



STATE PUBLIC CHARTER SCHOOL COMMISSION 2024-25 CHARTER SCHOOL APPLICATION

REVISED: Spring 2024; Applied: SY 24-25

Orientation for Prospective Applicants: September 4, 2024

Application Due: November 15, 2024, 12:00 Noon, Hawai'i Standard Time

Please direct questions to: Applications@spcsc.hawaii.gov

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Message to prospective applicants from the State Public Charter School Commission

Mahalo for your interest in applying to open and operate a public charter school serving Hawai‘i’s public school students.

A key component of the Hawai‘i State Public Charter School Commission’s mission is to “authorize high-quality public charter schools throughout Hawai‘i by soliciting, evaluating, and approving applications for new schools.” Hawai‘i Revised Statutes (HRS) 302D-5 further outlines that the authorizer solicits and evaluates charter applications; approves quality charter applications that meet identified needs and promotes a diversity of educational choices; and declines to approve weak or inadequate charter applications. To meet the rigorous standards set forth in Hawai‘i statute, the Commission has designed a comprehensive application process that includes both written and face to face elements which are based on national best practices. This application process paves the way for the authorization of high-quality public charter schools throughout Hawai‘i. Through this application, applicant governing boards are required to demonstrate their capacity to meet Hawai‘i’s statutory high standards related to the governance, operational management, fiscal management, and academic performance of a Hawai‘i State Public Charter School. This application requires applicants to clearly show the Commission that their proposed school design is innovative, unique, and important to Hawai‘i’s public education landscape.

To best prepare for completing and submitting your Application, the Commission encourages you to familiarize yourself with the following: HRS 302D, Board of Education policy E700, the Commission website – specifically the Strategic Plan¹, the contents of the current version of the performance contract, Characteristics of High-quality public charter schools, Diverse education options, and Characteristics of innovation in public charter schools. These resources will help applicants understand the depth and complexity of planning, opening, and successfully operating a public charter school in Hawai‘i.

Please direct all questions regarding your charter school application to Applications@spcsc.hawaii.gov.

With Aloha,
Makalapua Alencastre, Ed.D
Chairperson, Hawai‘i State Public Charter School Commission

¹ Link to the Commission’s strategic plan material: <https://www.chartercommission.hawaii.gov/strategic-vision-and-plan>

I. Overview

The State Public Charter School Commission (“Commission”) was created in 2012 through Act 130, Session Laws of Hawai‘i (“SLH”) 2012. The Commission holds chartering jurisdiction and authority throughout the State of Hawai‘i and maintains a contractual relationship (“Charter Contract”) with all public charter schools approved in the state of Hawai‘i.

[Hawai‘i Revised Statutes \(“HRS”\) Chapter 302D](#) governs the establishment and operation of public charter schools as well as outlining the statutory responsibility of the authorizer. Pursuant to HRS Chapter 302D, three types of public charter schools may be established:

- I. Start-up Charter School means a new charter school established under [HRS §302D-13](#) that is not a Conversion Charter School.

- II. Pre-k only Charter School means
 - A new early learning program established under [HRS §302D-39](#); and
 - A charter school that shall operate one grade level, prekindergarten (pre-K)-only, for the initial charter contract.

- III. Conversion Charter School means
 - Any existing school operated by the Department of Education (DOE) that converts to a charter school in accordance with [HRS §302D-13](#); or
 - Any existing DOE school that converts to a charter school and is managed and operated by a nonprofit organization in accordance with [HRS §302D-13](#).

In Hawai‘i, every public charter school authorized by the State Public Charter School Commission becomes a state agency when it opens its doors. Currently, there are 40 public charter schools authorized statewide across the islands of Hawai‘i, Kaua‘i, Maui, Moloka‘i, and O‘ahu.

For more information on the existing charter school portfolio see the [Diverse Educational Opportunities](#) document on the Commission website.

A. What to expect

The next few sections provide an overview of what applicants can expect leading up to, during and, if approved, after the application process. To best prepare for completing and submitting your Application, the Commission strongly encourages you to familiarize yourself with the following:

- [HRS 302D](#)
- [Board of Education policy E700](#)
- Commission website – specifically the [Strategic Plan](#), the contents of the current version of the performance contract, Characteristics of High-quality Public Charter Schools, Diverse Educational Options, and Characteristics of Innovation Practices in Public Charter Schools.

These resources will help applicants understand the depth and complexity of planning, opening and successfully operating a public charter school in the state of Hawai'i.

B. Autonomy and Accountability

Operating a charter school is sometimes referred to as “the Charter Bargain” In exchange for relatively more rigorous accountability, a public charter school is granted relatively greater freedom and flexibility to innovate in its academic program as compared to traditional public schools. As an agency of the State of Hawai'i, charter schools are accountable to the public interest and as such, have required statutes they must adhere to.

The governing board of an authorized charter school has operational autonomy over specific areas that include governance, design and delivery of its academic plan, school management and operations, finances, and, if applicable, Charter Management Organization (“CMO”), Educational Management Organization (“EMO”), or Education Service Provider (“ESP”) agreements. All charter schools in Hawai'i receive their funding through a specific formulaic per-pupil allocation. Charter schools are the only state agencies whose funding **is not restricted in its use**. All other state agencies are restricted in the spending of the funds allocated to them by line item (i.e. personnel, equipment, travel, etc.).

Although charter schools are autonomous in nature, **they are nevertheless state agencies that shall comply with applicable federal, state, and county laws, ordinances, codes, rules, and regulations**. For example, charter schools are subject to collective bargaining agreements between the State and the Hawai'i State Teachers Association (“HSTA”), the Hawai'i Government Employees Association (“HGEA”), and the United Public Workers (“UPW”) union. As a result, the employees and teachers of a charter school are unionized state employees and shall belong to the same collective bargaining units as DOE employees in similar positions. Like all state employees, charter school employees and teachers have access to health and retirement benefits provided by the Hawai'i Employer Union Health Benefits Trust Fund (“EUTF”) and the Employees Retirement System of the State of Hawai'i (“ERS”). Supplemental agreements may be entered into by charter school governing boards and their respective bargaining unit members.

With the autonomy that charter schools are given, comes strong accountability. The governing board of every charter school and its employees must comply with [HRS Chapter 84, the State Ethics Code](#). In addition, charter schools are accountable for meeting performance standards as described in [HRS Chapter 302D](#) and the Performance Framework of the [Charter Contract](#)². The Performance Framework is a unified framework that guides the Commission's evaluation of the governance, operational management, fiscal management, and academic performance of each school. The Performance Framework is composed of the following sections:

² Link to the Charter Contract 4.0 template:

<http://sharepoint.spcsc.hawaii.gov/public/Documents/Charter%20Contract%204.0%20Template.pdf>

Academic Performance Framework: With increased school autonomy as a bedrock of charter school authorization, comes the expectation of high academic standards, achievement and mission accomplishment. This section outlines the measure by which a charter school’s academic performance will be evaluated for purposes of annual monitoring, potential interventions, plans for improvement, and renewal and revocation decisions.

Organizational Performance Framework: The Organizational Performance Framework serves as the means by which the Commission addresses one of an authorizer’s core responsibilities: protecting the public interest. The Framework requires the School to meet all applicable federal, state, and local laws and regulations as well as contractual requirements.

Financial Performance Framework: The Financial Performance Framework serves as a tool for the Commission to assess the financial health and viability of charter schools in its portfolio. The framework intends to provide a financial frame of reference based on current and past financial performance of charter schools. The indicators used in the framework are based on industry standard financial measures (e.g. ratios, variances) designed to be viewed in the aggregate with other complementary and supplementary information (e.g. timely and accurate financial and reporting practices, management practices). No single indicator or point in time data point gives a full picture of the financial situation of a school. Taken together, however, the indicators provide both a quantitative and qualitative assessment of the school’s near-term financial health, mid-term capacity, and long-term financial sustainability.

The Performance Frameworks are part of the [Charter Contract](#), which every successful applicant will execute with the Commission. All charter schools, including newly opened charter schools, are evaluated annually under the Performance Framework. Charter schools that are unable to meet performance standards in accordance with the Performance Framework or are unable to comply with legal, contractual, or financial requirements may face nonrenewal or revocation of their Charter Contract.

II. Expectations and Requirements of Authorized Public Charter Schools

If the proposed charter school is approved, the Applicant Governing Board agrees to comply with all of the following provisions, specifically, if approved the governing board and school will:

- operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;
- operate as a public, non-sectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the Commission and in compliance with the Charter Contract and HRS Chapter 302D;
- operate in accordance with and comply with all of the requirements of Master Collective Bargaining Agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- for the life of the Charter Contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawai'i Department of Education, including participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements;
- provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- ensure that a student's records and, if applicable, a student's individualized education program, as defined in Section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208);
- comply with all provisions of Every Student Succeeds Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];
- follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- follow any federal and state court orders in place in the local school district;
- comply with federal and state applicable health and safety standards;

- allow for the Commission to audit, review, and inspect the operator’s activities, books, documents, papers, and other records;
- comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- employ individuals to teach who hold a current, valid license to teach in a public school in Hawai’i and/or meet the minimum requirements for licensure as defined by Hawai’i teachers standards board;
- operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- maintain its accounts and records in accordance with generally accepted accounting principles;
- prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- read, understand, and agree to comply with all parts of the [Charter Contract](#), including, but not limited to, the performance standards and requirements established by the Charter Contract and attached performance framework.

Authorized public charter schools are also subject to applicable Hawai’i Department of Education policies, process, procedures and guidance that are required in their role as the State Education Agency and Local Education Agency in federally funded educational programs, as well as for state-wide public K-12 education accountability.³

³ **[§302D-23] Minimum educational data reporting standards.** The board shall establish educational reporting standards that shall include minimum standards for reporting fiscal, personnel, and student data, by means of electronic transfer of data files from charter schools to the department. The minimum standards established by the board shall include but not be limited to data required for the department, as the state education agency, to meet all applicable federal reporting requirements. [L 2012, c 130, pt of §2]

III. Modification of the Application

Following the due date of the application, a change to any part of the application is NOT allowed and will not be considered. Applicants that would like to present changes to the application after the due date of the application will be required to re-submit the application for evaluation in another application cycle.

The Commission will disregard any new information that was not available to the Evaluation Team before the issuance of the Recommendation Report. “New information” means any information that differs from what is provided in the Applicant Information Sheet and Attachments. Removal or addition of elements of curriculum that change the academic plan, submittal of a revised policy, or changing the geographic location or grades served are all examples of new information that the Commission will not consider in making its decision.

Pursuant to national standards for charter school authorizers, the purpose of a rigorous application process is to “[grant] charters only to applicants that have demonstrated competence and capacity to succeed in **all aspects of the school**, consistent with the stated approval criteria.”

IV. Pre-Contracting Period and Pre-Opening Charter Schools

Applicants that receive approval of their submitted application will enter into a pre-contracting period with the Commission. Pre-contracting is a time period leading up to the opening of the charter school that includes a list of required assurances the applicant governing board must complete within the pre-contracting period in order to receive an initial contract. During this period of time, the school is identified as a pre-opening charter school.

The pre-opening charter school will work with Commission staff throughout this process and provide regular updates to Commissioners regarding their progress. The pre-opening charter school will also have access to a state appointed deputy attorney general to assist them in the development and execution of their bylaws and policies.

Should the applicant not satisfactorily meet the pre-opening assurances as identified in the pre-contracting period, the applicant's conditionally approved charter will be withdrawn, and the applicant will be eligible to apply in the next application cycle.

For more information, please reference [HRS §302D-14.5](#)

No pre-opening charter school may begin operations before obtaining Commission approval. Approval consists of an applicant submitting a charter application, Commission approval of its application, fulfillment of any pre-opening requirements that may be imposed by the Commission, the Commission offering a contract to the applicant, and execution of a Charter Contract.

During the pre-contracting period, any proposed changes to an application must receive Commission approval. The Commission reserves the right to reject the application and revoke the applicant's conditional approval. If the Commission does not approve the changes requested, the applicant will be required to submit the application for evaluation in another application cycle.

V. Contract Period

Once a pre-opening charter school successfully completes the pre-opening assurances, the Commission will offer an initial charter contract to the governing board of no more than five years, per [HRS §302D-14.5](#). Prior to the end of the initial contract term, the Commission will review the charter school's performance data as it relates to the academic, financial and organizational frameworks within the charter contract. Commissioners, upon review of the data collected and submitted, will then make a decision to either renew, renew with conditions or non renew the charter contract for a subsequent term on the basis of the charter school's performance.

VI. Glossary of Terms

The following words and terms are used in the Application as defined below:

Term	Definition
Applicant Governing Board	The founding board of a proposed charter school is the entity that submits an application and, if approved, has authority to execute the initial Charter Contract, thereby becoming the governing board of the charter school.
Blended Learning	<p>Blended Instruction: A combination of developmentally appropriate online virtual and face-to-face instruction.</p> <p>Blended Facilities: A blended school must have a facility or location for in person delivery of instruction. Students enrolled in a blended program must come to a school facility or location for instruction for all or part of their coursework.</p> <p>Refer to the Commission’s Online Blended Learning Guidelines</p>
BOE	The Hawai’i State Board of Education.
Characteristics of Innovative Practices	The Commission’s document, Characteristics of Innovative Practices can be found on the Charter Commission website
Characteristics of High-Quality Charter School	The Commission’s document, Characteristics of High-Quality public charter school can be found on the Charter Commission website
Charter Contract	The State Public Charter School Contract between the Commission and a charter school.
CIPA	Children’s Internet Protection Act
CMO	Charter Management Organization
COPPA	Children’s Online Privacy Protection Act
Commission	The Hawai’i State Public Charter School Commission
Community Group	Any community, department school, school community council, group of teachers and administrators or non-profit organization as defined by HRS §302D-13.
Completed Application	An application that has been submitted electronically on or before the 12:00 Noon, Hawai’i Standard Time, November 15, 2024 deadline through the Commission’s ShareFile Account OR mailed hard-copy via U.S. Mail postmarked on or before the 12:00 Noon, Hawai’i Standard Time, November 15, 2024 deadline, that includes all required Attachments, signature or signatures; and formatted as required in <u>Section X.C. Specifications</u>
Conversion Charter School	A Conversion Charter School is any existing department school that converts to a charter school as defined by HRS §302D-13.

Term	Definition
DES	District Educational Specialist
DOE or Department	The Hawai'i Department of Education
Educationally Disadvantaged Students	Economically disadvantaged students, students with disabilities, migrant students, English language learners, neglected or delinquent students, or homeless students.
EL	English Learners
EMO	Educational Management Organization, specifically a for-profit organization that has started and/or provides administrative support to a group of charter schools that may have a shared vision and mission.
ESP	Education Service Provider, specifically an organization, either nonprofit or for-profit, that provides educational design, implementation, or comprehensive management services.
ESSA	The federal Every Student Succeeds Act
Evaluation Team	The Commission will assemble two Evaluation Teams, one that includes Commission staff and one made up of external evaluators.
FERPA	Family Educational Rights and Privacy Act
FAPE	Free and Appropriate Public Education
Hawaii DOE Subject Standards	The unified set of state academic standards defining the knowledge and skills students need to succeed in college and careers when they graduate. For Hawaiian Immersion Schools, the Kaiapuni Student Outcomes (Nā Ana A'ō Kaiapuni) are considered a part of the unified set of state standards encompassed by the Hawai'i DOE Subject Standards.
HRS	Hawai'i Revised Statutes
IEP	Individualized Education Program is a plan or program developed to ensure that a child or student with an identified disability, according to the Individuals with Disabilities Education Act, who is attending an elementary or secondary school receives specialized instruction and related services.
Incomplete Application	An application that is submitted electronically through the Commission's ShareFile Account OR mailed hard-copy via U.S. Mail postmarked on or before the approved deadline that is missing a response and/or attachment(s) for a required question; missing a signature or signatures; or not formatted as required in <u>Section X.E</u>
Late Application	An application that is submitted electronically through the Commission's ShareFile Account OR mailed hard-copy via U.S. Mail postmarked AFTER the Commission approved deadline. Note: Late applications will not be accepted and will not be evaluated.

Term	Definition
	Late applicants will be notified that their application was late and was deemed not submitted and will not be considered. No exceptions will be made.
Master Collective Bargaining Agreements	The master agreement between the Hawai'i State Teachers Association and BOE, and any agreements between the DOE or BOE and United Public Workers and Hawai'i Government Employees Association and any other unions.
School Mission	A statement of an organization's purpose. It describes what the organization does and for whom to realize its vision.
Mission Aligned Initiative (MAI)	The mission-focused educational goal(s) measured through documentation and a written narrative as part of the Academic Performance Framework in the charter contract (Charter Contract Section 6.11 and Exhibit A Academic Performance Framework)
MOU/MOA	Memorandum of Understanding/Memorandum of Agreement
MTSS	Multi-tiered systems of support
NACSA	National Association of Charter School Authorizers
Online Virtual and Blended Learning Guidelines	Document approved by Commissioners. See Commission website.
Performance Framework	The Performance Framework included in the Charter Contract, setting forth the domains and standards by which the Commission will evaluate each charter school's performance.
Pre-Contracting	Time period between Commission approval of the applicant's application and the Commission offering an initial charter contract
Pre-Opening Assurances	The criteria a Pre-Opening Charter School must fulfill before its Charter Contract is effectuated, thereby establishing it as a charter school.
Pre-Opening Charter School	A charter school that has restricted rights and obligations, such as not being allowed to hire employees or eligible to receive state funding, until it satisfactorily fulfills its Pre-Opening Assurances.
Recommendation Report	A report recommending approval or denial of the application, which is generated by the Evaluation Team. The report evaluates the Application, public hearing, DOE comments, and interview against the published evaluation criteria.
School Community Council	A School Community Council (SCC) is the governance mechanism of Department schools composed of the principal, teachers, non-certificated staff, students, parents and community members.
School Vision	A statement portraying an organization in its ideal form, illustrating an organization at its best and the greater good it serves.

Term	Definition
Service Provider	The term used to collectively refer to Charter Management Organizations (CMOs), Educational Management Organizations (EMOs), and Education Service Providers (ESPs).
ShareFile	The system that applicants must use to submit the application and other components of the application (Applicant Information Sheet and all Attachments).
Staffing Plan Template	The form attached as <u>Exhibit 7: Staffing Plan Template</u> .
Start-up Charter School	A new school established under HRS §302D-13 that is not a Conversion Charter School.
Strive HI	Hawai'i's Strive HI Performance System for school accountability and improvement system.
UIPA	Uniform Information Practices Act, HRS Chapter 92F .
Virtual Learning	Virtual Instruction: An online learning environment that incorporates a developmentally appropriate blend of synchronous and asynchronous instruction.

VII. Resources Links

The following links offer resources for applicants. Please note that this list is not exhaustive and may not cover all the materials needed to start a new charter school. Applicants are expected to conduct additional research to ensure they have all the necessary information.

- State and Federal Laws
 - [Hawai'i Revised Statutes](#)
 - [Chapter 84. Code of Conduct](#)
 - [Chapter 89. Collective Bargaining](#)
 - [Chapter 302D. Public Charter Schools](#)
 - [Chapter 92F Uniform Information Practices Act \(MODIFIED\)](#)
 - [U.S. Department of Education Laws and Guidance \(ESEA, Civil Rights, FERPA, IDEA, and more\)](#)
 - [Every Student Succeeds Act \(ESSA\)](#)
- [Hawai'i Department of Education:](#)
 - [Hawaii DOE Subject Standards](#)
 - [Hawaii's Strive HI Performance System](#)
- [Hawai'i Board of Education](#)
 - [Hawaii Board of Education Policies](#)
 - [Board Policy E-700 \(Charter schools\)](#)
 - [Board Policy E-102-15 \(Graduation\):](#)
 - other BOE policies applicable to charter schools (as of 12/2023): 102-3, 102-6, 102-15, 105-7, 105-8, 105-12, 201-1, 201-3, 400-2, E-900, and 8300.
 - Resource: [2024 Report to Legislature \(see Exhibit B\)](#)
- [State Public Charter School Commission](#)
 - [Charter Contract 4.0 template](#)
 - [Online and Blended Learning Guidelines](#)
 - [Strategic Plan](#)
 - [Characteristics of of High-quality charter schools:](#)
 - [Characteristics of Innovative Practices in Public Charter Schools](#)
 - [Diverse Educational Opportunities](#)
 - [Past application cycles](#)
 - [Resources](#)
 - [References](#)
 - [Reports](#)
- Other Agencies
 - [Hawai'i State Teachers Association](#)
 - [Hawai'i Teachers Standards Board](#)
 - [United Public Workers](#)
 - [Hawai'i Government Employees Association](#)
 - [Hawai'i Employees Retirement System](#)

- [Hawai'i Employer-Union Health Benefits Trust Fund](#)
- [Office of Information Practices](#)
 - [Uniform Information Practices Act \(modified\)](#)
- Other:
 - [National Association of Charter School Authorizers](#)
 - [NACSA - New School Application](#)
 - [National Alliance for Public Charter Schools](#)
 - [National Charter School Institute](#)
 - [National Charter School Resource Center](#)
 - [Identifying Indicators of Distress in Charter Schools](#)

VIII. Charter Applications Archive

Applicants are encouraged to review past charter application cycles for examples.

Charter Application Cycles Archive: <https://www.chartercommission.hawaii.gov/starting-a-charter-school-in-hawaii>

IX. Governing Board Eligibility and Legal Requirements

1. Applicant Governing Boards shall use [HRS §302D-12](#) as a guide for identifying its members. An applicant Governing Board should consider members that possess expertise in the following, but not necessarily limited to:
 - a. Academics and educational background
 - b. Financial management and oversight
 - c. Nonprofit governance
 - d. Human resources
 - e. Contract and real estate law
 - f. Community relations
 - g. Facilities development
 - h. Fundraising
2. Applicant Governing Board membership should provide a diversity of perspectives and a level of objectivity that accurately represents the interests of the anticipated students and demonstrate an understanding of best practices of nonprofit governance.
3. Non Profit organizations that establish an Applicant Governing Board and are affiliated with an applicant to become a public charter school must be registered with the State of Hawai'i Department of Commerce and Consumer Affairs and in good standing and recognized as a tax-exempt entity under the Internal Revenue Code.
4. Applicant Governing Boards proposing a Conversion Charter School must submit all documentation required by [HRS §302D-12](#). (See Application Questions: Conversion Charter Schools.)

X. Application Process Overview

The next few pages contain important details. Applicants need to be familiar with this content.

A. Timeline: Phase 1: Application and Phase 2: Pre-Contracting

The new charter school application process is conducted in two phases. **Phase I: Application** commences with the release of the Application and will end with either the approval or denial of submitted applications.

Commission staff will provide an orientation for prospective applicants and interested parties. See the table below for details.

Technical Assistance will be offered to applicants by Commission staff, in accordance with HRS §302D-5(g). This will consist of one (1) thirty-minute session with staff for clarifying questions. The purpose of the session is to provide clarity for potential applicants. Technical support provided shall not “directly and substantially impact any authorizer decision related to the approval or denial of the charter application.” All questions and answers will be posted on the website for public access.

Phase I: Application	
August 8, 2024	Commissioners, at their General Business meeting in August, begin the new application cycle by approving the 2024-2025 application and schedule
Following the approval (above)	The Commission approved 2024-2025 application form is posted on the Commission’s website.
September 4, 2024	The 2024-2025 Application Orientation will be conducted by Commission Staff for all interested applicants. The Orientation will be provided In-Person or Zoom. A recording of the orientation will be made available, however it is recommended that prospective applicants attend the live orientation.
November 15, 2024	Deadline for Applicants to submit their complete Application. Applicants may submit their application via the ShareFile application provided by Commission staff OR by mailing one hard copy of their Application to the Commission via U.S. Mail, postmarked by the deadline. No walk-in applications will be accepted. Applicants must have a postal receipt showing mailing by 12:00 PM, Hawai’i Standard Time on the day of the deadline in case the application is lost. Late applications will not be accepted, and will not be evaluated. Late applicants will be notified that their application was late and was deemed <u>not submitted</u> and will not be considered. No exceptions will be made.
November 29, 2024	Applicants receive email notification of a complete or incomplete Application (See section X. E. Specifications for details.)
December 6, 2024	Deadline for Applicants notified of an incomplete Application to submit documents to complete their application. Only documents deemed incomplete or missing will

Phase I: Application	
	be allowed for re-submission. No other documents will be accepted. Missing documentation to be submitted via email to applications@spsc.hawaii.gov by 9:00 AM, Hawai'i Standard Time. Documents sent via email after 9:00 AM, Hawai'i Standard Time will not be considered and the application will be denied with no further review or evaluation. The Applicant will be issued a letter with a stated reason for denial.
December 2024 - March 2025	Application evaluation window - Commission evaluation team and external evaluation team review submitted applications
Week of January 27 - 31, 2025	Interview with Evaluation Team As required by HRS §302D-13(c)(5)(A), the evaluation team will conduct an in-person interview with representatives from the applicant governing board.
Week of February 24-28, 2025	Commission Public Hearing HRS §302D-13(c)(5)(B), requires the opportunity in a public forum for the public to provide input on each charter application. <i>These dates are contingent upon quorum and number of applicants.</i>
April 4, 2025	Applicants receive Recommendation Reports
April 10, 2025 and April 24, 2025*	Applications Committee Meeting on application decisions The Applications Committee will deliberate and make recommendations to the Commission on the approval or denial of charter applications. HRS §302D-13(c)(6) requires the approval or denial of a charter application to be made in a meeting open to the public. <i>*Dates are contingent upon quorum. The Applications Committee may also meet on April 24, 2025 depending on the number of applicants.</i>
May 8, 2025	Commission General Business Meeting on final application decisions The Commission makes its final decision on the conditional approval or denial of charter applications. HRS §302D-13(c)(7) requires the authorizer to set a final date to approve or deny a charter application. HRS §302D-13(c)(6) requires the approval or denial of a charter application to be made in a meeting open to the public.
May 16, 2025	Applicants are notified of the Commission's decision Applications that are approved by the Commission will receive conditional approval and will move on to Phase II where the satisfactory completion of pre-opening assurances will be required. Applications that are not approved in Phase I must reapply with a new application in another application cycle.

Applicants successful in **Phase I: Application** will then move to **Phase II: Pre-contracting**. The approved applicant will be referred to as a **pre-opening charter school** and receive pre-opening assurances during the pre-contracting period. The successful completion of pre-opening assurances will then lead up to the opening of a new **charter school**.

Phase II: Pre-contracting	
July 2025 - June 2027	<p>Pre-contracting for conditionally approved applications</p> <p>Pre-contracting typically encompasses an up to two-year period between when an application is approved and the new charter school opening its doors. However, given the right conditions, it can be approved in one year.</p> <p>During the pre-contracting period, the pre-opening charter school is responsible for completing pre-opening assurance tasks identified to ensure the school meets all statutory and contractual requirements.</p> <p>Opening Year Option 1: one-year pre-contracting period Year 0: July 1, 2025 - June 30, 2026 Year 1: July 1, 2026 – June 30, 2027 School opens July/August 2026*</p> <p><i>*Pre-opening assurances must be completed by May 2026 and notification to State agencies must be submitted by August 2025.</i></p> <p>Opening Year Option 2: two-year pre-contracting period Year 0: July 1, 2026 - June 30, 2027 Year 1: July 1, 2027 – June 30, 2028 School opens July/August 2027**</p> <p><i>**Pre-opening assurances must be completed by May 2027 and notification to State agencies must be submitted by August 2026.</i></p>
No later than May 2026 or 2027	<p>Completion of all Pre-Opening Assurance Tasks</p> <ul style="list-style-type: none"> ● Pre-opening charter schools that satisfactorily complete the pre-opening assurances by the stated deadline will be offered a charter contract to open the new charter school. ● Pre-opening charter schools that are unable to satisfactorily complete the pre-opening assurances by the stated deadline will not be offered a charter contract but will have the opportunity to reapply in a subsequent Applications Cycle as a new applicant.
July/August 2026 or 2027	Opening of new charter school

B. Application Evaluation Process

The Commission will assemble two Evaluation Teams, one that includes Commission staff and one made up of external evaluators. The Evaluation Teams are tasked with assessing each submitted application against the stated evaluation criteria and providing a report to Commissioners indicating their recommendation to approve or deny each application. In formulating the recommendation to approve or deny an application, the Evaluation Teams will assess the following against the published evaluation criteria:

- responses to the **application questions** and submitted attachments provided by the applicant,
- the **interview** conducted by the Evaluation Team,
- **public hearing**, and
- **DOE comments** (if applicable).

The Evaluation Teams will then issue a Recommendation Report to Commissioners detailing their rationale for recommending to approve or deny each application.

Application Questions

The Application Questions provide an opportunity for a comprehensive description of the proposed school's academic, governance, organizational, and financial plans.

Interview

As required by HRS §302D-13(4), the review and evaluation of the charter application will include an in-person interview and an opportunity in a public forum for the public to provide input. The Commission Evaluation Team and the external Evaluation Team will facilitate an interview with representatives from the applicant governing board, the proposed school director (if identified), and other key people involved in the application. The interview process provides the applicant and Evaluation Teams the opportunity to clarify submitted responses to the Application Questions as well as ask follow up questions to assist in determining the applicant's capacity to successfully execute and implement their proposed charter school as outlined in the submitted application. The interview will be recorded and available for Commissioner review. Interviews will be conducted in person, unless circumstances dictate otherwise and a virtual interview is agreed upon. All applicants will be given an interview lasting up to 90 minutes.

Public Hearing

As required by HRS §302D-13(4), the review and evaluation of the charter application will include an opportunity in a public forum for the public to provide input. Applicants will have an opportunity to present an overview of their application and vision to Commissioners. This will simply be a presentation, not an interview and the public will have an opportunity to provide input regarding the applicant.

Department of Education (DOE) Comments

DOE will have an opportunity to provide comments on any submitted applications, if applicable.

Commission Decision

Per HRS §302D-5(2) and (3), the Commission as the state authorizer, is responsible for “approving quality charter applications that meet identified educational needs and promote a diversity of educational choices” and “declining to approve weak or inadequate charter applications.”

In addition to receiving a written recommendation report from the Evaluation Teams, Commissioners will have access to all application materials submitted and will conduct their own review of the contents of each application. After considering the recommendations made by the Evaluation Teams, comments submitted by the DOE, public hearing testimony, and recording of the interview, the Commissioners will vote to approve or deny each application.

The Commission’s Application Committee will make a recommendation to the full Commission regarding approval or denial of each application at its next regularly scheduled General Business Meeting. The Commission will make a final determination to approve or deny each application.

C. Application Submission Requirements

Every question has associated specific criteria that should be addressed by the applicant. Evaluation teams will examine Applicant responses for reference to those specific criteria in order to recommend approval of an application. Applicants should personalize their responses in order to showcase the quality of their application.

D. Submission Instructions

1. The completed Application shall be submitted through ShareFile **OR** mailed via U.S. Mail to 1164 Bishop Street, Suite 1100, Honolulu, HI 96813. To submit these documents via ShareFile, the **primary contact** of the applicant governing board shall contact applications@spcsc.hawaii.gov for access to its ShareFile Account by September 6, 2024.
2. Applicants must ensure all required fields within the **Applicant Information Sheet, Responses to the Application Questions**, and required **Attachments** are uploaded in the specified file format through the Commission’s ShareFile Account by 12:00 Noon, Hawai’i Standard Time, on November 15, 2024 **OR** mail one complete hard-copy via U.S. Mail postmarked by the deadline. **No walk-in applications will be accepted.** Applicants must have a postal receipt showing mailing by the November 15, 2024, 12 Noon, Hawai’i Standard Time deadline, in case the application is lost. **Once the application is submitted, no changes may be made to the application.**
3. Late Applications through ShareFile or via U.S. Mail submissions with postmarks after the approved deadline of November 15, 2024, 12 Noon, Hawai’i Standard Time, **will not be**

accepted. Late applicants will be notified that their application was late and was deemed not submitted and will not be considered. No exceptions will be made.

4. The Commission staff will review each Applicant's submission for completeness. All Applicants that submitted a timely Application will be notified of the receipt of their completed Application. Any Applicant whose application is found to be incomplete will be notified via email on November 29, 2024 and will have until 9:00 AM, Hawai'i Standard Time on December 6, 2024 to submit the **missing Attachments. Attachments sent via email after 9:00 AM, Hawai'i Standard Time December 6, 2024 will not be considered timely and the application will be deemed incomplete and the application denied with no further review or evaluation will be made. The Applicant will be issued a denial letter with the stated reason of an incomplete Application.**

E. Specifications

Applicants shall submit all required material through ShareFile or via U.S. Mail. Please keep in mind that your application is a professional submission. The quality of your submission should reflect the quality of the school that you propose to open. Grammar, spelling, and formatting all make an impression on evaluators. Applications that are not clear and concise or are not easily discernible risk denial.

Application Information Sheet

1. The Applicant Information Sheet must be submitted in PDF format or hard-copy using the applicable template (Exhibit 1).

Application Questions

1. Applicants will submit a response to each application question using the Application Questions Template (Exhibit 2). Applicants may provide additional material supporting the responses. Additional attachments must follow the formatting requirements as described below 6.a. and in Figure 1.
2. The application questions and attachments must be submitted in PDF format or hard-copy unless otherwise specified. An Application that contains any handwritten parts other than signatures will be deemed incomplete. Any required question that is missing a response or attachment, will be deemed incomplete.
3. For Applicants that are proposing a virtual/blended learning program, the Applicant must also submit responses using the virtual/blended learning program application questions template (Exhibit 3).
4. For Applicants that are proposing to use a Third Party Provider, the Applicant must also submit responses using the Third Party Provider application questions template (Exhibit 4).
5. For Applicants that are proposing a Conversion Charter School, the Applicant must also submit responses using the Conversion Charter School application questions template (Exhibit 5).

6. Formatting Requirements:

- a. The Application Questions (this applies to the Virtual/Blended Learning, Third Party Providers, and Conversion Charter School questions) will be provided as a word template. **See below for Figure 1 as an example.**
 - i. Applicants will add their proposed school name to the header for **each** question.
 - ii. Each question will be listed at the top of the page along with the evaluation criteria.
 - iii. Applicants will provide their response within the 'Narrative Section'.
 - iv. If an Applicant is submitting an attachment or attachments to support the response, the file(s) must be submitted as a PDF and follow the naming convention: Question # - Attachment #.
 1. Example 1: An applicant is submitting two attachments for the **Application Questions** question 1 and one attachment for question 2, and an attachment for the virtual/blended learning program Application Questions question 1. The PDF files would be named as follows:
 - a. Question 1 - Attachment 1
 - b. Question 1 - Attachment 2
 2. Example 2: An applicant is submitting 1 attachment for the **Virtual/Blended Learning Program, Third Party Providers, or Conversion Charter School**. The PDF file would be named as follows:
 - a. VBL Question 1 - Attachment 1
 - b. TPP Question 1 - Attachment 1
 - c. CCS Question 1 - Attachment 1
 - v. Narrative section:
 1. Acceptable font size: 11 point or 12 point
 2. Acceptable font colors: black (or blue for hyperlinks)
 3. Acceptable font types: Calibri, Times New Roman, or Arial
- b. Applicants are encouraged to be clear, concise, and judicious in responding to each Application Question.

Replace with proposed school name for each Question header.

[School Name]
SECTION: PURPOSE
QUESTION 1

PURPOSE OVERVIEW: The following questions seek to discover the why behind the proposed new charter school.

QUESTION 1
[BOE Policy E-700](#) requires charter schools to fulfill a distinct purpose in public education in Hawai'i.

How is the proposed charter school design innovative, unique, and important to the public education landscape of the state of Hawai'i?

Your response must include how the proposed school will meet each of the following:

1. address the needs of public education;
2. provide more public school options for students and families;
3. implement innovative educational practices;
4. reflect Hawai'i's diverse cultures, places, and values;
5. provide community-based school models and local control over education; and
6. provide high-quality public education for the students and communities they serve.

EVALUATION CRITERIA:
Response demonstrates evidence in all six areas of BOE Policy E-700 and should:

- align with the Commission's Strategic Plan Characteristics of High Quality Charter Schools.
- align with the Commission's Strategic Plan Characteristics of Innovative practices in public charter schools
- align with the Commission's Strategic Plan Diverse Educational Opportunities in Hawai'i
- include evidence of research supporting the school concept as innovative
- include data from surrounding Department schools and complexes that supports a new charter school
- include evidence of community outreach and participation efforts in determining the needs of the community

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

NO. There is no attachment submitted for this question.
 YES. There are attachment(s) submitted for this question.
 Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 1 – Attachment 1, Question 1 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Commission staff will deem this incomplete if there is NO response provided. Any text will be considered complete.

Select yes or no if an attachment or attachments will be uploaded for this question.
Use the drop down to select the # of attachments that will be uploaded to the question and follow the naming convention.
All files should be saved as a PDF and submitted through ShareFile.
If the boxes are left unchecked, the Commission will deem this as incomplete or if the # of attachment(s) designated do not match the number uploaded in ShareFile or submitted.

FIGURE 1 APPLICATION QUESTION TEMPLATE

4. Review your application for completeness using the final review checklist (be sure to initial each box) before submitting. Once your Application is received and identified as complete, Applicants will not be permitted to submit new information.
5. It is the responsibility of the Applicant to ensure all of the required Attachments are submitted.

F. Public Documents Notification

All information submitted to the Commission is a public record subject to HRS §92F, also known as the Uniform Information Practices Act (“UIPA”). Information that is submitted to the Commission may be redacted from a public record in accordance with exemptions provided under UIPA, provided that the applicant specifically identifies the information it believes should be redacted and provides an explanation justifying each redaction.

The Applicant Information Sheet, along with the completed application, will be posted to the Commission’s website for public review.

G. Applicant Code of Conduct

Commissioners and the Evaluation Teams are obligated to make decisions and recommendations in the best interests of the students and the public, free from personal or political influences. Similarly, applicants have the responsibility of respecting and upholding the integrity of the charter school application process. **Specifically, applicants SHALL:**

1. Direct all communication to the applications email (applications@spcsc.hawaii.gov).
2. Refrain from communicating with any Commissioner or Evaluation Team member, or Commission staff that is not the Applications coordinator.
 - a. Communicating includes: email, documents, text messages, in person
3. Abide by HRS §84, Standards of Conduct and refrain from initiating, or attempting to initiate, any activity with any Commissioner or member of the Evaluation Team that may be prohibited by HRS §84, Standards of Conduct.

If the Commission determines that an applicant has violated any of these requirements, the applicant’s application will be deemed ineligible for further consideration, and the application will be disqualified or rejected.

If the Commission determines that any individual associated with any applicant has violated any of these requirements, including operating through third-parties with the intent of circumventing these requirements, the associated applicant’s application will be deemed ineligible for further consideration, and the application will be disqualified or rejected.

H. Academic Integrity of the Application

The Commission defines plagiarism as copying words, concepts, or ideas from any source and submitting the material as one's own without acknowledging the source by the use of footnotes, quotation marks, and/or parenthetical references.⁴ Individuals and groups seeking the responsibility to educate public school children with public funds should be accountable to the highest standards of academic integrity. The Commission will reject applications that have been plagiarized, including the copying of language from any other charter application without proper attribution and citation.

The Commission is cognizant that in order to implement an existing curriculum, instructional framework, or educational model (*e.g.*, Montessori, project-based learning, blended learning) with fidelity, key concepts must be discussed. However, a high-quality applicant with the capacity to operate a high-quality school should be able to explain thoughtfully in their own words how they intend to educate children. The Commission also understands that CMOs, EMOs, and ESPs may use their own intellectual property, which is appropriate and acceptable.⁵

⁴ Definition adapted from the University of Southern Mississippi's Academic Integrity Policy and quoted in the Mississippi Charter School Authorizer Board's ("MCSAB") Fall 2014 Request for Proposals.

⁵ Adapted from MCSAB's Fall 2014 Request for Proposals (page 10).

Exhibit 1: Application Information Sheet Template

Application Information Sheet

PRIMARY CONTACT INFORMATION
Name:
Current Employer & Position/Title:
Expected Role with the Applicant School:
Mailing Address:
Phone:
Email:

APPLICANT SCHOOL INFORMATION	
Applicant School Name:	
Mission and Vision:	
List of Applicant Governing Board Members	
<p>State whether you have hired or contracted a consultant or a company/ies to assist you in the development and/or writing of your charter application.</p> <ul style="list-style-type: none"> ● Yes ● No <p>If yes, please identify the name(s) of the consultant/company(ies):</p>	
Geographic Location of your Facility:	Which complex areas do you anticipate attracting students from: <ul style="list-style-type: none"> ● Statewide ● Farrington-Kaiser-Kalani ● Kaimuki-McKinley-Roosevelt ● Aiea-Moanalua-Radford ● Leilehua-Mililani-Waiialua ● Campbell-Kapolei ● Pearl City-Waipahu ● Nanakuli-Waianae ● Castle-Kahuku ● Kailua-Kalaheo ● Hilo-Waiakea

APPLICANT SCHOOL INFORMATION	
	<ul style="list-style-type: none"> ● Kau-Keaau-Pahoa ● Honokaa-Kealakehe-Kohala-Konawaena ● Baldwin-Kekaulike-Kulanihakoi-Maui ● Hana-Lahainaluna-Lanai-Molokai ● Kapaa-Kauai-Waimea
School Year opening: select one <ul style="list-style-type: none"> ● School Year: 2026-2027 ● School Year: 2027-2028 	
Grades Served Year 1:	
Grades Served at Capacity:	
Type of Charter School (Select One): <ul style="list-style-type: none"> ● Start-up charter school, as defined in HRS Chapter 302D-13 ● Conversion charter school, as defined in HRS Chapter 302D-13 	
Name of HIDOE school to be converted: _____	

Proposed School Description		
	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input type="checkbox"/> Blended Learning <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> Cultural Focus (specify): <input type="checkbox"/> Disability (specify):	<input type="checkbox"/> Language Immersion (specify): <input type="checkbox"/> Montessori <input type="checkbox"/> STEM <input type="checkbox"/> Virtual Learning <input type="checkbox"/> Other (specify):

Check that apply	
	<ul style="list-style-type: none"> ● Virtual Blended Learning ● Third Party Providers ● Conversion Charter Schools

Exhibit 2: Application Questions Template

PURPOSE OVERVIEW: The following questions seek to discover the why behind the proposed new charter school.

QUESTION 1

[BOE Policy E-700](#) requires charter schools to fulfill a distinct purpose in public education in Hawai'i.

How is the proposed charter school design innovative, unique, and important to the public education landscape of the state of Hawai'i?

Your response must include how the proposed school will meet each of the following:

1. address the needs of public education;
2. provide more public school options for students and families;
3. implement innovative educational practices;
4. reflect Hawai'i's diverse cultures, places, and values;
5. provide community-based school models and local control over education; and
6. provide high-quality public education for the students and communities they serve.

EVALUATION CRITERIA:

Response demonstrates evidence in all six areas of BOE Policy E-700 and should:

- *align with the Commission's Strategic Plan Characteristics of High Quality Charter Schools.*
- *align with the Commission's Strategic Plan Characteristics of Innovative practices in public charter schools*
- *align with the Commission's Strategic Plan Diverse Educational Opportunities in Hawai'i*
- *include evidence of research supporting the school concept as innovative*
- *include data from surrounding Department schools and complexes that supports a new charter school*
- *include evidence of community outreach and participation efforts in determining the needs of the community*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
 YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 1 – Attachment 1, Question 1 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 2

State the proposed school's mission and vision.

EVALUATION CRITERIA:

Response must include:

- *a clear statement of mission and vision;*
- *a mission and vision focused on learning based on student needs; and*
- *a mission and vision that is relevant to the community the applicant proposes to serve*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
- YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 2 – Attachment 1, Question 2 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 3

Describe the process, specify the people involved, and rationale that helped in the development of the mission, vision, and school design.

EVALUATION CRITERIA:

Response must include, but is not limited to:

- *a description of the process the board took to develop their mission and vision and school design. (Examples may include other schools or programs that have been researched or visited and what was learned from them that influenced this mission, vision and school design.)*
- *describe the foundational values that led to the creation of the mission and vision and how the mission and vision align to the educational needs of the students that the school seeks to serve.*
- *evidence of community engagement of the steps to develop their school design and how the community's input and feedback informed or changed the school concept over time.*
- *evidence of research conducted supporting the need for this charter school in this community (examples may include academic performance reports from local schools, surveys, community forums, interviews from the community the schools proposes to serve).*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
- YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 3 – Attachment 1, Question 3 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 4

State and provide evidence of the type of applicant governing board being established, pursuant to [HRS 302D-13\(b\)](#).

- Community group
- Department School
- School Community Council
- Group of Teachers and Administrators
- Nonprofit Organization in accordance with [HRS 302D-13\(b\)\(4\)](#)

Include the reasoning behind this choice of applicant governing board

EVALUATION CRITERIA:

Unless specified below, the response must include the rationale for the selected type of applicant governing board and provide evidence that could include, but is not limited to:

- *governing board meeting minutes, agendas, attendance that establishes an applicant governing board;*
- *flyers of community meetings; and*
- *letters of support, petitions, or signatures.*

The selected group must also comply with the following:

- *department School: HRS 302-13(b)(2); and*
- *group of Teachers and Administrators: HRS 302D-13(b)(3)*

Selected group must also comply and submit the following:

- *Nonprofit Organization: Business Records (501(c)(3)),*
- *IRS Tax ID Information, HRS 302D-13(b)(4).*
- *The applicant must submit all Department of Commerce and Consumer Affairs filings in accordance with HRS 302D-1 including the Certificate of Good Standing, and Annual Filings (for the most recent five years), and the Articles of Incorporation.*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
- YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 4 – Attachment 1, Question 4 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 5 *This question is required only to an applicant group that has an associated nonprofit entity. (this would NOT apply to a nonprofit organization apply to be a charter school)*

Describe the purpose and mission of the associated nonprofit, and give the names, occupations and a brief summary describing the roles of the non-profit board members;

Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved; and discuss specific steps that the applicant governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Submit all Department of Commerce and Consumer Affairs filings in accordance with HRS 302D-1 including the Certificate of Good Standing, and Annual Filings (for the most recent five years), and the Articles of Incorporation.

If this does not apply to your school. Please state in the narrative section: Does not apply.

EVALUATION CRITERIA:

Response could include, but is not limited to:

- Evidence that the proposed school plan includes a system to conduct regular reviews of the associated nonprofit policies, engage in ongoing professional development that pertains to their work as public agents, and follow all applicable ethics guidelines and statutory responsibilities as they pertain to their fiduciary duties as volunteer public servants.*
- All Department of Commerce and Consumer Affairs filings in accordance with HRS302D-123 including the Certificate of Good Standing, and Annual Filings (for the most recent five years), and the Articles of Incorporation are provided.*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
 YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 5 – Attachment 1, Question 5 – Attachment 2, etc.*
- Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

ACADEMIC OVERVIEW: The following questions seek to understand the instructional intention and assessment practices of the proposed new charter school. This section gets to the delivery of instruction and the monitoring of student performance both at an operational and governance level.

QUESTION 6

What will be the proposed school’s Mission Aligned Initiative (MAI)?

The MAI can be found in [Charter Contract 4.0 Academic Performance Framework](#) Section 6.11. and Exhibit A. Academic Performance Framework

EVALUATION CRITERIA:

Response must include reference to:

- *Charter Contract 4.0 Academic Performance Framework Section 6.11. and Exhibit A. Academic Performance Framework (Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision).*

Response may reference but is not limited to:

- *characteristics of Innovative Practices;*
- *characteristics of High Quality: Promoting a Culture of Continuous Learning and Improvement;*
- *specific examples of MTSS, equitable access to instruction for challenged learners;*
- *aligned professional development for staff and parents;*
- *references social emotional learning and a discipline program that aligns with the mission and vision; and*
- *reference to academic and social emotional data monitoring.*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
- YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 6 – Attachment 1, Question 6 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 7

Public Charter schools in Hawai'i are required to participate in state standardized assessments. Describe how the proposed school intends to demonstrate and assess student academic performance.

EVALUATION CRITERIA:

Response could include, but is not limited to:

- *examples of formative and summative measures to be used in assessment of student progress. (such as Site-specific Diagnostics);*
- *example of a well articulated curriculum with benchmarks;*
- *vertical and horizontal grade level meetings; and*
- *embedded teacher planning time.*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
- YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 7 – Attachment 1, Question 7 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 8

How does your proposed school's system of assessment inform:

- Instructional practices
- Impact student outcomes

Meets the needs of all students (such as English Learners, Students with Disabilities (SWD), at-risk students, and students who are far below or above grade level, and the targeted student population)

EVALUATION CRITERIA:

Evidence could include, but is not limited to:

- *characteristics of Innovative Practices;*
- *characteristics of High Quality Public Charter Schools-Promoting a Culture of Continuous Learning and Improvement:*
 - *High quality charter schools use continuous learning and improvement plans for student success. There is a systemization of assessment for student learning that informs school leaders, staff, faculty, and governing boards on instruction and the impact on student learning.*
 - *Student-focused instructional planning reflects commitment to the school's vision, demonstrates an innovative spirit, and includes strict accountability that all works synchronously to create learning communities embracing a school culture of continuous improvement.*
 - *School-wide goals and performance indicators for student learning are adopted and measured regularly using the spiral inquiry processes.*
 - *Data is used to adjust plans as part of a data-driven culture focused on increasing the quality of student work through prevention and intervention.*
- *regularly agendaized governing board updates;*
- *staff data discussions and practices;*
- *ongoing mission and vision related professional developments;*
- *communication with parents regarding student performance, and*
- *MTSS strategies as appropriate.*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
- YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 8 – Attachment 1, Question 8 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 9

Describe the system of accountability that will be developed and implemented for:

- School administrators
- Teachers and Staff

EVALUATION CRITERIA:

Response must include:

- *How will school administrators hold teachers accountable for student success and alignment to its academic program?*
- *Demonstrative understanding of all applicable bargaining units requirements.*

Response could include, but is not limited to:

- *Characteristics of High Quality Public Charter Schools-Academic Plans Embrace a System of Accountability:*
 - *High quality charter schools' academic plans embrace a comprehensive and effective system of accountability that holds all stakeholders publicly accountable.*
 - *There is a system of internal accountability for monitoring systems that includes academic performance expectations.*
 - *School communities are internally accountable—dedicated to working together to accomplish shared goals, and responding flexibly and quickly when needed.*
 - *High Quality charter schools demonstrate school improvement that is steady.*
 - *Leadership prioritizes improvement and is able to communicate its urgency, and monitors short- and long-term goals.*
 - *There is differentiated, targeted support to meet individual needs which use frequent data analysis to inform responses to interventions.*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
- YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 9 – Attachment 1, Question 9 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 10

If the proposed school includes a high school, answer the following questions:

- Describe how the proposed academic program will meet and/or exceed the BOE's graduation requirements.
- *If the applicant school intends to deviate from the Board of Education's graduation requirements, please describe the proposed deviation and the rationale behind the requested changes.*

Note: High schools will be expected to meet the BOE's graduation requirements in accordance with [BOE Policy 102-15](#). High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE. Any deviation from BOE Policy 102-15 requires a waiver from BOE, and Commission approval of an application does not constitute approval of any deviation from BOE's graduation requirements. If the application is approved, it will be incumbent on the proposed school either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 102-15.

EVALUATION CRITERIA:

Evidence could include, but is not limited to:

- *examples demonstrating an understanding the BOE graduation requirements and how credits are assigned and monitored;*
- *examples of a credit based instruction system; and*
- *example of how an alternative to credits would meet the BOE graduation requirements.*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
 YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

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FACILITIES and FINANCIALS OVERVIEW: The following questions seek to clarify the proposed school's governing board's understanding and knowledge of required financial practices that are involved in running a financially viable and sustainable charter school in the state of Hawai'i.

QUESTION 11

Have facilities been identified and/or secured? If so, provide a description of the facility and the rationale behind the selection of the facility. If applicable, add the specific location of the secured facility.

If a facility has not been secured, what research and steps have been taken to secure a facility within the community that the school intends to serve? Provide a timeline with specific outcomes and dates for securing the facility.

EVALUATION CRITERIA:

Response must include, but is not limited to:

If you have secured a facility:

- *evidence that the facility supports the implementation of the proposed academic program (location, building type, etc); and*
- *description of the impact on the school's budget.*

OR

If you have not secured a facility:

- *examples of the efforts you have made in identifying a facility within the community you plan to serve; and*
- *description of the possible impact on the school's budget.*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
- YES. There are attachment(s) submitted for this question.
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Notes:

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QUESTION 12

Provide a budget and staffing plan (see Exhibit 7) for years 0-2.

EVALUATION CRITERIA:

Budget must be provided on a Microsoft excel sheet.

If you are providing a slow growth model, the proposed budget must be reflective of that model.

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
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Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 12 – Attachment 1, Question 12 – Attachment 2, etc.*
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QUESTION 13

If the proposed school is approved, state funding will **not** be provided for the pre-opening/pre-contracting period. Explain how the funds needed during the pre-opening/pre-contracting period will be provided. Include and describe:

- The amount of funding the proposed school requires during the pre-opening period;
- What these funds will be spent on; and
- Plans for fundraising and what potential sources of funding will be sought.

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of fundraising efforts and grant support.

- *Detailed spreadsheet outlining expected preopening costs and the time frame the applicant school would expect those funds to be encumbered*
- *Detailed plan outlining fundraising goals including:*
 - *Amounts to be requested*
 - *Any amounts secured delineated into pledges, grants and donations*
- *Evidence of letters sent AND any acceptance letters including the amount pledged*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
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Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 13 – Attachment 1, Question 13 – Attachment 2, etc.*
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QUESTION 14

Describe what the budgetary priorities are and how it supports the school's mission and vision for Years 0 through the first two years of operation. Highlight and explain any changes in priority from year to year.

EVALUATION CRITERIA:

The answer should connect to and build off of Question 13 above. Response should outline the connection of the per pupil amount and expenses as they relate to school operations (mission, vision)

Evidence could include, but not necessarily solely consist of:

- *Examples would include the clear development of a financially sustainable charter school - governance monitoring, seeking financial support, planning purchases, etc.*

Review HRS 302D-28 to better understand charter school funding.

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

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Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 14 – Attachment 1, Question 14 – Attachment 2, etc.*
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QUESTION 15

Describe the internal fiscal management oversight systems that will be developed and implemented.

EVALUATION CRITERIA:

Evidence must include:

- *processes and practices that will ensure and monitor fiscal solvency and employ checks and balances;*
- *description of the specific members and the process used by the applicant governing board to develop and implement the fiscal oversight system; and*
- *identify specific people/positions and explain their oversight duties and responsibilities.*

Evidence could include, but not necessarily solely consist of:

- *reference to Characteristics of High Quality of Charter Schools;*
- *examples citing the process of monitoring financial risk; and*
- *evidence of governing board experience in setting up sound financial systems including processes, policies and checks and balances.*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

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- YES. There are attachment(s) submitted for this question.
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Notes:

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GOVERNANCE OVERVIEW: The following questions seek to understand the genesis of the proposed school’s governing board, their processes and skill sets that have brought them together with a goal of establishing a high quality charter school in the state of Hawai‘i.

QUESTION 16

Explain how your governing board has the relevant skills, knowledge, and ability to develop, startup and operate a charter school in your school community.

Each applicant governing board member must complete and sign the form and attach resumes for all applicant governing board members (see Exhibit 6 Applicant Governing Board Member Information Form in the Application).

EVALUATION CRITERIA:

Evidence must include:

- *list of all applicant governing board members (first name, last name, and role); and*
- *each applicant governing board member must complete and sign the form and attach resumes for all applicant governing board members (see Exhibit 2 Applicant Governing Board Member Information Form in the Application).*

Evidence should include, but is not limited to:

- *clear alignment to Characteristics of High Quality Charter schools; and*
- *evidence referencing applicable statutes.*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

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Select # of attachments number of attachments submitted.

Notes:

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QUESTION 17

Describe how each member of the applicant governing board contributed and supported the development of the application

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of:

- *Evidence of outreach and the process the applicant governing board went through in identifying board members and selecting their roles.*
- *Specific examples of board members' contribution to this application that includes evidence from board meetings: agendas, minutes, etc.*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
- YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 17 – Attachment 1, Question 17 – Attachment 2, etc.*
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QUESTION 18

What are the systems of support to address indicators of distress to address the following:

- Academic Framework
- Financial Framework
- Organizational Framework
- School leader evaluation

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of:

- *reference to characteristics of high quality charter schools document;*
- *reference to charter contract performance frameworks; and*
- *reference to indicators of distress (see resources page).*

NARRATIVE SECTION:

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- NO. There is no attachment submitted for this question.
- YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

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QUESTION 19

Pending approval, describe the process that the applicant governing board will take to transition from a planning governing board to an operational governing board that ensures the school meets the approved mission and vision.

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of:

- *reference to characteristics of high quality charter schools document; and*
- *reference HRS 302D-12 for suggested governing board make up.*

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
 YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 19 – Attachment 1, Question 19 – Attachment 2, etc.*
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QUESTION 20

Identify the systems the governing board will put in place to monitor and evaluate the school's Mission Aligned Initiative?

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of:

- *Governing board monitoring process*
- *Examples of how the governing board will keep updated on student progress*

NARRATIVE SECTION:

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Select # of attachments number of attachments submitted.

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Exhibit 3: Virtual/Blended Learning Program Application Questions Template

If your application includes a Virtual and/or Blended component, please reference the Commission’s Online Virtual and Blended Learning Guidelines (August 11, 2022) for guidance on completing this section.

QUESTION 1

What are the costs associated with the proposed virtual and/or blended school/program and its various components?

EVALUATION CRITERIA: Finance and Governance

Applications will be considered having met the criteria for this section when the applicant provides:

- A governance model that includes individuals with the skills and capacity to carry out said program.
- Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community.
- Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection.
- Budget detail accounts for explicit needs of a per virtual/blended program:
 - specialized training;
 - technology infrastructure;
 - internet access for students and staff;
 - equipment and maintenance;
 - online curriculum and/or platforms; and
 - any other associated costs.
- Budget includes an analysis of the proposed model’s staffing plan, demonstrating support for building the capacity of all faculty and staff.

NARRATIVE SECTION:

Click or tap here to enter text.

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- NO. There is no attachment submitted for this question.
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Notes:

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QUESTION 2

Will these costs change over the life of the proposed contract?

EVALUATION CRITERIA: Finance and Governance

Applications will be considered having met the criteria for this section when the applicant provides:

- A governance model that includes individuals with the skills and capacity to carry out said program.
- Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community.
- Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection.
- Budget detail accounts for explicit needs of a per virtual/blended program:
 - specialized training;
 - technology infrastructure;
 - internet access for students and staff;
 - equipment and maintenance;
 - online curriculum and/or platforms; and
 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

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QUESTION 3

How are these costs affected by different student populations and contextual factors?

EVALUATION CRITERIA: Finance and Governance

Applications will be considered having met the criteria for this section when the applicant provides:

- A governance model that includes individuals with the skills and capacity to carry out said program.
- Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community.
- Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection.
- Budget detail accounts for explicit needs of a per virtual/blended program:
 - specialized training;
 - technology infrastructure;
 - internet access for students and staff;
 - equipment and maintenance;
 - online curriculum and/or platforms; and
 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

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QUESTION 4

What are the implications for weights and adjustments in the accountability or funding system due to the proposed virtual and/or blended program?

EVALUATION CRITERIA: Finance and Governance

Applications will be considered having met the criteria for this section when the applicant provides:

- A governance model that includes individuals with the skills and capacity to carry out said program.
- Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community.
- Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection.
- Budget detail accounts for explicit needs of a per virtual/blended program:
 - specialized training;
 - technology infrastructure;
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 - online curriculum and/or platforms; and
 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

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QUESTION 5

Provide an overview and description of the specific costs associated with the virtual/blended learning model proposed (such as specialized training, technology infrastructure, internet access for students and staff, equipment and maintenance, online curriculum and/or platforms, and any other associated costs).

EVALUATION CRITERIA: Finance and Governance

Applications will be considered having met the criteria for this section when the applicant provides:

- A governance model that includes individuals with the skills and capacity to carry out said program.
- Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community.
- Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection.
- Budget detail accounts for explicit needs of a per virtual/blended program:
 - specialized training;
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 - equipment and maintenance;
 - online curriculum and/or platforms; and
 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

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QUESTION 6

What is the proposed demographic breakdown of the students to be served through this program, e.g. Free and Reduced Lunch, geographic home location, grade level, general demographics?

EVALUATION CRITERIA: Finance and Governance

Applications will be considered having met the criteria for this section when the applicant provides:

- A governance model that includes individuals with the skills and capacity to carry out said program.
- Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community.
- Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection.
- Budget detail accounts for explicit needs of a per virtual/blended program:
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 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

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QUESTION 7

What geographic area(s) will the proposed program serve?

EVALUATION CRITERIA: Finance and Governance

Applications will be considered having met the criteria for this section when the applicant provides:

- A governance model that includes individuals with the skills and capacity to carry out said program.
- Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community.
- Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection.
- Budget detail accounts for explicit needs of a per virtual/blended program:
 - specialized training;
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 - equipment and maintenance;
 - online curriculum and/or platforms; and
 - any other associated costs.
- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

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QUESTION 8

How is the proposed program staffing model sufficient to address all of the requirements of instruction, reporting, and oversight?

EVALUATION CRITERIA: Finance and Governance

Applications will be considered having met the criteria for this section when the applicant provides:

- A governance model that includes individuals with the skills and capacity to carry out said program.
- Evidence of knowledge of the community needs/community served, including but not limited to the diverse demands of that community.
- Cost analysis for the start-up and build out of the virtual/blended program, including an immediate and long-range budget projection.
- Budget detail accounts for explicit needs of a per virtual/blended program:
 - specialized training;
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 - internet access for students and staff;
 - equipment and maintenance;
 - online curriculum and/or platforms; and
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- Budget includes an analysis of the proposed model's staffing plan, demonstrating support for building the capacity of all faculty and staff.

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QUESTION 9

What is the educational need served by this school/program?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

NARRATIVE SECTION:

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QUESTION 10

What differentiates this school/program from other programs in the community(ies) to be served?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

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QUESTION 11

What process was used to decide on the proposed blended/virtual learning curriculum and model/mode of delivery?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

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QUESTION 12

Describe how the proposed blended/virtual learning curriculum is aligned to the Hawai'i State Standards and explain the process used to make this determination.

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

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QUESTION 13

What might a scope and sequence for each grade level served look like?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
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- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

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QUESTION 14

In addition to the state assessments (i.e., Smarter Balanced Assessment, Kaiapuni Assessment of Educational Outcomes (KĀ'EO), Hawai'i State Alternate Assessment, WIDA), what other measures will be employed to evaluate student progress and growth?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

- NO. There is no attachment submitted for this question.
- YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: VBL Question 14 – Attachment 1, VBL Question 14 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 15

Where and how will state testing be implemented for all students?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
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QUESTION 16

How will staff monitor progress and ensure that students are meeting the required standards?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

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QUESTION 17

How will students demonstrate subject mastery leading to eligibility for promotion?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
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QUESTION 18

How will struggling students be identified and supported?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
 - addressing the proposed scope and sequence design;
 - other measures to monitor progress; and
 - incorporation of MTSS to meet all students' needs.
- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
- A weekly instructional schedule for each grade level band

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QUESTION 19

What does the weekly instructional schedule look like for each grade band (i.e. elementary, middle, high)?

EVALUATION CRITERIA: Instructional Program Quality

Applications will be considered having met the criteria for this section when the applicant provides:

- A virtual/blended instructional program that assimilates the virtual/blended guidelines, and aligns to the stated mission and vision for all curriculum, instruction, and assessments.
- A decision-making process that includes:
 - knowledge of the diversity of student needs in the community;
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- Demonstrate an understanding of the State assessments and the role those assessments play in the design of the proposed school's curriculum, instruction, and assessment.
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QUESTION 20

What specific training have the proposed teacher(s) and administrator(s) completed that addresses the unique needs of virtual and/or blended learning?

EVALUATION CRITERIA: Teacher and Administrator Quality to run a Virtual/Blended School/Program

Applications will be considered having met the criteria for this section when the applicant provides:

- A professional development and training plan that addresses:
 - the unique needs of virtual and/or blended learning for all faculty, staff and administration;
 - the specialized qualifications required of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students; and,
 - evidence that on-going professional development and support will be provided.

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

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Notes:

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QUESTION 21

What are the qualifications of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students?

EVALUATION CRITERIA: Teacher and Administrator Quality to run a Virtual/Blended School/Program

Applications will be considered having met the criteria for this section when the applicant provides:

- A professional development and training plan that addresses:
 - the unique needs of virtual and/or blended learning for all faculty, staff and administration;
 - the specialized qualifications required of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students; and,
 - evidence that on-going professional development and support will be provided.

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QUESTION 22

How will the school provide professional development and support to virtual and/or blended learning teachers?

EVALUATION CRITERIA: Teacher and Administrator Quality to run a Virtual/Blended School/Program

Applications will be considered having met the criteria for this section when the applicant provides:

- A professional development and training plan that addresses:
 - the unique needs of virtual and/or blended learning for all faculty, staff and administration;
 - the specialized qualifications required of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students; and,
 - evidence that on-going professional development and support will be provided.

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QUESTION 23

Describe how the proposed blended/virtual learning program will meet the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (504).

EVALUATION CRITERIA: Special Education and Section 504 of the Rehabilitation Act of 1973 requirements:

Applications will be considered having met the criteria for this section when the applicant provides:

- Evidence that the proposed blended/virtual learning program will meet all the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (504)

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

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- YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: VBL Question 23– Attachment 1, VBL Question 23 – Attachment 2, etc.*
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Exhibit 4: Third Party Providers Application Questions Template

If your proposal includes a third party provider you must complete this section

QUESTION 1 Explain the applicant governing board's reasoning behind pursuing an educational service provider or charter management organization rather than operate the proposed school directly.
EVALUATION CRITERIA: The Evaluation Team will be evaluating these responses to determine the applicant's rationale for selecting a third party provider to operate the school; the applicant's due diligence and thoughtfulness in selecting a third party provider that meets the mission and vision.
NARRATIVE SECTION: Click or tap here to enter text.
SUBMITTING ATTACHMENTS? <input type="checkbox"/> NO. There is no attachment submitted for this question. <input type="checkbox"/> YES. There are attachment(s) submitted for this question. Select # of attachments number of attachments submitted.
Notes: <ul style="list-style-type: none">• <i>Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: TPP Question 1 – Attachment 1, TPP Question 1 – Attachment 2, etc.</i>• <i>Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.</i>

QUESTION 2

Explain the process the applicant governing board used to identify, vet, and select the service provider. The description must explain:

- How and why the service provider was selected, including when and how the applicant learned of the service provider;
- Which other service providers were considered;
- The selection process used to select the chosen service provider over other service providers; and
- What due diligence was conducted, including a summary of the findings of the reference checks (or other similar processes) conducted by the applicant, on the chosen service provider.

EVALUATION CRITERIA:

The Evaluation Team will be evaluating these responses to determine the applicant’s rationale for selecting a third party provider to operate the school; the applicant’s due diligence and thoughtfulness in selecting a third party provider that meets the mission and vision.

NARRATIVE SECTION:

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SUBMITTING ATTACHMENTS?

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Select # of attachments number of attachments submitted.

Notes:

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QUESTION 3

How does this educational service provider or charter management organization align with the proposed school's mission and vision?

EVALUATION CRITERIA:

The Evaluation Team will be evaluating these responses to determine the applicant's rationale for selecting a third party provider to operate the school; the applicant's due diligence and thoughtfulness in selecting a third party provider that meets the mission and vision.

NARRATIVE SECTION:

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- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 4

Submit all DCCA and other applicable state agency filings including: Certificate of Vendor Compliance, Hawaii Tax ID Number, any Business Registration Information including the Certificate of Good Standing for the educational service provider.

EVALUATION CRITERIA:

The Evaluation Team will be evaluating these responses to determine the applicant's rationale for selecting a third party provider to operate the school; the applicant's due diligence and thoughtfulness in selecting a third party provider that meets the mission and vision.

NARRATIVE SECTION:

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Select # of attachments number of attachments submitted.

Notes:

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QUESTION 5

Provide the following:

1. The complete contract/service agreement that would be executed should the proposed charter school be approved;
2. Service provider's record of achievement, which should include the following:
 - a. Provide a list of all charter schools operated or managed by the service provider, including a list of all accredited charter schools and name of the accrediting organization for each accredited school and a current accreditation report from one of those schools. If however, the Service Provider does not operate or manage any accredited charter schools then state "NO ACCREDITED CHARTER SCHOOLS".
 - b. If the Service Provider is providing academic services, provide academic performance data for at least ten (10) charter schools operated by the service provider for the past five years (or over the life of the charter school, if the school has been open for fewer than five years). The academic performance data should include at least three of the service provider's highest performing schools and at least three of the service provider's lowest performing schools. If the service provider operates less than ten charter schools, provide the academic data for all schools
 - c. A listing and explanation of any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings that the proposed service provider has experienced in the past ten years. The explanation must reference the other jurisdictions where the Service Provider operates or services other charter schools and provide, as a list of all the charter schools operated or managed by the Service Provider, the respective authorizer for each of those charter schools, and contact information for each authorizer.
 - d. A list of all subsidiaries or related entities that are affiliated or owned in whole or in part by the Service Provider, a description of the nature of those entities' business activities, an explanation as to whether the proposed school has or will have any relationship with or receive any services from any of those entities, and a reasonable justification for any such relationship.
 - e. If the proposed school governing board intends to enter into any type of lease or any other facility financing relationship with the service provider, provide a complete copy of the proposed lease or facility financing agreement that would be executed if the applicant were approved as a charter school.
 - f. A description of any loans, grants, or investments made between the service provider and the proposed school's associated nonprofit organization, including a legally sound explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the proposed school's associated nonprofit, as applicable;
 - g. Full disclosure of any existing or potential conflicts of interest between the proposed school governing board, proposed school's employees, proposed service provider, and any affiliated business entities and a satisfactory explanation as to how such existing or potential conflicts of interest will be addressed;
 - h. A detailed description of the roles and responsibilities of the Service Provider that adequately and accurately describes how the Service Provider fits into the proposed school's organizational structure and how the organizational structure ensures the proposed school governing board is independent from the Service Provider and self-governing.
 - i. An effective and comprehensive oversight and evaluation plan for overseeing the Service Provider. The oversight and evaluation plan must include the school-wide and

student achievement results that the management organization is responsible for achieving, the methods the proposed school governing board will use to review and evaluate the Service Provider's progress toward achieving agreed-upon goals, the frequency of such reviews and evaluations, an explanation whether there will be an external evaluator to assess the Service Provider's performance, and the conditions, standards, and procedures for the proposed school governing board intervention, if the Service Provider's performance is deemed unsatisfactory.

j. A comprehensive description of the respective financial responsibilities of the proposed school governing board and the Service Provider that allows for reasonable financial controls from the proposed school governing board. The description must include details about the types of spending decisions the Service Provider can make without obtaining board approval, the reports the Service Provider must submit to the proposed school governing board on financial performance and the schedule for reporting, and how the proposed school governing board will provide financial oversight.

EVALUATION CRITERIA:

The Evaluation Team will be evaluating these responses to determine the applicant's rationale for selecting a third party provider to operate the school; the applicant's due diligence and thoughtfulness in selecting a third party provider that meets the mission and vision.

NARRATIVE SECTION:

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Exhibit 5: Conversion Charter Schools Application Questions Template

If you are applying to convert an existing Hawaii Department of Education School to a charter school, you must complete this section.

QUESTION 1

Describe the following elements as it relates to your mission and vision:

- a. School community
- b. Staff Plans and Evaluation
- c. Facilities

EVALUATION CRITERIA:

The Evaluation Team will be evaluating the responses pursuant to HRS 302-13(2) provided that a charter application for a conversion charter school shall include certification and documentation that the charter application was approved by a majority of the votes cast by existing administrative, support, and teacher personnel, and parents of students at the existing department school; provided that:

- a. This vote shall be considered by the authorizer to be the primary indication of the existing administrative, support, and teaching personnel, and parents' approval to convert to a charter school;
- b. The balance of stakeholders represented in the vote and the extent of support received in support of the conversion shall be key factors, along with the applicant's proposed plans, to be considered by the authorizer when deciding whether to award a charter; and
- c. A breakdown of the number of administrative, support, and teaching personnel, and parents of students who constitute the existing department school and the number who actually participated in the vote shall be provided to the authorizer.

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

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QUESTION 2

An application for a conversion charter school **must meet** the requirements of Section 302D-13, Hawaii Revised Statutes:

1. School Community
 - a. A certification and supporting documentation as verifiable evidence that this application was approved by a majority of the votes cast by existing administrative, support, and teaching personnel and parents or guardians of students at the existing DOE school. The documentation must include a breakdown of the number of administrative, support, and teaching personnel and parents or guardians of students who constitute the existing DOE school and the number of each of the aforementioned groups who actually participated in the vote.
 - b. A clear explanation of the process used to engage various stakeholder groups and collect evidence of support that demonstrates that there was reasonable effort to encourage engagement from all stakeholders, especially faculty and families, in discussing and deciding to apply for a Conversion Charter School.
 - c. A clear description and explanation of the degree of opposition to the conversion, the reasons for opposition, and any other community stakeholders that support conversion, including, any additional evidence of community support for the conversion and opposition to the conversion. The description must adequately explain how the proposed school and governing board will address any opposition to ensure there are no negative impacts to student learning and the operations of the school.
2. Staff Plans and Evaluation
 - a. A clear description of the process that will be implemented to transition employees from the existing DOE school to your proposed conversion school and a detailed framework that addresses any issues and protects the rights of such employees.
3. Facilities
 - a. A description of the process that will be implemented to secure the use of the existing DOE school facilities that is aligned with the proposed budget, including a reasonable timeline for negotiating a lease or memorandum of agreement with the DOE, a plan for ongoing upkeep and maintenance, and any plans for renovation.
4. Nonprofit Organization as Applicant. ***Note: Only applicants proposing a Conversion Charter School where a nonprofit organization will operate and manage the proposed school and the nonprofit organization's board of directors will serve as the Conversion Charter School's governing board need to complete this section.***
 - a. A clear description of the organizational structure of the nonprofit organization and reasonable and legally sound plans for how it will also serve as the governing board of the Conversion Charter School and how governing board members will be selected. If the nonprofit organization is going to appoint advisory groups of community representatives for each school managed by the nonprofit organization, the description must include the organizational structure and scope of jurisdiction for each advisory group.
 - b. The nonprofit organization's bylaws or policies that are legally sound and describe the manner in which business is conducted and policies that relate to the management of potential conflict of interest situations.
 - c. A clear description that demonstrates that the nonprofit organization possesses sufficient experience in the management and operation of public or private schools or plans to enter into an agreement to obtain services from another entity or entities possessing such experience.

- d. A reasonable explanation of how the nonprofit organization will execute and implement its start-up plan without interfering in the operations of the existing DOE school until authorized to do so by the Commission.
- e. A description of any licensure or accreditation requirements, such as registration with the Department of Commerce and Consumer Affairs, the nonprofit organization must comply with and the status of any such licenses or accreditations that demonstrates the nonprofit is in good standing with all such requirements.

EVALUATION CRITERIA:

The Evaluation Team will be evaluating the responses pursuant to HRS 302-13(2) provided that a charter application for a conversion charter school shall include certification and documentation that the charter application was approved by a majority of the votes cast by existing administrative, support, and teacher personnel, and parents of students at the existing department school; provided that:

- a. This vote shall be considered by the authorizer to be the primary indication of the existing administrative, support, and teaching personnel, and parents' approval to convert to a charter school;
- b. The balance of stakeholders represented in the vote and the extent of support received in support of the conversion shall be key factors, along with the applicant's proposed plans, to be considered by the authorizer when deciding whether to award a charter; and
- c. A breakdown of the number of administrative, support, and teaching personnel, and parents of students who constitute the existing department school and the number who actually participated in the vote shall be provided to the authorizer.

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Exhibit 6: Board Member Information Form

Board Member Information

To be completed individually by each Applicant Governing Board member. All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
2. Contact information:
Name:
Phone:
E-mail:
3. Describe your role and position on the applicant governing board.
4. Attach your resume and professional biography.
 Resume and professional bio are attached to this form.
5. Check all that apply. Indicate whether you currently or have previously served on a board:
 - a. of a school district,
 - b. another charter school,
 - c. a non-public school, or
 - d. any nonprofit organization.If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on.
6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school?
7. What is your understanding of the appropriate role of a public charter school governing board member?

8. Describe any previous experience relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals?
10. Describe your understanding of the school's proposed academic plan?
11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission?

Governance

12. Describe the role that the governing board will play in the school's operation.
13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?
14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision.
15. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

Disclosures

16. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
17. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
18. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such employees Yes
19. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes

20. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
- I/we do not have a financial interest Yes
21. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not intend to contact with an education service provider or school management organization.
- I/we do not know any such persons Yes
22. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
- N/A. I/we have no such interest Yes
23. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- N/A I/we or my family do not anticipate conducting any such business Yes
24. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- Does not apply to me, my spouse or family Yes
25. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
- None Yes

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

Signature

Date

Exhibit 7: Staffing Plan Template

Staffing Plan

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed. Include the salary and full-time employee (“FTE”) equivalency (e.g., 1.0 FTE, 0.5 FTE, etc.) for each position for each year.

Elementary School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
	20__	20__	20__	20__	20__	20__
School Director						
Assistant School Director						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						
Total Salaries						

Middle School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
	20__	20__	20__	20__	20__	20__
School Director						
Assistant School Director						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						
Total Salaries						

High School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
	20__	20__	20__	20__	20__	20__
School Director						
Assistant School Director						
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: <i>e.g.</i> , Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						
Total Salary						

Exhibit 8: Final Review Checklist

Final Review Checklist

Initial each item to indicate that it has been completed.

- The following has been uploaded to ShareFile or mailed via U.S. Mail to 1164 Bishop Street, Suite 1100, Honolulu, HI 96816:
 - Exhibit 1: Application Information Sheet
 - Exhibit 2: Application Questions
 - Exhibit 3: Virtual/Blended Learning Program Application Questions (if applicable)
 - Exhibit 4: Third Party Providers Application Questions (if applicable)
 - Exhibit 5: Conversion Charter Schools Application Questions (if applicable)
 - Exhibit 6: Governing Board Member forms & Resumes for each member
 - Exhibit 7: Staffing Plan
 - Exhibit 8: Final Review Checklist
 - Attachments (if applicable)

- The submitted material follows the formatting requirements.

- Application does not contain handwritten parts (other than signatures).