

Hawai'i State Public Charter School Commission
Online Virtual and Blended Learning Guidelines
October 18, 2019

I. Background

- A. All charter schools whose delivery of education includes or uses either a virtual and/or blended learning model are required to employ and assign appropriately licensed Hawai'i teacher(s) to every student that is enrolled in their school.
- B. The Commission's focus is to ensure that the students are receiving instruction from licensed Hawai'i teachers and that schools are meeting the requirements of state law.

II. Definitions:

- A. **Virtual:** 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.
- B. **Blended:** 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.
- C. Charter schools providing access to curriculum with limited instruction from a licensed Hawaii teacher and home school instruction by a parent/legal guardian is considered "home school support" and is inconsistent with the purpose of public charter schools and the Commission's authorizing philosophy.

III. Applicants Proposing a New Virtual and/or Blended New Charter School

- A. Following the posting of the Commission's Request for Proposal, new applicants must first address the question: What is the educational need your proposed school is seeking to address? What benefit or advantage, not currently offered to our community(ties), will your proposed school provide to the community(ties) for which you seek to serve?
- B. Applicants must then answer the following questions:

Finance and Governance

- 1. What are the costs associated with your proposed virtual and/or blended school and its various components?
- 2. How will these costs change over the life of the proposed contract??
- 3. How are these costs affected by different student characteristics and contextual factors?
- 4. What are the implications for weights and adjustments in the accountability or funding system due to your proposed virtual and/or blended school?

5. 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.
 6. 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.
 7. What geographic area(s) will your proposed school be serving?
 - a. How is your proposed school's staffing model sufficient to address all of the requirements of reporting and oversight?
 8. For the curriculum for your proposed school, will you be/have you created your own curriculum or will you be purchasing curriculum? If purchasing curriculum, please explain why you are purchasing the curriculum and identify the company you are purchasing the curriculum from, if you have or will be creating your own curriculum, skip to Question 14.
 9. If purchasing the curriculum, state the cost as well as the specific services the company will provide, and provide a copy of your agreement/ proposed agreement with this company.
 10. 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?
 11. Have you had prior experience using the curriculum and the provider? Explain.
 12. What were the academic results for students as measured by a state assessment using this curriculum in other schools or districts?
- C. If approved, your proposed school will be required to report on actual costs for virtual or blended students.

Instructional Program Quality

1. How did you and/or your instructional team decide on the curriculum?
2. 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?
3. Where/how state testing will be held for all students?
4. How will the curriculum help your students meet the Common Core Standards?
 - 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.

5. 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?
 6. 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?
 7. How will your staff determine students' subject mastery and certify their eligibility to be promoted to the next grade level?
- D. Should your proposed school be approved, the Commission will require you to report and provide evidence of student progress on a quarterly basis.

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

1. What are the professional qualifications of the teacher(s) and administrator(s) who will be running your proposed school?
2. What specific training have the proposed teacher(s) and administrator(s) completed that addresses the unique needs of virtual and/or blended learning?
3. How is/are the administrator(s) qualified to manage and support teachers of virtual and/or blended learning students?
4. Please provide the Commission with the teacher evaluation instrument you plan to use to evaluate and support your virtual and/or blended learning program teachers.
5. 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.
6. How is your administrator qualified/trained to evaluate virtual and/or blended learning teachers?
7. If a virtual or blended learning teacher needs support, what kind of professional development will the school provide?
8. What training will be provided to teachers to adjust to virtual and blended teaching?

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.

2. How will IEPs and 504 reviews be held?

III. Existing Charter Schools that want to add/expand a blended or virtual program

- A. **School must answer:** How does your proposed blended or virtual learning program align with your school's current mission and vision and how does it extend access to your school's unique mission and vision to the targeted population of the students/community?
- B. Provide the Commission with state assessment results in language arts, math, and science for the last three years, disaggregated by grade level, for your existing school as compared to statewide and complex area data.
 1. In order to qualify for an addition or expansion to a blended or virtual learning program, the school must show that they are currently at or above the state and/or complex area performance on state assessment results in language arts, math, and science, or other Strive HI measures OR that the school has exceeded their school's current Academic Performance Framework targets.
- C. Organizational and Financial Performance of the current school must be in compliance with their existing school contract.
- D. Applicants must then answer the following questions:

Finance and Governance

1. What are the costs associated with your proposed virtual and/or blended learning program and its various components?
2. How do these costs change over the life of their amended contract?
3. How are these costs affected by different student characteristics and contextual factors?
4. Are there any implications for weights and adjustments in the accountability or funding system due to your proposed virtual/blended program?
5. Provide a 5-year budget showing how your proposed program 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.
6. 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.
7. What geographic area(s) will your proposed program be serving?
8. How is your proposed program's staffing model sufficient to address all of the requirements of reporting and oversight?
9. For the curriculum of your proposed program, will you be/have created your own curriculum or will you be purchasing curriculum? If purchasing curriculum, please explain why you are purchasing the curriculum and identify

- the company you are purchasing the curriculum from and the cost as well as the specific services the company will provide?
10. If purchasing the curriculum, what are the expected costs over the remaining term of your current contract? Provide a copy of your contract/proposed agreement. How does your budget account for the changes in your income/expense profile?
 11. Have you had prior experience using the curriculum and the provider? Explain.
 12. What were the academic results for students as measured by a state assessment using this curriculum in other schools/districts?
- E. If approved, your proposed program will be required to report on actual costs for virtual or blended learning students disaggregated from your existing brick and mortar school program.

Instructional Program Quality

1. How did you and/or your instructional team decide on the curriculum?
 2. 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?
 3. Where/how state testing will be held for all students?
 4. How will the curriculum help your students meet the Common Core Standards?
 - 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.
 5. How did you assess the quality of the curriculum and how can we be assured that the curriculum you have chosen/created meets the needs of the students you are proposing to serve? How will your school determine that the student is learning the subject matter?
 6. What assessments will you be using to evaluate learning and how will your staff monitor student progress and ensure that students are meeting the required standards?
 7. How will your staff determine students' subject mastery and certify their eligibility to be promoted to the next grade level?
- F. Should your program be approved, the Commission will require you to report and provide evidence of student progress on a quarterly basis.

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

1. What are the professional qualifications of the teacher(s) and administrator(s) that will be running your proposed program?
2. What specific training(s) have the proposed teacher(s) and administrator(s) completed that addresses the unique needs of virtual and blended learning?
3. How is/are the administrator(s) qualified to manage and support teachers of virtual and blended learning students?
4. Please provide the Commission with the teacher evaluation instrument you plan to use to evaluate and support your virtual and/or blended learning teachers.
5. 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 contract amendment is approved, you will need to provide documentation of approval of your evaluation instrument or utilize an HSTA approved evaluation instrument prior to the start of the blended and/or virtual program.
6. How is your administrator qualified/trained to evaluate virtual and/or blended learning teachers?
7. If a virtual or blended learning teacher needs support, what kind of professional development will the school provide?
8. What training will be provided to teachers to adjust to virtual and blended teaching?

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

1. How will your proposed program ensure implementation of Section 504 of the Rehabilitation Act of 1973 ("504) and Special Education Individualized Educational Plans ("SPED IEP") for students with requirements for various services such as counseling, one-on-one support, small group, differentiation, varied learning support systems and devices, pacing, social programming etc...?
2. How will IEPs and 504 reviews be held?

IV. Existing Blended and/or Virtual Learning Schools

- A. Hawai'i currently has nine Charter Schools that implement blended and/or virtual learning programs.
- B. Two of the nine are entirely blended learning schools (meaning that they do not operate a traditional brick and mortar school): Hawai'i Technology Academy and Myron B. Thompson Academy.

| Name of School | Island(s) served | Grade levels | Enrollment | Renewal date |
|---|----------------------------------|--------------|------------|--------------|
| Hawai'i Academy of Arts and Sciences | East Hawai'i | K-12 | 673 | 6/30/22 |
| Hawai'i Technology Academy (HTA) | all islands | K-12 | 1165 | 6/30/22 |
| Myron B. Thompson Academy (MBTA) | Oahu, Hawaii, Maui, Kauai. | K-12 | 538 | 6/30/22 |
| Kanu o ka 'Āina New Century Public Charter School | West Hawai'i | K-12 | 618 | 6/30/21 |
| Kihei Charter School | Maui | K-12 | 646 | 6/30/21 |
| Ka Waihona o ka Na`auao Public Charter School | Oahu | K-8 | 733 | 6/30/20 |
| Kua o ka La New Century Public Charter School | East Hawai'i | PK-12 | 241 | 6/30/20 |
| Laupāhoehoe Community Public Charter School | East Hawai'i | PK-12 | 354 | 6/30/20 |
| Volcano School of Arts & Sciences | East Hawai'i | PK-8 | 200 | 6/30/20 |

C. All charter schools with approved virtual and/or blended learning programs shall provide disaggregated data/information to the Commission.

- a. Academic: With the exception of HTA and MBTA, the 7 remaining schools are required to identify all students enrolled at their school as either in their virtual learning program, blended learning program, or brick-and-mortar program to enable an analysis of the effectiveness of the school's virtual and/or blended learning program.

- i. These data shall be disaggregated by the school and included in the school's renewal application for Commission consideration.

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

- ii. How does your school/program currently implement Section 504 of the Rehabilitation Act of 1973 ("504) and Special Education Individualized Educational Plans ("SPED IEP") for students with requirements for various services such as counseling, one-on-one support, small group, differentiation, varied learning support systems and devices, pacing, social programming etc...?

- iii. How are IEPs and 504 reviews currently held?

- b. Financial: With the exception of HTA and MBTA, the remaining 7 schools are required to identify/itemize all cost items associated with their blended or virtual programs, including specialized training for your blended and/or virtual teachers, dates and supplemental pay for recall days, if necessary. The remainder of the costs will be attributed to their existing brick-and-mortar program operations.

- i. The school shall include in the itemization of costs, the identification of the cost of each teacher and administrator for their blended or virtual program.

- c. Personnel: All schools shall provide a listing of the teacher(s) and administrator(s) employed for the blended and/or virtual learning program as differentiated from those supporting any brick-and-mortar program.
- i. All schools shall also include information on each teacher's certifications and any certifications specifically related to teaching in an online format.
 - ii. All schools shall also provide information on each administrator's certifications or qualifications to evaluate a blended and/or virtual learning teacher.
 - iii. All schools shall provide evidence that teachers employed to teach the blended and/or virtual learning class were evaluated for performance.
 - iv. All schools shall provide a clean copy of the teacher evaluation tool used to evaluate the blended and/or virtual learning teacher(s).
 - v. All schools shall provide a student to teacher ratio for every class being taught by each teacher employed by the school.
 - vi. All schools shall provide a description and evidence of professional development for its blended and/or virtual learning teacher(s).