

**THE REPORT OF THE VISITING COMMITTEE
TO THE
ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOCUS ON LEARNING:
Joint WASC/H AIS Process Guide**

**PACIFIC BUDDHIST ACADEMY
1710 Pali Highway
Honolulu, Hawaii 96813**

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TABLE OF CONTENTS

Chapter I	Student / Community Profile	3
Chapter II	Progress Report	4
Chapter III	Self-Study Process	7
Chapter IV	Quality of the School's Program	7
	I. School's Philosophy and Purpose	7
	II. The Governing Body	9
	III. Finances	11
	IV. Development & Fundraising	14
	V. Administration, Faculty and Staff	16
	VI. Students	19
	VII. The Community of the School	21
	VIII. The Program	26
	IX. Residential Life (NOT APPLICABLE)	33
	X. The Library/Resource Center	33
	XI. The School Plant	35
	XII. Health and Safety	36
	Major Commendations and Recommendations	39
Chapter V	Ongoing School Improvement	42
	Action Plan	42

CHAPTER 1: STUDENT / COMMUNITY PROFILE

The Pacific Buddhist Academy (PBA) is nestled against the west side of an extinct volcanic tuff cone on Oahu in Honolulu, Hawaii known as Punchbowl. The school campus is located on the temple grounds of the Hawaii Betsuin, which is the flagship church of the Honpa Hongwanji Mission of Hawaii, the association of churches affiliated with Jodo Shinshu Buddhism in Hawaii. Pacific Buddhist Academy is an independent, non-profit, college preparatory school. It is the only Jodo Shinshu Buddhist high school in the United States and North America. PBA opened in the fall of 2003 with an initial endowment of \$1.5 million provided by the headquarters of the Jodo Shinshu Buddhist Church of Kyoto, Japan. It first opened its doors in August 2003 to a ninth grade class of 17 students. In 2004 the school was expanded to include a tenth grade. In 2006, PBA graduated its first class of 14 students. Currently in its fifth year, a total of 64 students are enrolled at PBA in Grades 9 through 12. PBA is set in the midst of a working-to-middle class neighborhood. The Pali Highway bisects the upper and lower campuses.

The PBA campus itself consists of remodeled facilities dedicated for use by the school, and larger meeting spaces shared by both the school and temple community on the upper campus; the school also shares a gym, science laboratory, martial arts dojo, band room, art classrooms and a swimming pool with Hongwanji Mission School (HMS) on the opposite side of the Pali Highway. Students are within easy walking distance of three county parks and the main branch of the public library.

The student body identifies primarily as Asian. However, as is common in Hawaii, a large proportion of the students (27 of 64 students) identify as multi-ethnic. Note that students were able to choose all ethnicities they felt applied to their families. Thus, the figures represented below total in excess of 100%.

The ethnic breakdown of the students is as follows: American Indian, 5.45%; Asian, 89.09%; Filipino, 14.55%; Hispanic or Latino, 18.18%; Pacific Islander, 16.36%; White, not of Hispanic Origin, 25.45%, and Other, 1.82%.

PBA serves a middle class population; in most cases, both parents are employed. During the 2007-08 school year, 7 of 55 students received some amount of financial aid.

A closer analysis of the student body reveals that its relative ethnic and economic homogeneity masks a broader range of familial, economic, and educational experience. The majority of students come from two-parent homes, but a significant portion comes from single-parent homes, extended family homes, and “hanai”-style adopted homes. One third of the parent-body identifies as Buddhist of various denominations; another third considers itself Christian of various denominations; while the latter third does not profess any particular religious affiliation. A significant proportion of the students come from outside the school. Though some of those students have strong academic skills, many have struggled in other educational settings. This previously struggling group includes students from both the private and the public sector.

CHAPTER II: PROGRESS REPORT

While Pacific Buddhist Academy is applying for full accreditation for the first time, an initial visit was conducted in AY 2006-2007. PBA was awarded an affiliate status with the Western Association of Schools and Colleges. Eight recommendations were made in that visit; a summary of progress made in response to the recommendations follow:

Recommendation 1: Resolve the governance dilemma regarding the relationship with Hongwanji Mission School.

In its 2006 Strategic Plan, the Academy's Board of Trustees identified the eventual integration of the Pacific Buddhist Academy (high school) with the Hongwanji Mission School (elementary/middle school) in two of its strategic goals. Since this time, the situation of both schools has changed significantly, and a deeper understanding of the obstacles to merging the two schools has become clearer. The Hawaii Betsuin Board decided that integration of the two schools was not desirable, and PBA's Board realized that PBA's 501(c) 3 status presented fundraising advantages from which the school might no longer benefit if it merged with HMS.

Nonetheless, the relationship with HMS has strengthened considerably since the Initial Visit. A key reason for this is a change in personnel at HMS; the new school head strongly believes in a productive partnership between the two schools, building on the rapport established with PBA by the previous principal. The chief administrators of both schools meet regularly to work on alignment issues. Discussions were held between the Academy's governing Board and the newly formed Board of Directors of the Hongwanji Mission School.

The outcome of discussions between the two Boards was the formal designation of the two schools as "Partners in Education." In AY07-08, one faculty member served as guidance counselor for the HMS 8th grade, resulting in a higher matriculation rate (75% in 07-08 vs. 53% in 06-07) to PBA from HMS. Finally, the ADs for both schools have begun work to develop a philosophy consistent with both schools' Buddhist orientation that guides the development of both athletic programs. The chief administrators for both institutions continue weekly meetings to ensure strategic alignment.

Recommendation 2: Bring tuition levels more closely in line with the cost of education per student.

Since the Initial Visit, the Board of Trustees has raised tuition by 4% in the first year, and 5% in the year following. It is committed to raising tuition yearly until it pays for an appropriate share of the cost of educating each student.

Two factors drove decisions regarding tuition levels for AY08-09: the Board of Trustees' decision to begin work for a capital campaign that will double the enrollment capacity of the school in 5 years, and declining economic factors in the state of Hawaii and the U.S. generally. The Board of Trustees has determined that expansion of the school plant is vital to the sustainability of the school. As the school expands, accelerating annual tuition increases to beat the rate of inflation by 3% to 4% each year will help the school bring

tuition levels more closely in line with the cost of education. For the AY08-09, the Board of Trustees raised tuition from \$8100 to \$8800, an increase of 8.64%.

Recommendation 3: Secure additional space for a science lab and student center.

Since the Initial Visit, the Board of Trustees has developed a facilities master plan that addresses the school's need for science labs and a student center, among other needs. The capital campaign to actualize that master plan will begin in 2009.

To this end, the Board of Trustees contracted with a local consultant to conduct a feasibility study for the capital campaign. Concurrently, the Honpa Hongwanji Mission of Hawaii, the association of Shin Buddhist churches, petitioned its membership to donate funds over a course of time to purchase land adjoining the temple campus as part of a "grand master plan" for temple campus development, of which expansion of school facilities is a key component. The leadership of the Honpa Hongwanji Mission of Hawaii approved that fund allocation, and the purchase of the Ching Property was completed in October of 2008. Science labs and a student center are important parts of the planned Phase 1 expansion of the school campus. Meanwhile, PBA has negotiated with the HMS middle school for use of its science labs on the HMS campus across the Pali Highway.

Recommendation 4: Develop a strong marketing and recruitment effort.

Since the Initial Visit, with the assistance of a marketing consultant, a marketing and recruitment plan was developed in 2006. Significant portions of the plan that targeted Buddhist families were implemented during the spring of that year. A developing partnership between Hongwanji Mission School's middle school faculty and the Pacific Buddhist Academy faculty begun in the year following the Initial Visit has borne fruit, as discussed in the response to Recommendation 1. This partnership is aimed at increasing the number of 8th graders who transfer to the Academy.

PBA will continue its recruitment strategy for HMS 8th graders in the next academic year. While those efforts to increase the HMS-PBA matriculation rate have met with success, the administration recognizes it needs a broader recruitment strategy in order to meet recruitment targets for the school's expansion in 2013. The administration will develop a recruitment strategy to ensure it can fill its classrooms when the campus doubles in size five years from now. For that reason, and also because the school will mount a capital campaign critical to the strategic plans of the school, the Action Plan in this Accreditation Self-Study includes the development of a new comprehensive marketing plan as one of its key areas for attention.

Recommendation 5: Expand fund-raising efforts to include increased support from Japan, the state Hongwanji organization, diverse local groups, and mainland Buddhist organizations.

Since the time of the Initial Visit, the school trustees and administration were able to obtain a \$175,000 a year subsidy for five years from the state Hongwanji organization. The Bishop of the state association actively lobbied for funds from Japanese temples and the denomination's headquarters located in Kyoto. Finally, an assistant to the Director of

Development was hired to begin work on broadening the school's appeal to the general community.

In 2008, the church headquarters in Kyoto added the school to the association of Shin Buddhist schools called the Sogo Gakuen, elevating its commitment to the long-term success of the only Shin Buddhist high school in the U.S. Moreover, the Honpa Hongwanji Mission of Hawaii voted to raise \$1.75 million from the church membership in order to purchase property adjoining the Honpa Hongwanji Mission of Hawaii, as was discussed in the response to Recommendation 3. This property expansion will enable Phases 1 & 2 of the school's master plan. In 2009, the school will begin a capital campaign to complete Phase 1 of the school expansion by 2013. The school enjoys the strong financial support of the Shin Buddhist sangha of Hawaii.

Recommendation 6: Develop a strong Board education program for trustees.

The Board's Committee on Trustees increased the number of trustees who attended the Hawaii Association of Independent School's annual workshop for members of governing Boards as a result of the recommendation from the Initial Visit.

Further, during AY07-08, the Board of Trustees conducted a self-assessment that indicated high levels of satisfaction with the professional growth and service opportunities for trustees in the midst of their terms. An area for development that still exists is for the Board of Trustees to develop a more effective orientation process for new trustees; they reported dissatisfaction with this process in their self-evaluation. The Board intends to address this need at its next retreat later this summer.

Recommendation 7: Develop faculty compensation and professional development plans that will insure that the best qualified teachers are working in the school.

Since the Initial Visit, in the area of professional development, the Assistant Head of School developed procedures for diagnosing and addressing individual professional development needs. Interactive distance learning techniques are utilized to continue guided professional development activities over the summer. The administration has also implemented a merit pay compensation system it developed in this academic year. An assessment framework prioritizing professional development is an essential feature of the merit pay system. Currently, all new and returning faculty members are engaged in ongoing curriculum planning and development. Further, the school will research and develop a formal evaluation process for school administrators in AY09-10.

Recommendation 8: Retain faculty and establish a tradition of a stable work force.

Before the start of this academic year, the school lost two full time teachers. In one case, the school elected not to renew a first-year math and science teacher's contract. In the other, family circumstances prompted the fourth-year Japanese language teacher to retire from full-time instruction. The school was able to retain the services of two qualified, charismatic new teachers. Further, the school developed a mentoring framework to ensure the successful integration of the new faculty. Finally, 14 of 16 educators will return to the school (inclusive of all administrators).

CHAPTER III: SELF-STUDY PROCESS

The process of developing the self-study document can be summarized in three stages. Members of the school sangha, or community, worked to accomplish the following:

Final draft of Expected School-wide Learning Results (ESLRs) completed February 28, 2008. Completion of this final draft followed the thorough review of the school's mission and purpose in order to determine the school's **ESLRs**. A letter was sent to the school stakeholders recounting the process of developing the ESLRs.

Final draft of action plan completed December 18, 2008. Concluding the process of compiling the self-study, and after significant involvement from all stakeholders in the school, the PBA Board of Trustees approved the school-wide action plan that includes a group of five key areas for school improvement. A letter was sent to announce the approval of the action plan.

Final draft of self-study completed January 25, 2009. The final draft of the self-study was completed by the Assistant Head of School, the principal writer, after considerable participation from members of all stakeholder groups. A graphic representing the participation of stakeholders, their areas of most significant involvement, and the process by which they were involved in producing the accreditation self-study was included.

CHAPTER IV: QUALITY OF THE SCHOOL'S PROGRAM

I. School's Philosophy & Purpose

The mission of PBA is to prepare students for college through academic excellence; to enrich students' lives with Buddhist values; and to develop students' courage to nurture peace in themselves, their communities, and the world. In addition to emphasizing the development of students' intellect, the school works to develop the character of its students, with the intention that its graduates will work to apply their knowledge, skills and values to effect positive change in their communities. The school emphasizes the development of critical thinking skills. The objective is for students to become more self-aware in order to develop an increased awareness of the community and world in which they live.

While sustaining an environment of academic excellence is the most important focus of the school, educators at PBA recognize that, in the 21st century, knowledge needs to be applied with wisdom, compassion, and the skills necessary to make our communities more harmonious for all people. Humanity needs to find new solutions to intractable challenges; and individuals will need to recognize their interdependence in order to sustain our planet. The school integrates aspects of peace education across the curriculum, including pedagogical practices aligned with principles of peace education and student participation in the intentional design of the school community. PBA seeks to prepare students to be change agents by providing them with leadership opportunities. All students participate in governance councils with power to make changes to the culture of

the school. Students weigh in on matters related to the curriculum and student discipline; they also plan special events, community service projects, and social events.

Finally, students have many opportunities to encounter Buddhist values considered universal in scope. The six *paramitas*, or perfections, serve as the focal point of Buddhist values communicated to the students. Students also have ample opportunity to consider their own values as they mature.

In sum, because of the relative heterogeneity of student academic ability, the school prioritizes a “value-added” or “distance-traveled” approach to define academic excellence. For purposes of college admissions, goodness-of-fit is paramount. The same holds true for the school’s orientation to Buddhist values and peace education; in fact, the total curriculum of the school can be called a “Buddhist peace education curriculum.” The school prides itself on its ability to understand the students’ academic, social, and spiritual needs. While each student works to meet the requirements of a rigorous academic curriculum, the institution also understands that there are countless pathways to nurture peace in self, community, and the world. Finally, PBA does not see an essential conflict between the ends of rigorous academics, peace education, and Buddhist values. Rather, the school seeks to infuse elements of each in all subject areas and disciplines.

<p>Pacific Buddhist Academy Vision, Mission, Peace Philosophy & ESLRs</p>
<p>VISION: Leadership, intellect and spirit in the service of peace.</p>
<p>MISSION: To prepare students for college through academic excellence; to enrich their lives with Buddhist values; and to develop their courage to nurture peace.</p>
<p>PHILOSOPHY OF PEACE: The cultivation of peace in individuals, our community and our world is based on the practice of Buddhist values known as the six paramitas:</p> <ol style="list-style-type: none"> 1. <i>Selfless giving</i> 2. <i>Ethical and moral self-discipline</i> 3. <i>Perseverance and patience</i> 4. <i>Energetic diligence</i> 5. <i>Mindfulness and insightful meditation</i> 6. <i>Wisdom of seeing into the impermanence of all things and the true nature of things as-they-are</i>
<p>Expected Schoolwide Learning Results</p> <p>A PBA graduate will exhibit qualities associated with self-directed learning, complex thinking, quality production, and the ethical and skillful application of his or her actions.</p> <p>A PBA graduate will strive to cultivate inner peace, peace in his or her community, & peace in the world.</p> <p>A PBA graduate will practice the six paramitas.</p>

As a vanguard school, a wide number of constituencies look to the possibilities of a curriculum that emphasizes academic excellence in an environment steeped in Buddhist values, a pedagogy emphasizing principles of peace education, and the sorts of young people the school might graduate.

First among those constituencies is the Honpa Hongwanji Mission of Hawaii. This church community – represented by temples throughout the Hawaiian Islands – is seriously advanced in age, and has declined more rapidly than the denomination’s Japan membership. While conversion to Buddhism is not a component of the school’s mission, many in the temple community hope that graduates of the school will become friends of the denomination.

The Visiting Committee commends:

1. The Board of Trustees, Administration, Faculty, Students, and Parents for working collaboratively, iteratively, and reflectively to create a clearly defined philosophy, purpose and mission which guides the school in their decision making processes in their quest to have students achieve academic excellence, a life enriched with Buddhist values and the courage to nurture peace (Self-Study, pp. 1-15; Conferences with Board of Trustees, Administration, Faculty, Students, and Parents; and Observation).

The Visiting Committee recommends:

None

II. The Governing Body

The governance of Pacific Buddhist Academy has evolved rapidly since the school's inception. PBA has a strong, unified Board of Trustees committed to the school's mission and the fundraising goals for the school.

The school clearly articulates three strengths it seeks in its trustees: (1) a commitment to the mission of the school; (2) demonstrated effectiveness in the individual's professional life; and (3) an attitude of altruism and a desire to serve. The Board members must also have a strong belief in the importance of education and be capable of ensuring the fiduciary trust of loyalty, obedience and care.

The Board has consistently and successfully used strategic planning to advance the goals of the school. The first five-year strategic plan was developed in 2004 and identified key areas of development for the school during its formative years. In 2006, due to the emerging needs of the school, new strategic initiatives were identified, critical goals were outlined and the resources needed to accomplish these goals were determined. Since that time, the strategic plan has been reviewed and evaluated annually by representative school stakeholders. The last strategic planning review was conducted on August 30,

2008; the trustees report high levels of satisfaction with the strategic planning process of the school.

In early 2008, the PBA Board participated in a self-assessment survey based in part on the "NAIS Principles of Good Practice for Board's of Trustees" included in the NAIS publication "*Trustee Handbook: A Guide to Effective Governance for Independent School Boards,*" with positive results. Approximately 80% of the trustees anonymously completed the survey. Trustees reported near universal understanding and support of the school mission, the bylaws, and knowledge about the school's major programs, and the need for ensuring financial stability. Trustees reported significant confidence in the total team structure of the school along with the respective roles of the Board and the staff entrusted with operational management of the school. The trustees appear to be unified in their understanding of the challenges that lie ahead for the school and agree that fundraising should be at the forefront of the Board's attention.

Four key decisions were made as a result of the 2007 - 2008 self-assessment process: (1) Trustees drafted and signed a conflict of interest statement to prevent future misunderstanding; (2) The Administrative Affairs Committee further reviewed the compensation and evaluation process for the Head of School and determined that clearer communication to the full Board was deemed necessary; (3) The Committee on Trustees plans to develop a more formal orientation process for new trustees in the coming fiscal year; and most importantly (4) The Board resolved to focus more attention on two areas vital to the sustainability of the school: (a) to begin a capital campaign in the coming year that will enable the school to double the size of the student body (to 120 students) in 5 years and quadruple the size of the student body in 10 years (240 students); and (b) to build harmonious relationships with the leadership of the Hawaii Betsuin and the Honpa Hongwanji Mission of Hawaii (the school leases the current school facilities from the Hawaii Betsuin; the school facilities planned for the school expansion are to be located in other areas of the temple campus owned by the Honpa Hongwanji Mission of Hawaii).

The Board has taken a major leadership role in initiating the school's first capital campaign. Historically the Board of Trustees has successfully directed the growth of fundraising efforts. Prior to the existence of the school the Board secured a \$1.5 million seed grant for the school from the Shin Buddhist headquarters in Kyoto and during the second year of the school's existence, with the hiring of a Director of Development, the school's first Annual Campaign began. The Annual Campaign has continued since then and the Board has reported 100% participation in the school's Annual Campaign for the AY 2008-2009. Continuing in this fashion the Board has been working with the local community, the temple community and the international community to build and further develop relationships that will help them reach their capital campaign goals. The Board has asked the Head of School, and he agreed, to commit to a three-year contract with the school (previously a yearly contract was administered) in order to provide leadership stability for the school during this time of expansion. The Board of Trustees along with the Head of School have been careful in their financial analysis of the school's growth plan. The Board is currently looking to increase the Board to its full membership (as stated in the bylaws) to aid the leadership in the upcoming capital campaign. The school's

organizational structure has been modified to allow the Head of School to focus more time and energy on fundraising while the Assistant Head of School and the Director of Development tend to daily operations.

The Visiting Committee commends:

1. The Pacific Buddhist Academy's Board of Trustees for their high level of personal commitment, professional expertise, integrity, support of the mission of the school and fulfillment of their fiduciary responsibilities (Self-Study, p. 24; Conferences with Parents and the Board of Trustees).
2. The Pacific Buddhist Academy's Board of Trustees for focusing on strategic planning and fundraising needs to support the school's growth (Self-Study, pp. 30, 36; Conference with the Board of Trustees).
3. The Pacific Buddhist Academy's Board of Trustees for their immediate response to the results of their 2007-2008 self-assessment (e.g., the drafting and signing of the conflict of interest statement; the clear communication to the full Board regarding the compensation and evaluation process for the Head of School, the articulation of financial contributions expected from each trustee with regard to operational and capital costs, and the plans to develop a more formal orientation process for new trustees) (Self-Study p. 35; Conference with the Board of Trustees).

The Visiting Committee recommends:

1. That the Board focus on the leadership, oversight and organization of the capital campaign in the coming year and continue to build relationships with the leadership of the Hawaii Betsuin, the Honpa Hongwanji Mission of Hawaii and the Honzan (Self-Study p. 35; Conferences with the Board of Trustees and Administration Team).

III: Finances

The school's key funding sources, budgeting process and compensation factors are consistent with the mission of the school. The school's financial position is strengthened by a strong annual campaign with over 2,000 donors contributing each year and an equally strong international support system. International support includes the \$175 thousand Honpa Hongwanji Mission of Hawaii yearly subsidy (expires in 2010) and the \$1.75 million seed grant from church headquarters in Japan. Additionally, there is a strong likelihood that the church will provide significant support for the planned capital campaign. The school's financial position is weakened by facility limitation (permitting a maximum of 68 students), an older donor community with an average age of 67, and the struggling economy.

School revenue comes from four sources (the percentage of the operational cost covered by each source is noted in parenthesis): tuition (47%); the Honpa Hongwanji Mission of Hawaii annual subsidy, which ends in 2010 (15%); the annual campaign (22%); and

fundraising events (7%). The Pacific Buddhist Academy's annual operating budget is approximately \$1,079,000. The 2008 strategic plan highlighted the critical importance for developing a permanent fund to manage the school's short and long term operational and capital needs. The Board resolved to: (1) meet fund development goals as determined by the annual budget, (2) develop grant writing capacities or identify other means of raising money to replace the \$175K Honpa Hongwanji Mission of Hawaii yearly subsidy and (3) research and plan to develop an endowment fund.

To meet long-term financial goals the Board is currently researching the feasibility of a capital campaign to double the capacity of the school plant in 5 years (to 120 students) and quadruple the capacity in 10 years (to 240 students). The expansion of the school plant will take place in two phases over the next ten years. To accomplish this expansion, the Boards of the Hawaii Betsuin, the Honpa Hongwanji Mission of Hawaii and the Pacific Buddhist Academy have collaborated in the development of a master facilities plan. Each organization will participate in the capital campaign to accomplish the vision of the plan. The projected cost of both phases of the master plan is \$25,570,000. Phase 1 of the master plan is projected to cost \$9,800,000. This fundraising period coincides with the 750th anniversary of Shinran Shonin's death, the founder of the Shin Buddhist church, comes in 2011, and the Shin Buddhist community worldwide is working to fund capital improvements in their global network of temple facilities – temples primarily located in Japan, Hawaii, Brazil, and the U.S. mainland. A draft of the fundraising timeline, including fundraising goals by organization is included in the Self-Study (p. 340, graphic 11.2.b).

Initial reports from the feasibility study indicate that the school is well positioned to start Phase 1 of the Grand Master Project. Key factors to success will be full participation of the Board, strong support from the local Buddhist community, the formation of a strong leadership team with the ability to "open doors" to funding contingencies both locally and internationally. This process has already begun, in April 2009, the Head of School and the Bishop will be traveling to Japan to receive a pledged donation of \$100,000 from the Buddhist Women's Association. The Bishop has generously agreed to assist PBA in their fund-raising effort in Japan.

The Board is actively pursuing the attainment of endowment funds to replace the \$175K Honpa Hongwanji Mission of Hawaii yearly subsidy (which expires in 2010) to help with student scholarships and operational costs. Thanks to a recent legacy gift to PBA of approximately \$350K the school now has a substantial beginning for an endowment fund. The development committee is currently drafting stewardship policies, including investment and administrative policies, for the PBA Endowment fund(s).

It has been a priority for the Board of Trustees to provide an affordable tuition level for its constituents; the tuition level is currently in the lower third for Hawaii. However, due to the beginning of a school capital campaign, the ending of the school subsidy and the recommendation in the 2006-2007 Accreditation Report, the school plans to raise its tuition. The school has increased tuition at a minimum of 4.0% each year since the 2005-2006 academic year. The largest tuition increase (8.64%) occurred during the 2008-2009

school year coinciding with an increase in enrollment numbers. The school will see a modest increase in tuition next year (approximately 4.5%) as the Board of Trustees works to bring tuition levels more closely in line with the cost of education per student. Mindful of the current economic downturn the school intends to offset the increased expense to families by recommending greater participation in the school's financial aid program. Currently the number of families applying for financial aid does not reflect a significant percentage of the total population even though the school budgets adequate amounts for these students.

As the school continues to grow, the budgeting process will continue to evolve. The Head of School has asked the Assistant Head of School and Director of Development to prepare formal operational budget requests by academic departments for the coming year (AY2009-2010). The Board of Trustees and Head of School establish the budgetary priorities and make ultimate judgments while actively seeking the input and feedback of all stakeholders. The Board of Trustees sets the budget and the Head of School supervises the management of funds during the fiscal year. The budget is reviewed monthly. It is important to note that the school has a healthy reserve (approximately 30% of the annual operational budget) to support its unexpected needs.

The salary and benefits compensation package at PBA is perceived by faculty to be competitive with other small private school in Hawaii, but not adequate to meet their financial goals. This sentiment was particularly acute when the time that each faculty member gave to the school was taken into consideration. The Head of School, in 2008, cited two priorities: to make salary levels as competitive as possible with the private school sector, and to ensure the highest possible performance of all employees of the school. During the 2008-2009 academic year he implemented a merit-pay system for all employees, with compensation to be based on performance, professional development, degrees, credentials and other professional qualifications, and years of service. In the spring of each school year the Head of School has a conversation with each teacher to reflect upon his or her professional growth and development throughout the year. Through dialogue and reflection the Head of School and the teacher come to an agreement about their salary level for the following year.

It should be noted that full-time employees at either Hongwanji Mission School or Pacific Buddhist Academy have the added benefit of receiving free tuition for one child. This is an excellent benefit of full-time employment and supports the school's belief that extending educational benefits to its employees (and their families) benefits the school as much as it benefits the respective families.

The Visiting Committee commends:

1. The 2008 Strategic Plan participants for identifying the need for PBA to become financially stable by creating a permanent fund development capacity necessary to meet the short and long term operational and capital needs of the school (Self-Study, pp. 53-54, 76-90; Conferences with the Administration and Board of Trustees).

2. The Board of Trustees and the Director of Development for initiating and hiring a consultant to conduct a feasibility study to determine the likelihood of a successful capital campaign in the first five years (Self-Study, pp. 54, 392; Conferences with the Administration and the Board of Trustees).
3. The Development Committee (Board of Trustees), the Facilities and Planning Committee (Board of Trustees), the Board President and Head of School for their leadership in developing a tri-party facilities master plan to include PBA, Hawaii Betsuin and Honpa Hongwanji Mission of Hawaii, which is critical for the envisioned two-phase expansion of PBA's school plant (Self-Study, pp. 103-104, 392; Conferences with the Administration and Board of Trustees).

The Visiting Committee recommends:

1. That the Development Committee (Board of Trustees), Director of Development and the Head of School develop a balanced operational budget to ensure the long-term financial sustainability of the school (Self-Study, pp. 53, 391; Conferences with Board of Trustees and the Administration).
2. That the Development Committee (Board of Trustees), Director of Development and appropriate stakeholder analyze the budget to develop and implement increased revenue plans; determine areas of excess spending, if any; and implement cost-cutting measures, if necessary, that minimally affect the school program (Self-Study, pp. 54, 391-392; Conferences with Board of Trustees and the Administration).
3. That the Development Committee (Board of Trustees), the Facilities and Planning Committee (Board of Trustees) and the Director of Development develop both an operational and a capital budget that takes into account all phases of the school expansion (Self-Study, pp. 391-392; Conferences with Board of Trustees and the Administration).

IV: Development & Fundraising

While PBA faces significant financial challenges in the years ahead, it has had an incredible history of successful fundraising and support from the community. The initial seed grant of \$1.5 million from the Shin Buddhist headquarters in Kyoto enabled PBA to restore classroom and office facilities on the Hongwanji Mission Campus in the first year of the school's existence (AY2003-2004), to convert the temple and dormitory facilities on the Betsuin temple campus to a group of classroom and office spaces in the second year (AY2004-2005).

The school operational costs over the past six years have exceeded the initial amount of seed money given to the school; thus, under the direction of the PBA Board of Trustees, the school's Director of Development initiated an Annual Campaign which raised \$245,321 during the 2007-2008 year and two special fundraising events (an annual banquet honoring important peace makers in the community which raised approximately \$11,800 during 2007-2008 and an annual golf tournament which raised approximately \$33,100 that same year). The Annual Campaign has helped the school create and

disseminate information about the school and build a community of school supporters. The special events help create a visible school culture that promotes peace in the community and generates fellowship among members of the community.

In 2004, recognizing that monies raised through fundraising events were insufficient to satisfy the needs of the school, the then President of the PBA Board of Trustees and the Head of School sought the institutional and financial support of the Honpa Hongwanji Mission of Hawaii (the association of Shin Buddhist churches in Hawaii). The Honpa Hongwanji Mission of Hawaii elected to provide an annual \$175,000 subsidy to the school for five years beginning in 2005. This subsidy has been critical to the survival of the school and the revenue will need to be replaced by 2010.

With the added responsibility of embarking on a capital campaign the school re-designed the development office structure because staffing levels for the development office were deemed inadequate to support the next phase of development and fundraising for the school. It was recommended that the development office work on donor communication and cultivation and establish a clear chain of command for more efficient decision-making.

The Development Office anticipates that operational expenditures will increase each year over the next five years as they work to raise funds to (a) address the end of the \$175,000 Honpa Hongwanji Mission of Hawaii subsidy, (b) begin the capital campaign for expansion of the school plant, and (c) implement and expand a marketing strategy. The Board of Trustees (Development Committee) is currently revisiting the Communications and Marketing Plan they began in December of 2006 and will be revising and broadening that plan in the next few months.

The decision to embark on a capital campaign to expand the physical plant came as a result of considerable consultation with the governing body of the school, discussions with the Board of Trustees and active recommendation from the leadership of the Honpa Hongwanji Temple community. The Honpa Hongwanji Mission of Hawaii petitioned its members to donate funds over time to purchase land adjoining the temple campus as part of the planned Phase 1 expansion of the school campus. This property had been identified as a necessary component of the Hawaii Betsuin/Honpa Hongwanji Mission of Hawaii /PBA Grand Master Plan. The leadership of the Honpa Hongwanji Mission of Hawaii approved the fund allocation, and the purchase of the Ching Property was completed in October 2008.

The successful fundraising effort of the Honpa Hongwanji Mission of Hawaii, representing the collective financial participation of all members of the Shin Buddhist church in Hawaii, is an excellent example of each institution's interdependence. PBA benefits from the support of the local and international church community and the school helps the church by rejuvenating its membership and enriching a significant number of young people's lives with Buddhist values. The school's growth would not be possible without the church's continued support.

The Visiting Committee commends:

1. The Development Committee (Board of Trustees), the Facilities and Planning Committee (Board of Trustees), the Board President and Head of School for their leadership in developing a tri-party facilities master plan to include PBA, Hawaii Betsuin and Honpa Hongwanji Mission of Hawaii, which is critical for the envisioned two-phase expansion of PBA's school plant (Self-Study, pp. 103-104, 392; Conferences with the Administration and Board of Trustees).
2. The Board of Trustees and the Director of Development for initiating and hiring a consultant to conduct a feasibility study to determine the likelihood of a successful capital campaign in the first five years (Self-Study, pp. 54, 392; Board of Trustees and Head of School).

The Visiting Committee recommends:

1. That the Development Committee (Board of Trustees), the Facilities and Planning Committee (Board of Trustees) and the Director of Development develop both an operational and a capital budget that takes into account all phases of the school expansion (Self-Study, pp. 391-392; Conferences with Board of Trustees and the Administration).
2. That the Development Committee (Board of Trustees), Facilities and Planning Committee (Board of Trustees) and the Director of Development use data from the feasibility study to organize and conduct an initial campaign with the specific goal of raising \$12 million by 2011, to be followed by a second capital campaign to be completed thereafter (Self-Study, pp. 392; Board of Trustees and Head of School).

V. Administration, Faculty and Staff

The administration, faculty and staff are well qualified for their assigned responsibilities; the duties surrounding each position are clearly stated and the organizational chart effectively describes the lines of authority and reporting relationships within the school. There is a high level of trust between the Board of Trustees and the Head of School, between the Head of School and his administrative team (Assistant Head of School and Director of Development), between the administration and faculty and staff, between the parents and the school and between the students and their teachers.

In the spring of 2007-2008, a survey, modified from the Independent School Association of the Central States (ISACS), was administered to parents to gather feedback about the school's effectiveness. The parents agreed that the administration was effective in its leadership; however, they were not as satisfied with the communication systems and co-curricular offering at the school. Proactive in its response to this information and mindful of the need to increase marketing efforts for the capital campaign, the administration decided to restructure its Administrative Team. The administration was re-organized to create two positions that would report directly to the Head of School – the Assistant Head

of School and the Director of Development. The Assistant Head of School was charged with managing the daily operations of the school and the Director of Development was charged with managing the full range of fundraising activities (e.g., annual campaign, capital campaign, grant writing) and most publications. To ensure effective communications within the school, the Head of School scheduled weekly meetings with both administrators so they would all work as a synergistic team. The Head of School's work schedule was also modified to emphasize his work as the school's international and local ambassador. Additionally, the school hired a Co-Curriculum Coordinator to organize the expansion of after school activities.

In preparation for the accreditation process the Faculty Handbook was formally reviewed. During this process the faculty with the Assistant Head of School determined strengths, weaknesses and critical areas for improvement in the personnel policies of the school. The handbook was revised to include the faculty's shared understanding of the art and science of teaching. The faculty team, after participating in a collaborative review of Ruth Atwater's *"A Framework for Teaching Effectiveness"* led by the Assistant Head of School, agreed that the contained rubrics for teaching effectiveness would be useful for faculty evaluation. Through consultation with the Head of School a two-tier level of evaluation was created and instituted for the 2008-2009 school year. Due to the growth of the school and the new organizational structure, the Director of Development, in consultation with the Head and Assistant Head of School, created an Administrative Handbook. These two handbooks help clarify the policies of the school, set guidelines for the administration and faculty, and clearly articulate the roles the teachers and administrators are expected to play both in and outside of the classroom. Both handbooks are reviewed and revised annually by the appropriate stakeholders and ratified by the Administrative Team (Head of School, Assistant Head of School and the Director of Development). These publications will be excellent sources of information for new teachers and administrators coming to the school in their planned period of growth.

PBA, under the direction of the Board of Trustees, strives to provide full-time members of the faculty and administrative salary and benefits packages competitive with the prevailing market in order to hire and retain quality personnel and sustain their program. It has managed to do this despite the small school size, youth of the institution and relatively low tuition.

As part of the self-study, a faculty focus group survey was administered by the Assistant Head of School to qualitatively review their perception of the salary and benefits package. In general, members of the focus group considered the salary and benefits package adequate; however, concerns were raised about the regional difficulty of finding a living wage, the limitation of dental coverage and the extensive demands of a small school environment vs. total compensations. The Administrative Team discussed the focus group results and determined which aspects of the compensation structure and work conditions could be modified and what could not. The Administrative Team decided to:

1. Create and implement (AY2008-2009) a performance evaluation merit pay system that ensures professional development AND salaries connected to strong performance.

2. To collect data (AY 2008-2009) on the total workload of full-time faculty in order to compare it with teachers at other schools of a similar size.
3. To investigate ways of compensating faculty for work above and beyond the terms of the faculty handbook.
4. To add one day of paid "transformational leave" or "wellness leave" each year in order to give all faculty members the opportunity to recharge (instituted AY 2008-2009).

To increase the faculty's sense of professional fulfillment and to clarify the process by which the faculty would be evaluated, the Administrative Team created a structured professional development and evaluation system tied to merit pay. The evaluation framework is a two-tiered system comprised of a formative level and a summative level. The formative level is not tied to the contractual process and primarily focuses on the professional development of the teacher; the summative level is tied to the merit pay contractual process and measures the performance and attitude of the teacher. The formative process is directed by the Assistant Head of School and the summative Process is directed by the Head of School.

The faculty hiring process at PBA is purposefully inclusive. The administration, faculty and students are involved in the hiring process. This broad participation ultimately serves to help all interested parties determine if the school and teacher make a good match. Because so many people are involved in the selection of a faculty member, there is a cadre of school members that are intrinsically linked to helping the new faculty member successfully acclimate to the new environment. Additionally, all teachers attend a two-week orientation session prior to the start of school, with new teachers receiving special attention. This allows teachers the time to work together on their curriculum, and discuss and recommit to shared values while building a strong community foundation.

The Visiting Committee commends:

1. The Faculty and Staff for their professional flexibility, positive energy and willingness to manage the large number of responsibilities in order to effectively run the school (Self-Report, pp. 108-126; Conferences with Administration, Faculty, Parents and Students; and Observations).
2. The Administration for redefining their roles and restructuring the organization of the Administrative Team to enhance communication, clarify lines of authority/reporting and accommodate the growth and expansion of the development office (Self-Report, pp. 108-126; Conferences with Administration, Faculty, Parents and Students; and Observations).

The Visiting Committee recommends:

1. That the school evaluate and anticipate its personnel needs (administrative, faculty and staff) as the school expands (Self-Study, p. 160; Conferences with Head of School, the Administration, Faculty and Parents).

VI. Students

The admissions policy at PBA is to admit students who will thrive in a small-school environment that ensures a high level of individual attention. The school offers rolling admission and accepts applicants at mid-year. There are two processes for admission to the Pacific Buddhist Academy (PBA), one for students from the Hongwanji Mission School (HMS) and one for all other students. Because PBA and HMS are partners in education, students who complete the 8th grade graduation requirements at HMS are automatically enrolled if they are interested in attending PBA. Other students are asked to go through an admissions process. The evaluative process for admitting students involves the analysis of standardized test scores, previous report cards, teacher references and transcripts for students entering in after ninth grade. PBA contracts with the School and Student Service for Financial Aid to analyze the financial eligibility of families interested in applying for financial aid.

As a new and growing school PBA has worked to balance the selectivity of student admissions with needed enrollment numbers. In recent years, PBA's educational success along with its formal partnership with HMS has encouraged HMS students to apply and matriculate at PBA. PBA has found that a sustained and focused recruitment effort of HMS middle school parents and students increases the institutional "buy-in" of all families participating in the coordinated P-12 educational system. Presently PBA hopes to become increasingly more selective in its admissions process, meaning it hopes to pursue students with a "thirst for life" and earnest inquisitiveness", acknowledging that these attributes are difficult to assess. PBA plans to review its admissions process and the use of the SSAT in hopes of finding more quantitative methods to uncover these traits and to develop a more comprehensive understanding of an applicant's learning profile. The school is interested in further defining the student profile in order to successfully serve all those who are admitted. The goal of admissions is to enroll to capacity each year and to increase the waitlist of the school by five in each year to prepare for the doubling of the student body by 2012.

The school utilizes a database called "School Minder" to keep track of student records and uphold confidentiality. The PBA Student Handbook clearly communicates to families and students the expectations for student conduct. Additionally, the faculty and administration reinforce the development of the school culture by appealing to the students' sense of justice and ethics, by helping students reflect on the six paramitas and by using the language of friendship to build and sustain relationships. Student leadership is developed through participation in the student Culture Council. This student group works to encourage behaviors that make the school sangha more welcoming and they are also responsible for participating in peer disciplinary proceedings.

PBA uses programmatic and academic measures to build positive student relationships and learners who understand cultures different from their own. The Monday morning assemblies, the guest student escort program, the Friday temple services, the student governance councils, the grade level advisories, the wellness classes and Buddhist living classes combined together give students a strong sense of community along with many

opportunities to be known and understood. The result is a caring, positive and productive school culture. The series of interdisciplinary class in the Humanities, the diverse group of teachers and administrators, the interaction with international students and opportunities for travel promote student understanding of a multicultural society.

Students and families are further supported by the Dean of Students, the Assistant Head of School, the college counseling program, the wellness classes and, if needed, through referrals to a professional psychologist. A consistent effort is made to recognize the individual strengths of the student, to build constructive relationships with their teachers, and to remove obstacles that are getting in the way of their academic achievement and personal growth. Twelve percent of the student population has been diagnosed with a learning difference (ADD, ADHD, or dyslexia); those individuals are provided the use of extended - time on tests if it is deemed necessary by a licensed psychologist. The school does not plan to extend its services to students with severe learning disabilities or special needs.

Student leadership opportunities are abundant and for all students at PBA, not for the select few. The five governance councils at the school: the Governance Council, Culture Council, Learning Council, Service Learning Council, and Peace Council, provide students with opportunities to lead, learn about governance and assume responsibilities.

Since the school's inception, administrators, faculty and staff have been working on the development and solidification of the academic programs that run during the school day. Through the WASC Self-Study process and the Parent Survey (Spring, 2008) it was determined that the co-curricular programs of the school are in need of attention and represent an area of expansion in the coming years. This past year (AY2008-2009) the school hired a Coordinator of the Co-Curriculum to help develop more co-curricular activities at PBA, while keeping in mind the size of the school and the sustainability of such offerings. Additionally, the Athletic Director (Assistant Head of School) has worked to build stand-alone teams (2), PAC-5 teams (7) and Combination teams (6) to increase the level of student participation in athletics. PBA plans to expand its athletic program by adding a boys basketball (and possibly a girls basketball) program in AY 2009-2010. The hope is that this addition will increase the likelihood of students matriculating at PBA and strengthen school spirit.

The Visiting Committee commends:

1. The Administration, Board of Trustees, and Faculty for developing a strong educational partnership between PBA and HMS, especially in the area of admissions (Self-Study, pp. 173-175; Conferences with Parents, Students, Faculty, and the Administration Team; and Observations).
2. The Administration and Faculty and Staff for creating a positive, caring and productive learning environment that allows students to build strong relationships with each other and with the adults on campus (Self-Study, pp. 185-190, Conferences with Parents, Students, Faculty, and the Administration Team; and Observations).

3. The College Counselor for implementing a strong College Counseling program to help students prepare for college and consider their choices upon graduating from PBA (Self-Study, pp. 193-195; Conferences with the Head of School, Assistant Head of School, Parents, Students and Faculty; and Observations).
4. The Administration, Faculty and Staff for living their school motto "leadership, intellect, spirit in the service of peace" by providing such extensive student leadership development opportunities through the PBA Student Governance Councils (Student Governance Council, Culture Council, Learning Council, Service Learning Council, and Peace Council) (Self-Study, pp. 200-201; Conferences with the Head of School, Assistant Head of School, Parents, Students and Faculty; and Observations).
5. The Head of School and Assistant Head of School for recognizing the need to hire a Coordinator of Co-Curricular to help develop a more robust co-curricular program and for working to increase the athletic team offerings for students enrolled in PBA (Self-Study, pp. 202-207; Conferences with the Head of School, Assistant Head of School, Parents, Students and Faculty; and Observations).

The Visiting committee recommends:

1. That the PBA admissions group strengthens their relationship with HMS through their 8th grade guidance program so that PBA can meet their admissions and wait-list goals as the school expands (Self-Study, p. 173; Conferences with the Head of School, Assistant Head of School, and Faculty; and Observations).
2. That PBA review co-curricular activity and team participation over the next few years to determine if the introduced programs are satisfying student needs, helping with student enrollment, and not overextending the school's operational budget (Self-Study, p. 202; Conferences with the Head of School, Assistant Head of School, and Faculty; and Observations).

VII. The Community of the School

The Parent Student Staff Organization (PSSO) of Pacific Buddhist Academy (PBA) was formed in Academic Year (AY) 2006-2007 for the purpose of organizing and ensuring parental participation in the major events for which the school mobilizes support. In addition to participating in major events in the school (e.g., Finding Our Way fundraising banquet, Martin Luther King Day Parade, Dr. Albert Miyasato Memorial Golf Tournament, baccalaureate and commencement exercises), the PSSO participated in the accreditation process. Using the PSSO as a vehicle, parents reviewed the mission of the school, participated in the formulation and ratification of the ESLRs, and mobilized participation in the 2008 Parent Survey. PSSO's success in facilitating parent participation in the accreditation work was strong. 27 of 56 families, roughly one half, participated in the process of formulating or revising the ESLRs. With PSSO's assistance in mobilizing participation in the 2008 Parent Survey, 46 of 56 families or 82.14% took the survey.

PSSO participation in the accreditation continued with the “Key Areas of Focus Priority Rating Survey,” the first of three meetings convened with the PSSO to determine the items for inclusion in the School-wide Action Plan. Parents also participated in focus group conversation meant to generate ideas for school improvement, and assisted with formulating the language of the Schoolwide Action Plan and ratification of the second revision of the Schoolwide Action Plan.

During the current academic year 2008-2009, in addition to their participation in the continued work of accreditation, the PSSO has focused their work on parent communication, fundraising and event planning.

Though only in its third year of existence, the PSSO represents a vital school organization that effectively channels the organizational energies and expertise of the parents as evidenced in its high rating in the 2008 Parent Survey. PBA effectively integrates new parents to the PBA learning community through orientation meetings, personal parental outreach and sound communication (e.g., Edline and weekly e-newsletter).

Parents find opportunities to volunteer primarily through the PSSO. Because of the parent body is so small, efforts are made to balance the desire for parent volunteers with the understanding that asking too much of the parents might result in overburdening them. As indicated in the 2008 Parent Survey, the parents generally have a high opinion of the school and have indicated in the survey their willingness to recommend the school to friends, neighbors and colleagues.

Based on the 2008 Parent Survey, PBA reorganized administrative responsibilities in part to focus on keeping parents well informed. The former Director of Development was reassigned as the Coordinator of Communications and produces the weekly e-mail newsletter in collaboration with the Assistant Head of School and Coordinator of Co-Curriculum. The publication has been well received by parents because it keeps them up to date with academic announcements. The school plans to survey parents about this medium’s effectiveness later in the spring.

It is the policy of PBA to respond to all parent comments, questions and concerns within a 24-hour window, if at all possible. Because of the mission of PBA includes components related to Buddhist and peace education, the school’s efforts to provide parents with educational information includes opportunities to learn more about Buddhism and peace education generally. The first avenue of learning for parents is the quarterly newsletter, *The Wheel*. For each issue, the Head of School Pieper Toyama publishes an article introducing the theme of that issue’s newsletter. For example, in the most recent issue, Mr. Toyama described the school’s intent behind its first annual theme, “Global Friendships: a path to peace.” He articulates how the theme reflects the school’s understanding of the adolescent’s fascination with social relationships, and how this fascination, appropriately channeled, turns teens to peacemakers.

Other important avenues of information to parents regarding educational matters are through Edline and the weekly e-newsletter. Community educational events targeted to parents are announced. The school has used the accreditation process to educate parents. Parents were given the opportunity to consider the school mission in earnest, contributing valuable insights to the process of designing the ESLRs and deciding areas of focus for the School-wide Action Plan. Conversely, the administration and faculty were able to learn from the parents about their values and educational goals. The school's approach to college admissions, for example, valorizing rightness-of-fit over an approach devoted to elite admissions, reflects directly the parent's understanding of their children and their concern for educational value.

The administration is at work to develop an annual series of events targeted directly to parent interests and concerns. For example, one of the sophomore parents, a neurologist, prepared a presentation on a new learning program she and a team of researchers had developed to enhance memory and attention for adolescents. In the process, she discussed some of the most recent discoveries of brain-based research about adolescent brain development.

The school has thus far graduated only two classes of students so the development of an alumni association remains in its infancy. Organizational efforts to charter such an organization will be conducted later this year. The school keeps contact with all of its graduates by way of the grade level advisors and Coordinator of Communications. Last year, the Dean of Students organized a "homecoming event," a bowling tournament, as an initial fundraiser for an alumni organization. The event was well attended. This year, the administration has organized alumni fellowship activities at the local Buddhist Study Center, a Shin Buddhist-affiliated institution near the University of Hawaii at Manoa.

PBA has received an enormous amount of support from temple membership of the Honpa Hongwanji Mission of Hawaii in its six years of operation. Temple members have provided critical leadership for the school. They represented some of the most important members of the school's founding Board of Trustees. They lobbied church headquarters in Kyoto, Japan, for the initial seed funding to open the school. Leaders of the governing Boards of both the Honpa Hongwanji of Hawaii and the Hawaii Betsuin also serve as trustees for PBA.

The temple membership has also supported the school financially. In 2005, the leadership of the Honpa Hongwanji Mission of Hawaii voted to provide PBA with an annual subsidy of \$175,000 for five years. Last year, Honpa Hongwanji Mission of Hawaii voted to levy funds for purchase of the Ching property adjacent to the temple campus and vital to success of the master plan for the school's expansion.

The school works hard to communicate with temple members. Every month, the Coordinator of Communication contributes a story about PBA to the temple publication, the *Goji*. Students and administrators regularly visit temples at Sunday services. For example, students conducted the Bodhi Day service (the most important holiday in the Shin Buddhist calendar) at the Wahiawa Hongwanji Mission. The Head of School and

two students traveled to Kauai for Martin Luther King Day to conduct services at the Kauai Hongwanji Mission. Last year, the school's taiko teacher and Performance Taiko group traveled to the Big Island to participate in Peace Day festivities organized by the Honokaa Hongwanji Mission.

In its six years of operation, the school has enjoyed what might be described as an inordinate level of interest in a school of no more than 64 students. An article about the school was published in the New York Times in the school's first year of operation. Numerous articles have been published in local daily newspapers and smaller periodicals in Hawaii. In each of these articles the schools has strived to articulate its mission to offer a rigorous college preparatory Buddhist peace education. Its advocacy for integrating sound academics with transformative peace action forms the basis of the school's message.

The school has been involved in a number of community activities:

- **Peace Day Hawaii.** PBA was among groups who successfully lobbied the Hawaii State Legislature to establish September 21 as Peace Day.
- **Lighting the Way Banquet.** Each fall the school hosts a banquet to recognize peace leaders in the community.
- **Relationships with the Spark Matsunaga Institute for Peace and East-West Center located at the University of Hawaii at Manoa.** The Global Studies social studies teacher regularly organizes excursions to both organizations' lecture events.
- **Peace Club.** The school's Peace Club, one of the five student governance councils at the school, began networking with peace clubs at other Oahu public and private high schools in 2007 to develop a charter for a consortium of student peace clubs and to plan a Peace Summit in Spring 2010.
- **Domestic Violence Action Center/Hawaii State Task Force to End Sexual Violence.** A current PBA senior participated in an internship with the Domestic Violence Action Center in 2007 and was invited to participate on the Hawaii State Taskforce to End Sexual Violence in fall 2008. Because of this student's participation, PBA has benefited by extending its peace action network among human service providers.
- **Blaisdell Park Peace Bell Pavilion.** As a result of participation in this year's observation of Hawaii's Peace Day, the school adopted the Blaisdell Park Peace Bell Pavilion in Fall 2008. Members of the school travel to the park quarterly.
- **Buddhist Living 12.** As a culminating course in the school's sequence of Buddhist Living classes, PBA seniors practice gratitude by participating in a series of peace actions throughout the local community. For example, the class provided food for a soup kitchen that serves food to the homeless each Friday at Kapiolani Park. The class is also participating in the onenju bead making to provide temple members commemorating the 750th anniversary of the founding of the Shin Buddhist church. Later this year, the class will work with the Service Learning Council to organized a school-wide observance of Earth Day.
- **Service Learning Council.** The Service Learning Council annually conducts a "community needs analysis" to determine areas of need in the community. Based on student interest from within the council, the students focus their efforts to address a

particular need. For example, last year students took interest in the problem of homelessness, and mobilized a penny drive that raised \$1,000 for the Youth Outreach Center in Waikiki, an organization addressing the needs of the adolescent homeless community concentrated largely in Waikiki.

Students in the school also benefit from the opportunity to have student internships. Since the inception of student internships in Academic Year 2005-06, students have interned with various legislators at the Hawaii State Legislature, Governor Linda Lingle's office, at the Domestic Violence Action Center, Straub Hospital, United Fishing Agency, etc. These opportunities are arranged under the direction of the school administration, and publicized through the school's quarterly newsletter, *The Wheel*, and the e-newsletter.

The Visiting Committee commends:

1. The Administration, Faculty, and Parents for building a strong base for the Parent, Staff and Students Organization (PSSO) as a support organization for the school (Self-Study, pp. 230-232, 234; Conference with Parents).
2. The PSSO for their hard work, their level of commitment to the school, and their ability to get other parents successfully integrated into the fabric of the school and involved in school activities (Self-Study, pp. 230-232, 234; Conferences with Administration, Faculty and Parents; and Observations).
3. The Administration, PSSO, and parent class representatives for their active involvement in the accreditation process and for successfully getting approximately 50% of the parents involved in the accreditation process (Self-Study, pp. 231-232, 234, Conferences with Parents and Administration).
4. The Administration, Faculty, and Parents for helping new parents integrate into the school sangha (learning community) through the New Parent Orientation meeting, inclusion by continual invitation to the PSSO, and making sure new parents are added to the Edline and weekly e-newsletter service for continual, updated information about the school (Self-Study, page 233; and Conference with Parents).
5. The Administration for immediately responding to communication concerns in the 2008 Parent Survey and accreditation parent focus groups by making adjustments in improving communication with parents by reassigning responsibilities and establishing a weekly e-mail newsletter which has been well-received by parents to keep them up to date with academic announcements (Self-Study, page 236 and Conference with Parents).
6. The Administration for continually informing parents about the school's mission and educational events as reflected in the quarterly newsletter articles in *The Wheel*, Edline, and the weekly e-newsletter, and planning for an annual series of events targeted directly to parent interests and concerns (Self-Study, pp. 238-239; Conferences with Parents and Administration).
7. The Hawaii Betsuin and the Honpa Hongwanji of Hawaii for their strong support of Pacific Buddhist Academy including financial and facilities support and

serving on the school's Board of Trustees (Self-Study, pp. 242-243; Conferences with Administration, Parents, and Board of Trustees).

8. The Administration, Faculty, Parents and Students for the numerous service and peace activities and efforts the school has contributed to the community to "match action to image" (Self-Study, pp. 244-246; Conferences with Parents, Students, Teachers, and Administration; and Observations).

The Visiting Committee recommends:

1. That the Administrative Team work to develop an alumni association so the school can take advantage of its strong support and provide longitudinal feedback to inform its academic and co-curricular programs (Conference with Administration and Faculty).

VIII. The Program

A. The Secondary Program

Four conclusions can be drawn from an analysis of the cumulative GPAs, SAT scores, and college admissions statistics of its first two graduating classes (2007 and 2008). First, Pacific Buddhist Academy (PBA) offers a challenging academic program. PBA does not offer AP or honors classes that earn higher than a 4.0 because it provides challenging coursework for all students. Grade inflation is not a reality at the school. Second, the overall academic performance of the students by class year improved. Third, the school is succeeding in its college preparatory mission of finding the right fit for its students and the college admissions profile has improved over the first two years. To date, 100% of the school's graduates have gone on to college (two or four year). Fourth, among students from both graduating classes only two are presently attending mainland colleges. Both in 2007 and 2008, families dissuaded their children from attending mainland schools to which they had been accepted. The college counselor is presently working to introduce students to mainland colleges with six sophomores and juniors traveling to visit a group of colleges in the Northwest this spring. Nonetheless, the school and parent community of PBA feel strongly that with those students for whom admission to a Hawaii-based college and university is the best fit, the school will take pride in these admissions.

Parent conferences with teachers are held during first quarter. Parents can also find out about their child's progress through Edline and contacting the teachers via email or phone. Report cards are distributed quarterly and include narrative descriptions of student progress in every subject.

The activities of PBA's educational sangha, or learning community, are driven by three fundamental Buddhist understandings about the nature of being: the **impermanent nature** of being, the **karmic** conditions that have shaped our being and continually shape our being in the present, and the **interdependent** nature of being.

The curriculum of PBA seeks to promote mindfulness, wisdom, and compassion in its students. **Mindfulness** is a practice of awareness that requires careful internal and external observation. Mindfulness enables us to see the world as it really is, and to be fully aware of the present free from judgement. This awareness facilitates the individual's ability to act with compassion.

Wisdom includes learning the essential skills and concepts of the basic disciplines. It places a premium on knowledge. But wisdom is also concerned with the use to which that knowledge is put. Critical and creative thinking are important to the application of wisdom. Adolescents must be able to think for themselves, to question the assumptions of ideas they encounter, and to decide for themselves the appropriate actions to take.

Compassion has two aspects: the experience of empathy for the suffering of another being, and the action taken by the empathizer to alleviate that suffering. Young people should learn the practice of *dana*, or selfless giving. They should also acquire the sophisticated affective and critical thinking skills necessary to understanding how best to practice *dana*, and how to discern which actions will best sustain others.

Understandings of Peace

PBA is an institution of learning. For different issues, PBA strives to adopt one of four institutional postures in its efforts to educate all members of its sangha about real world issues:

- **Passive educational:** The school educates students to learn values of peace education, become aware of current injustices, and equips them with the skills to make reasoned judgments, but the students are left to make their own decisions about the appropriate actions to take.
- **Compelling educational:** The school educates students to learn values of peace education, become aware of current injustices, and equips them with the skills to make reasoned judgements, and the school compels students to take some form of action.
- **Dialogical:** The school educates students and other stakeholders by turning school into a site of dialogue. It becomes a forum for representatives of a plurality of views to engage in dialogue on peace issues of interest to the local, national and international community.
- **Representational:** The school educates students by examining issues, taking positions on issues, and deciding on appropriate actions the school and students can take to advocate for desired outcomes.

PBA believes that individuals must cultivate inner peace in order to nurture peace in their families, communities and the world.

PBA believes that in order to promote peace in the world, it should practice peace. It seeks to integrate practices of compassion into its instructional methods, respecting the individual dignity and integrity of all members of its sangha, or learning community.

PBA's mission of peace is informed by the emerging discipline of peace studies, and its interconnected strands: international education, human rights education, development education, environmental education, and conflict resolution education.

PBA believes that conflict is inevitable. Rather than seeking to end all conflict situations, which would be impossible, it seeks to empower its learners to manage conflict situations with mindfulness, wisdom and compassion.

PBA seeks to inculcate in its learners the awareness, understanding and motivation to promote sustainability in world cultures.

Understandings about Learning

- PBA believes that all members of its *sangha* are learners.
- PBA is committed to learning by doing and sharing.
- PBA believes that learning is promoted when people experience flow. Flow is enabled when learners are put in situations where their skills match the challenges they face, and the challenges match their skills.
- PBA believes that in order for young people to become effective democratic citizens, they should participate in democratic structures, both in the school and in the larger community.
- PBA believes in integrating group learning activities across its curriculum; it also believes that effective teaming takes time and needs to be taught.
- PBA seeks to integrate its learning activities with the larger community in which it is embedded; it believes that the larger community can often provide the best classroom, i.e., the best opportunities for learning.
- PBA believes in the importance of understanding the unique strengths and potentials of each of its individual learners. It seeks to promote those strengths and potentials.
- PBA believes in holding students to high standards of intellectual and affective rigor, insofar as that rigor promotes lifelong learning and relevant competencies in their lives.
- PBA seeks to promote a balance of intellectual, physical, and spiritual fulfillment for its learners.

All students take the same strong academic program in heterogeneous classes with a heavy focus on inquiry, reflection, and experiential and collaborative learning. The development of critical thinking skills, writing and the ability to communicate ideas with wisdom and compassion are emphasized. The school also emphasizes the ethical application of knowledge.

The design of the six-period day (7:55 a.m. - 3:15 p.m.) is to move the students from classes focused on development of intellect to classes focused on development of spirit. Students develop leadership skills through required participation in school governance councils: Governance (student government), Learning (academic), Culture (disciplinary), and Service Learning (Community Service). They rotate and participate in a different council each year. They also take a series of wellness courses designed to help them develop important healthy habits and life values. There are three elective strands corresponding to budo (judo, kendo, taiko, yoga), the expressive arts (speech, creative writing), and the visual arts (drawing, yearbook, calligraphy, videography). Students enroll in a Buddhist Living class all four years; the student body attends temple services each Friday. The intent of the Buddhist curriculum is not conversion; rather it is to expose young people to fundamental precepts of Buddhist ontology: the impermanence of all things, the interdependence of all beings, and the individual's role in choosing his/her present moment (karma).

The school does not calculate a numerical rank of its students because it feels that ranking within such a small class size does not give a useful picture of student achievement.

Students are required to take the following courses:

English (4 years required): Grades 9 and 10 – Humanities (City & Country; Coming of Age; Love; Migrant and Indigenous Experience); Grade 11 – European Literature; Grade 12 – Global Events.

History (4 years required): Grades 9 and 10 – Humanities (Chaos & Order in Human Communities; Have & Have Nots; Exploration & Conquest; Seasons of Life: An Exploration of Culture); Grade 11 – European History; Grade 12 – Global Cultures.

Science (3 years required): Grade 9 – Physiology; Grade 10- Biology; Grade 11 – Chemistry; Grade 12 – Physics

Math (3 years required): Grade 9 – Algebra, Geometry; Grade 10 – Geometry, Algebra 2; Grade 11 – Algebra 2, Trigonometry; Grade 12 – Trigonometry, Pre-Calculus

Foreign Language (2 years required currently; 3 years required beginning with the Class of 2010): Grade 9 – Japanese 1; Grade 10 – Japanese 2; Grade 11 – Japanese 3; Grade 12 – Japanese 4

Budo (1 year required): Grade 9 – Beg. Taiko, Kendo, Beg. Yoga; Grade 10 – Int. Taiko, Adv. Yoga; Grade 11 – Performance Taiko, Adv. Yoga; Grade 12 – Performance Taiko, Adv. Yoga

Visual Arts (1 year required): Students can choose courses including Drawing 1 & 2, Digital Media 1 & 2, Watercolor, Acrylics, Videography, HTML and Yearbook.

Expressive Arts (1 year required): Students can choose courses including Public Speaking and Creative Writing (poetry, short story, creative non-fiction and drama).

Wellness Series: Grade 9 – Team Sports; Grade 10 – Human Sexuality; Grade 11 – Conflict Resolution; Grade 12 – Life Skills

Buddhist Living (4 years required): The Buddhist Living classes give students the opportunity to consider themes of adolescent interest from a Buddhist perspective. The Buddhist Living curriculum also attends to their social and emotional learning.

Governance Councils: All students are required to be on one of the five Governance Councils every year: Governance Council, Culture Council, Learning Council, Service Learning Council, and Peace Council. Student officers are elected to the Governance Council in the fall; the advisor selects students for the Peace Council; students of all grade levels rotate through the other three councils which offer students learning and leadership opportunities in the areas of responsibility specific to each council.

Senior Project: An additional graduation requirement is the Senior Project that seniors must submit. The culmination of their studies at PBA, the project includes a written component (a detailed research paper), a performance component (ranging from artistic exhibitions to choreographed hula performances to peace colloquia), and a peace component. Results of the project are presented during a series of evening events in the spring of the senior year.

PBA has correlated its ESLRs to each Department's offerings. The Humanities curriculum has developed a group of theme-based courses for grades 9 and 10 that address the ESLRs. English and Social Studies courses are correlated in 11th grade: European literature and European history; and 12th grade: Global events and Global cultures.

The primary focus of the math and science curriculum at PBA is threefold: **First**, students must develop the ordered, logical critical thinking skills and methods particular to math and science. **Second**, students are to develop those dispositions most conducive to mathematical and scientific inquiry: to be broad and adventurous; to be wondering, problem-finding, and investigating; to build explanations and understandings; to make plans and be strategic; to be intellectually careful; to seek and evaluate reasons; and to be metacognitive. **Third**, the math and science teachers concern themselves with the application of students' knowledge and skills, i.e., PGA graduates will exhibit the ethical and skillful application of his/her actions and apply knowledge according to a personal sense of ethics and the ability to apply knowledge in a way that takes one's audience into account. For this reason, the science teachers integrate the study of health and wellness and environmental education into their courses.

Learning in the math classes is differentiated by means of a web-based delivery of the math curriculum, Plato Math, which is aligned to the standards developed by the National Council of Teachers of Mathematics. Students progress at individual rates of mastery.

This heterogeneous rate of mastery modifies the instructional environment for student and teacher alike. Students must employ the practice of three paramitas in particular: *sila*, or the ability to demonstrate ethical and moral self-discipline; *kshanti*, or the ability to demonstrate perseverance and patience; and *virya*, or the ability to demonstrate energetic diligence. Teachers must be prepared to give individualized attention, and to find means of encouraging collaborative learning, peer mentoring and problem-solving, and opportunities for students to apply math lessons to real-world situations not contained in the modules. Based on feedback from parents and students, the school sees this as an area that needs to be re-examined and improved.

Currently, PBA offers four years of Japanese but intends to add Mandarin as a second language of study once the school expands. Beginning with the graduating class of 2010, students are required to complete three years of a language other than English. Currently, the graduation requirement is two credits of a foreign language. Transfer students may apply an alternate language to fulfill one or more years of the language requirement; however, the norm is that PBA students complete Japanese 1, Japanese 2, and Japanese 3.

The Buddhist Living Classes are required for four years. Classes meet once a week and emphasize three key ideas: **One**, interconnectedness of faith systems; religious pluralism. A key emphasis of Buddhist education at PBA is on the interdependence of all faith systems. **Two**, relevance of teachings to students' lives; student engagement. Educators in the Buddhist Living classes attempt to increase student engagement by making the classes fun, by asking students to imagine connections between their personal lives and belief systems and Buddhism, and by providing opportunities for students to experience, or practice elements for the teachings being discussed. **Three**, the experience and practice of gratitude. PBA emphasizes one particular tenet of Shin Buddhism, which is the practice of gratitude. Teachers understand that gratitude is not often the central focus for young adults. They seek to remind the students of the support they have had to receive, for example, the unique educational environment at PBA, or to describe those things for which they are grateful. The Buddhist Living Classes are also a good avenue for service learning. For example, the Buddhist Living 12 class is doing a service learning project for American Buddhist soldiers serving in Iraq. It initially started as an exercise in *dana* (selfless giving) but because of students' questions and interest about Buddhists participating in war (versus waging peace) this has evolved into a service learning project with the four essential stages of service learning: preparation, action, reflection, and demonstration. Students consider the topic through class discussions, guest speakers, and reading the *Buddhist Military Sangha*, a blog created and maintained by a Shin Buddhist minister and Navy Chaplain. Students will also be making *onenju* (Buddhist thought beads to be worn on the wrist) to be sent to Buddhist soldiers.

PBA students participate in a series of Wellness classes designed to help them foster strong relationships. **Grade 9: Team Sports.** Students experience interdependence in an array of team sport settings. **Grade 10: Human Sexuality.** Students explore their values as they consider the importance of healthy sexuality and interpersonal relationships in their lives. **Grade 11: Conflict Resolution.** Students practice the arts of listening, communicating and how to resolve differences. **Grade 12: Life Skills,**

Independent Living. Soon-to-graduate seniors consider some of the essentials of day-to-day life after high school.

The electives program at PBA is purely arts-based: students are required to earn one full credit of budo, or martial arts; one credit in the visual arts; and one credit in the expressive arts. A variety of choices are available to them: **Budo** – Beginning Taiko, Performance Taiko, Beginning and Advanced Kendo, Beginning Judo, Competition, Judo, Beginning Yoga, Vinyasa Flow; **Visual Arts** – Drawing 1 & 2, Watercolor, Yearbook, HTML; **Expressive Arts** – Public Speaking 1 & 2, Creative Writing: Poetry 1 & 2, Creative Writing: Fiction 1 & 2. Depending on the school budget, the school hopes to add a strand of performing arts classes to the curriculum next year because PBA sees the lack of a performing arts program as an important area for development in the total curriculum of the school.

The school also has a Silent Sustained Reading (SSR) program in Language Arts, Social Studies, Japanese, and Science. Language Arts/Humanities has SSR twice a week for 20 minute periods. Other subject areas have SSR once a week. Students said they like SSR because it forced them to take the time to read; SSR helped them learn to enjoy reading; and they could relax by reading a book of their choice.

The Visiting Committee commends:

1. The Administration and Faculty for successfully enriching PBA students' lives with Buddhist values (Self-Study, pp. 294, 302-303; Conferences with Parents and Students; and Observations).
2. The Administration and Faculty for its hard work in integrating and infusing its vision, mission, and Expected Schoolwide Learning Results (ESLRs) into the school's curriculum (Self-Study, pp. 266-293; Conferences with Parents, Students, Faculty and Administration).
3. The Administration and Faculty for student year-by-year improvement in Grade Point Averages (GPAs), Preliminary Scholastic Aptitude Tests (PSAT), and the Scholastic Reading Inventory (SRI) (Self-Study, pp. 260-263, 294-301; Conferences with Administration and Faculty).
4. The Administration and Faculty for regularly discussing the most effective means of making peace themes most relevant to young adults (Self-Study, p. 313; Conferences with Administration and Faculty).
5. The Administration and Faculty for initiating and continuing Silent Sustained Reading as a means of improving reading comprehension while encouraging students to learn to enjoy reading (Conferences with Students and Administration; and Observations).
6. The Administration, Faculty and Students for the Senior Project graduation requirement which gives students the opportunity to demonstrate achievement of the ESLR for "self-directed learning, complex thinking, quality production, and the ethical and skillful application of his or her actions" (Self-Study, pp. 258, 266; Conferences with Students and Faculty).

The Visiting Committee recommends:

1. That the school focus its attention on school-wide improvement in mathematics by reviewing the curricula and deciding how to better address the needs of all learners by having regular teacher instruction on key math concepts so that all students can engage in dialogue with a teacher about their mathematical understandings (Self-Study, pp. 278, 294, 301; Conferences with Parents, Students, and Administration, and Observations).
2. That the school examine ways in which the methods and processes of science can be studied through laboratory investigations (Conferences with Parents, Students and Faculty; and Observations).
3. That the school identify a writing assessment that can give the school feedback on strengths and areas of improvement needed in student writing skills (Self-Study, pp. 294, 301; Conference with Administration).
4. That the school add a strand of performing arts classes to its curriculum as funding becomes available (Self-Study, pp. 291-293; Conferences with Administration and Faculty).

Chapter IX: Residential Life

This chapter is not applicable to the Pacific Buddhist Academy.

Chapter X: The Library/Resource Center

Pacific Buddhist Academy (PBA) does not have a formal library. The school has an expanding collection of novels, short story, poetry and drama collections, and non-fiction works from which students can select to engage in the Silent Sustained Reading (SSR) program. However, the SSR holdings are not organized into a library. Rather, the emphasis of the school with respect to academic-based research is to develop the students' technological literacy. All students are required to own a functioning laptop. Each classroom in the school that hosts academic classes provides a wireless signal, enabling teachers in all academic classes to ask students to utilize the World Wide Web for their lessons. Teachers in the Humanities Department and Science Department give students direct instruction and guided learning opportunities to learn to access and analyze information in the process distinguishing the validity of information sources and those sources' claims.

The administration encourages collegial research to enable teachers to utilize the various multi-media resources and information modalities available on the web: Microsoft Word documents, PowerPoint presentations, images and text stored in pdf files, live streaming audio resources to explore speeches, poetry and music, and repositories of video clips such as cnn.com, YouTube, etc.

The school information software, School Minder, is stored on the school server. The school is in the midst of researching the utility of adapting information resources and infrastructure to the next generation of software utilities and network cloud capabilities.

Nonetheless, the school recognizes that familiarity with and skills in library research are fundamental to the school's college preparatory mission. Thus, teachers organize periodic research excursions to three publicly available libraries: The Hawaii State Library, the University of Hawaii at Manoa Library, and the John A. Burns School of Medicine Library. The learning objectives of these library excursions are similar to the objectives of web-based research; the standards adopted come from the American Association of School Librarian's "Standards for the 21st Century Learner."

Additionally, the school maintains a collection of education-based publications for the administration and teaching staff at the school with subscriptions to Education Weekly, The Journal of Peace Education, and pays professional membership dues to the National Council of Teachers of Mathematics, the National Council of Teachers of English, and Foreign Affairs.

Though PBA does not yet have a physical library, it does attend to the learning needs that libraries are meant to offer learners. The school has worked to mitigate the absence of a physical library by leveraging the technological resources in which the school invested considerable capital. This strategic institutional decision was made to encourage the school's educators to develop the critical thinking and skills of inquiry and disposition adequate to the rapidly evolving structure of knowledge in the 21st century.

Part of the school's capital campaign includes plans for a peace education library and multi-media resource center by 2012. It also plans to upgrade its infrastructure and transform the learning environment of the school by using technology to realize the potential of 21st century technologies.

The Visiting Committee commends:

1. The Administration and Faculty for leveraging technological resources and for giving students direct instruction and guided learning opportunities to learn to access and analyze information via their computers and, in the process, distinguish the validity of information sources and those sources' claims (Self-Study, pp. 320-321; Conference with Students and Administration).
2. The Faculty for organizing periodic research excursions to the three publicly available libraries using research standards adopted from the American Association of School Librarian's "Standards for the 21st Century Learner" (Self-Study, page 321; Conferences with Parents and Administration).
3. The Administration, Faculty, Parents, and Students for building up the school's expanding collection of novels, short story, poetry and drama collections, and non-fiction works from which students can select to engage in the Silent Sustained Reading (SSR) program (Self-Study, pp. 320, 325; Conference with Students).

The Visiting Committee recommends:

1. That PBA build a multi-media resource center and selectively expand the library collection to support the development of students' knowledge, research skills, and critical thinking skills (Self-Study, page 345; Conference with Administration, Faculty and Students; and Observations).

XI. The School Plant

The current school plant limits the school enrollment to a theoretical maximum of 72 students. However, if the student body was to capacity, some classroom spaces might burst at the seams. The growth of the school is constrained by the size of the school plant that is leased from Hawaii Betsuin. However, given the limited space, the school is providing a safe, healthy, and nurturing environment for its students. The school's purpose and ESLRs are characterized by respect for differences, trust, caring, professionalism, support and high expectations for every student.

The school has developed a master plan to expand the school plant over the next ten years which will allow the school to: Expand its curriculum and co-curriculum into areas of learning parents and students find desirable; expand its student body to 120 students; double the number of classrooms; have science laboratories, a multimedia studio and media resource center capable of hosting "telepresence" conferencing; a tea room to be used as a meditation space; a café; larger public spaces adequate to host speaking engagements, student performances, etc.; invite student and youth groups to collaborate with PBA in fulfillment of its mission of peace on the PBA campus; and have a modestly sized library dedicated to peace research and comparative religions.

The Hawaii Betsuin employs a maintenance manager who does the bulk of the temple campus maintenance. He also coordinates the work of the "Wednesday Gang," a group of temple volunteers that helps with the landscape maintenance grounds keeping. However, Pacific Buddhist Academy (PBA) is responsible for the upkeep of the classroom spaces it leases. PBA does not employ custodians. Rather, students and faculty clean the classrooms on a daily basis. The Coordinator of Administrative Affairs designs a monthly work rotation assigning all students in the school to different work areas. Teams of students are assigned to classrooms, landings, the school courtyard, and to assist with lunch pick-up and lunch clean-up. Teachers are responsible for supervising and assisting with the work.

The school contracts for more significant work, e.g., paint and wall repair, electrical and plumbing work, etc. A PBA family cleans the campus restrooms daily in exchange for a reduction of the tuition. PBA has done a good job of maintaining the integrity of the spaces it has utilized since its move to the temple campus side in 2004. Asking students to act as caretakers helps the school meet its ESLR of enriching the students' lives with the six paramitas, and to give the students the experiential learning that the community they live in is one that requires tending and care. The school does not outsource this work; it folds the work of school maintenance into the learning culture.

In the 2008 Parent Survey, parents report high levels of satisfaction with the cleanliness, safety, and quality of the facilities and grounds, in addition to the professionalism with which school personnel handle these matters and the quality of the work.

The Visiting Committee commends:

1. Honpa Hongwanji Mission of Hawaii, Administration, Faculty, Students, and Parents for providing a safe and clean environment for student learning and for providing opportunities for intergenerational communication and enrichment (Self-Study, pp. 339, 354-355; Conference with Parents, Faculty and Administration; and Observations).
2. The Hawaii Betsuin, the Honpa Hongwanji Mission of Hawaii, Board of Trustees, and Administration for developing a two-phase, ten-year master facilities plan for the expansion of the school plant (Self-Study, pp. 339-353; Conference with Board of Trustees and Administration; and Observations).
3. The Faculty and Students for accepting the responsibility of cleaning classrooms and other areas of the campus daily thereby meeting its ESLR of practicing Buddhist values known as the six paramitas (Self-Study, pp. 13, 354-355; Conferences with Administration and Student Support Staff; and Observations).

The Visiting Committee recommends:

1. That the Hawaii Betsuin, Honpa Hongwanji Mission of Hawaii, Board of Trustees, and Administration continually communicate with each other about the progress of fund-raising efforts by each group so that the facilities master plan's timeline and activities can progress as planned and be adjusted, if necessary (Self-Study, pp. 331-353; Conference with the Board of Trustees).

XII. Health and Safety

The health and safety of the PBA students and personnel take precedence over all other school activities and receive top priority. No job will be attempted unless the student or personnel has been trained in safe procedures, has the necessary protective clothing and equipment, proper tools and materials, and can accomplish the job in a manner that accidents and occupational illness will not occur. The school complies with all necessary codes and statutes governing safety. PBA follows the model for crisis planning advocated by the U.S. Department of Education's Office of Safe and Drug-Free Schools. School procedures have been developed for fire plan, lockdowns, and natural disasters (tsunami warning, hurricane and tropical storm warning, earthquakes). Quarterly fire drills are conducted.

The Honolulu Police Department has a police substation on the temple grounds adjacent to the school that provides further security, if needed. However, there have not been any major security incidents in recent years.

Each student at the school completes a health history form with emergency and health insurance information listed. If immediate assistance is required, paramedics are called and parents notified. PBA does not have a designated school nurse. It has a well-equipped first aid kit in its Student Services Center office on the second floor of the Upper Campus classrooms. Students with injuries or sudden illness on the Upper Campus are sent to this office for immediate temporary care. It is PBA's policy that, in addition to making certain students with injuries or illness report to the Student Services Center, any injury or illness must be reported to the Front Office by the responsible teacher. For classes that meet in the Hongwanji Mission School (HMS) gym or dojo classrooms, students with injuries or sudden illness are sent to the HMS office. PBA has a student care agreement with HMS. HMS has a school nurse and nursing facility.

PBA requires all administrators and faculty to have current certification and training to comply with OSHA standards for blood-borne pathogens, first aid, and CPR. The administration organizes first aid, CPR and blood-borne pathogen training programs as components of the faculty orientation prior to the start of each academic year. Members of the faculty whose first aid and CPR certifications have expired are required to re-certify.

The school has school regulations that must be followed by any student who needs to take prescribed or non-prescription medicine during regular school hours. Parent/guardian must complete the "School Medication Form" and bring the medication to the school Front Office. Approved medications are kept in a locked cabinet and administered per instructions on the School Medication Form. Parents are notified when medication is given to the child.

The school has developed good drop-off and pick-up procedures that work well owing to the small number of total drop-offs/pick-ups.

PBA does not have a school bus or van. If needed, a bus or van is rented.

Teachers who wish to take students on field trips and excursions must get approval from the Assistant Head of School and indicate who will assist in chaperoning students. The school requires one chaperone per ten students. Once granted, the teacher must clear the date and time with all teachers whose classes will be affected by the excursion. Students must complete permission forms that detail the date, time, cost and mode of transportation for the excursion, request insurance and primary care information, and include a liability waiver statement parents must sign. There is a protocol for the teacher to follow in case there is an emergency.

For school dances and other evening events the school hosts, students and parents are required to sign contracts that detail appropriate behavior and demarcate who will pick up the student and at what time. Teachers and administrators serve as dance chaperones; the Head of School, Assistant Head of School, or Dean of Students acts as the authority in charge for each of these events. To date, PBA has never had any incidents of behavioral

or dangerous misconduct at school dances. The expectations and procedures for these events function very well.

The Visiting Committee commends:

1. The Administration and Faculty for all members always being current in First Aid and CPR certification and Bloodborne Pathogens training (Self-Study, page 376, Conference with Administration).
2. The Administration for having crisis procedures in place for fire, lock downs, and natural disasters including tsunami warning, hurricane and tropical storm warning, earthquakes, and flooding (Self-Study, pp. 362-374, Conference with Administration).
3. The Administration for having a clear policy for the storage and administration of medication for students (Self-Study, pp. 377-378, Conference with Administration).

The Visiting Committee recommends:

1. That PBA schedule a lockdown drill (Self-Study, 362-374, Conference with Administration).

Major Commendations and Recommendations

Major Commendations

The Visiting Committee commends:

1. The Board of Trustees, Administration, Faculty, Students, and Parents for working collaboratively, iteratively, and reflectively to create a clearly defined philosophy, purpose and mission which guides the school in their decision making processes in their quest to have students achieve academic excellence, a life enriched with Buddhist values and the courage to nurture peace (Self-Study, pp. 1-15; Conferences with Board of Trustees, Administration, Faculty, Students, and Parents; and Observation).
2. The Pacific Buddhist Academy's Board of Trustees for their high level of personal commitment, professional expertise, integrity, support of the mission of the school and fulfillment of their fiduciary responsibilities (Self-Study, p. 24; Conferences with Parents and the Board of Trustees).
3. The Development Committee (Board of Trustees), the Facilities and Planning Committee (Board of Trustees), the Board President and Head of School for their leadership in developing a tri-party facilities master plan to include PBA, the Hawaii Betsuin and the Honpa Hongwanji Mission of Hawaii, which is critical for the envisioned two-phase expansion of PBA's school plant (Self-Study, pp. 103-104, 392; Conferences with the Administrative Team and Board of Trustees).
4. The Hawaii Betsuin, the Honpa Hongwanji Mission of Hawaii, the Board of Trustees, and the Administration for developing a two-phase, ten-year master facilities plan for the expansion of the school plant (Self-Study, pp. 339-353; Conferences with Board of Trustees and Administration; and Observations).
5. The Hawaii Betsuin and Honpa Hongwanji Mission of Hawaii for their strong support of Pacific Buddhist Academy including financial and facilities support and serving on the school's Board of Trustees (Self-Study, pp. 242-243, Conferences with Administration, Parents, and Board of Trustees).
6. The 2008 Strategic Plan participants for identifying the need for PBA to become financially stable by creating a permanent fund development capacity necessary to meet the short and long term operational and capital needs of the school (Self-Study, pp. 53-54, 76-90; Conferences with the Administrative Team and Board of Trustees).
7. The Administration, Board of Trustees, and Faculty for developing a strong educational partnership between PBA and HMS, especially in the area of admissions (Self-Study, pp. 173-175; Conferences with Parents, Students, Faculty, and the Administration Team; and Observations).
8. The Administration for redefining their roles and restructuring the organization of the Administrative Team to enhance communication, clarify lines of authority/reporting and accommodate the growth and expansion of the development office (Self-Report, pp. 108-126; Conferences with Administration, Faculty, Parents and Students, and Observations).
9. The Administration for immediately responding to communication concerns in the 2008 Parent Survey and accreditation parent focus groups by making adjustments in

improving communication with parents by reassigning responsibilities and establishing a weekly e-mail newsletter which has been well-received by parents to keep them up to date with academic announcements (Self-Study, page 236; Conference with Parents).

10. The Administration and Faculty and Staff for creating a positive, caring and productive learning environment that allows students to build strong relationships with each other and with the adults on campus (Self-Study, pp. 185-190; Conferences with Parents, Students, Faculty, and the Administration Team; and Observations).
11. The Administration, Faculty and Staff for living their school motto "leadership, intellect, spirit in the service of peace" by providing such extensive student leadership development opportunities through the PBA Student Governance Councils (Student Governance Council, Culture Council, Learning Council, Service Learning Council, and Peace Council) (Self-Study, pp. 200-201; Conferences with the Head of School, Assistant Head of School, Parents, Students and Faculty; and Observations).
12. The Faculty and Staff for their professional flexibility, positive energy and willingness to manage the large number of responsibilities in order to effectively and efficiently run the school (Self-Report, pp. 108-126; Conferences with Administration, Faculty, Parents and Students; and Observations).
13. The College Counselor for implementing a strong College Counseling program to help students prepare for college and consider their choices upon graduating from PBA (Self-Study, pp. 193-195; Conferences with the Head of School, Assistant Head of School, Parents, Students and Faculty; and Observations).
14. The Administration, Faculty, and Parents for building a strong base for the Parent, Staff and Students Organization (PSSO) as a support organization for the school (Self-Study, pp. 230-232, 234; and Conference with Parents).
15. The PSSO for their hard work, their level of commitment to the school, and their ability to get other parents successfully integrated into the fabric of the school and involved in school activities (Self-Study, pp. 230-232, 234; Conferences with Administration, Faculty and Parents; and Observations).
16. The Administration and Faculty for its hard work in integrating and infusing its vision, mission, and Expected Schoolwide Learning Results (ESLRs) into the school's curriculum (Self-Study, pp. 266-293, Conferences with Parents, Students, Faculty and Administration).
17. The Administration, Faculty, Parents and Students for the numerous service and peace activities and efforts the school has contributed to the community to "match action to image" (Self-Study, pp. 244-246; Conferences with Parents, Students, Teachers, and Administration; and Observations).
18. The Faculty and Students for accepting the responsibility of cleaning classrooms and other areas of the campus daily thereby meeting its ESLR of practicing Buddhist values known as the six paramitas (Self-Study, pp. 13, 354-355; Conferences with Administration and Student Support Staff; and Observations).

Major Recommendations

The Visiting Committee recommends:

1. That the Board focus on the leadership, oversight and organization of the capital campaign in the coming year and continue to build relationships with the leadership of the Hawaii Betsuin and Honpa Hongwanji Mission of Hawaii and the Honzan (Self-Study p. 35; Conferences with the Board of Trustees and Administration Team).
2. That the Development Committee (Board of Trustees), the Facilities and Planning Committee (Board of Trustees) and the Director of Development develop both an operational and a capital budget that takes into account all phases of the school expansion (Self-Study, pp. 391-392; Conferences with Board of Trustees and the Administration).
3. That the Development Committee (Board of Trustees), Facilities and Planning Committee (Board of Trustees) and the Director of Development use data from the feasibility study to organize and conduct an initial campaign with the specific goal of raising \$12 million by 2011, to be followed by a second capital campaign to be completed thereafter (Self-Study, pp. 392; Board of Trustees and Head of School).
4. That the Hawaii Betsuin, the Honpa Hongwanji Mission of Hawaii, the Board of Trustees, and PBA Administration maintain continual communication with each other about the progress of fund-raising efforts by each group so that the facilities master plan's timeline and activities can progress as planned and be adjusted, if necessary (Self-Study, pp. 331-353; Conference with Board of Trustees and the Administration).
5. That the school evaluate and anticipate its personnel needs (administrative, faculty and staff) as the school expands (Self-Study, p. 160; Conferences with Head of School, the Administration, Faculty and Parents).
6. That PBA review co-curricular activity and team participation over the next few years to determine if the introduced programs are satisfying student needs, helping with student enrollment, and not overextending the school's operational budget (Self-Study, p. 202; Conferences with the Head of School, Assistant Head of School, and Faculty; and Observations).
7. That the school focus its attention on school-wide improvement in mathematics by reviewing the curricula and deciding how to better address the needs of all learners by having regular teacher instruction on key math concepts so that all students can engage in dialogue with a teacher about their mathematical understandings (Self-Study, pp. 278, 294, 301; Conferences with Parents, Students, and Administration; and Observations).
8. That the school examine ways in which the methods and processes of science can be studied through laboratory investigations (Conference with Parents, Students and Faculty; and Observations).
9. That the school identify a writing assessment that can give the school feedback on strengths and areas of improvement needed in student writing skills (Self-Study, pp. 294, 301; Conference with Administration).

CHAPTER V ONGOING SCHOOL IMPROVEMENT

Action Plan

The school-wide action plan corresponds to the five major goals of the school that follow: 1) balancing the operational budget to ensure the long-term financial sustainability of the school; 2) expanding the school plant in two phases over a ten-year period to increase the size of the student body to 120 students in the first phase and 240 students in the second phase; 3) developing a comprehensive marketing strategy to ensure that the school will be recognized in Hawaii for the quality of its academic program, recognized for its unique mission, and increase the capacity of the school; 4) determining the effectiveness of the writing program in order to ensure that the students excel in the areas of critical thinking, problem-solving, and written communication; and 5) researching and developing measures to determine the effectiveness of the math program and to ensure that it meets the needs of all children. It should be noted that the goals are NOT listed in order of importance. Rather, the entire school community will work together to achieve the goals simultaneously.

It should be noted that the action steps listed as components of each objective are provisional; the lead person, in consultation with the designated participants, will be responsible for determining the actual sequence of actions taken to fulfill each objective. The specific objectives, sponsors (individual, and/or group), action steps, and measures of success were clearly delineated on a graphic display in the self-study.

The continued review of this plan will be scheduled annually. Six committees of the Board are charged with hearing reports on the progress being made toward each goal. The committees are as follows: Academic Affairs; Facilities and Planning; Development; Committee on Trustees; Administrative Affairs; and Alignment Task Force. The full Board of Trustees will be involved as follows:

- Report on progress of the goals at Board meetings
- Clarify/refine outcome measures for each goal
- Determine resources needed to accomplish goals.

All stakeholder groups will use the plan to guide the improvement of the school. A PBA Sangha meeting will be held twice annually – at the conclusion of each semester – to report progress on each of the goals and to ensure the continued relevance of each goal's objectives.