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| GreatSealHawaii_Large.jpg | **State Public Charter School Commission****2020 Application Requirements**  |
|  | **Start-up Charter Schools****Narrative Proposal Template** |

These Application Requirements are adapted from the [National Association of Charter School Authorizers’ Model Charter School Application](https://www.qualitycharters.org/wp-content/uploads/2018/11/NACSA_Core_Resources_Charter_School_Application.pdf).”

# APPLICATION REQUIREMENTS

SCHOOL OVERVIEW

The School Overview should provide a concise summary of the following:

* The proposed plan for the school;
* The anticipated student population, educational needs, and expected academic and non-academic challenges of serving the proposed community;
* The applicant team’s capacity to successfully open and operate a high-quality school that achieves its mission, in light of the specific circumstances and foreseeable challenges described.

Click or tap here to enter text.

1. Mission Statement (*limit 100 words*). State the school’s mission, or fundamental purpose. The mission statement should succinctly do the following:
* Identify the students and community to be served;
* Describe the school’s fundamental purpose or reason for existence;
* Present a clear, focused, compelling mission that will guide the school’s operation and is attainable and measurable or readily demonstrable; and
* Be memorable and easily communicated and expressed by all members of the school community including teachers, parents, and students.

Click or tap here to enter text.

1. Vision (*limit 200 words*). Together with the mission statement, the vision should concisely do the following:
* Describe what the school will accomplish in concrete terms, and illustrate what success will look like; and
* Provide the entire school community as well as external stakeholders a clear, memorable understanding of what the school intends to achieve.

Click or tap here to enter text.

1. Community to Be Served: Anticipated Student Population and Educational Needs. Describe the community to be served, including the geographic location, anticipated student population, and students’ anticipated educational needs. Describe the rationale for selecting the proposed location, community, and student body. Explain any enrollment priorities on which the program is based, consistent with federal and state law and any applicable Commission policies or guidelines.

Click or tap here to enter text.

1. Anticipated Challenges and Solutions. Identify significant academic and non-academic challenges the school may expect to encounter. Briefly describe how the school would address those challenges, and explain the applicant team’s capacity to execute these strategies and solutions.

Click or tap here to enter text.

1. Academic Plan/School Design. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Cite evidence that demonstrates the school model will be successful in improving academic achievement and life opportunities for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.

Click or tap here to enter text.

1. Community Engagement. Describe the relationships or community partnerships you have established to engage the community and build support for the proposed school, and how you have assessed the demand and solicited support for the school within the targeted community. Briefly describe these activities and summarize their results.

Click or tap here to enter text.

ENROLLMENT SUMMARY

Complete the following table, removing any rows for grades the school will not serve.

|  |  |
| --- | --- |
| **Grade Level**  | **Number of Students**  |
| Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | At Capacity  |
| **Pre-K**  |  |  |  |  |  |  |
| **K**  |  |  |  |  |  |  |
| **1**  |  |  |  |  |  |  |  |
| **2**  |  |  |  |  |  |  |  |
| **3**  |  |  |  |  |  |  |  |
| **4**  |  |  |  |  |  |  |  |
| **5**  |  |  |  |  |  |  |
| **6**  |  |  |  |  |  |  |
| **7**  |  |  |  |  |  |  |
| **8**  |  |  |  |  |  |  |
| **9**  |  |  |  |  |  |  |
| **10**  |  |  |  |  |  |  |
| **11**  |  |  |  |  |  |  |
| **12**  |  |  |  |  |  |  |

1. Explain the rationale for the number of students and grade levels served in Year 1 and the basis for the growth plan set forth above.

 Click or tap here to enter text.

1. Provide evidence justifying the enrollment plan shown above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. Cite any research data, censuses, surveys, or other data sources were used, cite these sources or attach the data, as **Attachment A**.

Click or tap here to enter text.

## SECTION 1. EDUCATIONAL PROGRAM DESIGN & CAPACITY

PROGRAM OVERVIEW

1. Academic Plan Overview. Provide an overview of the academic plan of the proposed school, including instructional methods, assessment strategies, and non-negotiable elements of the school model. Briefly evidence that promises success for this academic plan with the anticipated student population.

Click or tap here to enter text.

1. Anticipated Student Population. Describe the anticipated student population the proposed school plans to serve, including, among other things, the projected percentage of students eligible for free and reduced-price lunch. Explain why you anticipate that the student population described above will enroll in the school. Include, as **Attachment B (limit 5 pages)**, a listing of the DOE complex area(s) that these students will most likely come from, and a listing of all public (including charter) and private schools in the targeted community that serve the same grades as the proposed school.

Click or tap here to enter text.

CURRICULUM AND INSTRUCTIONAL DESIGN

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the [Hawaii DOE Subject Standards](https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx).

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Click or tap here to enter text.

1. Provide an overview of the planned curriculum, including, as **Attachment C**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with the [Hawaii DOE Subject Standards](https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx)

 Click or tap here to enter text.

1. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.

Click or tap here to enter text.

1. If the curriculum is not already developed, provide, as **Attachment D**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.

Click or tap here to enter text.

1. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Click or tap here to enter text.

1. Provide a timeline and description of how instructional materials will be developed or selected and a list of individuals that will be involved in the development or selection process. If the instructional materials have been selected, a description and explanation that clearly demonstrates how the materials support the Academic Plan.

Click or tap here to enter text.

1. Describe how the proposed school’s instructional strategies will support the mission, vision, and academic philosophy and are well-suited to the anticipated student population.

Click or tap here to enter text.

PUPIL PERFORMANCE STANDARDS

*Responses to the following items regarding the proposed school’s pupil performance standards must be consistent with the* [*Hawaii DOE Subject Standards*](https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx)*.*

1. Describe the pupil performance standards for the school as a whole.

Click or tap here to enter text.

1. Provide, in **Attachment E**, a complete set of the school’s proposed learning standards for one grade for each division the school will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school will serve only one division, the exit standards provided in response to question 5 in this section will suffice. (Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.)

Click or tap here to enter text.

1. If you plan to adopt or develop additional academic standards beyond the [Hawaii DOE Subject Standards](https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx), explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the state and authorizer standards.

Click or tap here to enter text.

1. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Click or tap here to enter text.

1. Provide, in **Attachment F,** the school’s exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

HIGH SCHOOL GRADUATION REQUIREMENTS (HIGH SCHOOLS ONLY)

*Note: High schools will be expected to meet the BOE’s graduation requirements in accordance with BOE Policy 4540. High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE. Any deviation from BOE Policy 4540 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 applicant either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 4540.*

1. Describe how the school will meet the BOE’s graduation requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will differ in any way from BOE Policy 4540, explain how they will differ (including exceeding BOE graduation requirements), and explain how the school would adjust graduation requirements (including any necessary adjustments to other elements of the Education Plan) in the event the BOE does not grant a waiver from its policy.

Click or tap here to enter text.

1. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Click or tap here to enter text.

1. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Click or tap here to enter text.

ASSESSMENT

1. List the school’s proposed academic goals and targets and describe how the school will assess the progress of individual students, student cohorts, and the school as a whole on the identified goals and targets. The description must clearly explain how the identified assessments will accurately measure progress toward the identified goals and targets.

Click or tap here to enter text.

1. Describe how instructional leaders and teachers will use student data to administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other aspects of the educational program.

Click or tap here to enter text.

1. Describe the interventions and modifications the school will make to instructional strategies if students are not meeting identified goals and targets.

Click or tap here to enter text.

SCHOOL CALENDAR AND 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.*

1. Describe the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment G**, provide the school’s proposed calendar for the first year of operation, including total number of days/hours of instruction.

Click or tap here to enter text.

1. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school’s daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/ minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in **Attachment H**, a sample daily and weekly schedule for each division of the school.
Click or tap here to enter text.

SUPPLEMENTAL PROGRAMS AND ACTIVITIES

*This section should describe any supplemental programs that are integral to the proposed school’s educational program. These supplemental programs may be part of the proposed school’s growth plan if they will not be implemented immediately. For all of the programs and activities below, describe:*

* + - 1. *the expected resource and staffing needs for the program;*
			2. *how the program will be funded; and*
			3. *the timeline for implementation, if the program will not be implemented in the first year of operation.*
1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including the number of students and the methods used to identify them.

Click or tap here to enter text.

1. Describe the extracurricular or co-curricular activities or programs the school will offer, and when the activities or programs will be scheduled.

Click or tap here to enter text.

1. Describe any supplemental programs or strategies that will address student mental, emotional, and social development and health.

Click or tap here to enter text.

1. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Click or tap here to enter text.

SCHOOL CULTURE

*This section of the proposal should describe the systems, traditions, and policies that will promote high expectations and a positive academic and social environment that fosters students’ intellectual, social, and emotional development.*

1. Describe the culture or ethos of the proposed school. Explain how it will promote high expectations and a positive academic and social environment that fosters student intellectual, social, and emotional development for all students.

Click or tap here to enter text.

1. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

Click or tap here to enter text.

1. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.

Click or tap here to enter text.

1. Describe, in **Attachment I,** a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
2. Describe, in **Attachment J,** a typical day for a teacher in a grade that will be served in your first year of operation.

SPECIAL POPULATIONS AND AT-RISK STUDENTS

*Note: The proposed school will be linked to the District/Complex Area Special Education Office (“****DES****”) in the proposed school’s geographic area. Special education services will be coordinated out of the district office, as they are for all public schools. The charter school must ensure that each of its students with an individualized education program (“****IEP****”) receives all special education supports identified in the student’s IEP. The range of services may include related services, such as occupational and physical therapy, orientation and mobility training, adapted physical education, or assistive technology. Special education eligibility or the existence of an IEP is not a factor that a charter school can take into account when considering students for enrollment.*

*All charter schools must ensure that a Free and Appropriate Public Education (“****FAPE****”) can be provided for all enrolled students with disabilities. Once formed, the proposed school will consult with its DES to explore options for meeting the requirements of the offer of FAPE. The DES will review all of the current IEPs of special education students enrolled in the school and may offer staff, funding, or both to the school based upon the same per-pupil weighted formula used to allocate resources for special education students in DOE-operated schools. Applicants are expected to be familiar with and comply with all special education laws and requirements.*

* 1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language Learners; intellectually gifted students; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Explain the percentages of these special populations that you anticipate enrolling and the basis for these estimates. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

Click or tap here to enter text.

1. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
	* + 1. Methods for identifying students with special education needs (and avoiding misidentification);
			2. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students’ access to the general education curriculum; and ensure academic success for students with special education needs;
			3. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student’s goals as set forth in the Individualized Education Program (IEP);
			4. Plans for promoting graduation for students with special education needs (high school only); and
			5. Plans to have qualified staffing adequate for the anticipated special needs population.

Click or tap here to enter text.

1. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
	* + 1. Methods for identifying ELL students (and avoiding misidentification);
			2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
			3. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services; and
			4. Means for providing qualified staffing for ELL students.

Click or tap here to enter text.

1. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

Click or tap here to enter text.

1. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
	* + 1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
			2. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
			3. Means for providing qualified staffing for intellectually gifted students.

Click or tap here to enter text.

STUDENT RECRUITMENT, ADMISSIONS, AND ENROLLMENT

*All student recruitment, admissions, and enrollment decisions must be made in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language. The Commission may grant enrollment preferences in accordance with HRS §302D-34.*

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. Also describe how the school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education if the proposed school is projecting a high percentage of students in poverty and intends to achieve socioeconomic and/or demographic diversity.

Click or tap here to enter text.

1. If applicable, identify any enrollment preferences the school would request that are in compliance with federal and state law and any Commission policies or guidelines, and explain the rationale for the enrollment preference request.

Click or tap here to enter text.

1. Provide, as **Attachment K**, the school’s Enrollment Policy, which should include the following:
	1. Tentative dates for application period, and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
	2. A timeline and plan for student recruitment/engagement and enrollment;
	3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
	4. Description of any pre-admission activities for students or parents/guardians, and the purpose of such activities.

Click or tap here to enter text.

1. Explain how the school will ensure that it meets its enrollment targets, and describe the contingency plan if enrollment targets are not met.

Click or tap here to enter text.

STUDENT DISCIPLINE

Describe in detail the school’s approach to student discipline. Provide as **Attachment L** the school’s proposed discipline policy. The description of the school’s approach and the proposed policy should include the following:

* 1. A clear description of the school’s philosophy on cultivating positive student behavior and a student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights;
1. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
2. Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including the proposed school’s code of conduct and procedural due process for all students, including students afforded additional due process measures under IDEA;
3. Appropriate plan for including teachers, students, and parents or guardians in the development and/or modification of the proposed school’s policies for discipline, suspension, dismissal, and crisis removal;
4. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or expelled, respectively;
5. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
6. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than 10 days; and
7. An explanation of how students and parents will be informed of the school’s discipline policy.

PARENT AND COMMUNITY INVOLVEMENT

1. Describe the role to date of any parents and community members involved in developing the proposed school.

Click or tap here to enter text.

1. Describe what you have done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.

Click or tap here to enter text.

1. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Click or tap here to enter text.

1. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment M**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Click or tap here to enter text.

EDUCATIONAL PROGRAM CAPACITY

1. Identify the key members of the school’s leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school’s educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school’s development and operation.

Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

* + School leadership, administration, and governance;
	+ Curriculum, instruction, and assessment;
	+ Performance management; and
	+ Parent and community engagement.

Describe the group’s ties to and/or knowledge of the target community.

Click or tap here to enter text.

1. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development.

Click or tap here to enter text.

1. Identify the proposed School Director and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as **Attachment N**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader’s ability to effectively serve the anticipated population.

If no candidate has been identified, provide as **Attachment O** the job description or qualifications, and describe the timeline, criteria, and recruiting and selection process for hiring the school leader.

Click or tap here to enter text.

1. Describe the responsibilities and qualifications of the school’s leadership/management team beyond the School Director. If known, identify the individuals who will fill these positions and provide, as **Attachment P**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

Click or tap here to enter text.

1. Explain who will work on a full-time or nearly full-time basis to lead development of the school upon approval of a charter, and the plan to compensate these individuals.

Click or tap here to enter text.

## SECTION 2. OPERATIONS PLAN & CAPACITY

GOVERNANCE

*Proposed schools may designate or establish an associated nonprofit organization to assist with fundraising and other support activities, especially during the start-up period, but this is not a requirement.*

1. Describe the primary roles and responsibilities of the proposed school governing board and how it will interact with the school director, any advisory bodies, and any essential partners. Describe the size, current and desired composition, powers, and duties of the governing. Identify key skills or areas of diverse expertise that are or will be effectively represented on the governing board. Explain how this governance structure and composition will help ensure that: a) the proposed school will be an academic and operational success; b) the proposed school governing board will effectively evaluate the success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents or guardians.

 Click or tap here to enter text.

1. Provide, as **Attachment Q**, organization charts that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in: a) Year 1; and b) all subsequent years until full capacity is reached. The organizational charts must clearly delineate 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 must also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

Click or tap here to enter text.

1. If the membership of Applicant Governing Board has changed from the time it submitted its Intent to Apply Packet, describe and explain the reason for such changes.

Click or tap here to enter text.

1. Provide, in **Attachment R**:
	1. A list of all current proposed school governing board members and their intended roles;
	2. A clear summary of members’ qualifications for serving on the proposed school governing board, including explanation of how each member meets considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a *high-quality charter school*, including academic, financial, legal, nonprofit and community experience and expertise;
	3. Completed and signed Board Member Information Forms (Exhibit 3) and resumes for each proposed governing board member,
2. A clear description of effective governance procedures, including an explanation of the procedure by which current school governing board members were selected and how any vacancies will be filled; an explanation of how often the board will meet both during start-up and during the school year; any plans for a committee structure, the committees’ work, and identification of chairs for any proposed committee(s); and a description of the governing board meetings, including how and where meetings will be conducted, how the governing board will provide meaningful access to the public, and if board meetings are to be conducted virtually (such as through conference calls, videoconference, or web conference).

Click or tap here to enter text.

1. Describe any existing relationships, including financial interests, that could pose actual or perceived conflicts if the application is approved, and the specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Click or tap here to enter text.

1. A clear description of sound plans for increasing the capacity of the proposed school governing board, orientation of new members, and ongoing training and development for members, including reasonable timelines, specific and thoughtful topics and capacities to be addressed, and requirements for participation.

Click or tap here to enter text.

1. If applicable, a clear and comprehensive description of the proposed school’s associated nonprofit organization, including its current tax status and/or the plan and timeline for obtaining tax exempt status and the nonprofit’s mission and purpose. The description must specifically identify ways that the proposed school’s associated nonprofit organization will support the proposed school (such as community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources) and specify any grants or programs that the nonprofit is planning to use. If the nonprofit’s mission is not to solely support the proposed school, the description must also adequately explain any competing interests for the nonprofit’s time and resources and how the proposed school will ensure such competing interests will not hinder the school’s ability to operate and obtain outside supports.

Click or tap here to enter text.

1. Provide, in **Attachment S,** a list of all current and identified nonprofit board members that complies with the State Ethics Code. Describe the intended role of each member, and their experience and qualifications relevant to supporting the proposed school.

Click or tap here to enter text.

1. Discuss the procedures to be followed in the event of closure or dissolution of the school. Identify procedures to be followed in the case of the closure or dissolution of the charter school, including provisions for the transfer of students and student records to the complex area in which the charter school is located and for the disposition of the school's assets to the State Public Charter School Commission (SPCSC). Provide assurance that the school will follow any additional procedures required by SPCSC to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Hawaii Revised Statutes [§302D-19](http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0302D/HRS_0302D-0019.htm).

Click or tap here to enter text.

1. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment T**, the board’s proposed Code of Ethics and Conflict of Interest policy.

Click or tap here to enter text.

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

Click or tap here to enter text.

1. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization’s proposed growth and governance needs.

Click or tap here to enter text.

**Advisory Bodies**

Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.

Click or tap here to enter text.

**Grievance Process**

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Click or tap here to enter text.

##

## PROFESSIONAL CULTURE AND STAFFING

*Note: 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 staffing plans that deviate from any Master Collective Bargaining Agreement must negotiate supplemental agreements with the respective exclusive representatives and should be cognizant of possible limitations of these agreements.*

**Staff Structure**

1. Provide a complete staffing chart for the school, using the Staffing Chart Template (Exhibit 1) as **Attachment U.** The staffing chart and accompanying notes or roster should identify the following:
	1. Year 1 positions, as well as positions to be added in future years;
	2. Administrative, instructional, and non-instructional personnel;
	3. The number of classroom teachers, paraprofessionals, and specialty teachers; and
	4. Operational and support staff.
2. Explain how the relationship between the school’s leadership team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

Click or tap here to enter text.

**Professional Development**

Describe the school’s professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.

Click or tap here to enter text.

1. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Click or tap here to enter text.

1. Provide a schedule and explanation of professional development that will take place before school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Click or tap here to enter text.

1. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

Click or tap here to enter text.

1. Identify ways in which the professional development scheduling may conflict with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide a contingency plan in the event such amendments cannot be negotiated under supplemental agreements.

Click or tap here to enter text.

**Staffing Plans, Hiring, Management, and Evaluation**

1. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school’s plan for hiring a strong teaching staff that is highly effective in accordance with the state’s plan under the Every Student Succeeds Act (“ESSA”). Explain other key selection criteria and any special considerations relevant to your school design.

Click or tap here to enter text.

1. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing teachers.

Click or tap here to enter text.

1. Outline the school’s procedures for hiring and dismissing school personnel, including conducting criminal history record checks.

Click or tap here to enter text.

1. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment V**, any leadership evaluation tool(s) if already developed.

Click or tap here to enter text.

1. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment W**, any teacher evaluation tool(s) if already developed. *Note: Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. If amendments will be needed, the plan must describe the specific amendments that would be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, and include a reasonable plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.*

Click or tap here to enter text.

1. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Click or tap here to enter text.

1. Explain any deviations in staffing plans, including salaries, from Master Collective Bargaining Agreements, including identification of amendments that would be needed in a supplemental agreement and a reasonable plan for contingencies if such amendments cannot be negotiated under a supplemental agreement.

Click or tap here to enter text.

**Performance Management**

The Commission will evaluate the performance of every charter school according to the Performance Framework that will be part of the Charter Contract.

1. Describe any mission-specific educational goals and targets that the school would propose to measure its success. State goals clearly in terms of the measures or assessments you plan to use.

Click or tap here to enter text.

1. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.

Click or tap here to enter text.

1. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and state standards.

Click or tap here to enter text.

1. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Click or tap here to enter text.

1. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

Click or tap here to enter text.

1. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Click or tap here to enter text.

1. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Click or tap here to enter text.

FACILITIES

*Charter school facilities must comply with applicable state and county health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county planning review procedures and obtain all necessary certifications, permits, and inspections.*

1. Facilities.
	1. If the proposed school has obtained a facility: Identify and describe the facility —including address, square footage, square footage rent, amenities, previous use, and what needs to be done in order for the facility to be in compliance and meet requirements to serve as a school—demonstrating that the facility is adequate for the intended purposes, has a sound plan and timeline for renovating and bringing the facility into compliance with applicable building codes, and will meet the requirements of the Academic Plan, including the needs of the anticipated student population. If the proposed school has a virtual/blended learning program, or relies heavily on technology, the description must adequately explain how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

**OR**

1. If the proposed school has not obtained a facility: Describe the plan and timeline for identifying, securing, renovating, and financing a facility—including identifying any brokers or consultants the applicant is employing—that will be in compliance with applicable building codes and meet the requirements of the Academic Plan, including the needs of the anticipated student population. The plan must briefly describe possible facilities within the geographic area, including addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring each possible facility into compliance. If the proposed school has a virtual/blended learning program, or relies heavily on technology, the description must adequately explain how each possible facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

Click or tap here to enter text.

1. If the school plans to add students or grade levels during the first five years: Describe the facility growth plan that shows how the school will accommodate the additional square footage necessary for additional students, faculty, and staff and sufficiently identifies any permits or rezoning that might be necessary.

Click or tap here to enter text.

START-UP MANAGEMENT PLAN

*In accordance with the start-up charter school process, as shown in* ***Figure 5****, an approved applicant will not be able to hire employees who receive state benefits or receive funding until it completes its Pre-Opening Assurances. Generally, a Pre-Opening Charter School will not complete its Pre-Opening Assurances until a month or two before the school actually opens because these assurances include elements with practical limitations, such as proof of enrollment of the projected student body and facility compliance. The earliest that the first allocation of state per-pupil funding can be released to a charter school, once it has completed its Pre-Opening Assurances, is July 20th.*

*Note: The management plan for the start-up year presented in the application will serve as the basis for the Pre-Opening Assurances.*

1. Provide, as **Attachment X**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (be sure to complete all pages in the Financial Plan Workbook, and provide it as **Attachment Y**).
	1. Plans to obtain financing for the proposed school’s facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility;
	2. Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;
	3. Plans to market the proposed school to the school’s anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school’s projected enrollment, including any other ways the applicant plans to achieve its projected enrollment;
	4. Plans to hire teachers, administrative staff, and support staff during the start-up period;
	5. Plans to identify, recruit, select, and add or replace new governing board members and provide or obtain any governing board training, as applicable; and
	6. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.



**Figure 5: Start-Up Charter School Process**

OPERATIONS

1. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. If the school will not provide daily transportation, what were the factors that led to this decision and what was the impact of not providing transportation?

Click or tap here to enter text.

1. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

Click or tap here to enter text.

1. If the school will provide food service, describe the plan for providing food to students, in compliance with applicable laws. If the proposed school will not provide food service, what were the factors that led to this decision and what will be the impact of not providing food service?

Click or tap here to enter text.

OPERATIONS CAPACITY

1. Describe the applicant team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
	* Staffing;
	* Professional development;
	* Performance management;
	* General operations; and
	* Facilities management.

Click or tap here to enter text.

1. Describe the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Click or tap here to enter text.

## SECTION 3. FINANCIAL PLAN & CAPACITY

FINANCIAL MANAGEMENT & OVERSIGHT

1. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

Click or tap here to enter text.

1. Describe the roles and responsibilities of the school’s administration and governing board for school finances and distinguish between each.

Click or tap here to enter text.

1. Describe the school’s plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

Click or tap here to enter text.

1. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.

Click or tap here to enter text.

1. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

Click or tap here to enter text.

START-UP & OPERATING BUDGETS

*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.*

*Note: In developing the proposed school’s budget, use the following per-pupil annual funding amount of* ***$7800****. This amount is a projected per-pupil funding amount for the purpose of this application.*

1. Start-up and Operating Budgets. Using the Financial Plan Workbooks (Exhibit 4) as **Attachment Y**, provide the proposed school’s start-up and five-year operating budgets, aligned with the Educational and Organizational Plans.

Click or tap here to enter text.

1. Budget Narrative. Provide a detailed budget narrative that clearly explains your cost assumptions and funding estimates, including but not limited to the basis for funding projections, staffing levels, and costs. The narrative must specifically address the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:
	1. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment Z**, for any funds on which the proposed school’s core operation depends (*e.g.*, grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.
	2. A contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where enrollment is substantially lower than projected and/or anticipated variable income is not received. The contingency plan must also include a Year 1 cash flow contingency, in the event that funding projections are not met before school opening.

Click or tap here to enter text.

1. Anticipated Funding Sources. Identify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school’s core operation depends.

Click or tap here to enter text.

FINANCIAL MANAGEMENT CAPACITY

Describe the applicant team’s individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

* Financial management;
* Fundraising and development; and
* Accounting and internal controls.

Click or tap here to enter text.

THIRD PARTY SERVICE PROVIDERS

*Note: This section is required of any applicant intending to contract with a Service Provider. A Service Provider is any third-party entity, whether nonprofit or for-profit (including CMOs, EMOs, and ESPs), that provides comprehensive education management services to a school via contract with the school’s governing board. If the proposed school plans to contract with more than one Service Provider, the application must address the criteria below for each Service Provider, as applicable.*

If the proposed school would contract with a Service Provider as defined above, provide:

1. Service Provider Selection and Track Record
2. Explain why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.

Click or tap here to enter text.

1. Explain the process the applicant used to identify, vet, and select the Service Provider. The description must explain how and why the Service Provider was selected, including when and how the applicant learned of the Service Provider, which other Service Providers were considered, why the Service Provider was selected over other Service Providers, and what due diligence was conducted, including a summary of the findings of the reference checks conducted by the applicant.

Click or tap here to enter text.

1. If the Service Provider is providing academic services, evidence demonstrating academic success, especially in the grade levels the proposed school intends to serve, including academic performance data of all clients of the Service Provider that demonstrates the provider’s services lead to *high-quality charter schools*, as defined in the RFP. Provide, as **Attachment FF**, academic performance data for each of the Service Provider’s charter school clients that shows evidence of strong academic results for the past three years (or over the life of the charter school, if the school has been open for fewer than three years), based on the following factors:
	* 1. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, *educationally disadvantaged students*, as defined in the RFP, served by the charter school;
		2. Either—
			1. Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school: low-income students, students from major racial and ethnic groups, students with disabilities, and English language learners; or
			2. No significant achievement gaps between any of those subgroups of students at the charter school and significant gains in student academic achievement for all populations of students served by the charter school; and
		3. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other *educationally disadvantaged students* served by the charter school that are above the average academic achievement results for such students in the state.

Click or tap here to enter text.

1. 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 five years that does not indicate that the Service Provider lacks the necessary capacity or display inconsistencies in its academic, organizational, or financial performance. The explanation must reference the other jurisdictions where the Service Provider operates or services other charter schools and provide, as **Attachment GG**, 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.

Click or tap here to enter text.

1. A list or description of all charter schools operated or managed by the Service Provider that are accredited, including a list or description of the accrediting organization for each accredited school and a current accreditation report from **one** of those schools, provided as **Attachment HH**, that demonstrates strong organizational health attributable to the Service Provider. If however, the Service Provider does not operate or manage any accredited charter schools then state “NO ACCREDITED CHARTER SCHOOLS” and attach the statement as Attachment HH.
2. Legal Relationships
3. Full disclosure of any existing or potential conflicts of interest between the proposed school governing board, proposed school’s employees, proposed Service Provider, and any affiliated business entities and a satisfactory explanation as to how such existing or potential conflicts of interest will be addressed.

Click or tap here to enter text.

1. 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.

Click or tap here to enter text.

1. If the Service Provider will have supervisory responsibilities, a description of the supervision of the proposed school employees by the Service Provider that is reasonable, legally sound, and aligns to Master Collective Bargaining Agreements and gives the proposed school governing board oversight over the Service Provider’s supervisory responsibilities. The description must explain the supervisory responsibilities of the Service Provider, including which school employees the Service Provider will supervise, how the Service Provider will supervise these employees, and how the proposed school governing board will oversee the Service Provider’s supervisory responsibilities.

Click or tap here to enter text.

1. If the proposed school governing board intends to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service Provider, draft facility or financing agreements, or other evidence, provided as **Attachment II**, that:
	* 1. Demonstrate such agreements are separately documented and not part of or incorporated in the proposed school’s management contract; and
		2. Ensure any agreements are consistent with the proposed school governing board’s authority and practical ability to terminate the management agreement and continue operation of the proposed school.

Click or tap here to enter text.

1. A description of any loans, grants, or investments made between the Service Provider and the proposed school or the proposed school’s associated nonprofit organization, including a legally sound explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the proposed school or the proposed school’s associated nonprofit, as applicable.

Click or tap here to enter text.

1. Service Provider’s Organizational Structure
2. 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, including a satisfactory description of independent legal representation and arm’s-length negotiating.

Click or tap here to enter text.

1. A satisfactory business plan that demonstrates the Service Provider will be able to provide the services in the management agreement. The business plan must explain how the Service Provider will grow, scale, or adjust its operations to ensure quality service to the proposed school.

Click or tap here to enter text.

1. 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.

Click or tap here to enter text.

1. A comprehensive description of the respective financial responsibilities of the proposed school governing board and the Service Provider that allows for reasonable financial controls from the proposed school governing board. The description must include details about who will own property purchased with public funds, which operating and capital expenditures each party be responsible for, the types of spending decisions the Service Provider can make without obtaining board approval, the reports the Service Provider must submit to the proposed school governing board on financial performance and the schedule for reporting, and how the proposed school governing board will provide financial oversight.

Click or tap here to enter text.

## ADDENDUM 1. APPLICANTS PROPOSING A VIRTUAL/BLENDED LEARNING MODEL

IN CONJUNCTION WITH THE COMMISSION’S *ONLINE VIRTUAL AND BLENDED LEARNING GUIDELINES* (OCTOBER 18, 2019), COMPLETE THIS SECTION IF YOU ARE PROPOSING A VIRTUAL/BLENDED LEARNING MODEL.

**Finance and Governance**

1. What are the costs associated with your proposed virtual/blended school and its various components?

 Click or tap here to enter text.

1. How will these costs change over the life of the proposed contract?

Click or tap here to enter text.

1. How are these costs affected by different student characteristics and contextual factors?

Click or tap here to enter text.

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

Click or tap here to enter text.

1. Provide a 5-year budget showing how your proposed school will operate, including a breakdown of teacher costs (including specialized training, dates and supplemental pay for recall days if necessary), facilities, technology, internet access, curriculum, and any other associated costs.

Click or tap here to enter text.

1. Provide a demographic breakdown of the students you are proposing to serve through this program, e.g. Free and Reduced Lunch, geographic home location, grade level, general demographics.

Click or tap here to enter text.

1. What geographic area(s) will your proposed school be serving?
	1. How is your proposed school’s staffing model sufficient to address all of the requirements of reporting and oversight?

Click or tap here to enter text.

1. If you are creating your own curriculum skip to **Instructional Program Quality**.

Click or tap here to enter text.

1. If purchasing the curriculum:
	1. explain why you are purchasing the curriculum and identify the company you are purchasing the curriculum from,
	2. explain how it aligns to your proposed school’s mission and vision,
	3. state the cost as well as the specific services the company will provide, and
	4. provide a copy of your proposed agreement with this company.

Click or tap here to enter text.

1. If purchasing the curriculum, what are the expected costs over the contract period? Provide a copy of your contract/proposed agreement. How does your budget account for any increases in costs over the life of the contract?

Click or tap here to enter text.

1. Have you had prior experience using the curriculum and the provider? Explain.

Click or tap here to enter text.

1. What were the academic results for students as measured by a state assessment using this curriculum in other schools or districts?

Click or tap here to enter text.

**Instructional Program Quality**

1. How did you and/or your instructional team decide on the curriculum?

Click or tap here to enter text.

1. In addition to the state assessments (i.e., Smarter Balanced Assessment, Kaiapuni Assessment of Educational Outcomes (KĀ‘EO)), what additional assessments of your students will you use to determine student outcomes and performance?

Click or tap here to enter text.

1. Where/how state testing will be held for all students?

Click or tap here to enter text.

1. How will the curriculum help your students meet the [Hawaii DOE Subject Standards](https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx)? a. If you are using purchased curriculum, provide evidence of student outcome data as measured by a state assessment showing progress towards proficiency or beyond. b. If you have developed your own curriculum, provide a copy of your curriculum. You may also provide electronic access to the curriculum or video samples of the curriculum/course work students will be expected to experience.

Click or tap here to enter text.

1. How did you assess the quality of the curriculum and how can we be assured that the curriculum you have chosen meets the needs of the students you are proposing to serve? How will your school determine that the student is learning the subject matter?

Click or tap here to enter text.

1. What assessments will you be using to evaluate learning progress, and how will your staff monitor that progress and ensure that students are meeting the required standards?

Click or tap here to enter text.

1. How will your staff determine students’ subject mastery and certify their eligibility to be promoted to the next grade level?

Click or tap here to enter text.

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

1. What are the professional qualifications of the teacher(s) and administrator(s) who will be running your proposed school?

Click or tap here to enter text.

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

Click or tap here to enter text.

1. How is/are the administrator(s) qualified to manage and support teachers of virtual/blended learning students?

Click or tap here to enter text.

1. Please provide the Commission with the teacher evaluation instrument you plan to use to evaluate and support your virtual/blended learning program teachers.

Click or tap here to enter text.

1. Has this teacher evaluation instrument been approved by HSTA? If not, provide documentation that you sought approval or entered into discussions with HSTA for review of this instrument. If your application is approved, you will need to provide documentation of approval of your evaluation instrument or utilize an HSTA approved evaluation instrument.

Click or tap here to enter text.

1. How is your administrator qualified/trained to evaluate virtual/blended learning teachers?

Click or tap here to enter text.

1. If virtual/blended learning teacher needs support, what kind of professional development will the school provide?

Click or tap here to enter text.

1. What training will be provided to teachers to adjust to virtual/blended teaching?

Click or tap here to enter text.

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

1. How will your proposed school ensure implementation of Section 504 of the Rehabilitation Act of 1973 (“504) and Special Education Individualized Educational Plans (“SPED IEP”) that call for various services such as counseling, one-on-one support, small group, differentiation, varied learning support systems and devices, pacing, social programming etc.

Click or tap here to enter text.

1. How will IEPs and 504 reviews be held?

Click or tap here to enter text.