



STATE PUBLIC CHARTER SCHOOL COMMISSION 2023 CHARTER SCHOOL APPLICATION

Issued: February 13, 2023

Orientation for Prospective Applicants: February 24, 2023

Application Due: May 15, 2023, 12:00 Noon, Hawai'i Standard Time

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

Table of Contents

- I. Introduction..... 5
 - A. Applicant Types 6
 - B. Autonomy and Accountability 6
 - C. Strategic Vision for Authorizing and Priority Needs 8
 - D. Priority Needs 15
- II. Expectations and Requirements of Authorized Public Charter Schools 16
- III. Start-Up Period 18
- IV. Contract Period 19
- V. Modification of Application 20
- VI. Glossary of Terms 21
- VII. Charter Applications Archive 24
- VIII. Eligibility and Legal Requirements 25
- IX. Application Process Overview and Timeline..... 26
- X. Application Guidelines..... 29
 - A. Elements of the Application 29
 - B. Submission Instructions 29
 - C. Specifications 30
 - D. Public Documents Notification 32
 - E. Applicant Code of Conduct 32
 - F. Academic Integrity of the Application 33
 - G. Application Evaluation Process 33
 - a) New Information 34
 - b) Application Evaluation Criteria/Rubric Overview 35
- APPLICANT INFORMATION SHEET 36
- Application Questions..... 39
- XI. Exhibits..... 56
 - Exhibit 1: Staffing Chart Template 57
 - Exhibit 2: Board Member Information Form 61

Exhibit 3: Final Review Checklist 66

Exhibit 4. Application Evaluation Criteria/Rubric 68

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Message to prospective applicants from the State Public Charter School Commission

Thank you for your interest in applying to operate a public charter school to serve Hawaii’s public school students. The Commission is committed to authorizing new schools that will contribute to Hawaii’s public education system and will also provide meaningful outcomes for students.

The Commission is deeply invested in our mission to “authorize high quality public charter schools throughout the State” and designed a comprehensive application process based on national best practices that will enable us to authorize excellent schools of choice. Applicants must possess the ability to meet the Commission’s high standards related to governance, operational management, fiscal management, and academic performance. The Commission is compelled to authorize only strong applications and believes that applicant capacity, coupled with a well-developed application is an indicator of a school that has the potential for great success.

During these uncertain times brought to us by the COVID-19 pandemic, the Commission is steadfast in our commitment to solicit applications for new charter schools. However, due to the changing nature of the COVID-19 situation, the applications timeline, as well as how the Commission interacts with prospective applicants, are subject to change.

Prior to submitting your Application, we encourage you to familiarize yourself with the expectations that charter schools are subject to in Hawai‘i by reviewing this Application document, Chapter 302D, Hawai‘i Revised Statutes, and the Commission website (charter.commission.hawaii.gov). Please direct all questions regarding your charter school application to Applications@spcsc.hawaii.gov.

We look forward to reviewing your application and plans to provide innovative and high quality learning opportunities to serve Hawai‘i’s public school students.

With Aloha,

Cathy K. Ikeda

I. Introduction

The State Public Charter School Commission (“**Commission**”) was created in 2012 through Act 130, SLH 2012. The Commission holds chartering jurisdiction and authority throughout the State of Hawaii and enters into contracts (“**Charter Contract**”) with every existing charter school and every newly approved charter school applicant. HRS Chapter 302D-3(b), sets forth the Commission’s mission which is “to authorize high quality public charter schools throughout the state.”

Unlike public charter schools in the continental United States, every public charter school authorized by the State Public Charter School Commission in Hawai’i becomes a State agency when it opens its doors. Currently, there are 37 public charter schools authorized statewide across the islands of Hawai’i, Kaua’i, Maui, Moloka’i, and O’ahu.

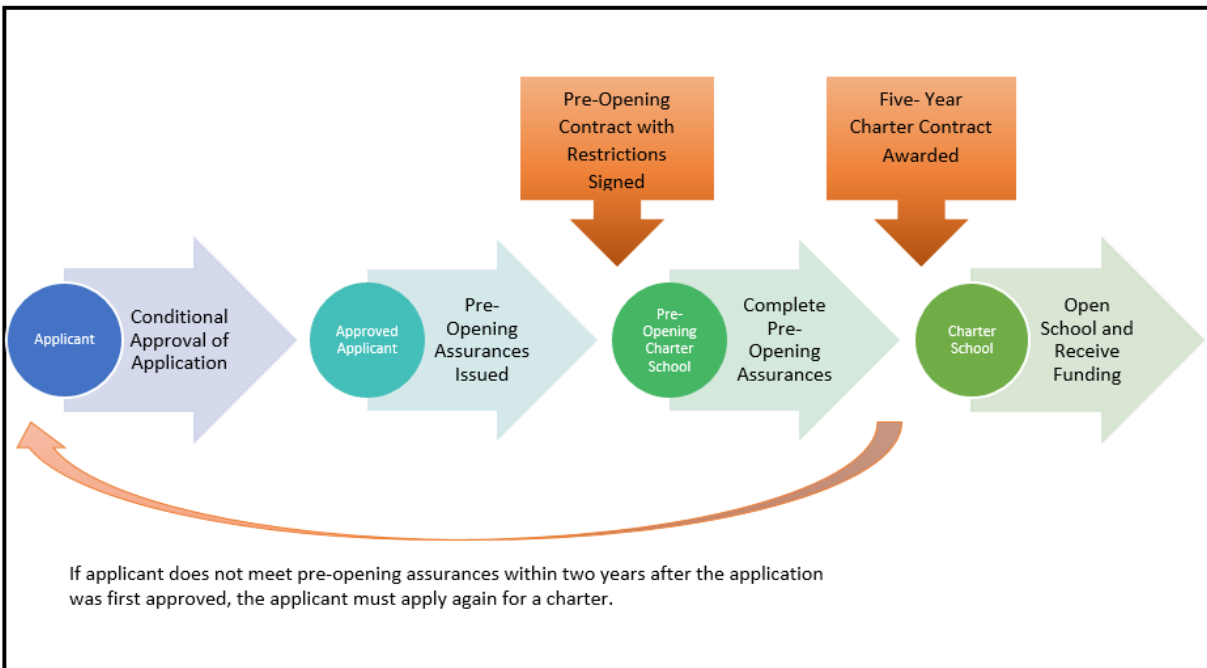


FIGURE 1 CHARTER SCHOOL START-UP PROCESS

A. Applicant Types

[Hawai'i Revised Statutes \("HRS"\) Chapter 302D](#) governs the establishment and operation of public charter schools. Applicants are expected to read HRS Chapter 302D to fully understand its requirements so that the application is consistent with the law. Pursuant to HRS Chapter 302D, two 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. 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](#).

This Application for new charter schools may be canceled and any and all applications may be rejected when it is determined to be in the best interest of the State of Hawai'i.

B. Autonomy and Accountability

The key premise of charter schooling 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. However, as an agency of the State of Hawai'i, charter schools must be accountable to the public interest.

A charter school has operational autonomy over a number of 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 are funded through a per-pupil allocation. Unlike other state agencies, charter schools are the only state agencies that receive funding that **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 have autonomy in these areas, **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).

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](#)¹. 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:

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 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 a qualitative assessment of the school’s near-term financial health, mid-term capacity, and long-term financial sustainability.

The Performance Framework is 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.

¹ Link to the Charter Contract 4.0 template:

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

C. Strategic Vision for Authorizing and Priority Needs

The Commission is statutorily tasked with authorizing “high-quality public charter schools throughout the State.” For purposes of applications, the emphasis here is on “high-quality.”

The State Public Charter School Commission seeks applicants that have a vested interest in the community that it proposes to serve and is proposing to establish a new public educational institution for that community, and as such is fully committed to the successful implementation of their proposed method of delivering education. A successful applicant’s proposal addresses the following characteristics of high-quality public charter schools as approved by the Commission on July 14, 2022.

The overarching definition of high quality charter schools is that they improve the public education system for all students by leading with a mission and innovative practices across the school system while promoting a culture of continuous learning.

Charter schools in Hawai‘i are contractually accountable to three performance frameworks that outline the requirements to maintain a contract with the state of Hawai‘i to deliver a high-quality educational experience outside of the Department of Education but within the public realm. Charter schools are required to demonstrate fiscal, organizational, and academic accountability policies and practices that lead to effectively and efficiently running a high-quality charter school. Each public charter school is expected to meet the needs of their students, families, and community while carrying out its statutory responsibility to the state of Hawai‘i.

Organization and Governance Structure

High quality charter schools have a clear mission and vision. Their culture is one of constant growth and innovation. There are systems in place to inform its stakeholders.

A high quality charter school has a governing board of directors responsible for school policy making and oversight.

- There are clearly established governing board and management roles and responsibilities known by all members of school leadership and management.
- Expectations and processes are structured to ensure all parties are executing their role in carrying out the school’s mission and vision through established policies and practices.
- Systems are in place to support ongoing, scheduled conversations that engage the school leadership team with its governance bodies.
- Accountability measures, including both evaluations and self-evaluations, are used to gauge progress and effectiveness.
- Metrics are in place that guide both school leadership and the school’s governing board and highlight to the public school progress in moving along a continuum of growth and success.

- The school’s governing board and management align their work to the mission and vision of the school, and there is visible evidence of the school’s mission and vision embedded throughout their work.

High quality governing board of directors demonstrates the following:

- Board meetings are regularly scheduled and are accessible to all stakeholders;
- Agendas clearly identify action and discussion items and include written reports that are accessible to all stakeholders and include dialogue encompassing the school’s mission, vision, core operations, identifying areas of strength and areas where improvement or growth is needed;
- Accurate and clear minutes, and other required reporting, are maintained and posted for their stakeholders to access and review, in alignment with HRS 302D-12;
- The governing board is made up of members that reflects their school community;
- Governing board member attendance is consistent, achieving quorum on a regular basis;
- A governing board system of evaluation or reflection that measures its own effectiveness in its role and responsibilities and carrying out the school's mission and vision is in place and used for continuous improvement.
- A succession and recruitment plan is used to ensure continuity of governance and school leadership
- There is a closing plan in place in the event that the school is not meeting its charter school statutory responsibilities that is accessible to all stakeholders;
- Systemic processes provide stakeholders access to data indicating if the school is on target to meet its mission, vision, and statutory responsibilities.
- The school’s data collection system informs the Governing Board in order for the Board to perform their fiduciary oversight and monitoring responsibilities.
- Lines of communication are clearly established to access the governing board.
- Governing board trainings and onboarding is evidenced in board calendar, agenda, and minutes;
- Annual goals for growth are developed collaboratively with clear metrics that measure progress towards goals; and
- Policies and practices, including an annual review of the school leader, all school staff, and faculty, are aligned with the school’s mission and vision.

Effective System of Accountability

High quality governing boards and its charter schools are held publicly accountable

- Each charter school organization has a governing board of directors that is responsible for school policy-making and oversight.
- There is a visible system of internal accountability and monitoring that includes academic, financial, and operational performance expectations.

- Its school community becomes internally accountable—dedicated to working together to accomplish their shared goals, adjust their approach based on results, and respond flexibly and quickly when needed.
- High-quality charter schools are able to meet compliance and reporting timelines through an effective system of accountability.

Early Warning System

High-quality charter schools have in place an Early Warning System that includes interrelated indicators of distress or risk in leadership, governance, finance and operations, talent, culture and instruction. There is a systematic way to focus on these potential risk factors and to effectively target interventions to circumvent those risks.

- A data-driven, evidence based approach applies interventions before the school is at risk for failure, and interventions are implemented before students are in danger of failing.
- Charter schools and its system of support, have the tools to identify distress earlier, and in a systematic way, allowing schools to change course and receive support earlier, reducing the impact of school decline on students and communities (National Charter School Resource Center, 2021).

Competent Leadership

Governing boards ensure that there are competent leaders across its charter school system by aligning leadership competencies to the context of its mission and vision of its school.

- High quality charter schools have sustained leadership, a system of leadership development, and a continuous improvement process, whereby strong leadership is evident, and its governing board holds its school leader accountable.
- High quality governing boards conduct regular reviews of their 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.
- High quality governing boards actively engage in data analysis, strategic planning, monitoring, and spiral inquiry processes. The governing board reviews and monitors the schoolwide action plan, and provides opportunities for stakeholder input and feedback (Focus on learning. ACS WASC Hawai'i public charter school process guide, 2016).
- High quality governing boards have in place a system of early warning indicators that they regularly review and collect in order to ensure the growth and success of the charter school in which they govern. This is done by holding themselves and the school leadership accountable to high standards and expectations (U.S. DOE, Office of Innovation and Improvement, 2004; National Charter School Resource Center, 2020; National Charter School Resource Center, 2021; Charter asset management, 2018; Focus on learning. ACS WASC Hawai'i public charter school process guide, 2016; Ladd, H. & Fiske, E., 2021; Charter schools, school improvement, 2019;

NACSA, 2015; NACSA, 2019; Cohodes, S., 2018; Shannon, G., Bylsma, 2007; Miller, T., 2019; Lin, M., 2009).

Sound Financial Management

A key component to high quality charter schools is its ability to properly manage its finances through the responsible and efficient fiscal management of public funds.

Key Practices and Strategies

Key practices and strategies for effective school management of school finances include operating school finances in a transparent manner to develop trust within employees and the community. Transparency must respect certain privacy laws, understanding that as a public agency, the school's records are discoverable. Sharing cash on hand, year-to-date expenditures, and policies in place for procurement are three ways for schools to demonstrate transparency.

- High quality charter schools have dedicated personnel to monitor the inflow and outflow of funds that support the school.
- Leadership and management have established a system of clear policies and practices that employs checks and balances to ensure that effective fiscal rules and regulations are implemented that are allowable and maximizes the best possible use of its resources while minimizing costs (Education Partners Project Foundation for State Legislatures, 1996).
- A sound high quality charter school and its governing board of directors has a system in place to understand the financial state and limitations of the school. Financial reports are shared on a regular basis at governing board meetings to ensure that the governing board is informed of the most current information.
- A sound state finance system promotes predictability and stability of educational revenues and expenditures over time.
- A high quality charter school has sound fiscal leadership practices that:
 - Develop, approve and revise school budgets;
 - Analyze school income and expenditures, ensuring allocations and school plans;
 - Understand fiscal rules and regulations;
 - Establish proper fiscal rules, procedures and systems;
 - Allow the school leader to easily access the current fiscal information of its charter school;
 - Organize fiscal budgeting controls and reporting to monitor school finances; and
 - Hire school accountant/business manager to accurately track and evaluate school finances.
- Schools demonstrating high-quality fiscal management have well-established systems and processes.
 - All staff are aware of these practices.
 - Regular external and internal audits of books and records are routinely conducted.

- High quality charter schools ensure a deep level of understanding as to the purpose of an audit and how it can inform the fiscal well being of the organization.
- Monitoring of access to funds is conducted by multiple sources and monitoring of any credit or debit cards is reviewed minimally on a monthly basis.
- High-quality charter schools have current knowledge of daily operational funds and how those come together to support long term budgeting plans for sustaining the school in the future.
- Charter schools must meet payroll or face loss of their contract. Sufficient cash-on-hand (90 days minimum per contract) ensures that a school can function should a crisis impede their inflow of cash.
- The school leadership team and Governing Board have in place standing conversations to discuss the financial status of its charter school.
 - High quality charter schools use the financial health framework to monitor the dynamic motion of a school's fiscal health.
 - The school's financial risk is monitored and shared with the governing board monthly to ensure long term sustainability and to head off any negative trends before they become problematic to the functioning of the school.

Academic Performance

Contribution to the Improvement of the Public Education System

High quality charter schools meet market needs, the needs of their community and set high standards for their students. They also demonstrate cultural competence and culturally responsive teaching that produce strong academic results for their students (Shannon, G., Bylsma, 2007).

High quality charter schools provide targeted and innovative support to student populations implementing appropriate services for at risk students.

Leading with a Mission

High quality charter schools lead with a mission consistent across the school program.

- High quality charter schools lead with a mission focused on learning based on student needs, current educational research, and the belief that all students can achieve at high academic levels.
- The mission drives every aspect of the school's instructional system, and reflects the school's freedom to experiment and be creative with organization structure, scheduling, curriculum, and instruction to close student achievement gaps while also challenging students academically.
- A cohesive, aligned curriculum is being used to guide instruction and use of evidence-based practices across all grade levels (U.S. DOE, Office of Innovation and Improvement, 2004; Charter asset management, 2018; Charter schools, school improvement, 2019; Focus on learning. ACS WASC Hawai'i public charter school process guide, 2016; NACSA, 2019; Shannon, G., Bylsma, 2007; Miller, T., 2019).

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 a commitment to the school's vision, demonstrates an innovative spirit, and includes strict accountability that all work 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.

Interdependence with Families and the Community

High quality charter schools create a sense of interdependence with families and the community that is connected to.

- Families and the school's community partners are key players that contribute to the vision and mission of the school allowing students to reach their highest potential.
- Families are viewed as strategic partners and are an integral part of the school's improvement planning.
- Student agreements, including but not limited to attendance and behavior expectations, have been adopted, communicated, and implemented with families.
- There is a reciprocal relationship between the school system and its community partners where learning opportunities resonate from all members.
- High quality charter schools are engaged in effective collaborative practices with multi-sector education partners to engage in discussions to share and build upon successful educational practices (National Charter School Resource Center, 2021).

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.

Charter schools have the ability to recruit, hire, develop, retain, and sustain mission-driven highly qualified talent.

- A strong iterative system of growth and improvement (coaching, professional learning system based on staff/faculty evaluations, observations) exists.
- The system ensures equitable access for a diverse population of students.
- High quality charter schools have policies, and practices defining standards for their staff – a no excuses approach (Cohodes, S., 2018).
- There are clearly established performance expectations for all leaders, faculty, and staff.
- In place are practices that include frequent monitoring of learning and teaching, focused professional learning, and a supportive learning environment.
- Professional development opportunities are targeted to faculty and staff performance needs.
- Sustaining and growing talent results in instructional transformation which has the potential to diagnose and respond to student learning needs through rigorous evidence-based instruction that removes barriers, and provides pathways to learning.
- Clearly present is a culture shift – building a strong school community intensely focused on student learning. Stakeholder input is routinely gathered and used to improve instruction, support, and learning. Visibly present is the engagement of its students and families in pursuing educational goals.

Conclusion

Honoring the diversity of charter schools in Hawai'i, we strive to identify and uphold high quality standards, promoting school autonomy, while protecting student interests and public trust with the ultimate goal of providing high quality educational experiences for all charter school students. These policies and practices inform stakeholders as we strive towards this targeted goal. (Approved by the State Public Charter School Commission, 7/14/22)

D. Priority Needs

For this year's Request for Proposals, the Commission will prioritize applicants that address the high-quality characteristics of charter schools as defined above, and **Priority Needs** as follows:

- Expand In-person or blended models of instruction;
- Expand High school grade levels served;
- Expand the geographic location of charter schools to include schools on Maui, Molokai, and/or Lana'i; and/or High quality educational opportunities that target special demographics of students (for example: Chamorro, Micronesian, Native Hawaiian, or other protected classes, etc.).
- New schools that would serve communities where existing public schools are not performing well academically, as measured by the State's Strive HI Performance System and other student outcomes, and that present a plan for improving these outcomes.

The preference for **Priority Needs** does not foreclose the opportunity for applicants to propose other school models. Prospective applicants not proposing schools that would meet a Priority Need **must describe and cite evidence of other significant, documented educational needs that their school would meet in their targeted community, which would be a noteworthy contribution to Hawaii's public education system.**

It is important to emphasize that every application will be considered on its own substantive merits. The fact that an application proposes to address these **Priority Needs** will not compensate in the evaluation for substantive deficiencies in its proposed Academic, Financial, or Organizational Plans or the Applicant Governing Board's capacity. Nonetheless, a plan to address these system challenges will be an additional positive consideration and could also be a compelling means for the Applicant Governing Board to garner the participation and support of high-capacity strategic partners.

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, nonsectarian, 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;

- permit 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;
 - (1) will employ individuals to teach who hold a license to teach in a public school in Hawai’i or meet the minimum requirements for licensure as defined by the State Board of Education;
- 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.²

² **[§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. Start-Up Period

Applicants that receive conditional approval of the application will enter into a two-year pre-opening charter school contract with the Commission and will be known as a pre-opening charter school. The pre-opening contract will contain pre-opening assurances that must be completed within the allotted two-year start-up period. Should the applicant fail to complete the pre-opening assurances within the two-year start-up period, the applicant must reapply for a charter.

The start-up period encompasses the period between an application being conditionally approved in July 2023 and the new charter school opening its doors either during July/August 2024 (one-year start-up) or July/August 2025 (two-year start-up).

IV. Contract Period

Following the successful completion of pre-opening assurances, a five-year charter contract will be awarded. Prior to the end of the initial five-year contract term, the Commission will review the charter school's performance and may renew the Charter Contract for a subsequent term on the basis of the charter school's performance.

V. Modification of Application

Following the due date, 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 will be required to re-submit the application for evaluation in another application cycle.

During the start-up period, any changes to an application that has been conditionally approved by the Commission must receive Commission approval. If there are material changes to the application, i.e., loss of applicant board members, or a change in the implementation of the plan, 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.

VI. Glossary of Terms

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

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.
Applicant Information Sheet	The cover page to the formal application that includes basic information about the applicant.
Blended Learning Model	All students enrolled in a blended program must come to a school facility or location for instruction for all or part of the coursework. A blended school must have a facility or location for instruction for all or part of the coursework.
Board Member Information Form	The form attached as <u>Exhibit 2: Board Member Information Form</u> .
BOE	The Hawai'i State Board of Education.
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, specifically a nonprofit organization that has started and/or provides administrative support to a group of charter schools that may have a shared vision and mission.
COPPA	Children's Online Privacy Protection Act.
Commission	The Hawai'i State Public Charter School Commission.
Completed Application	An application that has been submitted electronically on or before the 12:00 Noon, Hawai'i Standard Time, May 15, 2023 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, May 15, 2023 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 as such term is defined by HRS §§302D-1 and 13.
DES	District/Complex Area Special Education Office.
DOE	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.
Elements of the Application	The elements listed in <u>X.A. Elements of the Application</u> .
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	An independent team of evaluators assembled by Commission staff.
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’o Kaiapuni) are considered a part of the unified set of state standards encompassed by the Hawaii DOE Subject Standards.
High-Quality Charter School	The Commission’s definition of High-Quality public charter school can be found in: Section I.C. Strategic Vision for Authorizing and Priority Needs (pages 8-14)
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 on or before the 12:00 Noon, Hawai’i Standard Time, May 15, 2023 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, May 15, 2023 deadline, that is missing an Attachment/Attachments; missing a signature or signatures; or not formatted as required in Section X.C. Specifications
Late Application	An application that is submitted electronically AFTER the 12:00 Noon, Hawai’i Standard Time, May 15, 2023 deadline through the Commission’s ShareFile Account OR mailed hard-copy via U.S. Mail postmarked AFTER the 12:00 Noon, Hawai’i Standard Time, May 15, 2023 deadline. Late applications will not be accepted, and will not be evaluated. 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.
MOU	Memorandum of Understanding.
NACSA	National Association of Charter School Authorizers.
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-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.
Priority Need	The Commission's strategic priorities for authorizing new charter schools as described in Section I.D. Priority Needs .
Recommendation Report	A report recommending approval or denial of the application, which is generated by the Evaluation Team. The report evaluates the Elements of the Application on its own merits against the published evaluation criteria.
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 Chart Template	The form attached as Exhibit 1: Staffing Chart Template .
Start-up Charter School	A new school established under HRS §302D-13 that is not a Conversion Charter School.
Strive HI	Hawaii's Strive HI Performance System.
UIPA	Uniform Information Practices Act, HRS Chapter 92F .
Virtual Learning Model	Students are not required to come to a school facility or location for instruction. The students may choose to do so, but the school does not require the student to be at a school facility or location for instruction.

VII. Charter Applications Archive

Prospective applicants are encouraged to review past charter applications.

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

VIII. Eligibility and Legal Requirements

1. Applicant Governing Boards must meet the requirements of HRS §302D-12. At a minimum, the Applicant Governing Board must possess expertise in **academic and financial management and oversight, best practices in nonprofit governance, human resources, and fundraising**. (Other recommended areas of expertise for the board include legal expertise, community relations, and facilities development.)
2. All Applicant Governing Board members should provide the Applicant Governing Board with a diversity of perspective 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. Nonprofit organizations that establish an Applicant Governing Board 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 Chapter 302D. (See Application Questions: Conversion Charter Schools.)
5. No charter school may begin operations before obtaining Commission approval of its charter application and execution of a Charter Contract and fulfilling any pre-opening requirements that may be imposed by the Commission.

IX. Application Process Overview and Timeline

The applications process is conducted in two phases. **Phase I** commences with the release of the Application and will end with either the conditional approval or denial of the application. Applicants that receive conditional approval of the application will then move to **Phase II** which will require the completion of pre-opening assurances in order to open the new charter school.

Phase I: Application	
February 9, 2023	Commission Meeting in February to begin the new application cycle by adopting a new application process and schedule
February 13, 2023	Approval of new Application form and requirements to be posted on the Commission’s website.
February 24, 2023	Application Orientation via In-Person or Zoom (attendance highly recommended and recording will be made available to all applicants). Commission staff to conduct an orientation to interested applicants on the Application and its requirements.
May 15, 2023	Deadline for Applicants to submit their complete Application via the ShareFile application OR applicants may mail 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 May 15, 2023, 12:00 Noon, Hawai’i Standard Time, 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.
May 19, 2023	Applicants to receive written notifications via email of a completed or incomplete Application as determined by Staff
May 26, 2023	Deadline for Applicants notified of an incomplete Application to submit documents to complete their application Only documents deemed incomplete or missing will be allowed for re-submission. No other documents will be accepted. Missing documentation to be submitted via email to applications@spcsc.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.
May 26, 2023 – June 29, 2023	Application evaluation window

Phase I: Application	
June 5, 2023 – June 9, 2023	<p>Interview with Evaluation Team</p> <p>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.</p>
May 30, 2023	<p>Commission Public Hearing</p> <p>HRS §302D-13(c)(5)(B), requires the opportunity in a public forum for the public to provide input on each charter application.</p> <p><i>These dates are contingent upon quorum and number of applicants.</i></p>
June 16, 2023	Applicants receive Recommendation Reports
June 22, 2023	<p>Applications Committee Meeting on application decisions</p> <p>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.</p>
June 29, 2023	<p>Commission General Business Meeting on final application decisions</p> <p>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.</p>
June 30, 2023	<p>Applicants are notified of the Commission’s decision</p> <p>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.</p>

Phase II: Start-Up	
August 2023 - June 2025	<p>New charter school start-up period for approved applications</p> <p>The start-up period encompasses the approximate two-year period between an application being conditionally approved in July 2023. Applications approved under will not be allowed to open a school prior to July/August 2024 (for applicants wanting to open in one-year). During the start-up period, the applicant will be responsible for completing various pre-opening assurance tasks such as securing a school facility, recruiting personnel, finalizing the academic plan and finalizing needed policies and procedures.</p>

Phase II: Start-Up	
	<p>Opening Year Options:</p> <p>If approved in July 2023 (for two-year period opening) Year 1: July 1, 2023 – June 30, 2024 Year 2: July 1, 2024 – June 30, 2025 School opens July/August 2025</p> <p>If approved in July 2023 (for one-year period opening) Year 1: July 1, 2023 – June 30, 2024 School opens July/August 2024*</p> <p><i>*Notification to State agencies must be submitted by August 2023</i></p>
No later than June 2025	<p>Completion of all Pre-Opening Assurance Tasks</p> <p>Applicants that have satisfactorily completed the pre-opening assurance task will be granted final approval of the application to open the new charter school. Applicants that have not completed all pre-opening assurance tasks by June 2025 will not be allowed to open. If an approved charter applicant is unable to satisfactorily complete the pre-opening assurances by June 2025, the applicant will not receive final approval to open and must reapply in a subsequent Applications Cycle as a new applicant.</p>
July/August 2024 or July/August 2025	Opening of new charter school

X. Application Guidelines

The Commission is pleased to invite proposals for new high-quality public charter schools. Please read these guidelines fully before developing your application.

A. Elements of the Application

Note: All information that an applicant plans to submit for evaluation must be contained within the Elements of the Application, as described below.

Public hearing testimony on the application and DOE comments will not be evaluated by the Evaluation Team. However, these elements may be considered by the Commission as described in Section X. G. Application Evaluation Process. How all of these components fit into the Commission's Evaluation Process is set forth in Figure 1 Charter School Start-up Process.

The following will be evaluated by the Evaluation Team:

1. Application. The Application is a comprehensive description of the proposed school's academic, organizational, and financial plans, consisting of responses to the Application Questions and Performance Tasks. Applicants are required to submit responses as separate Attachments that correspond to the questions listed in the Application Questions document. See Attachment Questions.
2. Interviews. As required by HRS §302D-13, the review and evaluation of the charter application will include an interview with representatives from the applicant governing board. Representatives of the applicant governing board, the proposed school director, and proposed key school personnel are highly recommended to attend the interview which will include questions that provide the applicant with the opportunity to clarify its responses to the Application Questions and Performance Tasks, questions that demonstrate the applicant's capacity to successfully execute and implement the proposed charter school, and will include a case study that will be shared at the interview for the applicant to discuss with the Evaluation Team. The interview will be recorded and available for Commissioner review. See Application Evaluation Criteria/Rubric for details

B. 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 96816. 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 **February 17, 2023**.
2. Applicants must ensure all required fields within the **Applicant Information Sheet** 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 May 15, 2023. **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 May 15, 2023, 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 May 15, 2023, 12 Noon, Hawai'i Standard Time deadline, **will not be accepted.** No exceptions will be made. Late applications will not be accepted, and will not be evaluated. 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 determine the completeness of each Applicant's submission. All Applicants that submitted a timely Application will be notified of the receipt of their completed Application. If any Applicant is deemed to have an incomplete application, the Applicant will be notified of this deficiency via email on May 19, 2023 and will have until 9:00 AM, Hawai'i Standard Time May 26, 2023 to submit the missing Attachments. **Attachments sent via email after 9:00 AM, Hawai'i Standard Time May 26, 2023 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.**

C. Specifications

Applicants shall submit all required Attachments 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.

Application Questions

1. Applicants will submit a response to each Application Question and may provide additional evidence supporting the response. Each response to a question will be submitted as an Attachment.
2. All elements of the Application 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; this includes labels for Attachments as described in [Figure 2 Labeling Format](#).

3. Formatting Requirements of Attachments:

- a. List the Application Question and sub Question(s) (if applicable) at the top of page 1 of the Attachment followed by the response to the question(s).
 - i. If an Application Question requires or the Applicant would like to provide additional evidence, the order should be (unless otherwise specified in the Application Question): 1) response 2) form/evidence.
- b. Header requirement: Label the Application Question in the header (e.g., "Attachment 1 - EIS"). See [Figure 2 Labeling Format](#) for example.
- c. Footer requirement: Each page of the Attachment must have a page number and the full name of the proposed school in the footer of the document. See [Figure 2 Labeling Format](#) for example (Figure is not to scale).
- d. Acceptable font size: no smaller than 11 point
- e. Acceptable font colors: black or blue
- f. Acceptable font types: Calibri, Times New Roman, or Arial
- g. There are no page limits, however, Applicants are encouraged to be clear, concise, and judicious in responding to each Application Question. See [Application Evaluation Criteria/Rubric](#) for details.

It is the responsibility of the applicants to answer all questions and meet the formatting requirements. Applications that do not meet these formatting requirements will be deemed incomplete.

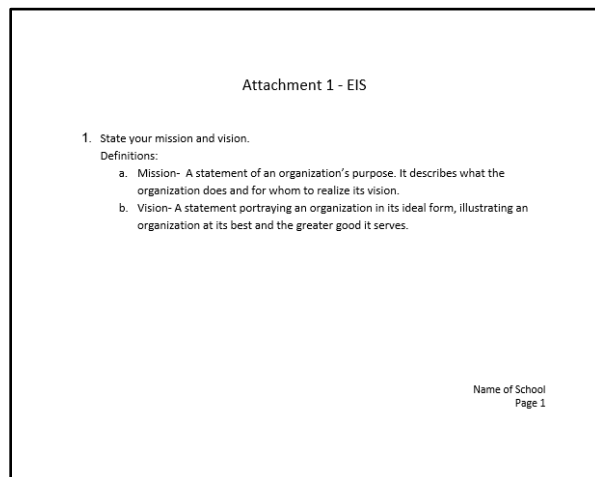


FIGURE 2 LABELING FORMAT

4. If a particular Application Question does not apply to your proposed school or plan, provide an Attachment that states, "Not Applicable" **and** the reason this requirement or criterion is not applicable to the proposed school or plan. See Figure 3 for example.

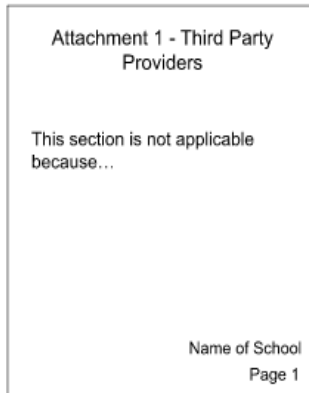


FIGURE 3 NOT APPLICABLE COVER SHEET EXAMPLE

5. Applicants shall answer the question that appears at the beginning of each template section.
6. Review all elements of your application for completeness using the final review checklist (be sure to initial each box) before submitting. **Incomplete, or incorrectly formatted submissions will be deemed incomplete.** Once your Application is received and deemed complete, Applicants will not be permitted to submit new information, as detailed in Section X.G.a. New Information.
7. It is the responsibility of the Applicant to ensure it submits all of the required Attachments. All Attachments must be clearly labeled according to the format prescribed in Figure 2 Labeling Format. See Exhibit 3: Final Review Checklist for list of Attachments.

D. Public Documents Notification

All information submitted to the Commission is a public record subject to HRS Chapter 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 will be posted to the Commission’s website for public review. The information contained in the Applicant Information Sheet will be the only publicly released information during the course of the application process.

E. Applicant Code of Conduct

Commissioners and the Evaluation Team 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 NOT:**

1. Direct any communications, including application documents, to any Commissioner or Evaluation Team member, or Commission staff. All communications from applicants should be directed to the Services & Compliance Specialist.
2. Initiate, or attempt to initiate, any activity with any Commissioner or member of the Evaluation Team that may be prohibited by HRS Chapter 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.

F. 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.³ 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.⁴

G. Application Evaluation Process

Note: The Commission shall disregard any new information, as described in Section X.G.a). New Information

³ 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.

⁴ Adapted from MCSAB's Fall 2014 Request for Proposals (page 10).

The evaluation period within the applications process consists of an assessment of the application by various individuals: The Evaluation Team and the Commission

Evaluation Team Review

The Evaluation Team is tasked with assessing the application against the stated evaluation criteria and providing its recommendation to the Commission to approve or deny an application through its Recommendation Report. The Commission will assemble an Evaluation Team that includes external national charter school evaluators and external local evaluators. Commission staff may assist the Evaluation Team as it conducts its evaluation and interview of applicants. In formulating its recommendation to approve or deny an application, the Evaluation Team will assess the Attachments against the published evaluation criteria, and will take into consideration the applicant's performance in the interview. The Evaluation Team will then issue a Recommendation Report which details the Evaluation Team's recommendation to approve or deny the application.

Interview

The interview will be conducted by external national charter school evaluators and external local experts who will evaluate the applicant's capacity to carry out the plan proposed in the application.

Commission Decision

The Commission has the ultimate decision-making authority to approve or deny each application. The Commissioners will have access to all application materials submitted and will conduct their own review of the application. After considering the recommendations made by the Evaluation Team, comments submitted by the DOE, public hearing testimony, and recordings 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 General Business Meeting, the Commission will make a final determination to conditionally approve or deny each application.

a) New Information

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."⁵ Further, HRS Chapter 302D prohibits the Commission from providing technical support to charter applicants. As such, the application process is not intended to help applicants refine and finalize their applications. Applicants must be able to acquire the necessary expertise, competency, and capacity needed to develop a high-quality application on their own, and the information contained within the Attachments should be a complete and accurate depiction of the proposed plan.

⁵ Excerpt from the National Association of Charter School Authorizers' *Principles & Standards for Quality Charter School Authorizing, 2018 Edition* (page 13, emphasis added).

After the application due date, the applicant shall not change any information as the Evaluation Team will not have an opportunity to holistically evaluate such changes. Therefore, 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 substantially differs from what is provided in the Applicant Information Sheet and Attachments and is revisionary in nature. Removal or addition of significant elements of curriculum that substantially change the academic plan, submittal of a substantially 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. Commission staff and the Evaluation Team will provide the Commission with guidance on what information is considered new or substantially different.

b) Application Evaluation Criteria/Rubric Overview

The Application Evaluation Criteria/Rubric are the essential tools used by the Evaluation Team when considering each submitted application. Every question has specific criteria that must be addressed fully by the applicant. Those specific criteria state the *required* elements that are imperative to complete in order to receive recommendation for approval.

See [Exhibit 4: Application Evaluation Criteria/Rubric](#)



STATE PUBLIC CHARTER SCHOOL COMMISSION 2023 APPLICANT INFORMATION SHEET

APPLICANT INFORMATION SHEET

Application Due: May 15, 2023, 12:00 Noon, Hawai'i Standard Time

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

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:	
<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>	
<p>Geographic Location of your Facility:</p>	<p>Which complex areas do you anticipate attracting students from:</p> <ul style="list-style-type: none"> ● Statewide ● Farrington-Kaiser-Kalani ● Kaimuki-McKinley-Roosevelt ● Aiea-Moanalua-Radford ● Leilehua-Mililani-Waialua ● Campbell-Kapolei ● Pearl City-Waipahu ● Nanakuli-Waianae ● Castle-Kahuku ● Kailua-Kalaheo ● Hilo-Waiakea ● Kau-Keaau-Pahoa ● Honokaa-Kealakehe-Kohala-Konawaena ● Baldwin-Kekaulike-Kulanihakoi-Maui ● Hana-Lahainaluna-Lanai-Molokai

APPLICANT SCHOOL INFORMATION	
	<ul style="list-style-type: none"> • Kapaa-Kauai-Waimea
Grades Served Year 1 (SY 2025-2026):	
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		
School Model/Focus (check all that apply)	<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):



STATE PUBLIC CHARTER SCHOOL COMMISSION 2023 APPLICATION QUESTIONS

Application Questions

Application Due: May 15, 2023, 12:00 Noon, Hawai'i Standard Time

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

Applicants must provide a response to ALL questions 1-62.

However, for Applicants that are NOT proposing a virtual/blended learning program, the Applicant must submit an Attachment (Label Attachment 33-55 - VBL) that states, “Not Applicable” and the reason this requirement or criterion is not applicable to the proposed school or plan. See X.C. Specifications for details.

For Applicants that are NOT proposing to use a Third Party Provider, the Applicant must submit an Attachment (Label Attachment 56-60 - TPT) that states, “Not Applicable” and the reason this requirement or criterion is not applicable to the proposed school or plan. See X.C. Specifications for details.

For Applicants that are NOT proposing a Conversion Charter School, the Applicant must submit an Attachment (Label Attachment 61-62 - CCS) that states, “Not Applicable” and the reason this requirement or criterion is not applicable to the proposed school or plan. See X.C. Specifications for details.

Educational Impact Statement (EIS)

See Section X.C. Specifications regarding formatting and labeling requirements.

1. State your mission and vision.

Definitions:

Mission- A statement of an organization’s purpose. It describes what the organization does and for whom to realize its vision.

Vision- A statement portraying an organization in its ideal form, illustrating an organization at its best and the greater good it serves.

Label document as **Attachment 1 - EIS**

2. State and provide evidence of the type of proposed school governing board you established pursuant to HRS 302-13(a):

- a. Community group
- b. Department School
- c. School Community Council
- d. Group of Teachers and Administrators
- e. Nonprofit Organization a

Label document as **Attachment 2 - EIS**

3. Identify the community/communities and the educational needs of the target population you seek to serve? (Diverse educational opportunities, geographic region, DOE region)

Label document as **Attachment 3 - EIS**

4. How was your mission and vision designed and set up to align to the community and educational needs of the students that you seek to serve? Articulate the mission and vision design process from conception to its current state.

Label document as **Attachment 4 - EIS**

5. Based on your outreach, research, and understanding of the community and the students you seek to serve, what are the top three things that present challenges to the success of the students in the community that you seek to serve?

Label document as **Attachment 5 - EIS**

6. What does your proposed school intend to do to address those challenges?

Label document as **Attachment 6 - EIS**

7. Describe whether your proposed school expands the existing educational options in your school’s proposed location, and complements the existing options available to families.

- a. If yes, explain the rationale behind this decision to expand access to educational options that currently exist?

Label document as **Attachment 7 - EIS**

Application Questions: Educational Impact Statement (EIS)

8. Describe whether your proposed school model provides access that:
- a. Currently is not available in the community you are seeking to serve; and/or
 - b. Implements innovative educational practices that contribute to share to the broader community or system within and beyond the community you seek to serve?

Label document as **Attachment 8 - EIS**

9. Describe how you have engaged your school’s target community, including families, community members, and elected officials, in designing your proposed school.
- a. Specify which stakeholders you have engaged with and why;
 - b. Which outreach tactics were used and how often; and
 - c. How the school design evolved as a result of their input.

Label document as **Attachment 9 - EIS**

10. Describe ongoing efforts and activities that continue to engage families, community members, and elected officials in the proposed school’s design and implementation.
- a. If approved, how will you continue to solicit and incorporate community input from diverse stakeholders about the school program?

Label document as **Attachment 10 - EIS**

11. What is the proposed model for curriculum instruction and assessment? Explain how this model helps you achieve your mission and vision for your community.
- a. If approved and implemented, what will the impact be on the community you seek to serve? Share your data and research.

Label document as **Attachment 11 - EIS**

12. Besides the mandated state standardized assessments, what other measures will be used to assess the effectiveness of your educational program?

Label document as **Attachment 12 - EIS**

13. Does the proposed school meet the Commission’s Priority Needs? If not, describe and cite evidence of other significant, documented educational needs that the proposed school would meet in the targeted community, which would be a noteworthy contribution to Hawai’i’s public education system.

Label document as **Attachment 13 - EIS**

Financial Performance

Charter schools are subject to HRS Chapter 37D and, as agencies of the State, may not enter into financing agreements or take out lines of credit without the approval of the Department of Budget and Finance as to fiscal responsibility and approval from the Department of the Attorney General as to form and legality.

Performance Task:

High-quality schools operate finances in a transparent manner to develop trust within employees and the community. Transparency must respect certain privacy laws, understanding that as a public agency, the school's records are discoverable. Providing funding amounts and sources, year-to-date expenditures, and having sound fiscal management policies in place: such as procurement and cash management are ways for schools to demonstrate transparency.

14. Submit a staffing chart (See Application for Exhibit 1. Staffing Chart Template) and an annual budget accounting for the first five-year period of your proposed school in excel based on a per pupil amount of **\$8,300**. This amount is a projected per-pupil funding amount for the purpose of this application. The budget must include the following information/details:
 - a. State Per Pupil funding based on the proposed enrollment plan;
 - b. Facility costs; rent/lease payments should be separate from any renovation or retro-fitting costs;
 - c. Funding for personnel should align with the staffing plan and collective bargaining requirements. Funding for teacher professional development should be a separate cost item
 - d. Funding for any additional services and specific mission-related programs; and
 - e. Funding from federal grants and/or private funding should only be included in the budget if the proposed school has been awarded the grant and/or has already received or has binding confirmation that the federal private funding is guaranteed and secured. Evidence (such as grant award letters, pledges of donations, bank statements) should be included for any federal or private funding included in the annual budget.

Label document as **Attachment 14 - FIN**

Performance Task:

15. Describe, with specific examples and details, how this proposed budget supports the school's mission and vision and how this budget allows the school to deliver its proposed model and theory of action.

Label document as **Attachment 15 - FIN**

Narrative Questions:

16. a. Describe your internal fiscal management system. What is the structure you plan to implement that demonstrates clear policies and practices that employs checks and balances to ensure effective fiscal rules and regulations?

Application Questions: Financial Performance (FIN)

b. How will oversight be provided within this system? Identify specific people/positions and explain their oversight duties/responsibilities.

Label document as **Attachment 16 - FIN**

17. In response to local and national teacher shortages, describe your teacher recruitment and retention strategies; include target goals, timelines for recruitment, and on-going actions for retention should you be approved.

- a. What is your contingency plan for teacher recruitment should you not achieve your target goals and timelines for recruitment? Also explain and describe the impacts this will have on the proposed budget that you have prepared.

Label document as **Attachment 17 - FIN**

18. If your school is approved, you will not receive any state funding for the pre-opening period. In reviewing the pre-opening assurances ([Sample Pre-opening Assurances](#)⁶) explain how your proposed school will raise the amount needed during the pre-opening period. Include and describe:

- a. The amount of funding your proposed school requires during the pre-opening period;
- b. What these funds will be spent on; and
- c. Funding raising plans and what potential sources of funding will be sought.

Label document as **Attachment 18 - FIN**

⁶ Link to sample Pre-opening assurances:
<https://drive.google.com/file/d/1zzH3fpwzi7bWpTm7xz74IH044JpNIJAM/view?usp=sharing>

ORGANIZATION/CAPACITY

Performance Task:

19. Please list below the governing board members (first name, last name, and role) and attach their Resumes as Attachment -19 - ORG. Organize the resumes in order of the list provided in response to this question.

Label document as **Attachment 19 - ORG**

20. Attach aAttach as Attachment 20- ORG the board member information forms for each member (See Exhibit 2. Board Member Information Form in the Application). Each governing board member must complete and sign the form.

Label document as **Attachment 20 - ORG**

21. Describe each applicant governing board members' role in this application process

Label document as **Attachment 21- ORG**

Performance Task:

22. Provide a copy of the job description for your proposed school leadership team and provide the roles and responsibilities for each position during the pre-opening period and once the school is open.

Label document as **Attachment 22 - ORG**

Narrative Questions:

23. Describe the constitution of the applicant governing board and the process by which applicant governing board members were selected?⁷

Label document as **Attachment 23 - ORG**

24. a. As an applicant GB that has constructed the proposed school model, if approved, describe any changes to the governing board membership, or roles and responsibilities once the school is open
b. Based on your current applicant GB membership, if approved as a new charter school, are there any changes or additions to the operational governing board that you would make based on your review of 302D-12(b)?

Label document as **Attachment 24 - ORG**

25. Provide organization charts that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in Year 1.

Label document as **Attachment 25 - ORG**

⁷ HRS 302D-13(e)

Application Questions: Organization/Capacity (ORG)

26. *(Optional- If you have an associated non-profit entity),*

- a. Describe the purpose and mission of your associated nonprofit, and give the names, occupations and a brief summary describing the roles of the non-profit board members;
- b. Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved; and discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
- c. Submit all Department of Commerce and Consumer Affairs filings in accordance with HRS302D-1⁸ including the Certificate of Good Standing, and Annual Filings (for the most recent five years), and the Articles of Incorporation.

Label document as **Attachment 26 - ORG**

⁸ 302D-1 "Nonprofit organization" means a private, nonprofit, tax-exempt entity that:
(1) Is recognized as a tax-exempt organization under the Internal Revenue Code; and
(2) Is registered to do business in this State in accordance with chapter 414D.

Academic Performance

PERFORMANCE TASK:

27. Submit a School Calendar & Schedule

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside the parameters of HRS §302A-251 must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.

Label document as **Attachment 27 - ACAD**

PERFORMANCE TASK:

28. Based on your proposed model for curriculum, instruction, and assessment, provide a proposed scope and sequence and schedule for each grade level band that applies (K-3, 4-6, 6-8, 9-12) that aligns to your mission and vision. Describe how your team developed or selected the proposed curriculum.

If you are proposing a high school, explain how the proposed scope and sequence will meet and/or exceed the BOE's graduation requirements.

- *Optional- If you plan to add onto the BOE's graduation requirements, please describe your proposal.*

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.

Label document as **Attachment 28 - ACAD**

NARRATIVE QUESTIONS:

29. Explain how the instructional methodology of your proposed model aligns with your mission across all proposed grade levels⁹

Label document as **Attachment 29 - ACAD**

⁹ Contract 4.0 Academic Performance Framework Question 1A

Application Questions: Academic Performance (ACAD)

30. Explain how will you accommodate the (differentiated) needs of all students, such as English Learners, Students with Disabilities (SWD)¹⁰, at-risk students, and students who are far below or above grade level, and the targeted student population?

Label document as **Attachment 30 - ACAD**

31. Describe how your school will demonstrate and assess student performance aligned to the school mission and vision for the school year¹¹

Label document as **Attachment 31 - ACAD**

32. Describe your proposed school's professional development plan to onboard faculty and staff that:

- a. Aligns to your mission specific instructional methodology; and informs instructional practices; and
- b. Addresses specific professional development plans related to teaching struggling students, as well as SWD and ELs, including:
 - i. Professional development for all staff on the proposed school's special education and EL service delivery model;
 - ii. Strategies for modifying curriculum and instruction to accommodate student needs;
 - iii. The legal requirements of disciplining SWD;
 - iv. Teacher responsibility to address IEP goals, accommodations, and modifications; and
 - v. Continuing training to ensure teachers and staff are informed of most recent changes in special education policy, regulations, and best practices.

Label document as **Attachment 32 - ACAD**

¹⁰ Students with Disabilities (SWD) refers to students with specialized needs as defined in the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§ 701et seq.).

¹¹ Academic Performance Framework Section 1B

Virtual/Blended Learning

In conjunction with the Commission's Online Virtual and Blended Learning Guidelines (August 11, 2022), complete this section if you are proposing a virtual/blended learning program, otherwise submit an Attachment that states, "Not Applicable" and the reason this requirement or criterion is not applicable to the proposed school or plan. See X.C. Specifications for details.

Provide all responses to the questions 33 - 55 as one Attachment. Label Attachment 33-55 - VBL

Finance and Governance

33. What are the costs associated with the proposed virtual and/or blended school/program and its various components?
34. Will these costs change over the life of the proposed contract?
35. How are these costs affected by different student populations and contextual factors?
36. What are the implications for weights and adjustments in the accountability or funding system due to the proposed virtual and/or blended program?
37. 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).
38. 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?
39. What geographic area(s) will the proposed program serve?
40. How is the proposed program staffing model sufficient to address all of the requirements of instruction, reporting, and oversight?

Instructional Program Quality

41. What is the educational need served by this school/program?
42. What differentiates this school/program from other programs in the community(ies) to be served?
43. What process was used to decide on the proposed blended/virtual learning curriculum and model/mode of delivery?
44. 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.
45. What might a scope and sequence for each grade level served look like?
46. 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?
47. Where and how will state testing be implemented for all students?
48. How will staff monitor progress and ensure that students are meeting the required standards?

Application Questions: Virtual/Blended Learning (VBL)

49. How will students demonstrate subject mastery leading to eligibility for promotion?
50. How will struggling students be identified and supported?
51. What does the weekly instructional schedule look like for each grade band (i.e. elementary, middle, high)?

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

52. What specific training have the proposed teacher(s) and administrator(s) completed that addresses the unique needs of virtual and/or blended learning?
53. What are the qualifications of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students?
54. How will the school provide professional development and support to virtual and/or blended learning teachers?

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

55. 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).

Third Party Providers

If you are proposing a third party provider you must complete this section, otherwise submit an Attachment that states, “Not Applicable” and the reason this requirement or criterion is not applicable to the proposed school or plan. See X.C. Specifications for details.

Provide all responses to the questions 56 - 60 as one Attachment. Label Attachment 56-60 - TPT.

56. Explain why your proposed new charter school is seeking to contract with an educational service provider or charter management organization rather than operate the proposed school directly.
57. Explain the process your applicant governing board used to identify, vet, and select the service provider. The description must explain:
 - a. How and why the service provider was selected, including when and how the applicant learned of the service provider;
 - b. Which other service providers were considered;
 - c. The selection process used to select the chosen service provider over other service providers; and
 - d. 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.
58. How does this educational service provider or charter management organization align with your mission and vision?
59. 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.

PERFORMANCE TASK:

60. If your proposed school will seek to contract with a service provider, as defined above, provide:
 - a. The complete contract/service agreement that would be executed should your proposed new charter school is approved;
 - b. Service provider’s record of achievement, which should include the following:
 - i. 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”.
 - ii. 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

Application Questions: Third Party Providers (TPT)

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

- iii. 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.
- iv. 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.
- v. If your 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.
- vi. A description of any loans, grants, or investments made between the service provider and your 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;
- vii. Full disclosure of any existing or potential conflicts of interest between your 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;
- viii. 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.
- ix. 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

Application Questions: Third Party Providers (TPT)

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.

- x. A comprehensive description of the respective financial responsibilities of your 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 your proposed school governing board on financial performance and the schedule for reporting, and how your proposed school governing board will provide financial oversight.

Conversion Charter Schools

If you are **applying to convert an existing Hawaii Department of Education School to a charter school** you must complete this section, otherwise submit an Attachment that states, “Not Applicable” **and** the reason this requirement or criterion is not applicable to the proposed school or plan. See X.C. Specifications for details.

Provide all responses to the questions 61 - 62 as one Attachment. Label Attachment 61-62 - CCS.

61. Describe the following elements as it relates to your mission and vision:
 - a. School community
 - b. Staff Plans and Evaluation
 - c. Facilities
62. An application for a conversion charter school **must meet** the requirements of Section 302D-13, Hawaii Revised Statutes:
 - a. School Community
 - i. 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.
 - ii. 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.
 - iii. 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.
 - b. Staff Plans and Evaluation
 - i. 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.
 - c. Facilities
 - i. 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.

Application Questions: Conversion Charter Schools (CCS)

- d. 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.**
- i. 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.
 - ii. 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.
 - iii. 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.
 - iv. 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.
 - v. 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.

XI. Exhibits

- Exhibit 1.** Staffing Chart Template
- Exhibit 2.** Board Member Information Form
- Exhibit 3.** Final Review Checklist
- Exhibit 4.** Application Evaluation Criteria/Rubric

Exhibit 1: Staffing Chart Template

Staffing Chart

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						Capacity
	Year 1	Year 2	Year 3	Year 4	Year 5		
	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: 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 Salary						

Exhibit 2: 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:

1. Describe your role and indicate your position on the governing board.
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
4. Why do you wish to serve on the governing board of the proposed charter school?
5. What is your understanding of the appropriate role of a public charter school governing board member?
6. Describe any previous experience you have that is 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 why you have the capability to be an effective board member.

7. Describe the specific knowledge and experience that you would bring to the governing board.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed academic plan?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding or is not succeeding in its mission?

Governance

1. Describe the role that the governing board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of five years if the school is successful?
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
5. 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

1. 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
2. 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
3. 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

4. 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
5. 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
6. 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
7. 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
8. 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
9. 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

10. 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 3: Final Review Checklist

Final Review Checklist

Initial each item to indicate that it has been completed.

- A copy of the Application Information Sheet and all of its Attachments has been saved for your records and uploaded to ShareFile or mailed via U.S. Mail to 1164 Bishop Street, Suite 1100, Honolulu, HI 96816.
 - All elements of the Application follow the Application Guidelines format requirements. See X. Application Guidelines for details.
 - Application does not contain handwritten parts (other than signatures).
 - All Attachments have been submitted following the format requirements. See X. Application Guidelines for details.
-
- | | |
|--|--|
| <input type="checkbox"/> Attachment 1 - EIS | <input type="checkbox"/> Attachment 19 - ORG |
| <input type="checkbox"/> Attachment 2 - EIS | <input type="checkbox"/> Attachment 20 - ORG |
| <input type="checkbox"/> Attachment 3 - EIS | <input type="checkbox"/> Attachment 21 - ORG |
| <input type="checkbox"/> Attachment 4 - EIS | <input type="checkbox"/> Attachment 22 - ORG |
| <input type="checkbox"/> Attachment 5 - EIS | <input type="checkbox"/> Attachment 23 - ORG |
| <input type="checkbox"/> Attachment 6 - EIS | <input type="checkbox"/> Attachment 24 - ORG |
| <input type="checkbox"/> Attachment 7 - EIS | <input type="checkbox"/> Attachment 25 - ORG |
| <input type="checkbox"/> Attachment 8 - EIS | <input type="checkbox"/> Attachment 26 - ORG |
| <input type="checkbox"/> Attachment 9 - EIS | <input type="checkbox"/> Attachment 27 - ACAD |
| <input type="checkbox"/> Attachment 10 - EIS | <input type="checkbox"/> Attachment 28 - ACAD |
| <input type="checkbox"/> Attachment 11 - EIS | <input type="checkbox"/> Attachment 29 - ACAD |
| <input type="checkbox"/> Attachment 12 - EIS | <input type="checkbox"/> Attachment 30 - ACAD |
| <input type="checkbox"/> Attachment 13 - EIS | <input type="checkbox"/> Attachment 31 - ACAD |
| <input type="checkbox"/> Attachment 14 - FIN | <input type="checkbox"/> Attachment 32 - ACAD |
| <input type="checkbox"/> Attachment 15 - FIN | <input type="checkbox"/> Attachment 33 -35 - VBL |
| <input type="checkbox"/> Attachment 16 - FIN | <input type="checkbox"/> Attachment 56-60 - TPP |
| <input type="checkbox"/> Attachment 17 - FIN | <input type="checkbox"/> Attachment 61-62 - CCS |
| <input type="checkbox"/> Attachment 18 - FIN | |

Exhibit 4. Application Evaluation Criteria/Rubric

Educational Impact Statement

NARRATIVE QUESTIONS	EVALUATION CRITERIA				
<p>1. State your mission and vision. Definitions: Mission- A statement of an organization’s purpose. It describes what the organization does and for whom to realize its vision. Vision- A statement portraying an organization in its ideal form, illustrating an organization at its best and the greater good it serves.</p> <p style="text-align: right;">Label document as Attachment 1 - EIS</p>	<p>Applications will be considered having met the criteria for this section when the proposed school provides:</p> <ul style="list-style-type: none"> ● 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. 				
<p>2. State and provide evidence of the type of proposed school governing board you established pursuant to HRS 302-13(a):</p> <ol style="list-style-type: none"> a) Community group b) Department School c) School Community Council d) Group of Teachers and Administrators e) Nonprofit Organization <p style="text-align: right;">Label document as Attachment 2 - EIS</p>	<p>Applications will be considered having met the criteria for this section when the proposed school provides evidence that the proposed school governing board has been established.</p> <table border="1" data-bbox="1062 1003 1808 1382"> <tbody> <tr> <td data-bbox="1062 1003 1352 1317">Community Group</td> <td data-bbox="1352 1003 1808 1317"> Examples: flyers of community meetings, petitions, letters of support Evidence of applicant governing board including meeting minutes, agendas, rosters, signatures, etc. </td> </tr> <tr> <td data-bbox="1062 1317 1352 1382">Department School</td> <td data-bbox="1352 1317 1808 1382">Evidence of applicant</td> </tr> </tbody> </table>	Community Group	Examples: flyers of community meetings, petitions, letters of support Evidence of applicant governing board including meeting minutes, agendas, rosters, signatures, etc.	Department School	Evidence of applicant
Community Group	Examples: flyers of community meetings, petitions, letters of support Evidence of applicant governing board including meeting minutes, agendas, rosters, signatures, etc.				
Department School	Evidence of applicant				

Application Questions/Evaluation Criteria: Educational Impact Statement (EIS)

NARRATIVE QUESTIONS	EVALUATION CRITERIA	
		governing board including meeting minutes, agendas, rosters, signatures, etc. 302-13(b)(2)
	School Community Council	Evidence of applicant governing board including meeting minutes, agendas, rosters, signatures, etc. Documentation that they established an applicant governing board
	Group of Teachers and Administrators	Evidence of applicant governing board including meeting minutes, agendas, rosters, signatures, etc. 302D-13(b)(3)
	Nonprofit Organization	Articles of Incorporation, DCCA Business Records (501(c)(3)), IRS Tax ID Information Evidence of applicant governing board including meeting minutes, agendas, rosters, signatures, etc. 302D-13(b)(4)

NARRATIVE QUESTIONS	EVALUATION CRITERIA
<p>3. Identify the community/communities and the educational needs of the target population you seek to serve? (Diverse educational opportunities, geographic region, DOE region)</p> <p style="text-align: center;">Label document as Attachment 3 - EIS</p>	<p>Applications will be considered having met the criteria for this section when the proposed school identifies:</p> <ul style="list-style-type: none"> ● The community/communities that the school is intended to serve; ● Current educational data for the target population; and, ● How the school will address the educational needs of the target population.
<p>4. How was your mission and vision designed and set up to align to the community and educational needs of the students that you seek to serve? Articulate the mission and vision design process from conception to its current state.</p> <p style="text-align: center;">Label document as Attachment 4 - EIS</p>	<p>Applications will be considered having met the criteria for this section when the proposed school describes:</p> <ul style="list-style-type: none"> ● The process used to develop a clear mission and vision that is focused on learning based on student needs of the community and current educational research; ● Their collaborative practices with multi-sector education partners to engage in discussions around the development of mission and vision; ● The school’s community is a strategic partner that has contributed to the development of the vision and mission of the school; ● The specific actions taken to engage the community as an integral part of the school’s development; and ● Cultural competency¹² specific to the community it seeks to work with and to Hawai’i in general, including the ability to articulate the root causes of the needs the school seeks to fill.

¹² BOE Policy E-700 Hawai’i’s diverse cultures, places, and values?

Application Questions/Evaluation Criteria: Educational Impact Statement (EIS)

NARRATIVE QUESTIONS	EVALUATION CRITERIA
<p>5. Based on your outreach, research, and understanding of the community and the students you seek to serve, what are the top three challenges to the success of the students in the community that you seek to serve?</p> <p style="text-align: center;">Label document as Attachment 5 - EIS</p>	<p>Applications will be considered having met the criteria for this section when the proposed school identifies and describes:</p> <ul style="list-style-type: none"> ● The top three challenges to the success of the students in the community that they seek to serve; ● Methods of outreach used to determine these challenges; and, ● Current research that addresses the challenges to success of students in this community.
<p>6. What does your proposed school intend to do to address those challenges?</p> <p style="text-align: center;">Label document as Attachment 6 - EIS</p>	<p>Applications will be considered having met the criteria for this section when the proposed school presents:</p> <ul style="list-style-type: none"> ● A clear plan to address the identified challenges; and, ● Plans for short, mid, and long term strategies to address these challenges.
<p>7. Describe whether your proposed school expands the existing educational options in your school’s proposed location, and complements the existing options available to families.</p> <p style="padding-left: 20px;">a. If yes, explain the rationale behind this decision to expand access to educational options that currently exist?</p> <p style="text-align: center;">Label document as Attachment 7 - EIS</p>	<p>Applications will be considered having met the criteria for this section when the proposed school provides:</p> <ul style="list-style-type: none"> ● Comparative data between what currently exists and their proposed program and/or data that complements existing options available to target families; ● Evidence that the proposed school addresses the needs of public education¹³; ● More public school options for students and families¹⁴; and, ● Replacement of, or improvement to, an existing model.

¹³ BOE Policy E-700 <https://boe.hawaii.gov/policies/Board%20Policies/Public%20Charter%20Schools.pdf>

¹⁴ BOE Policy E-700 <https://boe.hawaii.gov/policies/Board%20Policies/Public%20Charter%20Schools.pdf>

NARRATIVE QUESTIONS	EVALUATION CRITERIA
<p>8. Describe whether your proposed school model provides access that:</p> <ul style="list-style-type: none"> a. Currently is not available in the community you are seeking to serve; and/or b. Implements innovative educational practices that contribute to share to the broader community or system within and beyond the community you seek to serve? <p style="text-align: right;">Label document as Attachment 8 - EIS</p>	<p>Applications will be considered having met the criteria for this section when the proposed school shows evidence that:</p> <ul style="list-style-type: none"> ● Curriculum, instruction, and assessment design uniquely addresses the needs of the proposed community¹⁵; ● The proposed school model is currently not available in the community the applicant is seeking to serve; ● The proposed model will impact local and global communities through educational practices; ● Addresses the needs of public education; ● Provides more public school options for students and families; ● Implements innovative educational practices; ● Reflects Hawaii’s diverse cultures, places, and values; ● Provides community-based school models and local control over education; and, ● Provides high-quality public education for the students and communities they serve.
<p>9. Describe how you have engaged your school’s target community, including families, community members, and elected officials, in designing your proposed school.</p> <ul style="list-style-type: none"> a) Specify which stakeholders you have engaged with and why; b) Which outreach tactics were used and how often; and c) How the school design evolved as a result of their input. 	<p>Applications will be considered having met the criteria for this section when the proposed school demonstrates:</p> <ul style="list-style-type: none"> ● That the school’s community is a strategic partner that has contributed to the development of the vision and mission of the school; and, ● The specific actions taken to engage the community as an integral part of the school’s development.

¹⁵ Is there evidence that the proposed school implements innovative educational practices?

Application Questions/Evaluation Criteria: Educational Impact Statement (EIS)

NARRATIVE QUESTIONS	EVALUATION CRITERIA
<p style="text-align: center;">Label document as Attachment 9 - EIS</p>	
<p>10. Describe ongoing efforts and activities that continue to engage families, community members, and elected officials in the proposed school’s design and implementation.</p> <p>a) If approved, how will you continue to solicit and incorporate community input from diverse stakeholders about the school program?</p> <p style="text-align: center;">Label document as Attachment 10 - EIS</p>	<p>Applications will be considered having met the criteria for this section when the proposed school describes:</p> <ul style="list-style-type: none"> ● Plans and programs that will engage families, community members, and elected officials in the school’s design and implementation; and ● Short-, mid-, and long-term plans and programs that will continue the collaborations between diverse stakeholders and the school.
<p>11. What is the proposed model for curriculum instruction and assessment? Explain how this model helps you achieve your mission and vision for your community.</p> <p>a. If approved and implemented, what will the impact be on the community you seek to serve? Share your data and research.</p> <p style="text-align: center;">Label document as Attachment 11 - EIS</p>	<p>Applications will be considered having met the criteria for this section when the proposed school provide evidence of:</p> <ul style="list-style-type: none"> ● A scope and sequence for the grade levels that the school will serve; ● Articulation and alignment with their curricular, assessment and instructional program by grade level, subject area, courses and/or other appropriate units and evaluate the effectiveness of their efforts to help all students attain the standards¹⁶; ● A cohesive, aligned curriculum is being used to guide instruction and use of evidence-based practices across all grade levels;

¹⁶ BOE Policy 102-3

<https://boe.hawaii.gov/policies/Board%20Policies/Statewide%20Content%20and%20Performance%20Standards.pdf>

Application Questions/Evaluation Criteria: Educational Impact Statement (EIS)

NARRATIVE QUESTIONS	EVALUATION CRITERIA
	<ul style="list-style-type: none"> • A curriculum, instruction, and assessment are aligned to the mission and vision proposed in the model¹⁷; • Research and existing data describing the need for this particular curriculum, instruction, and assessment methods and strategies.
<p>12. Besides the mandated state standardized assessments, what other measures will be used to assess the effectiveness of your educational program?</p> <p style="text-align: center;">Label document as Attachment 12 - EIS</p>	<p>Applications will be considered having met the criteria for this section when the proposed school provides evidence:</p> <ul style="list-style-type: none"> • That the proposed school has school-wide goals and performance indicators for student learning are adopted and measured regularly using a continual process of improvement; • That the proposed school has aligned their assessment strategies to the established mission and vision; and • That 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.
<p>13. Does the proposed school meet the Commission’s Priority Needs? If not, describe and cite evidence of other significant, documented educational needs that the proposed school would meet in the targeted community, which would be a noteworthy contribution to Hawai’i’s public education system.</p>	<p>A proposed school meets the Commission’s Priority Needs criteria by addressing one or more of the following:</p> <ul style="list-style-type: none"> • Expand In-person or blended models of instruction; • Expand High school grade levels served; • Expand the geographic location of charter schools to include schools on Maui, Molokai, and/or Lana’i; and/or High quality

¹⁷ Is there evidence that the proposed school implements innovative educational practices?

Application Questions/Evaluation Criteria: Educational Impact Statement (EIS)

NARRATIVE QUESTIONS	EVALUATION CRITERIA
<p style="text-align: center;">Label document as Attachment 13 - EIS</p>	<p>educational opportunities that target special demographics of students (for example: Chamorro, Micronesian, Native Hawaiian, or other protected classes, etc.).</p> <ul style="list-style-type: none"> ● New schools that would serve communities where existing public schools are not performing well academically, as measured by the State’s Strive HI Performance System and other student outcomes, and that present a plan for improving these outcomes. <p>A proposed school that does not meet a Priority Need:</p> <ul style="list-style-type: none"> ● Must describe and cite evidence of other significant, documented educational needs that their school would meet in their targeted community, which would be a noteworthy contribution to Hawai’i’s public education system.

Application Questions/Evaluation Criteria: Financial Performance (FIN)

Financial Performance

Charter schools are subject to HRS Chapter 37D and, as agencies of the State, may not enter into financing agreements or take out lines of credit without the approval of the Department of Budget and Finance as to fiscal responsibility and approval from the Department of the Attorney General as to form and legality¹⁸.

PERFORMANCE TASK	EVALUATION CRITERIA
<p>High-quality schools operate finances in a transparent manner to develop trust within employees and the community. Transparency must respect certain privacy laws, understanding that as a public agency, the school's records are discoverable. Providing funding amounts and sources, year-to-date expenditures, and having sound fiscal management policies in place: such as procurement and cash management are ways for schools to demonstrate transparency.</p> <p>14. Submit a staffing chart (See Application for Exhibit 1. Staffing Chart Template) and an annual budget accounting for the first five-year period of your proposed school in excel based on a per pupil amount of <u>\$8,300</u>. This amount is a projected per-pupil funding amount for the purpose of this application. The budget <u>must</u> include the following information/details: State Per Pupil funding based on the proposed enrollment plan;</p> <ul style="list-style-type: none"> a) Facility costs; rent/lease payments should be separate from any renovation or retro-fitting costs; b) Funding for personnel should align with the staffing plan, collective bargaining requirements, and teacher 	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> • The proposed school’s five-year budget includes the required elements of the performance task. The budget shall be thoroughly developed and aligned with the proposed school’s mission and education program. The budget shall be balanced, error free, and based on realistic expectations for income and expenditures that are clearly detailed in an excel spreadsheet. • The proposed school budget has accounted for operational expenses and is fiscally sustainable over the course of the five year period

¹⁸ Pursuant to [Section 37D-2\(a\), Hawaii Revised Statute](#)

Application Questions/Evaluation Criteria: Financial Performance (FIN)

PERFORMANCE TASK	EVALUATION CRITERIA
<p>professional development. Funding for teacher professional development should be a separate cost item;</p> <p>c) Funding for any additional services and specific mission-related programs; and</p> <p>d) Funding from federal grants and/or private funding should only be included in the budget if the proposed school has been awarded the grant and/or has already received or has binding confirmation that the federal private funding is guaranteed and secured. Evidence (such as grant award letters, pledges of donations, bank statements) should be included for any federal or private funding included in the annual budget.</p> <p style="text-align: right;">Label document as Attachment 14 - FIN</p>	
<p>15. Describe, with specific examples and details, how this proposed budget supports the school’s mission and vision and how this budget allows the school to deliver its proposed model and theory of action.</p> <p style="text-align: right;">Label document as Attachment 15 - FIN</p>	<p>Applications will be considered having met the criteria for this section when the proposed school provides evidence that the mission is incorporated into the proposed school’s program and curricular design.</p> <p>Budget reflects all necessary costs outlined in the proposed school model and theory of action, including personnel, technological resources, facilities, curricular resources, and mission-specific expenditures</p>

NARRATIVE TASK	EVALUATION CRITERIA
<p>16. a. Describe your internal fiscal management system. What is the structure you plan to implement that demonstrates clear policies and practices that employs checks and balances to ensure effective fiscal rules and regulations?</p> <p>b. How will oversight be provided within this system? Identify specific people/positions and explain their oversight duties/responsibilities.</p> <p style="text-align: right;">Label document as Attachment 16 - FIN</p>	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> ● The proposed school leadership and management have established a system of clear policies and practices that employs checks and balances to ensure that effective fiscal rules and regulations are implemented that are allowable and maximizes the best possible use of its resources while minimizing costs. ● The proposed system of oversight monitors the school’s financial risk and articulates a process that engages the proposed governing board in its oversight <p>Provides evidence that the proposed school has developed sound fiscal leadership processes and procedures that:</p> <ul style="list-style-type: none"> ● Develop, approve and revise school budgets; ● Analyze school income and expenditures, ensuring allocations and school plans; ● Understand fiscal rules and regulations; ● Establish proper fiscal rules, procedures and systems; ● Allow the school leader to easily access the current fiscal information of its charter school; ● Organize fiscal budgeting controls and reporting to monitor school finances; and ● Hire school accountant/business manager to accurately track and evaluate school finances.
<p>17. In response to local and national teacher shortages, describe your teacher recruitment and retention strategies; include</p>	<p>Applications will be considered having met the criteria for this section when:</p>

Application Questions/Evaluation Criteria: Financial Performance (FIN)

NARRATIVE TASK	EVALUATION CRITERIA
<p>target goals, timelines for recruitment, and on-going actions for retention should you be approved.</p> <p>a. What is your contingency plan for teacher recruitment should you not achieve your target goals and timelines for recruitment? Also explain and describe the impacts this will have on the proposed budget that you have prepared.</p> <p style="text-align: right;">Label document as Attachment 17 - FIN</p>	<ul style="list-style-type: none"> ● Demonstrates understanding of the local conditions and timelines for public teacher recruitment ● Is able to account for and articulate reasonable contingencies and impacts on the proposed budget.
<p>18. If your school is approved, you will not receive any state funding for the pre-opening period. In reviewing the pre-opening assurances (Sample Pre-opening Assurances¹⁹) explain how your proposed school will raise the amount needed during the pre-opening period. Include and describe:</p> <p>a. The amount of funding your proposed school requires during the pre-opening period;</p> <p>b. What these funds will be spent on; and</p> <p>c. Funding raising plans and what potential sources of funding will be sought.</p> <p style="text-align: right;">Label document as Attachment 18 - FIN</p>	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> ● The proposed school is able to articulate a pre-opening funding model that makes reasonable assumptions based on the school model.

¹⁹ Link to sample Pre-opening assurances: <https://drive.google.com/file/d/1zzH3fpwzi7bWpTm7xz74IH044JpNIJAM/view?usp=sharing>

Application Questions/Evaluation Criteria: Organizational/Capacity (ORG)

Organizational/Capacity

Governing board members are expected to understand the contractual relationship between the Commission and the Governing Board. Every member of the applicant governing board should be present for the interview. The applicant governing board members should be able to independently explain their role in the development of this proposed school, and how they plan to contribute in implementing this school.

PERFORMANCE TASK	EVALUATION CRITERIA
<p>19. Please list below the governing board members (first name, last name, and role) and attach their Resumes as Attachment -19 - ORG. Organize the resumes in order of the list provided in response to this question.</p> <p style="text-align: right;">Label document as Attachment 19 - ORG</p>	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> • A list of all members of the governing board has been provided including their first name, last name, and role and have attached their resumes as Attachment 19-ORG and in the corresponding order.
<p>20. Attach as Attachment 20- ORG the board member information forms for each member (See Exhibit 2. Board Member Information Form in the Application). Each governing board member must complete and sign the form.</p> <p style="text-align: right;">Label document as Attachment 20 - ORG</p>	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> • Board member Information Forms are completed fully and signed for each member listed in the response to question 19.
<p>21. Describe each applicant governing board members’ role in this application process</p> <p style="text-align: right;">Label document as Attachment 21 - ORG</p>	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> • Each applicant governing board member’s role has been described.
<p>22. Provide a copy of the job description for your proposed school leadership team and provide the roles and responsibilities for each position prior to opening and once the school is open.</p> <p style="text-align: right;">Label document as Attachment 22 - ORG</p>	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> • A copy of the job description is provided for the proposed school leadership team includes their roles and responsibilities for each position prior to opening and once

Application Questions/Evaluation Criteria: Organizational/Capacity (ORG)

PERFORMANCE TASK	EVALUATION CRITERIA
	<p>the school is open and</p> <ul style="list-style-type: none"> • The position descriptions show how they are aligned to the proposed school’s mission and vision/model of school?
NARRATIVE TASK	EVALUATION CRITERIA
<p>23. Describe the constitution of the applicant governing board and the process by which applicant governing board members were selected²⁰</p> <p style="text-align: right;">Label document as Attachment 23 - ORG</p>	<p>Applications will be considered having met the criteria for this section when the applicant has provided a description of the proposed governing board that:</p> <ul style="list-style-type: none"> • Is made up of members that reflects their school community • Exhibits diversity of perspective and a level of objectivity that accurately represent the interests of the charter school students and the surrounding community; • Demonstrates an understanding of best practices of nonprofit governance; and • Possesses strong financial and academic management and oversight abilities, as well as human resource and fundraising experience.”
<p>24. a. As an applicant GB that has constructed the proposed school model, if approved, describe any changes to the governing board membership, or roles and responsibilities once the school is open</p>	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> • The applicant can recognize any gaps in the governing board membership • The applicant proposes any additions to their operational governing board based on the gaps they identified or

²⁰ HRS 302D-13(e)

Application Questions/Evaluation Criteria: Organizational/Capacity (ORG)

NARRATIVE TASK	EVALUATION CRITERIA
<p>b. Based on your current applicant GB membership, if approved as a new charter school, are there any changes or additions to the operational governing board that you would make based on your review of 302D-12(b)?</p> <p style="text-align: right;">Label document as Attachment 24 - ORG</p>	<p>expertise that they are missing</p>
<p>25. Provide organization charts that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in Year 1.</p> <p style="text-align: right;">Label document as Attachment 25 - ORG</p>	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> • The organizational charts clearly delineates the roles and responsibilities of (and lines of authority and reporting among) the proposed school governing board, staff, any related bodies (such as the proposed school’s supporting nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. • The organization charts documents clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.
<p>25. (Optional- If you have an associated non-profit entity),</p> <p>a. Describe the purpose and mission of your associated nonprofit, and give the names, occupations and a brief summary describing the roles of the non-profit board members;</p>	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> • There is evidence that the proposed school plan includes a system to conduct regular reviews of their policies, engage in ongoing professional development that pertains to their work as public agents, and follow all applicable ethics guidelines and statutory responsibilities

Application Questions/Evaluation Criteria: Organizational/Capacity (ORG)

NARRATIVE TASK	EVALUATION CRITERIA
<p>b. Identify any existing relationships that could pose actual or perceived <u>conflicts of interest</u>²¹ if the application is approved; and discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.</p> <p>c. Submit all Department of Commerce and Consumer Affairs filings in accordance with HRS302D-1²² including the Certificate of Good Standing, and Annual Filings (for the most recent five years), and the Articles of Incorporation.</p> <p style="text-align: right;">Label document as Attachment 26 - ORG</p>	<p>as they pertain to their fiduciary duties as volunteer public servants.</p> <ul style="list-style-type: none"> • Provides 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.

²¹ Link to Hawaii State Ethics Commission Guidance re: Application of the State Ethics Code to Public Charter School Employees and Members of Governing Boards Serving as Officers and Directors or Employees of Non-Profit Organizations, and Related Issues
<https://www.chartercommission.hawaii.gov/images/Hawai%CA%BBi-State-Ethics-Commission-Guidance-to-Public-Charter-Schools.pdf>

²² 302D-1 “Nonprofit organization” means a private, nonprofit, tax-exempt entity that:
 (1) Is recognized as a tax-exempt organization under the Internal Revenue Code; and
 (2) Is registered to do business in this State in accordance with chapter 414D.

²³ 302D-1 “Nonprofit organization” means a private, nonprofit, tax-exempt entity that:
 (1) Is recognized as a tax-exempt organization under the Internal Revenue Code; and
 (2) Is registered to do business in this State in accordance with chapter 414D.

Academic Performance

PERFORMANCE TASK	EVALUATION CRITERIA
<p>27. Submit a School Calendar & Schedule</p> <p><i>Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside the parameters of HRS §302A-251 must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.</i></p> <p style="text-align: right;">Label document as Attachment 27 - ACAD</p>	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> • A proposed school calendar and schedule is submitted that is in compliance with appropriate union requirements
<p>28. Based on your proposed model for curriculum instruction and assessment, provide a proposed scope and sequence and schedule for each grade level band that applies (K-3, 4-6, 6-8, 9-12) that aligns to your mission and vision. Describe how your team developed or selected the proposed curriculum.</p> <p>If you are proposing a middle or high school, outline how the students will meet and/or exceed the BOE’s graduation requirements.</p> <ul style="list-style-type: none"> • (Optional) If you plan to add onto the BOE’s requirements, please describe your proposal. 	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> • The applicant communicates a strong link between their mission, vision, and the research based resources demonstrating alignment to their proposed curriculum model • The proposed bell schedule meets collective bargaining requirements • If the applicant proposes a middle or high school, the scope and sequence meets graduation requirements as stated in BOE Policy 102-15

Application Questions/Evaluation Criteria: Academic Performance (ACAD)

PERFORMANCE TASK	EVALUATION CRITERIA
<p><i>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.</i></p> <p>Label document as Attachment 28 - ACAD</p>	

NARRATIVE QUESTIONS	EVALUATION CRITERIA
<p>29. Explain how the instructional methodology of your proposed model aligns with your mission across all proposed grade levels²⁴?</p> <p>Label document as Attachment 29 - ACAD</p>	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> • Applicant provides examples/evidence of how their instructional methodology supports their mission and vision; and • Applicant’s instructional methodology demonstrates continuity from one grade to the next and builds upon student learning.

²⁴ Contract 4.0 Academic Performance Framework Question 1A

Application Questions/Evaluation Criteria: Academic Performance (ACAD)

NARRATIVE QUESTIONS	EVALUATION CRITERIA
<p>30. Explain how will you accommodate the (differentiated) needs of all students, such as English Learners, Students with Disabilities (SWD)²⁵, at-risk students, and students who are far below or above grade level, and the targeted student population?</p> <p style="text-align: right;">Label document as Attachment 30 - ACAD</p>	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> ● Applicant describes a Multi-Tiered System of Support (MTSS) plan that is aligned to their mission-specific instructional methodology with each of the identified populations. ● Embedded in the instructional methods and resources are concrete strategies and materials to support SWD, ELs, and at-risk students. The proposed curriculum is reasonably likely to result in appropriate implementation of student IEPs, including appropriate placements. ● For each course and grade level, the curriculum includes concrete examples and strategies for how differentiation occurs for students who are academically advanced or struggling. ● The application describes mechanisms and/or strategies that ensure equitable access to the curriculum for all students, including SWD and ELs. This must include, at minimum, tracking of student progress, evidence-based early interventions in cases of a lack of student progress, and strategies for ensuring collaboration between general education and special education teachers. ● The application describes a plan to ensure an appropriate education for all limited-and non-English proficient

²⁵ Students with Disabilities (SWD) refers to students with specialized needs as defined in the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§ 701et seq.).

Application Questions/Evaluation Criteria: Academic Performance (ACAD)

NARRATIVE QUESTIONS	EVALUATION CRITERIA
	<p>students, including: no barriers to enrollment for non-or limited English proficient students; timely assessment of the English proficiency level; placement in an appropriate instructional program, including provision of adequate and appropriate instructional resources and full access to all educational programs, services, and activities; ensuring students exit EL programming appropriately; and monitoring of former ELs to ensure they continue to make appropriate academic progress after exiting EL services.</p> <ul style="list-style-type: none"> ● The applicant addresses student subgroups individually, recognizing and planning for the varied needs of diverse students. For example, the applicant describes instructional methods for SWD that are distinct from those used for ELs. ● The applicant explicitly states the language acquisition model that the school will use to meet the varying needs of students across English proficiency levels. ● The applicant distinctly articulates how SWD in all settings are able to access the general education curriculum, and how methods of instruction are adapted to support students who may require a separate setting outside of the general education classroom. ● They describe a comprehensive curriculum (i.e., standards, resources, methods of instruction, and formative assessments for each core, elective, and mission-specific subject) for every grade level that the school plans to operate at capacity. The curriculum must be inherently inclusive and designed to be responsive to students' needs;

Application Questions/Evaluation Criteria: Academic Performance (ACAD)

NARRATIVE QUESTIONS	EVALUATION CRITERIA
	<p>be clearly interrelated between its components; and be directly aligned to the school’s goals, mission, and education philosophy.</p>
<p>31. Describe how your school will demonstrate and assess student performance aligned to the school mission and vision for the school year²⁶</p> <p style="text-align: right;">Label document as Attachment 31 - ACAD</p>	<p>Applications will be considered having met the criteria for this section when the applicant provides evidence that:</p> <ul style="list-style-type: none"> ● The educational program is aligned to the mission and vision; ● The mission and vision guide decision-making and priority setting; ● The mission and vision are reflected in student learning and progress; ● The mission and vision inform all crucial elements of the academic and non-academic program; ● The proposed school has school-wide goals and performance indicators for student learning are adopted and measured regularly using the spiral inquiry processes. ● 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; ● Data is used to adjust plans as part of a data-driven culture

²⁶ Academic Performance Framework Section 1B

NARRATIVE QUESTIONS	EVALUATION CRITERIA
	<p>focused on increasing the quality of student work through prevention and intervention; and</p> <ul style="list-style-type: none"> ● Curriculum, instructional, and assessment are aligned and articulated by program, by grade level, and subject area.
<p>32. Describe your proposed school’s professional development plan to onboard faculty and staff that:</p> <ol style="list-style-type: none"> a. Aligns to your mission specific instructional methodology; and informs instructional practices; and b. Addresses specific professional development plans related to teaching all students, regardless of level or severity of need, including: <ol style="list-style-type: none"> i. Professional development for all staff on the proposed school’s special education and EL service delivery model; ii. Strategies for modifying curriculum and instruction to accommodate student needs; iii. The legal requirements of disciplining SWD; iv. Teacher responsibility to address IEP goals, accommodations, and modifications; and v. Continuing training to ensure teachers and staff are informed of most recent changes in special education policy, regulations, and best practices. <p style="text-align: right;">Label document as Attachment 32 - ACAD</p>	<p>Applications will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> ● The professional development plan is broad, covering all necessary areas to prepare staff to fulfill the school’s mission and vision; ● Professional development offerings are consistently focused on high-quality instruction; ● Professional development responses to the development needs of all faculty and staff; and, ● The professional development plan specifically addresses and supports all student groups—including SWD, ELs, and at-risk students.

Application Questions/Evaluation Criteria: Academic Performance (ACAD)

INTERVIEW QUESTIONS	EVALUATION CRITERIA
<p>Performance Task: Case study</p>	<p>Applicants will be considered having met the criteria for this section when:</p> <ul style="list-style-type: none"> • The response to the case study demonstrates understanding of the Charter School Contract and includes principles of good governance in its response to the case study.
<p>The applicant will have the opportunity to clarify its responses to the application questions.</p>	<p>Applicant is able to provide an answer/answers to clarifying questions that assist evaluators in assessing their response(s) to any of the Application Questions that were unclear.</p>
<p>Evaluators will also assess the applicant’s capacity to successfully execute and implement the proposed charter school</p>	<p>Members of the Applicant Governing Board, proposed school leader, or other key personnel in attendance are able to demonstrate understanding of their proposed charter school and can articulate how they will collectively execute and implement the proposed charter school.</p>

Application Questions/Evaluation Criteria: Virtual/Blended Learning (VBL)

Virtual/Blended Learning

In conjunction with the Commission’s Online Virtual and Blended Learning Guidelines (August 11, 2022)²⁷, complete this section if you are proposing a virtual/blended learning program, otherwise submit an Attachment that states, “Not Applicable” and the reason this requirement or criterion is not applicable to the proposed school or plan. See X.C. Specifications for details.

NARRATIVE QUESTIONS	EVALUATION CRITERIA
<p>Finance and Governance</p> <p>33. What are the costs associated with the proposed virtual and/or blended school/program and its various components?</p> <p>34. Will these costs change over the life of the proposed contract?</p> <p>35. How are these costs affected by different student populations and contextual factors?</p> <p>36. What are the implications for weights and adjustments in the accountability or funding system due to the proposed virtual and/or blended program?</p> <p>37. 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).</p>	<p>Applications will be considered having met the criteria for this section when the applicant provides:</p> <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ specialized training, ○ technology infrastructure, ○ internet access for students and staff, ○ equipment and maintenance, ○ online curriculum and/or platforms, ○ and any other associated costs.

²⁷ Hawai'i State Public Charter School Commission Online Virtual and Blended Learning Guidelines Approved on August 11, 2022: <https://www.chartercommission.hawaii.gov/images/Revised-SPCSC-Virtual-Blended-Guidelines-Approved-on-August-11-2022.pdf>

Application Questions/Evaluation Criteria: Virtual/Blended Learning (VBL)

NARRATIVE QUESTIONS	EVALUATION CRITERIA
<p>38. 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?</p> <p>39. What geographic area(s) will the proposed program serve?</p> <p>40. How is the proposed program staffing model sufficient to address all of the requirements of instruction, reporting, and oversight?</p>	<ul style="list-style-type: none"> ● Budget includes an analysis of the proposed model’s staffing plan, demonstrating support for building the capacity of all faculty and staff.
<p>Instructional Program Quality</p> <p>41. What is the educational need served by this school/program?</p> <p>42. What differentiates this school/program from other programs in the community(ies) to be served?</p> <p>43. What process was used to decide on the proposed blended/virtual learning curriculum and model/mode of delivery?</p> <p>44. 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.</p> <p>45. What might a scope and sequence for each grade level served look like?</p> <p>46. 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?</p>	<p>Applications will be considered having met the criteria for this section when the applicant provides:</p> <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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.

Application Questions/Evaluation Criteria: Virtual/Blended Learning (VBL)

NARRATIVE QUESTIONS	EVALUATION CRITERIA
<p>47. Where and how will state testing be implemented for all students?</p> <p>48. How will staff monitor progress and ensure that students are meeting the required standards?</p> <p>49. How will students demonstrate subject mastery leading to eligibility for promotion?</p> <p>50. How will struggling students be identified and supported?</p> <p>51. What does the weekly instructional schedule look like for each grade band (i.e. elementary, middle, high)?</p>	
<p>Teacher and Administrator Quality to run a Virtual/Blended School/Program</p> <p>52. What specific training have the proposed teacher(s) and administrator(s) completed that addresses the unique needs of virtual and/or blended learning?</p> <p>53. What are the qualifications of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students?</p> <p>54. How will the school provide professional development and support to virtual and/or blended learning teachers?</p>	<p>Applications will be considered having met the criteria for this section when the applicant provides:</p> <ul style="list-style-type: none"> ● A professional development and training plan that addresses: <ul style="list-style-type: none"> ○ 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.
<p>Special Education and Section 504 of the Rehabilitation Act of 1973 requirements:</p> <p>55. 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).</p>	<p>Applications will be considered having met the criteria for this section when the applicant provides:</p> <ul style="list-style-type: none"> ● 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)

Application Questions/Evaluation Criteria: Third Party Providers (TPP)

Third Party Providers

If you are proposing a third party provider you must complete this section, otherwise submit an Attachment that states, “Not Applicable” and the reason this requirement or criterion is not applicable to the proposed school or plan. See X.C. Specifications for details.

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 QUESTIONS

56. Explain why your proposed new charter school is seeking to contract with an educational service provider or charter management organization rather than operate the proposed school directly.

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

- a. How and why the service provider was selected, including when and how the applicant learned of the service provider;
- b. Which other service providers were considered;
- c. The selection process used to select the chosen service provider over other service providers, and
- d. 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.

58. How does this educational service provider or charter management organization align with your mission and vision?

59. 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’

PERFORMANCE TASK:

60. If your proposed school will seek to contract with a service provider, as defined above, provide:

- a. The complete contract/service agreement that would be executed should your proposed new charter school is approved;
- b. Service provider’s record of achievement, which should include the following:

Application Questions/Evaluation Criteria: Third Party Providers (TPP)

- i. 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”.**
- ii. 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**
- iii. 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.**
- iv. 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.**
- v. If your 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.**
- vi. A description of any loans, grants, or investments made between the service provider and your 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;**
- vii. Full disclosure of any existing or potential conflicts of interest between your 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;**
- viii. 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**

Application Questions/Evaluation Criteria: Third Party Providers (TPP)

- organizational structure ensures the proposed school governing board is independent from the Service Provider and self-governing.
- ix. **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.**
 - x. **A comprehensive description of the respective financial responsibilities of your 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 your proposed school governing board on financial performance and the schedule for reporting, and how your proposed school governing board will provide financial oversight.**

Conversion Charter Schools

If you are applying to convert an existing Hawaii Department of Education School to a charter school you must complete this section, otherwise submit an Attachment that states, “Not Applicable” and the reason this requirement or criterion is not applicable to the proposed school or plan. See X.C. Specifications for details.

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 QUESTION

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

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

PERFORMANCE TASK:

62. An application for a conversion charter school must meet the requirements of Section 302D-13, Hawaii Revised Statutes, accordingly please provide the following:

- a. School Community
 - i. 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.

- ii. 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.
- iii. 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.

b. Staff Plans and Evaluation

- i. 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.

c. Facilities

- i. 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.

d. 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.*

- i. 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.**
- ii. 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.**
- iii. 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.**
- iv. 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.**
- v. 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.**