

Hawai'i State Public Charter School Commission
Online Virtual and Blended Learning Guidelines
Revised November 12, 2020

I. Background

The Commission is charged with ensuring that all students enrolled in public charter schools receive instruction from teachers licensed by the Hawaii Teacher Standards Board (HTSB) or enrolled in a State Approved Teacher Education Program (SATEP) as required by state law. To that end, public charter schools whose educational program includes the delivery of instruction through a virtual and/or blended learning model are required to employ and assign appropriately licensed teachers to every student enrolled in their school.

The Commission authorizes schools/programs that are brick and mortar, blended, and virtual.

II. Definitions

Data Disaggregation: Data collected from multiple sources and multiple measures that is sorted by categories to provide trends, patterns, or insights that would not be observable in aggregated data sets, such as disparities in standardized test scores or enrollment patterns across different categories of students. Data shall include but not be limited to Regular, Section 504, IDEA, ELL, and subgroups.

Learning Environments

- **Blended:** A combination of online educational materials and opportunities for interaction online and in-person on site instruction, requiring the use of a school facility or authorized location
- **Brick and Mortar Environment:** Education that takes place in a physical school
- **Virtual:** Instruction takes place in an online environment
- **Home School Support:** 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." The Commission does not authorize home school support programs.
- **Distance Learning:** A temporary arrangement under exigent circumstances related to health and safety allowing the school's brick and mortar program and curriculum to be conducted online or with a modified blended program.

III. Requirements for Virtual and/or Blended Programs Authorized by the Commission

1. Virtual/blended school/program will be subject to the Commission's performance framework (academic, financial, and organizational performance frameworks)
2. School's virtual/blended school/program are required to allow the Commission to review actual costs for virtual and/or blended students.
3. Report and provide evidence of student progress on a quarterly basis.
4. School must develop and provide for review, curriculum tailored to the school's educational program that at a minimum includes:
 - a. Alignment with school mission and vision, Hawaii State Standards (currently the Common Core Standards) or DOE standards; and
 - b. Alignment and coherence with your school's brick and mortar program.
5. Provide a copy of the Hawaii State Teachers Association approved teacher evaluation instrument for virtual and/or blended learning program teachers.
6. Schools shall annually provide disaggregated data/information as noted below:
 - a. Academic: To enable the analysis of the school's virtual and /or blended learning program, the school shall:
 - i. Identify and disaggregate data for all students enrolled as brick and mortar, virtual, or blended.
 - ii. This data shall be disaggregated by the school and be included in the school's renewal application for Commission consideration.
 - b. Financial: identify and itemize all cost items including but not limited to:
 - i. Specialized training;
 - ii. Dates and supplemental pay for recall days;
 - iii. Cost, including fringe, for each teacher and administrator
 - c. Personnel: Provide a listing of the teacher(s) and administrator(s) employed for the virtual and/or blended learning program as differentiated from those supporting any brick-and-mortar program. The School shall include the following information:
 - i. Teacher certifications, and professional qualifications including any specifically related to teaching in an online format;
 - ii. Administrator certifications or qualifications to evaluate a virtual and/or blended learning teacher;
 - iii. Evidence that teachers employed to teach the blended and/or learning class are evaluated for performance;
 - iv. A student to teacher ratio for every class being taught by each teacher employed for the school; and
 - v. A description and evidence of professional development completed by its virtual and or blended learning teacher(s).

IV. **New Charter School Applicant Questions**

The following questions are part of the charter application

A. Finance and Governance

1. What are the costs associated with the proposed virtual and/or blended program 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 populations and contextual factors?
4. What are the implications for weights and adjustments in the accountability or funding system due to the proposed virtual and/or blended program?
5. Provide a 5-year budget showing how the 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 to be served through this program, e.g. Free and Reduced Lunch, geographic home location, grade level, general demographics.
7. What geographic area(s) will the proposed program be serving?
8. How is the proposed program staffing model sufficient to address all of the requirements of reporting and oversight?

B. Instructional Program Quality

1. What is the educational need served by this program?
2. What differentiates this program from other programs in the community(ies) to be served?
3. Explain the process used to decide on the proposed curriculum and curricular model/mode of delivery.
4. Provide documentation of curricular alignment to the Hawaii State Standards (currently the Common Core Standards).
5. Provide a copy of scope and sequence for each grade level served.
6. In addition to the state assessments (i.e., Smarter Balanced Assessment, Kaiapuni Assessment of Educational Outcomes (KĀ'EO), Hawaii State Alternate Assessment, WIDA), what other measures will be employed to evaluate student progress and growth?
7. Describe where and how state testing will be held for all students.
8. What additional assessments will be used to evaluate learning progress, and how will staff monitor that progress and ensure that students are meeting the required standards?
9. How will students demonstrate subject mastery leading to eligibility for promotion?

C. Teacher and Administrator Qualifications to run a Virtual or Blended Program

1. What specific training have the proposed teacher(s) and administrator(s) completed

- that address the unique needs of virtual and/or blended learning?
2. What are the qualifications of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students?
 3. How will the school provide professional development and support to virtual and/or blended learning teachers?

D. Special Education and Section 504 of the Rehabilitation Act of 1973:

1. Detail how the proposed program will meet the requirements of the following:
 - a. Individuals with Disabilities Education Act (IDEA); and
 - b. Section 504 of the Rehabilitation Act of 1973 (504).

V. **Charter Schools Seeking to ADD a Virtual and /or Blended Program**

1. Submit a written request to the Commission to add a virtual and/or blended program.
2. Provide:
 - a. State assessment results compared to statewide and complex area data, in language arts, math, and science covering the most recent three-year period for your **existing school**;
 - b. Evidence the school has met its current Academic Performance Framework targets; and
 - c. Additional assessment results and measurements used to evaluate learning progress covering the most recent three-year period.
3. Organizational and Financial Performance of the current school must be in compliance with existing school contract.

**Applicants must answer the following questions:

A. Finance and Governance

1. What are the costs associated with the proposed virtual and/or blended program 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 populations and contextual factors?
4. What are the implications for weights and adjustments in the accountability or funding system due to the proposed virtual and/or blended program?
5. Provide a 5-year budget showing how the 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 to be served through this program, e.g. Free and Reduced Lunch, geographic home location, grade level,

general demographics.

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

B. Instructional Program Quality

1. What is the educational need served by this program?
2. What differentiates this program from other programs in the community(ies) to be served?
3. Explain the process used to decide on the proposed curriculum and curricular model/mode of delivery.
4. Provide documentation of curricular alignment to the Hawaii State Standards (currently the Common Core Standards).
5. Provide a copy of scope and sequence for each grade level served.
6. In addition to the state assessments (i.e., Smarter Balanced Assessment, Kaiapuni Assessment of Educational Outcomes (KĀ'EO), Hawaii State Alternate Assessment, WIDA)), what other measures will be employed to evaluate student progress and growth?
7. Describe where and how state testing will be held for all students.
8. What additional assessments will be used to evaluate learning progress, and how will staff monitor that progress and ensure that students are meeting the required standards?
9. How will students demonstrate subject mastery leading to eligibility for promotion?

C. Teacher and Administrator Qualifications to run a Virtual or Blended School/Program

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

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

1. Detail how the proposed program school will meet the requirements of the following:
 - a. Individuals with Disabilities Education Act (IDEA); and
 - b. Section 504 of the Rehabilitation Act of 1973 (504)

VI. Charter Schools Seeking to Expand Grade Levels in an Authorized Virtual and/or Blended Program

1. Submit a written request to the Commission to expand a virtual and/or blended program.

2. Provide:
 - a. State assessment results compared to statewide and complex area data, in language arts, math, and science covering the most recent three-year period, for the **existing virtual/blended program** as compared to statewide and complex area data.
 - b. Evidence the virtual/blended program has met its current Academic Performance Framework targets; and
 - c. Additional assessment results and measurements used to evaluate learning progress covering the most recent three-year period of the virtual/blended program.
3. Organizational and Financial Performance of the current school must be in compliance with their existing school contract.

****Applicants must answer the following questions:**

A. Finance and Governance

1. What are the costs associated with the proposed expanded virtual and/or blended program 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 populations and contextual factors?
4. What are the implications for weights and adjustments in the accountability or funding system due to the proposed expansion of the virtual and/or blended program?
5. Provide a 5-year budget showing how the proposed expanded 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 to be served through the expanded program, e.g. Free and Reduced Lunch, geographic home location, grade level, general demographics.
7. What geographic area(s) will the proposed expanded program be serving?
8. How is the proposed expanded program staffing model sufficient to address all of the requirements of reporting and oversight?

B. Instructional Program Quality

1. What is the educational need served by this program?
2. What differentiates this program from other programs in the community(ies) to be served?
3. Explain the process used to decide on the proposed curriculum and curricular model/mode of delivery.
4. Provide documentation of curricular alignment to the Hawaii State Standards

(currently the Common Core Standards).

5. Provide a copy of scope and sequence for each grade level served.
6. In addition to the state assessments (i.e., Smarter Balanced Assessment, Kaiapuni Assessment of Educational Outcomes (KĀ'EO), Hawaii State Alternate Assessment, WIDA), what other measures will be employed to evaluate student progress and growth?
7. Describe where and how state testing will be held for all students.
8. What additional assessments will be used to evaluate learning progress, and how will staff monitor that progress and ensure that students are meeting the required standards?
9. How will students demonstrate subject mastery leading to eligibility for promotion?

C. Teacher and Administrator Qualifications to run a Virtual or Blended Learning School/Program

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

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

1. Detail how the proposed expanded program will meet the requirements of the following:
 - a. Individuals with Disabilities Education Act (IDEA); and
 - b. Section 504 of the Rehabilitation Act of 1973 (504)