If your application includes a Virtual and/or Blended component, please reference the Commission’s Online [Virtual and Blended Learning Guidelines](https://www.chartercommission.hawaii.gov/images/resources/hawai%CA%BBi-state-public-charter-school-commission/Revised-SPCSC-Virtual-Blended-Guidelines-Approved-on-August-11-2022_2022-09-14-005235_vppq.pdf) (August 11, 2022) for guidance on completing this section.

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| **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.*
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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.*
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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.*
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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.*
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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 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.*
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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 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.*
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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 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.*
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	+ *equipment and maintenance;*
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| **QUESTION 8**How is the proposed program staffing model aligned with HRS 302D-30 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.*
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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 pre-K.*
 |
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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.*
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	+ *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:*
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	+ *incorporation of MTSS to meet all students’ needs.*
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* *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 Hawaiʻi 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:*
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	+ *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**Students enrolled in a blended program are scheduled to come to a school facility or location for instruction-person for more than 50% of the instructional week. A blended school must have a facility or location for instruction for all or part of the coursework. What might a scope and sequence for Pre-K students served look like at your school? |
| **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:*
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	+ *other measures to monitor progress; and*
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| **QUESTION 14**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.*
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| **QUESTION 15**How will the school demonstrate their students possess the skills necessary to be successful in Kindergarten? |
| **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.*
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	+ *knowledge of the diversity of student needs in the community;*
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	+ *other measures to monitor progress; and*
	+ *incorporation of MTSS to meet all students’ needs.*
* *A weekly instructional schedule for each grade level band*
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| **QUESTION 16**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.*
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| **QUESTION 17**What does the weekly instructional schedule look like for Pre-K? |
| **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.*
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| **QUESTION 18**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.*
 |
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| **QUESTION 19**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,*
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| **QUESTION 20**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,*
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| **QUESTION 21**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)*
 |
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