box 690010
 Makaweli, Kaua'i Hawai'i 96769
 Tel: 808.338.0422

Staff and curriculum developer at NSK. Also, urrently pursuing a Bachelor's Degree in Hawaiian Studies and Teacher Certification with the Hawai'i State DOE.

Ms. Bernice E. Kanahale, Director
 P.O. Box 690310
 Makaweli, Kaua'i, Hawai'i 96769
 Tel: 808.338.1766

Lead Teacher and curriculum developer at NSK. Currently holds an Associates Degree in Liberal Arts and is close to completing Bachelors Degree in Education and Teacher Certification with the Hawai'i State DOE.

Holly Pahulehua, Director
 P.O. Box 690310
 Makaweli, Hawai'I 96769
 Student.

B) NSK governance structure, governing documents, and contact.

1) Governing structure

A Local School Board will govern Ni`ihau School of Kekaha. The interim Local School Board will direct all school business until an elected board can be seated within 90 days after Fall 2000 semester begins. The Local School Board (LSB), comprised of equal representation of parent, community, staff, administration, teacher, student, and kupuna, will by consensus set policy, including budgeting, curriculum, and operating procedures, etc. Actions of the board shall be aligned with the State Charter contract. The LSB shall empower the school staff to execute daily operations of the school and to progress toward meeting the stated goals of the Charter contract. The LSB shall have the power to manage the affairs and activities of the school and to make reasonable rules and regulations. School staff will be empowered to implement all policies as set by the LSB.

NSK is in the process of applying for non-profit 501(c)(3) status. We anticipate final approval of our non-profit status by December 2000.

2) Governing documents

Please see attached NSK School Articles of Incorporation and By Laws.

3) Charter school management.

The lead teacher will be responsible for day-to-day operations, student instruction, project implementation, and other items directly related to the educational process and the students. Responsibilities will include: procurement, expenditures, allocations; leadership in developing and implementing curriculum; oversight of health and safety requirements; generation of fiscal and accountability reports; preparation for annual audit; directing and monitoring staff activities while giving attention to appropriate division of responsibilities in compliance with board policies and procedures; developing tentative budgets for board approval; annual presentation to LSB including staff evaluation report; recruitment and admissions implementation; and act as liason between LSB and the school communities.

The lead teacher will be assisted by other teachers (DOE certified and Hawaiian cultural educators) to ensure that the school follows board policy while ensuring that goals and learning outcomes are being achieved by all learners.

Currently, there are no plans to contract with any outside agency to manage the School, although consultants may be brought in from time to time. Only the Board of Directors will contract with outside consultants.

4) Charter school partnerships.

Although NSK operates independently with no formal partners to administer the school and its educational programs, the school cultivates and maintains strong community partnerships with a wide variety of community organizations, such as: Kilohana Canoe Club, Kalaheo Church, Anahola Church, Kanu I Ka Pono (Anahola), Kaumakani Church, Hula Halau O Kuulei Punua, Kekaha Hawaii Homes Association, QLCC, Alu Like, Office of Hawaiian Affairs, `Ilio`ouokalani Coalition, Aha Hui Olelo Hawai`i, UH Manoa Department of Indo-Pacific Languages, Ikeao: Alliance for Quality Education and Sustainable Communities, Charter School Consortium of Hawaii, Na Lei Na`auao: Native Hawaiian New Century Charter Schools Alliance, Hawaiian Language Immersion Schools.

VIII. FACILITIES MANAGEMENT PLAN

A) NSK school location.

Currently, NSK holds classes in a pavilion at a public park in Kekaha, Kaua`i. The Office of Hawaiian Affairs holds the title to a facility in Kekaha that is suitable as a fully functional school. Negotiations are in progress with the Office of Hawaiian Affairs for NSK to occupy and use the facility in Kekaha. NSK is awaiting final approval from the Office of Hawaiian Affairs.

B) Using existing public school facilities.

NSK does not plan to use existing public school facilities.

C) Documentation for school facilities.

Full documentation exists for the facility under consideration by NSK. When plans for use of the facility are finalized, NSK will provide DOE with all current documentation for fire, building code, and health/safety requirements

IX. ANNUAL FINANCIAL AND PROGRAM AUDITS

A) NSK budgeting, accounting, procurement and auditing procedures with tentative budget for first year.

A "cash" system of accounting will be used with estimates that are itemized of projecting income and expenses, based on NSK's operational plan. The LSB will approve all income and expenses. Public funds, including state and federal monies, will be implemented and disbursed according to LSB policy and following all state DOE and federal administrative rules. A cash flow chart will be created monthly after DOE releases allotted funds.

NSK will contract with part-time bookkeeper who will use the computerized Intuit "Quickbooks" for "T-account" logging, payroll and banking with the guidance and advised of a contracted C.P.A. We will conduct self-audits under the supervision of our contracted C.P.A. and utilize the state's audit services for required compliance.

B) Determining state funds NSK may receive and plans for sustainability.

Decision on funding from the Office of Hawaiian Affairs for program expense is pending. NSK will also seek support in the form of individual donations from members of the Ni'ihau and Kekaha communities. Additionally, as a member Na Lei Na'auao, NSK may solicit funds from private foundations for program-related expenses.

C) NSK annual financial audit.

NSK will implement financial self-audits on an interim basis which will be determined in the future under the guidance of our contracted C.P.A. We will utilize the state's audit services for required compliance as needed.

D) NSK annual program audit.

After implementing the annual financial audit, NSK will utilize the state's services for the annual program audit.

X. PERSONNEL MANAGEMENT PLAN

A) Alternative personnel management system.

As mentioned earlier, NSK teachers will participate on peer review teams. These teams will provide regular and systematic feedback regarding teaching and learning in the classroom. These teams will consist of another teacher and the lead teacher or administrator. These teams could also include Immersion teachers or other specialists. NSK will also routinely ask for parent and student feedback on learning and teaching. The local board will have the ultimate responsibility to assuring teacher quality and quality learning.

B) Union agreements.

To be negotiated.

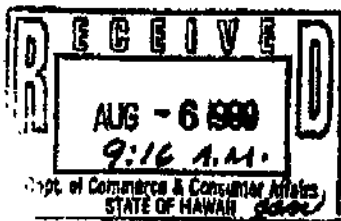
DEPARTMENT OF COMMERCE AND CONSUMER AFFAIRS

EXPEDITED
REVIEW

BUSINESS REGISTRATION DIVISION

STATE OF HAWAII

P.O. BOX 40
Honolulu, HI 96810



B54 00156300 2-8/04/99 \$50.00
S01 00156301 2-8/04/99 \$50.00

Articles of Incorporation of

Ni'ihau School of Kekaha

116,345 D2

The undersigned, desiring to form a nonprofit corporation under the laws of the State of Hawaii, certifies as follows:

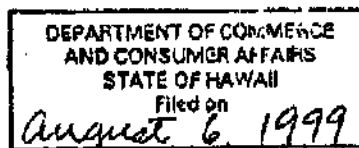
I

The name of the corporation shall be Ni'ihau School of Kekaha.

II

The address of the corporation's initial office is:

P.O. Box 10
Makaweli, HI 96769



III

The period of the corporation's duration is perpetual.

IV

Section 1. The corporation is organized for the purposes of: (a) providing bilingual education in the Hawaiian language and the English language from kindergarten to twelfth grade

levels for children of families from the Island of Ni'ihau residing on the Island of Kaua'i, and (b) transacting any or all lawful activities permitted nonprofit corporations pursuant to Hawaii Revised Statutes Chapter 415B.

Section 2. In furtherance of said purposes, the corporation shall have all powers, rights, privileges and immunities, and shall be subject to all of the liabilities conferred or imposed by law upon corporations of this nature, and shall be subject to and have all the benefits of all general laws with respect to corporations.

Section 3. The corporation is organized exclusively for charitable, religious, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal code.

v

The number of directors constituting the initial Board of Directors is five. The following are the names and residence addresses of the initial directors and, as so designated, officers:

Malaki Kanahale, Jr., President
P.O. Box 5013
'Ele'ele, HI 96705

Vigilant Lama Ka'ohalauli'i, Vice President
P.O. BOX 10
Makaweli, HI 96769

Richard K. NeSmith, Secretary
P.O. Box 1132
Waimea, HI 96769

Valentina L. Kanahale, Treasurer
P.O. Box 27
Makaweli, HI 96769

Bernice E. Kanahale (director, but not an officer)
P.O. Box 310
Makaweli, HI 96769

VI

The corporation has no members.

VII

Section 1. The corporation is nonprofit in nature, and shall not authorize or issue shares of stock. No dividends shall be paid and no part of the net earnings, income or profit of the corporation shall be distributed or inure to the benefit of its members, trustees, directors or officers or other private persons, except that the corporation shall be empowered to pay reasonable compensation for services actually rendered to the corporation, and to make payments and distributions in furtherance of the purposes set forth in Article IV hereof.

Section 2. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 3. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

VIII

Upon the dissolution of the corporation, the existing assets of the corporation shall be distributed for one or more exempt purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any assets not so disposed of shall be disposed of by the Circuit Court of the Fifth Circuit of the State of Hawaii, or any other court of competent jurisdiction, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

IN WITNESS WHEREOF, I certify under the penalties of Hawai'i Revised Statutes section 415B-158 that I have read the above statements and that the same are true and correct.

DATED: 'Ele'ele, Kona'i, Hawai'i, July 29, 1999.

Malaki Kanahelo, Jr.

Malaki Kanahelo, Jr., Incorporator
P.O. Box 5013
'Ele'ele, HI 96705

Phone: 808-335-0670

By-Laws of

Ni'ihau School of KekahaArticle I: Name, Purpose and Seal

1.10 Name

The name of the corporation is *Ni'ihau School of Kekaha*.

1.20 Purpose

The purpose of the corporation is (a) providing bilingual education in the Hawaiian language and the English language from kindergarten to twelfth grade levels for children of families from the Island of Ni'ihau residing on the Island of Kaua'i; and (b) transacting all lawful activities permitted nonprofit corporations pursuant to Hawaii Revised Statutes Chapter 415B.

1.30 Non-profit

The corporation is organized exclusively for charitable, religious, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal code.

1.40 Corporate Seal

The Corporation shall have no seal.

Article II: Board of Directors

2.10 Board of Directors

The property and affairs of the corporation shall be managed

by a Board of Directors consisting of [five] members. The Board of Directors shall exercise all lawful authority for that purpose. At least [three] members of the Board of Directors shall be residents of the State of Hawaii.

2.20 Meetings

The Board of Directors shall have an annual meeting in Kaua'i County, Hawaii, on [the first Monday of the second quarter of each year] (or at a place and on a date proximate thereto, as selected by the prior agreement of all directors), and may have additional meetings at such other times and places as appropriate. If necessary, any meeting of the Board of Directors may be held by a telephone conference.

2.30 Quorum

[Three] directors shall constitute a quorum. In all matters, the members of the Board of Directors shall strive to obtain a unanimous consensus, but, lacking a consensus, a majority of the directors present at any meeting where there is a quorum shall rule.

2.40 Election

New directors will be elected by their predecessor members of the Board of Directors at an annual meeting, to serve until their successors are elected. Directors may succeed themselves in office.

2.50 Term

Each Director shall be elected for a term of [one] year.

2.60 Vacancies

The remaining member or members of the Board of Directors, even if less than a quorum, shall designate new directors to serve the rest of the unexpired terms of any vacancies arising on the Board of Directors between elections held at annual meetings.

2.70 Notice

Notice of any meetings of the Board of Directors shall be given by written notice mailed by any director at least ten days before each such meeting, except that the directors may waive such notice and act at any meeting or otherwise as permitted by the laws governing nonprofit corporations in the State of Hawaii.

Article III: Officers

3.10 Election

At any meeting when there may be vacancies in corporate offices, the first order of business for the Board of Directors shall be to elect the officers of the corporation. The officers of the corporation shall consist of a president, a vice-president, a secretary and a treasurer. [Officers shall serve during the same one year term as their membership on the Board of Directors, and officers may be elected to succeed themselves in office.]

3.20 President

The President of the corporation will preside at meetings of the Board of Directors and shall have the power to sign

contracts, notes, minutes of meetings, and all other instruments approved by the Board of Directors. The President may appoint for a specified term any qualified person to any standing or special committee provided by these By-Laws or established by any resolution of the Board of Directors.

3.30 Vice-President

The Vice-President shall assist all officers, as necessary, to assure the fulfillment of the purposes of the corporation. In case of the absence of the President from any meeting of the Board of Directors, the Vice-President will preside.

3.40 Secretary

The Secretary of the corporation will keep minutes of all meetings of the Board of Directors and shall maintain the general records of the corporation and undertake such acts as may be necessary to keep the corporation in good standing in the State of Hawaii and in any jurisdiction approved by the Board of Directors for the conduct of corporate activities.

3.50 Treasurer

The Treasurer will keep the financial books and records of the corporation, and report upon same to the Board of Directors at least annually. The signature of [both the Treasurer and also the signature of any other officer must jointly] appear on all checks issued on any account of the corporation. [Any payment or allocation of corporate funds or resources must be approved by the Board of Directors either specifically or as an item of an

authorized budget or a purpose established by a resolution of the Board of Directors and designated for expenditures.]

Article IV: Members and Committees

4.10 Members

The corporation shall have no members.

4.20 Committees

The Board of Directors may establish by resolution any standing or special committees that may be deemed necessary in the exercise of their discretion.

4.30 Governance

The governance of, qualification for and terms of membership, duties and direction of all corporate committees shall be established by such guidelines as may from time to time be set forth in resolutions of the Board of Directors.

Article V: Indemnification

5.10 Generally

The corporation may indemnify the members of the Board of Directors, all corporate committees, and corporate agents and employees to the full extent allowed by laws governing nonprofit corporations in the State of Hawaii.

5.20 Bonds and Insurance

The Board of Directors may obtain such bonds and insurance as may be deemed appropriate in its discretion to accomplish indemnification and related purposes.

Article VI: Miscellaneous Matters

6.10 Fiscal Year

The fiscal year of the corporation shall be the calendar year. The Board of Directors are empowered to determine an alternative fiscal year by resolution.

6.20 Amendment of Articles of Incorporation

The Articles of Incorporation may be amended according to such procedures as are provided by the laws governing nonprofit corporations in the State of Hawaii.

6.30 Amendment of By-Laws

The By-Laws may be amended by a resolution receiving the affirmative vote of not less than two-thirds of the directors following written notice of not less than ten days setting forth the proposed amendment.

6.40 Dissolution

Dissolution of the corporation may be accomplished as provided by the laws governing nonprofit corporations in the State of Hawaii, as limited by the Articles of Incorporation.

* * * * *

Certification

I hereby certify that the foregoing By-Laws of Ni'ihau School of Kekaha were adopted by the initial directors at their organizational meeting held on the ___ day of _____, 1999, and

ratified by the Board of Directors at their meeting held on the
31 day of August, 1999.

DATED: Kekaha, Kaua'i, Hawai'i, 8/31/99.

R. Keao Keaunui
Secretary