



State Public Charter School Commission 2013 Request for Applications

Issued: September 20, 2013

Intent to Apply Packet Due: October 28, 2013

Applications Due: January 6, 2014

For questions, please contact:

Kenyon Tam

Operations and Applications Specialist

Email: kenyon.tam@spscsc.hawaii.gov

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STATE OF HAWAII
BOARD OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Message to prospective applicants from the Hawaii State Board of Education

As the overall elementary and secondary education policy-making body for the people of the State of Hawaii, the State Board of Education is pleased to join the State Public Charter School Commission in welcoming your interest in creating a new school to join our public school ohana.

Hawaii's public education system benefits when creative, committed, and capable groups bring their talents together to offer new and unique schooling options to parents and students. Your Board of Education is working closely with the Charter School Commission to ensure that Hawaii provides an environment in which excellent charter schools can innovate and thrive in order to play a part in the progress toward which our education system is striving.

That progress has been hard won so far, and it will continue to be so. But we believe the groundwork has been laid to continue the positive trends we already are starting to see in Hawaii's public schools. In spite of many ongoing challenges, this is an exciting time to consider answering the Commission's Request for Applications by proposing an outstanding new school to serve Hawaii's children.

We look forward to welcoming the new public schools that come of this important process.

Aloha,

A handwritten signature in black ink, appearing to read "Don Horner".

Donald Horner
Chairperson

NEIL ABERCROMBIE
GOVERNOR



TERRI FUJII
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)
<http://CharterCommission.Hawaii.Gov>
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: 586-3775 Fax: 586-3776

Message to prospective applicants from the State Public Charter School Commission

On behalf of students throughout Hawaii, the State Public Charter School Commission and its staff thank you for your interest in applying to operate a high-performing public charter school in our state. We understand that opening and running an exceptional school requires a tremendous amount of commitment, fortitude, and hard work.

Hawaii state law charges the Commission with the mission of authorizing high-quality public charter schools throughout Hawaii. To that end, the Commission welcomes proposals for new public charter schools that will help provide Hawaii’s families with a range of high-quality, innovative educational options.

The Commission is committed to quality in every aspect of chartering, and we firmly believe that quality authorizing leads to quality schools. We want to be clear that the Commission is committed to approving only applicants that it believes convincingly demonstrate the academic, financial, and organizational capacity necessary to operate high-performing schools. Our mission is too important, and the stakes for the future of Hawaii’s keiki too high, for us to provide our students and families with anything less than the very best that charter schooling has to offer Hawaii’s public education system.

Reflecting the importance of this undertaking, the Commission has worked closely with the National Association of Charter School Authorizers (“**NACSA**”), to develop a rigorous, thorough, and transparent application and review process. NACSA’s expertise and experience will help ensure that the Commission implements the national best practices, policies, and standards needed to authorize high-performing charter schools. As you embark upon the application process, please feel free to contact Commission staff with any questions you might have regarding the application or application review. Direct all questions to Kenyon Tam, Operations and Applications Specialist, at kenyon.tam@spcsc.hawaii.gov.

We commend you in advance for your dedication to providing Hawaii’s children with the first-rate education they deserve and will need in the 21st Century. We look forward to learning about your vision for the school that will do so.

Aloha,

A handwritten signature in cursive script that reads "Terri Fujii".

Terri Fujii
Chairperson

I. Introduction

In 2012, the Hawaii State Legislature passed Act 130, replacing the state's previous charter school law, Hawaii Revised Statutes ("HRS") Chapter 302B, with our new law, codified as HRS Chapter 302D. Act 130 instituted a rigorous, transparent accountability system that at the same time honors the autonomy and local decision-making of Hawaii's charter schools. The law created the State Public Charter School Commission ("**Commission**"), assigned it statewide chartering jurisdiction and authority, and directed it to enter into State Public Charter School Contracts ("**Charter Contract**") with every existing charter school and every newly approved charter school applicant. Applicants are expected to read the current Charter Contract template to fully understand the requirements and obligations it sets forth. The Charter Contract is separate and apart from the application. Once the approved applicant has a Charter Contract, it will not be bound to fulfill the requirements of the Charter Contract in a manner consistent with all of the details described in the application. In part, the application is meant to demonstrate that applicants have the capacity to develop a viable plan and the capacity to implement such a plan. Conversely, a new school's Charter Contract may require certain things that are not consistent with all of the details in the proposed school's application.

A. Applicant Types

Hawaii Revised Statutes Chapter 302D governs the establishment and operation of public charter schools. Applicants are expected to read HRS Chapter 302D to fully understand its requirements.

Pursuant to HRS Chapter 302D, two types of public charter schools may be established, as described below:

- Start-up Charter School means a new school established under HRS §302D-13.
- Conversion Charter School means:
 - (1) Any existing school operated by the Department of Education ("**DOE**") that converts to a charter school in accordance with HRS §302D-14; or
 - (2) Any existing DOE school that converts to a charter school and is managed and operated by a nonprofit organization in accordance with §302D-14, HRS; or
 - (3) A newly created school consisting of programs or sections of existing DOE school populations that are funded and governed independently and may include part of a separate Hawaiian language immersion program using existing public school facilities.

All applicants must complete the application. Applicants proposing a Conversion Charter School must also complete the Conversion Charter School Addendum.

B. Autonomy and Accountability

The key premise of charter schooling is sometimes referred to as "the Charter Bargain." In exchange for relatively more rigorous accountability, a public charter school is granted relatively greater freedom and flexibility to innovate compared to traditional public schools.

A charter school has substantial operational autonomy over a number of areas, including governance, design and delivery of its academic plan, school management and operations, finances, and, if applicable, Education Service Provider ("**ESP**") and Charter Management Organization ("**CMO**") agreements.

With this autonomy comes strong accountability. Charter schools are accountable for meeting academic, financial, and organizational performance standards as described in HRS Chapter 302D:

Academic Performance. Charter schools are required to adhere to state academic standards and to comply with and be evaluated under the Strive HI Performance System (“**Strive HI**”) and other standards and targets established by the performance framework in the Charter Contract. These can include school-specific measures proposed by the school itself in order to reflect the school’s distinct mission and philosophy. Charter schools are required to administer all student testing required by federal and state law, rules, policies and procedures. Charter schools are also required to serve students with special needs.

Financial Performance. Charter schools must demonstrate the proper use of public funds, as evidenced by annual budgets, quarterly financial reports, annual financial statements, and independent audits.

Organizational Performance. A charter school’s governing board is responsible for ensuring that the charter school complies with all applicable laws. The governing board itself is required to adhere to the laws that apply to it, particularly as outlined in HRS §302D-12.

These three areas of performance correspond to the three main sections of the application and to the three key areas of the Charter Contract, which every successful applicant will enter into with the Commission. The initial term of the Charter Contract will be five years. All charter schools, including successful applicants who open a new charter school, are evaluated annually under the three areas of performance. After the initial contract term, the Commission will review the charter school’s performance and may renew the Charter Contract for a subsequent term on the basis of the charter school’s performance. A charter school that is unable to demonstrate academic, financial, or organizational performance in accordance with the performance framework or is unable to comply with legal, contractual, or financial requirements may be granted a relatively shorter subsequent Charter Contract term, or, in the case of more serious performance problems, may face non-renewal or revocation of its contract. Conversely, a charter school that is performing well in all three areas will be granted a longer contract term and have additional years before having to apply for Charter Contract renewal.

II. Eligibility and Legal Requirements

- 1.** Applicants must represent that they meet all requirements listed in the Intent to Apply and Eligibility Form by submitting a signed copy of the form.
- 2.** Applicants must meet the eligibility requirements, as evidenced by their Intent to Apply Packet, in order to submit a Narrative Proposal and continue with the application process.
- 3.** Applicants are strongly encouraged to have a non-profit organization that is registered with the State of Hawaii Department of Commerce and Consumer Affairs and in good standing.
- 4.** Applicants proposing a Conversion Charter School must submit all documentation required by HRS Chapter 302D.
- 5.** No charter school may begin operation before obtaining Commission approval of its charter application and execution of a Charter Contract.

III. Application Process Overview and Timeline

This is a truncated and annotated version of the timeline table, which covers only the major milestones that affect applicants, and explains the steps in the process. Dates are approximate and are subject to change.

September 6, 2013	Pre-RFA Orientation
September 20, 2013	Release of the final version of the RFA
October 3, 2013	Post-RFA Orientation
October 28, 2013	Deadline for applicants to submit Intent to Apply Packets
November 6, 2013	Applicants are notified of their Eligibility to Apply
January 6, 2014	Deadline for applicants to submit completed applications
January 10, 2014	Applicants receive Completeness Determinations
January 13, 2014	Deadline for applicants to submit missing information (if applicable)
January 17 to February 14, 2014	Application evaluation window
February 19, 2014	Requests for Clarification are distributed to applicants
March 5, 2014	Deadline for applicants to submit Clarification Packets
March 12, 2014	Evaluation Team interviews applicants
March 13, 2014	Commission holds public hearings on charter school applications
March 28, 2014	Applicants receive Evaluation Team Recommendation Reports
April 4, 2014	Deadline for applicants to submit written responses to Evaluation Team Recommendation Reports
April 24, 2014	Application Committee Meeting
May 8, 2014	Commission General Business Meeting
May 9, 2014	Applicants are notified of the Commission's decision
May 2014 to July 2015	New charter school start-up period for approved applications
June 2015	Execution of Charter Contract
July 2015	Opening of new charter school

IV. Application Guidelines

The Commission is pleased to invite applications for new quality charter schools. Prior to developing your application, please be sure to read this entire document.

A. Components of the Application

Note: All information that an applicant plans to submit must be contained within the Components of the Application, as described below. Applicants will not be permitted to submit new information or information that differs materially from what is contained in the Narrative Proposal and Attachments. The response to the Evaluation Team's Request for Clarification and the Interview must provide clarity on what is already present in the Narrative Proposal and Attachments.

The applicant's public hearing testimony and Applicant's Response (as such term is defined in [Section IV.E](#)) are not considered Components of the Application that will be evaluated by the Evaluation Team. However, the Commission can consider these elements, as described in [Section IV.E](#). The following are the elements of the application:

1. [Intent to Apply and Eligibility](#). All applicants **must** submit the mandatory Intent to Apply and Eligibility Form, including all applicable documentation listed on the 2013 Intent to Apply Packet Cover Sheet. The completed Intent to Apply Packet will be reviewed by Commission staff, and applicants will be notified of the findings within five (5) business days. Applicants deemed ineligible will not be permitted to submit a Narrative Proposal or continue with the application process.
2. [Narrative Proposal](#). The Narrative Proposal is the formal application to the Commission and is a comprehensive description of the plan for the proposed school's academic, organizational, and financial plans.
3. [Attachments](#). Throughout the application, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless requested. A list of the attachments is provided in these guidelines.
4. [Request for Clarification](#). Applicants will have the opportunity to respond in writing to specific questions from the Evaluation Team reviewing their proposal by responding to a Request for Clarification.
5. [Interview](#). Applicants will have the opportunity to present their Narrative Proposal and demonstrate their ability to open and maintain a high-quality charter school and to answer specific questions about their Narrative Proposal.
6. [Other Information](#). Reports, documentation or other data relating to information contained in the Components of the Application.

B. Specifications

Respond to the following questions, limiting your narrative response to the specified page limits. Attachments are not included in the page limits, and should not be included in this document. Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. The Evaluation Team will be able to navigate well-organized, effectively-edited documents more easily, thereby focusing their energy

on reviewing the content of the application. Grammar, spelling, and formatting all make an impression on an evaluator. Applications that are not clear and concise or are not easily discernible risk denial.

1. **Do not delete or modify questions, tables, or sections (including changing font sizes) unless specifically instructed in this document.**
2. The total Narrative Proposal without attachments is limited to sixty (60) pages.
3. Review all elements of your application for completeness before submitting. Late, incomplete, or incorrectly formatted submissions will not be accepted. Applicants will not be permitted to submit new information or information that differs materially from what is contained in the Narrative Proposal and attachments.
4. Staff will review all written elements of the application for completeness before they are accepted and distributed to the Evaluation Team. If an element of the application is found to be incomplete or incorrectly formatted, the applicant will have forty-eight (48) hours from the time the notice is sent out to rectify the identified issues and resubmit the application.
5. All elements of the application must be typed with 1-inch page margins and 12-point font, single-spaced.
6. Every page of the Narrative Proposal, any attachments and addendum must have a page number and the full name of the proposed school.
7. Each major section (e.g., School Overview; Academic Plan Design & Capacity, etc.) of the Narrative Proposal must begin on a separate page. Adhere to all page limits. Information on pages exceeding the page limit will not be considered.
8. If a particular question does not apply to your proposed school or plan, simply respond “Not Applicable,” **and** state the reason this question is not applicable to the proposed school or plan.
9. When submitting resumes and biographies, label each document with the individual’s affiliation with the proposed school (e.g., board member, school director, teacher).
10. Complete all sheets in the Financial Plan Workbook.
11. The following is a list of templates and forms. Applicants **must** use the following templates where applicable:
 - Exhibit 1: Intent to Apply and Eligibility Forms
 - Exhibit 2: Application Cover Sheet Template
 - Exhibit 3: Instructional Materials Chart Template
 - Exhibit 4: Statement of Assurances Form
 - Exhibit 5: Board Member Information Form
 - Exhibit 6: Staffing Chart Template
 - Exhibit 7: School Specific Measures Template
 - Exhibit 8: Financial Plan Workbook

12. The following is a list of attachments to accompany the Narrative Proposal. Note that not all attachments will be mandatory for all applicants. It is the responsibility of the applicant to ensure it submits all required attachments. The bolded items have a Commission template or form that applicants **must** use. The section of the application where the attachment is described is in parentheses. All required attachments should be clearly labeled.

- Attachment a.** Description or copies of data sources justifying Enrollment Summary (Section I.B.)
- Attachment b.** Curriculum description and **Instructional Materials Chart Template** (Section II.B.2.a)
- Attachment c.** Curriculum development plan (Section II.B.2.b)
- Attachment d.** Learning standards (Section II.C.2)
- Attachment e.** Exit standards (Section II.C.5)
- Attachment f.** School calendar (Section II.E.1)
- Attachment g.** Daily and weekly schedule (Section II.E.2)
- Attachment h.** Student's typical school day (Section II.F.4)
- Attachment i.** Teacher's typical school day (Section II.F.5)
- Attachment j.** Admission and Enrollment Policy (Section II.I.3)
- Attachment k.** Student Discipline Policy (Section II.J.1)
- Attachment l.** Community Partner evidence of support (Section II.K.4)
- Attachment m.** School director's qualification, resume and biography (Section II.N.4)
- Attachment n.** Ideal school director's job description, timeline, criteria, recruiting and selection process (Section II.N.4)
- Attachment o.** School leadership and management team's qualifications, resumes and biographies (Section II.N.5)
- Attachment p.** Draft of proposed management agreement with Service Provider (Section II.S.7)
- Attachment q.** Governing board bylaws, governing policies (Section III.A.1)
- Attachment r.** **Statement of Assurances** (Section III.A.1)
- Attachment s.** School governance, management and staffing organizational charts (Section III.A.2)
- Attachment t.** **Board Member Information Forms** for each member (Section III.A.5)
- Attachment u.** Governing board's Code of Ethics and Conflict of Interest policies (Section III.A.8)
- Attachment v.** Advisory body member's resume and professional biography (Section III.B)
- Attachment w.** Complaints Procedures (Section III.C)
- Attachment x.** **Staffing Chart Template** (Section III.D)
- Attachment y.** Personnel policies or employee manual (Section III.E.1)
- Attachment z.** School director evaluation tool (Section III.E.5)
- Attachment aa.** Teacher evaluation tool (Section III.E.6)
- Attachment bb.** **School Specific Measures Template** (Section III.G)
- Attachment cc.** Existing facility or ideal facility details and supporting documents (Section III.H.1)
- Attachment dd.** Evidence of intent to secure a facility (Section III.H.4)

Attachment ee. Start-up plan (Section III.I.1)

Attachment ff. Financial Plan Workbook (Section IV.A.5)

Attachment gg. Budget Narrative (Section IV.A.6 and IV.A.6.a)

Attachment hh. Certification and supporting documentation for conversion of charter schools
(Conversion Addendum, Section B.1)

Attachment ii. Certification and supporting documentation for conversion

Attachment jj. Evidence of community support (Conversion Addendum, Section B.3)

Attachment kk. Non-profit organization's bylaws or policies (business and conflict of interest)
(Conversion Addendum, Section I.3)

C. Submission Instructions

1. Prepare your application using the templates and online submission process established by the Commission.
2. The Intent to Apply Packet must be emailed as a single PDF file to Kenyon Tam at kenyon.tam@spscsc.hawaii.gov by 4:00 p.m., Hawaii Standard Time, on October 28, 2013.
3. Upon submitting an Intent to Apply Packet and being deemed eligible to apply, the applicant will receive a password and unique URL. This information will be sent to the email address of the primary contact person as indicated in the Intent to Apply Packet.
4. To submit your application, access the unique URL, enter your password, and upload the file. Be sure to upload the correct version by 4:00 p.m., Hawaii Standard Time, on January 10, 2014.
5. If more than one version of the application is uploaded before the deadline, the most recently uploaded version will be considered the submitted application. All other versions will be deleted from the website.
6. The entire application, including all attachments, must be submitted as a single PDF file, except for the Financial Plan Workbook, which should be uploaded as a separate Excel file. All pages in the PDF must be in the proper order.
7. The Commission will notify applicants of the process of submitting other necessary documentation throughout the application process.

D. Applicant Code of Conduct

Commissioners and the Evaluation Team are obligated to make decisions and recommendations in the best interests of the students, free from personal or political influences. Similarly, applicants have the responsibility of respecting and upholding the integrity of the charter school application process.

Specifically, applicants shall **not**:

1. Direct any communications, including application documents, to any Commissioner or Evaluation Team member. All communications from applicants should be directed to Commission staff; or

2. Initiate, or attempt to initiate, any activity with any Commissioner or member of the Evaluation Team that may be prohibited by HRS Chapter 84, Standards of Conduct.

If the Commission determines that an applicant has violated any of these requirements, the applicant's application may be deemed ineligible for further consideration and the application may be denied. If the Commission determines that any individual associated with any applicant has violated any of these requirements, the associated applicant's application may be deemed ineligible for further consideration and the application may be denied.

E. Application Evaluation Process

Note: The Commission shall disregard any new information or information that differs from what the applicant provided in its Narrative Proposal. For example, if the applicant submits new or different information in its public hearing testimony or Applicant Response, the Commission will not consider this information in making its decision. Commission staff and the Evaluation Team will provide the Commission with guidance on what information is considered new or different from the applicant's Narrative Proposal.

Each application will be evaluated by an independent Evaluation Team that may include Commission staff, national charter school experts, and local evaluators. Commission staff may also observe the evaluation and interview processes. The Evaluation Team will be assembled by Commission staff. The Evaluation Team may receive training on best practices in application evaluation, applying the evaluation criteria in application review, and chartering in Hawaii. In the interest of consistency and transparency, the Evaluation Team will use standardized forms and reports.

The Evaluation Team and the Commission serve different roles in the charter evaluation process:

- The Evaluation Team evaluates each application on its own merits against the published evaluation criteria and develops recommendations to the Commission based on written application materials and interviews. In developing its recommendations, the Evaluation Team considers only the Components of the Application listed in Section IV.A.
- While the duty of the Evaluation Team is to recommend approval or denial of each application based on its merits, the responsibility of the Commission is to decide whether to approve or deny each application.

The Evaluation Team will evaluate the Components of the Application. Based on the Components of the Application, the Evaluation Team will submit a recommendation for approval or denial as part of its Evaluation Team Recommendation Report. Applicants will have the opportunity to submit written responses to the Evaluation Team Recommendation Report ("**Applicant Response**"), and the Evaluation Team will be able to provide a rebuttal to the Applicant Response ("**Evaluation Team Rebuttal**"). The Evaluation Team Recommendation Report, Applicant Response, and Evaluation Team Rebuttal (collectively, "**Recommendation Packet**") will be assembled by Commission staff and distributed to the Commission.

The Commission's Application Committee will consider the Recommendation Packet and public hearing testimony and make a recommendation to the full Commission regarding approval or denial of each application. At its General Business Meeting, the Commission will consider the Recommendation Packet, public hearing testimony, and the recommendations of the Commission's Application Committee and decide whether to approve or deny each application. The Commission will not review applications or interview applicants but will rely on the Evaluation Team's review and recommendations as to these elements.

F. Public Documents Notification

All information submitted to the Commission is public and subject to HRS Chapter 92F, also known as the Uniform Information Practices Act (“**UIPA**”), and is a public record. Information that is submitted to the Commission may be redacted from public record in accordance with exemptions provided under UIPA, provided that the applicant specifically identifies the information it believes should be redacted and provides an explanation justifying each redaction.

G. Definitions

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

Academic Performance Framework	The Academic Performance Framework described in the Charter Contract.
Academic Plan	The academic plan described in Section II.
Applicant Response	The applicant’s written response to the Evaluation Team Recommendation Report.
Board Member Information Sheet	The form attached as <u>Exhibit 5</u> .
BOE	The Hawaii State Board of Education.
Charter Contract	The State Public Charter School Contract between the Commission and charter school.
CMO	Charter Management Organization.
Commission	The State Public Charter School Commission.
Components of the Application	The elements listed in Section IV.A.
Conversion Charter School	A Conversion Charter School as such term is defined by HRS §302D-14.
DES	District/Complex Area Special Education Office.
DOE	The Hawaii Department of Education.
ELL	English Language Learners.
ESEA	The federal Elementary and Secondary Education Act.
ESP	Education Service Provider.
Evaluation Team	An independent team of evaluators assembled by Commission staff.
Evaluation Team Rebuttal	The Evaluation Team’s rebuttal to the Applicant Response to the Evaluation Team Recommendation Report.
Evaluation Team Recommendation Report	A report recommending approval or denial of the application, which is generated by the Evaluation Team. The report evaluates the Components of the Application on its own merits against the published evaluation criteria.
FAPE	Free and Appropriate Public Education.

Financial Plan	The financial plan described in Section IV.
Financial Plan Workbook	The form attached as <u>Exhibit 8</u> .
HRS	Hawaii Revised Statutes.
IEP	Individualized Education Program defining the learning objectives of a student who has been found to have a disability, as defined by federal law.
Instructional Materials Chart Template	The form attached as <u>Exhibit 3</u> .
Intent to Apply and Eligibility Form	The form attached as <u>Exhibit 1</u> .
Intent to Apply Packet	The completed and signed Intent to Apply and Eligibility Form together with all applicable documentation listed on the 2013 Intent to Apply Packet Cover Sheet.
Master Collective Bargaining Agreements	The master agreement between the Hawaii State Teachers Association and the State of Hawaii Board of Education, July 1, 2013 – June 30, 2017 and any agreements between the DOE or BOE and United Public Workers and Hawaii Government Employees Association and any other unions.
MOU	Memorandum of Understanding.
NACSA	National Association of Charter School Authorizers.
Narrative Proposal	An applicant's formal application to the Commission.
Organizational Plan	The organizational plan described in Section III.
Recommendation Packet	A packet containing the Evaluation Team Recommendation Report, Applicant Response and Evaluation Team Rebuttal.
Request for Clarification	A request generated by the Evaluation Team after reviewing an applicant's Narrative Proposal.
School-Specific Measures Template	The form attached as <u>Exhibit 7</u> .
Service Provider	The term used to collectively refer to ESPs and CMOs.
Staffing Chart Template	The form attached as <u>Exhibit 6</u> .
Start-up Charter School	A new school established under HRS §302D-13.
Statement of Assurances Form	The form attached as <u>Exhibit 4</u> .
Strive HI	Hawaii's Strive HI Performance System.
UIPA	Uniform Information Practices Act, HRS Chapter 92F.



State Public Charter School Commission 2013 Application

I. School Overview

A. Executive Summary

(3 page limit)

The Executive Summary should provide a concise summary of the following elements:

1. Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the proposed school, describing why the proposed school exists. The vision statement outlines how the proposed school will operate and what it will achieve in the long term. The mission and vision statements provide the foundation for the entire proposal. Taken together, should identify the students and community to be served and illustrate what success will look like.
2. Essential Terms. State the Essential Terms of the proposed school. Essential Terms are the critical characteristics that define the proposed school's program. Essential Terms do not need to encompass every component of the proposed school, but they should capture the essential elements of the program. Clarify how each Essential Term will be measured by the proposed school and the Commission and, if necessary, provide examples of what the Commission should look for when determining whether the proposed school is meeting each Essential Term.
3. Geographic Area, Educational Need and Anticipated Student Population. Briefly describe, if known or applicable, the geographic area the proposed school plans to serve; anticipated student population; students' anticipated educational needs; and the non-academic challenges the proposed school is likely to encounter.
4. Academic Plan and School Design. Provide a concise overview of the academic plan of the proposed school, including instructional methods and assessment strategies. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the proposed school would achieve its goals.
5. Community Engagement. Briefly describe any relationships established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the proposed school. Include descriptions of any relationships or partnerships with community organizations.
6. Applicant Experience. Summarize any previous experience in the organizational, financial, and academic areas and how each of these experiences are relevant to managing and operating a charter school in Hawaii. Briefly describe the applicant's capacity for managing and operating a charter school in Hawaii.
7. Contribution to Public Education System. Describe any anticipated contribution the proposed school would make to Hawaii's public education system as a whole. Examples could include things like adding school capacity where existing schools are already at or nearing capacity, serving student populations that the existing system has had challenges serving or is not serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

B. Enrollment Summary
(2 page limit)

Enrollment Plan: Complete the following table, illustrating the proposed school’s five year enrollment plan. Remove any rows for grades the proposed school will not serve.

Grade Level	Number of Students					
	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Totals						

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

Provide a justification for the numbers described above. If research data, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment a**.

II. Academic Plan Design & Capacity

A. Academic Plan Overview and Academic Philosophy

Summarize the proposed school's academic philosophy, including its academic foundation and the culture or ethos of the proposed school. Discuss the academic plan, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this plan with the anticipated student population.

B. Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the proposed school's anticipated population and its alignment to Common Core State Standards. Briefly describe how this proposed framework also ensures continued student achievement as measured by Strive HI.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Provide an overview of the planned curriculum. Discuss the alignment of the curriculum with the Common Core State Standards.
 - a. If the curriculum is fully developed, summarize curricular choices, and describe the evidence that these curricula will be appropriate, effective, and improve academic achievement for the targeted students. Describe the curriculum by subject and grade level. If your proposed school has virtual or hybrid online component, include a description of the online curriculum and the role of the parent in such curriculum. Provide the rationale for each selection, including any virtual or hybrid online component, by completing the Instructional Materials Chart Template provided by the Commission and providing it as **Attachment b**.

--OR--

- b. If the curriculum is not already developed, provide, as **Attachment c**, the curriculum development plan, including identification of individuals responsible and the timeline for development and completion.
 3. Describe the primary instructional strategies that the proposed school will expect teachers to use in their daily instruction and why these strategies are well-suited for the anticipated student population. Describe the methods and systems teachers will use to provide differentiated instruction to meet the needs of all students.
 4. If the proposed school's plan contains a virtual or hybrid online component, include a description of the following:
 - a. How attendance be taken in the virtual environment.
 - b. How your online attendance policy adheres to state and federal reporting requirements.
 - c. How DOE-mandated assessments be proctored.
 - d. The proposed school's plan to uphold the academic integrity of the virtual or hybrid online academic plan.

C. Pupil Performance Standards

Responses to the following items regarding the proposed school's pupil performance standards must be consistent with the expectations stated in Strive HI and Academic Performance Framework.

1. Describe the pupil performance standards for the proposed school as a whole.
2. If not already described as a part of Section II.B, provide, in **Attachment d**, a complete set of the proposed school's academic standards for each grade the school will serve. Address the skills and knowledge each student will be expected to attain by the end of such grade. 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.
3. If you plan to adopt or develop additional academic standards beyond those specified in Strive HI and the Academic Performance Framework, explain the types of standards (such as content areas and 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 Strive HI and the Academic Performance Framework. This example can include descriptions of standards by which an end of year project or portfolio evaluation would be measured.
4. Provide, in **Attachment e**, the proposed school's exit standards for graduating students. These should clearly set forth what students in the last grade of each division served will know and be able to do. A division means elementary school, middle school or high school.

D. High School Graduation Requirements

High schools will be expected to meet the Board of Education's ("BOE") 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.

1. Describe how the proposed school will meet these requirements. The description may include things like 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 for the school will differ in any way from BOE Policy 4540, explain how they will differ and the reason and justification for the differences. *Note: Any deviation from BOE Policy 4540 requires a waiver from the 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) to obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 4540.*
2. Explain how the proposed school's graduation requirements will ensure student readiness for college and/or other postsecondary opportunities (trade school, military service, or entering the workforce).
3. Explain what systems and structures the proposed school will implement for students at risk of dropping out and/or not meeting the proposed school's graduation requirements.

E. 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 of the parameters of HRS §302A-251, must negotiate agreements that supplement any Master Collective Bargaining Agreements.

1. Discuss the annual academic schedule for the proposed school. Explain how the calendar reflects the needs of the academic plan. In **Attachment f**, provide the proposed school's calendar for the first year of operation, including total number of days or hours of instruction.
2. Describe the structure of the proposed school's day and week, including the following:
 - a. A description of the length and schedule of the school week.
 - b. A description of the length and schedule of the school day including start and dismissal times.
 - c. The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.
 - d. The number of instructional hours or minutes in a day for core subjects such as language arts, mathematics, science, and social studies.
 - e. An explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
 - f. If your proposed plan contains a virtual or hybrid online component, describe how much teacher and student face to face time, if any, is offered in your virtual component.
3. Provide, also in **Attachment g**, a sample daily and weekly schedule for each division of the proposed school.

F. School Culture

1. Describe the culture or ethos of the proposed school. Explain how it will promote high expectations and a positive academic environment and will reinforce intellectual and social development for all students.
2. Explain how the proposed school will create, implement, and maintain this culture for students, teachers, administrators, and parents starting from the first day of operation. Describe the plan for enculturating students who enter the proposed school mid-year.
3. Explain how the proposed school's culture will take account of and incorporate students with special needs, including students receiving special education services, English Language Learners ("ELL"), and any students at risk of academic failure, into the proposed school's general population. This answer should focus on school culture; a more detailed explanation of the proposed school's plans to service students with special needs will be covered in Section II.H.
4. In **Attachment h**, describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation. **(1 page limit)**
5. In **Attachment i**, describe a typical day for a teacher in a grade that will be served in your first year of operation. **(1 page limit)**

G. Supplemental Programming

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 number of students and the methods used to identify them. Explain the anticipated

resource and staffing needs for these programs and how the proposed school intends to meet these needs. How will the proposed school fund the program?

2. If applicable, describe any extracurricular or co-curricular activities or programming the proposed school will offer; how often they will occur; how they will meet anticipated student needs; and how they will be funded.
3. Describe any programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the proposed school's academic plans.

H. 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. Outline the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. For **each** of these types of students, describe the following:
 - a. Whether the proposed school anticipates serving any of these special needs students and the evidence or data that was used to determine that the proposed school should anticipate serving the population;
 - b. How the curriculum, daily schedule, staffing plans, support strategies, and resources will meet or be adjusted for the diverse needs of students;
 - c. Methods for identifying potential students with special needs and avoiding misidentification;
 - d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;

- e. Plans for monitoring and evaluating the progress and success of students with special needs. For students with special education needs the plan should ensure the attainment of each student's IEP goals. For ELL students, plans should include how to exit students from ELL services;
 - f. Plans for promoting graduation for proposed schools that have a high school division; and
 - g. If known, plans to have qualified staffing adequate for the anticipated special needs population; and
 - h. If the proposed school's plan contains a virtual or hybrid online component, include a description of how your virtual component addresses students with special needs.
2. Identify any other special needs populations and at-risk groups that the proposed 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. For each of these other identified groups, describe the elements listed above in Section II.H.1., a–f. Describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.

I. Student Recruitment, Admission 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.

- 1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe any plans for outreach to families in poverty; academically low-achieving students; students with disabilities and other youth at risk of academic failure; as well as any plans for achieving socioeconomic and/or demographic diversity.
- 2. Identify any enrollment priorities on which the program is based, consistent with applicable restrictions on enrollment eligibility and selection.
- 3. Provide, as **Attachment j**, the school's proposed admission and enrollment policy, which should include the following:
 - a. Tentative dates for application period and admission and enrollment deadlines and procedures, including an explanation of how the school will receive and process applications;
 - b. A timeline and plan for student recruitment or engagement and enrollment;
 - c. Procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
 - d. Descriptions of any pre-admission activities for students or parents and explain the purpose of such activities.

J. Student Discipline

- 1. Describe the proposed school's approach to student discipline. If the proposed school's student discipline policy is already developed, provide as **Attachment k**. The proposed policy must comply with any applicable state and authorizer standards. A charter school is exempt from the

requirements of Chapter 19, BOE's administrative rules on student discipline, but has the option of adopting a modified form of Chapter 19 or developing its own policy. The description of the school's approach and the proposed policy should address each of the following:

- a. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
- b. A list and definitions of the offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or expelled;
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
- d. 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 ten (10) days; and
- e. How teachers, students, and parents will be informed of the proposed school's discipline policy.

K. Parent and Community Involvement

1. Describe the role to date of any parents and community members involved in developing the proposed school.
2. Explain what you have done to assess and build parent and community demand for the proposed school and how you will engage parents and community members from the time that the proposed school is approved through opening and after the proposed school is opened. Briefly describe these activities and summarize their results, achieved or anticipated.
3. Describe how you will inform parents and the community and engage them in the life of the proposed school, in addition to any proposed governance roles described 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 proposed school will seek from or offer to parents.
4. Discuss the community resources that will be available to students and parents. Describe any partnerships the proposed school will have with community organizations, businesses, or other educational institutions, including the nature, purposes, terms, and scope of services of any partnerships. Include, as **Attachment I**, existing evidence of support from intended community partners such as letters of intent or commitment, memoranda of understanding, and/or contracts.

L. Non-Profit Involvement

Proposed schools are strongly encouraged to have an associated non-profit organization to assist with fundraising and other support activities.

1. Describe the proposed school's associated non-profit organization, if any, including its current tax status and/or the plan and timeline for obtaining tax exempt status.
2. Specifically identify ways that the proposed school's associated non-profit organization, if any, will support the proposed school. Examples of ways a non-profit can support a school include,

but are not limited to, community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources. Identify and describe any specific grants or programs that the non-profit is planning to use.

3. Describe the non-profit's experience or the experience of the non-profit's board members or staff that is relevant to the above means of supporting the proposed school. Describe any of the qualifications of the non-profit's board members or staff that are relevant to the above means of supporting the proposed school. If none of the current non-profit board members or staff has the requisite experience or capacity, discuss how the non-profit and proposed school plans to identify and recruit individuals with the requisite experience and capacity.

M. Geographic Location

Note: The proposed school's geographic area served can determine things like the DOE complex area or DES that the proposed school will be assigned to for special education purposes.

1. Describe the geographic area the proposed school plans to serve.
2. Describe any rationale for selecting the geographic area and the anticipated student population within the geographic area. If there is a rationale for selecting a specific geographic area, describe the research conducted to support that rationale.

N. Academic Plan Capacity

1. Identify, if known, the key members of the proposed 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 proposed school's academic 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 proposed school's development and operation.
2. Describe the leadership team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including capacity in areas such as:
 - a. School leadership, administration, and governance;
 - b. Curriculum, instruction, and assessment;
 - c. Performance management; and
 - d. Parent and community engagement.
2. Describe the leadership team's ties to and/or knowledge of the target community and/or student population.
3. Identify any organizations, agencies, or consultants that are essential to the successful implementation of the Academic Plan, along with a brief description of their current and planned roles and whether such entities are committed to an ongoing role with the proposed school, if applicable. Provide any evidence of such commitments.
4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the proposed school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the proposed school's development.

5. If known, identify the school director and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the school director’s academic and organizational leadership record. Also provide, as **Attachment m**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the school director’s ability to effectively serve the anticipated population and implement the Academic Plan. If the school director is not known, describe the characteristics of the school director that the proposed school will seek, provide as **Attachment n** the job description or qualifications, and discuss the timeline, criteria, and recruiting, and selection process for recruitment and hiring the school director.
6. Describe the responsibilities and qualifications of the proposed school’s leadership or management team beyond the school director. If known, identify the individuals who will fill these positions and provide, as **Attachment o**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and selection process for recruitment and hiring these individuals.
7. Explain who will work on a full-time or nearly full-time basis following approval of the application to lead development of the proposed school and the plan to compensate these individuals.

O. Third-Party Education Service Providers and Charter Management Organizations

NOTE: This section is required of any applicant intending to contract with an ESP or Charter Management Organization (“CMO”). An ESP or CMO is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school’s governing board. ESPs and CMOs will be collectively referred to as “Service Providers”

1. Service Provider Selection

- a. Explain why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.
- b. 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.
- c. Summarize the findings of reference checks conducted by the applicant (regarding the third-party Service Provider), identifying each reference.

2. Service Provider’s Track Record

- a. Explain the Service Provider’s success in serving student populations similar to the target population of the proposed school. Describe the Service Provider’s demonstrated academic track record as well as successful management of non-academic school functions (for example, back-office services, school operations, extracurricular programs). Provide specific evidence that demonstrates the Service Provider’s success in serving the aforementioned student populations and successful management of non-academic functions.
- b. List and explain any management contract terminations, charter revocations, non-renewals or withdrawals or non-openings that the proposed Service Provider has experienced in the past five (5) years.

3. Legal Relationships

- a. Provide evidence that the proposed school governing board is independent from the Service Provider and is self-governing, including evidence of independent legal representation and arm's-length negotiating.
- b. Explain 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.
- c. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the Service Provider, and identify the nature of those entities' business activities. Explain whether the proposed school has or will have any relationship with or receive any services from any of those entities.
- d. Explain the supervisory responsibilities of the Service Provider, if any, 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.
- e. If the proposed school governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement or any other facility or financing relationships with the Service Provider, provide evidence that such agreements are separately documented and not part of or incorporated in the proposed school's management contract. Any facility or financing agreements must be consistent with the proposed school governing board's authority and practical ability to terminate the management agreement and continue operation of the proposed school.
- f. Describe and provide documentation of any loans, grants, or investments made between the Service Provider and the proposed school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the proposed school.

4. Service Provider's Organizational Structure

- a. Provide a detailed description of the roles and responsibilities of the Service Provider.
- b. Provide a list of current and past clients and track record of the service provided to each client. If the Service Provider has a large number of clients, provide a list of current and past clients and track record for ten (10) of the most similar clients.
- c. Explain the scope of services and costs of all resources to be provided by the Service Provider.
- d. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the Service Provider.
- e. Discuss the oversight and evaluation methods that the proposed school governing board will use to oversee the Service Provider. What are the school-wide and student achievement results that the management organization is responsible for achieving? How often, and in what ways, will the proposed school governing board review and evaluate the Service Provider's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the Service Provider's performance? What are the conditions, standards, and procedures for the proposed school governing board intervention, if the management organization's performance is deemed unsatisfactory?

- f.** Describe the respective financial responsibilities of the proposed school governing board and the Service Provider. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the Service Provider submit to the proposed school governing board on financial performance, and on what schedule? How will the proposed school governing board provide financial oversight?
- g.** Summarize the terms of the proposed management agreement. What is the duration of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the Service Provider and the proposed school must satisfy for the management agreement to be renewed. On what grounds may the Service Provider or the proposed school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party. Provide, as **Attachment p**, a draft of the proposed management agreement with the Service Provider.
- h.** Explain the plan for the operation of the proposed school in the event of termination of the management agreement.

III. Organizational Plan & Capacity

A. Governance

1. Describe the mission and vision of the proposed school governing board, if different from the proposed school's mission and vision. Provide, as **Attachment q**, the proposed school governing board bylaws and any other governing policies, and as **Attachment r**, the completed and signed Statement of Assurances.
2. Submit, as **Attachment s**, organization charts that show the proposed school governance, management, and staffing structure in: a) Year 1; and b) all years until full capacity is reached.

The organization charts should 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 non-profit, advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts should also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

3. Explain the governance philosophy that will guide the proposed school governing board, including the nature and extent of involvement by key stakeholder groups.
4. Describe the governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the proposed school governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the proposed school 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 evaluate the success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents. If the proposed school has a virtual or hybrid online component, describe the role the governing board will play in such component.
5. List all current and identified proposed school governing board members and their intended roles. Summarize members' interests in and qualifications for serving on the proposed school governing board. Explain how each member meets any of the considerations in HRS §302D-12. In **Attachment t** provide a completed and signed Board Member Information Sheet, resume, and professional biography for each proposed governing board member. If a governing board member's resume is attached elsewhere in this application, state so on the Board Member Information Sheet. If not all board members have been identified, describe the plan for identifying and recruiting governing board members.
6. If this application is being submitted by an existing non-profit organization, respond to the following:
 - a. Will the existing non-profit board govern the proposed school, or will the proposed school form a separate governing board?
 - b. If the non-profit's current board will govern the proposed school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties as a school's governing board? Describe the plan and timeline for completing the transition and orienting the non-profit board to its new duties.

- c. If a new school governing board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
7. Explain the procedure by which current proposed school governing board members were selected. How often will the board meet? Discuss the plans for any committee structure and identify any chairs for the proposed committee(s).
8. Describe the proposed school governing board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment u**, the proposed school governing board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.
9. Describe plans for increasing the capacity of the proposed school governing board. How will the proposed school governing board expand and develop over time? Is there a plan for a transition from a founder's board to a more permanent governing board? 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 proposed school governing board members? What kinds of orientation or training will new members receive, and what kinds of ongoing development will all members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

B. Advisory Bodies

Describe any advisory bodies or councils to be formed, including the roles and duties of that body; the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers; and the reporting structure as it relates to the proposed school's governing board and leadership. If any individuals that will serve on these advisory bodies or councils have been identified, provide their resume and professional biography, as **Attachment v**.

C. Complaints Procedures

Explain the procedures that the proposed school governing board and proposed 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. Provide, as **Attachment w**, the proposed school's Complaints Procedures.

D. Staff Structure

1. Provide, as **Attachment x**, a complete staffing chart for the proposed school. Prepare your submission using the Staffing Chart Template provided by the Commission.
2. Describe the rationale for the staffing plan as demonstrated in the staffing chart.
3. Explain how the relationship between the proposed school's leadership team or management 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 proposed school.
4. If the proposed school has a virtual or hybrid online component, include any position(s) that will manage your online component.

E. Staffing Plans, Hiring, Management, and Evaluation

1. Provide, as **Attachment y**, any personnel policies or an employee manual, if developed.
2. Explain the proposed school's strategy for attracting and retaining high-performing teachers.
3. Describe the proposed school's strategy, plans, and timeline for recruiting and hiring the teaching staff, including the proposed school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act ("**ESEA**"). Explain other key selection criteria and any special considerations relevant to the proposed school's design.
4. Outline the proposed school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how the school director will be supported, developed, and evaluated each school year. If already developed, provide any leadership evaluation tool(s) as **Attachment z**. 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. Explain what if any such amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.
6. Explain how teachers will be supported, developed, and evaluated each school year. If already developed, provide any teacher evaluation tool(s) as **Attachment aa**. 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. Explain what if any such amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.
7. Explain how the proposed school intends to handle unsatisfactory leadership or teacher performance, as well as leadership or teacher changes and turnover.
8. Explain any deviations in staffing plans, including salaries, from any Master Collective Bargaining Agreements and identify what kinds of amendments will be needed in a supplemental agreement. Explain what is planned if such amendments cannot be negotiated under a supplemental agreement.

F. Professional Development

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

1. Provide a schedule and explanation of professional development that will take place prior to the proposed school's 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.
2. Discuss how ongoing professional development needs will be identified.
3. Describe what resources are available for professional development (Title II funds, etc.).
4. Identify the person or position responsible for coordinating professional development.

5. Describe the expected number of days or hours for regular professional development throughout the school year, and explain how the proposed school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and explain how such time will typically be used. If this conflicts with any of the Master Collective Bargaining Agreements, what specific amendments will be needed in a supplemental agreement? Explain what is planned if such amendments cannot be negotiated under a supplemental agreement.
6. Describe any anticipated supplementary professional development, such as stipend-paid summer workshops.

G. Performance Management

The Commission will evaluate the performance of every charter school annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that is incorporated in the Charter Contract. The academic performance standard considerations include, but are not limited to, Strive HI performance, Strive HI category, status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement Strive HI performance standards with school-specific academic goals that will augment the standard performance measures. School-specific measures are goals and measures that are specific to your school and its unique mission. For further information and guidance, refer to *Making the Mission Matter: Charting a Map to School Mission Success* by Margaret Lin. It is recommended that applicants limit the number of school-specific measures to one two since too many goals can become difficult to develop, manage, and measure. Applicants may propose varying targets for years 1 to 5. If already developed, provide any school-specific measures using the School-Specific Measures Template, as **Attachment bb**.

1. In addition to all DOE-mandated assessments, identify any primary interim assessments the proposed school will use to assess student learning needs and progress throughout the year. These assessments can measure progress with DOE-mandated assessments or student learning progress in accordance with the proposed school's curriculum. Explain how these interim assessments align with the proposed school's curriculum, performance goals, and the Common Core State Standards and how frequently the assessments will be administered.
2. Explain how the proposed 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 proposed 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 student data system to be used.
3. Identify the person(s), position(s), and/or entities that will be responsible for and involved in the collection and analysis of assessment data. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement? Describe generally how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation and coordination of professional development.

4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
5. Describe the corrective actions the proposed 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.

H. Facilities

1. If applicant has obtained a facility, briefly describe the facility, including location, square footage, and amenities. If the proposed school has not obtained a facility, describe your ideal facility, including location, square footage and amenities. You may provide, as **Attachment cc**, (10 page limit) supporting documents providing details about the facility or ideal facility. 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.
2. If the proposed school plans to add students or grade levels during the first five (5) years, include a facility growth plan that shows how the school will accommodate the additional square footage necessary for additional students, faculty and staff.
3. If applicant has not obtained a facility, describe applicant's plan for identifying and securing a facility, including any brokers or consultants you are employing, plans for renovations, timelines, financing.
4. If you currently hold a facility or have a letter of intent, Memorandum of Understanding ("MOU") or other proof of intent to secure a specific facility, provide as **Attachment dd**.

I. Start-Up Period

1. Provide, as **Attachment ee**, 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. The plan should specify tasks, timelines, and responsible individuals for each of the following areas:
 - a. How the applicant plans to obtain financing for the proposed school's facility. Incorporate the timing of obtaining, renovating, and financing the facility as described in Section III.H.3.
 - b. How the applicant plans to fund the start-up period. Include all plans for fundraising and grant writing. Describe any specific fundraising opportunities and grants the applicant has identified.
 - c. How the applicant plans to market the proposed school to the school's anticipated community and develop partnerships with other charter schools, DOE schools and private schools to identify possible students and achieve the proposed school's projected enrollment. Include any other ways the applicant plans to achieve its projected enrollment.
 - d. How the applicant plans to hire faculty, administrative staff and support staff. This plan should incorporate the timeline for hiring faculty described in Section III.E.3.

- e. How the proposed school governance board will adopt the necessary bylaws, policies, and procedures and will develop a plan to transition from a founders' board to a permanent board.

J. Ongoing Operations

1. If the proposed school will provide daily transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the proposed school plans to meet transportation needs for field trips and athletic events.
2. Discuss the plan for safety and security for students, the facility, and property. Describe the types of security personnel, technology, and equipment that the proposed school will employ.
3. If the proposed school will provide food service, describe the proposed school's plan for providing food to its students. Include any plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service. Any food service must be provided in compliance with applicable laws.

K. Operations Capacity

1. Identify the key members of the applicant's team that will play a substantial and ongoing role in the successful implementation of the Organizational Plan. These may include current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's Organizational Plan.
2. Describe the applicant's organization team's individual and collective qualifications for implementing the Organizational Plan successfully, including capacity in areas such as:
 - a. Staffing;
 - b. Professional development;
 - c. Performance management; and
 - d. General operations.
3. Describe the applicant's organization team's individual and collective capacity and experience in facilities development, acquisition and management, including financing and managing build-out and/or renovations, as applicable.
4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the proposed school's Organizational Plan, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the proposed school's development of its Organizational Plan.
5. Explain who will lead development of the proposed school's Organizational Plan and the experience or abilities that the individual or team has in implementing organizational plans.

IV. Financial Plan & Capacity

A. Financial Plan

1. Describe the systems, policies, and processes the proposed 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.
2. Describe the roles and responsibilities of the proposed school leadership team or management team and proposed school governing board with regard to school finances and distinguish between each.
3. Describe the proposed school's plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school. An estimate of the cost of the audit should be included in the Financial Plan Workbook.
4. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such vendors.
5. Submit a completed Financial Plan Workbook as **Attachment ff**. In developing your budget, use the following per-pupil annual revenue projection: **\$6,000**
6. **Budget Narrative**. As **Attachment gg**, present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include the following:
 - a. Indicate the amount and sources of funds, property or other resources expected to be available not only via per-pupil funding but also through banks, lending institutions, corporations, foundations, grants, donations and any other potential funding sources. Note which are secured and which are anticipated, and include at the end of **Attachment hh** evidence of commitment for any funds on which the proposed school's core operation depends (e.g., grant award letters or MOUs). Describe any restrictions on any of the aforementioned funds.
 - b. Discuss the proposed school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - c. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
 - d. If the proposed school has a virtual or hybrid online component, describe the necessary costs for delivery of such component.

B. Financial Management Capacity

1. Identify the key members of the financial team that will play a substantial and ongoing role in the successful implementation of the Financial Plan. 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 proposed school's Financial Plan.
2. Describe the applicant's financial team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as:

- a.** Financial management;
 - b.** Fundraising and development;
 - c.** Accounting; and
 - d.** Internal controls.
- 3.** Identify any organizations, agencies, or consultants that are partners in planning and establishing the proposed school's Financial Plan, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan.
 - 4.** Explain who will lead development of the proposed school's Financial Plan and the experience or abilities that the individual or team has in implementing organizational plans.

V. Conversion Addendum

(10 page limit)

Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this Conversion Addendum. Conversion Charter Schools, even after they convert to a charter school, continue to serve as the home school for the former DOE school's designated DOE geographic area. A Conversion Charter School must accept students living within its DOE geographic area. Students from outside the DOE geographic area may enroll at a Conversion Charter School in accordance with the school's admission and enrollment policy. Conversion Charter School operation may not begin before the Commission executes a charter contract. In addition, pre-opening requirements may be imposed by the Commission and must also be fulfilled before conversion charter school operations begin.

If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply. If an applicant believes that a particular question in this section has been answered thoroughly in the main application narrative, reference that section and page number(s).

If an applicant is unsure as to whether or not a particular section is required, it is the applicant's responsibility to contact Commission staff for guidance.

A. Overview

1. Explain the rationale for applying to convert to a charter school.
 - a. How will the charter school model lead to improved academic outcomes and non-academic operations?
 - b. Describe the stakeholder groups that were engaged in the conversion decision making process, and explain their roles in the transition process.
2. Explain if and how any programmatic elements of the school design will change or evolve with the transition to operation as a charter school, as opposed to the current school model.

B. School Community

1. Submit, as **Attachment ii**, a certification and supporting documentation that this application was approved by a majority of the votes cast by existing administrative, support, and teaching personnel, and parents of students at the existing DOE school. Include a breakdown of the number of administrative, support, and teaching personnel, and parents of students who constitute the existing DOE school and the number of each of the aforementioned groups who actually participated in the vote.
2. Discuss the evidence of support from faculty and families at the existing DOE school. Explain the process used to engage various stakeholder groups and collect evidence of support.
3. Provide, as **Attachment jj**, any additional evidence of community support for the conversion and opposition to the conversion.

C. Performance Record

The Commission will consider Strive HI data reported through the DOE to assess the proposed school's track record.

1. Discuss the proposed school's academic performance track record under Strive HI and its bearing on the decision to apply for conversion to the charter school model.
2. Provide any additional evidence of improved student achievement outcomes.

D. Staff Plans and Evaluation

1. Describe the rights and management issues of employees at the existing DOE schools. Provide a detailed framework to address any issues and protect the rights of such employees.
2. Describe the applicant's plan for identifying, recruiting, retaining highly qualified instructional faculty, as defined by DOE.
3. Describe the applicant's plan for the assessment of administrative support, and teaching personnel performance that:
 - a. Recognizes the interest of the general public;
 - b. Incorporates or exceeds the academic content and performance standards developed by the department for the public school system;
 - c. Includes a system of faculty and staff accountability that holds faculty and staff individually and collectively accountable for their performance, and that is at least equivalent to the average system of accountability in public schools throughout the State;
 - d. Provides for program audits and annual financial audits; and
 - e. Provides for an evaluation tool that aligns 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. Includes an explanation of what, if any, such amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.

E. Student Recruitment and Enrollment

1. Describe the applicant's plan for identifying, recruiting, and selecting students that is not exclusive, elitist, or segregationist and complies with all applicable law.

F. Curriculum and Instructional Design

1. Describe the curriculum and instructional framework to be used to achieve student outcomes, including an assessment plan.
2. Describe the applicant's plan for the assessment of student performance that:
 - a. Recognizes the interest of the general public;
 - b. Incorporates or exceeds the academic content and performance standards developed by the department for the public school system;
 - c. Includes a system of faculty and staff accountability that holds faculty and staff individually and collectively accountable for their performance, and that is at least equivalent to the average system of accountability in public schools throughout the State; and
 - d. Provides for program audits and annual financial audits;

G. Governance

1. A governance structure for the proposed school that incorporates a conflict of interest policy and a plan for periodic training to carry out the duties of governing board members;
2. A description of the constitution of the governing board, terms of governing board members, and the process by which governing board members were selected;

H. Financial Plan and Facilities

1. Describe the applicant's Financial Plan based on the most recent fiscal year's per-pupil charter school allocation that demonstrates the proposed school's ability to meet the financial obligations of one-time, start-up costs and ongoing costs such as monthly payrolls, faculty recruitment, professional development, and facilities costs.
2. Describe the applicant's facilities plan.

I. Non-profit Organization as Applicant

Note: Only applicants that are non-profit organizations proposing a Conversion Charter School where the non-profit organization will operate and manage the proposed school and the non-profit organization's board of directors shall serve as the Conversion Charter School's governing board need to complete this section.

1. Describe the organizational structure of the non-profit organization, how it will also serve as the governing board of the Conversion Charter School and how governing board members will be selected.
2. If the non-profit organization is going to appoint advisory groups of community representatives for each school managed by the non-profit organization, describe the organizational structure and scope of jurisdiction for each advisory group.
3. Provide, as **Attachment kk**, the non-profit organization's bylaws or policies that describe the manner in which business is conducted and policies that relate to the management of potential conflict of interest situations.
4. Describe the non-profit organization's experience in the management and operation of public or private schools or, any agreement to obtain services from another entity or entities possessing such experience.
5. Describe any licensure or accreditation requirements the non-profit organization must comply with and the status of any such licenses or accreditations.

J. Hawaiian Language Immersion Program

Note: Only applicants that have an existing school or schools, programs or sections of existing public school populations that are part of a separate Hawaiian language immersion program using public school facilities need to complete this section.

1. Describe the existing school, program or section of existing public school population that is part of a separate Hawaiian language immersion program using existing public school facilities.
2. Describe any program changes that will occur as a result of a conversion to a charter school.

VI. Exhibits

- Exhibit 1: Intent to Apply and Eligibility Forms
- Exhibit 2: Application Cover Sheet Template
- Exhibit 3: Instructional Materials Chart Template
- Exhibit 4: Statement of Assurances Form
- Exhibit 5: Board Member Information Form
- Exhibit 6: Staffing Chart Template
- Exhibit 7: School Specific Measures Template
- Exhibit 8: Financial Plan Workbook

Exhibit 1: Intent to Apply and Eligibility Forms

2013 Intent to Apply Packet Cover Sheet

Applicant Group or Non-Profit Corporation
Name:
Mailing Address:
Primary Contact Information
Name:
Title:
Phone:
Email:

A complete Intent to Apply Packet must be assembled in this order:

<input type="checkbox"/>	1. Completed 2013 Intent to Apply Packet Cover Sheet
<input type="checkbox"/>	2. Completed and executed Intent to Apply and Eligibility form
<input type="checkbox"/>	3. Proof of non-profit registration and good standing, if applicable
<input type="checkbox"/>	4. Copy of the Articles of Incorporation for the non-profit, if applicable
<input type="checkbox"/>	5. Copy of 501(c)(3) certification - OR - acknowledgement letter from the IRS regarding the tax status of the non-profit, if applicable
<input type="checkbox"/>	6. A resolution from the non-profit's board approving the execution of the Intent to Apply, if applicable

Intent to Apply and Eligibility

Describe the applicant and the nature of the plan to be presented in this application. This information will be used to ensure that your applicant group receives all of the appropriate communications from the Commission throughout the charter application process.

Applicant Group or Non-Profit Corporation			
Name:			
Mailing Address:			
Primary Contact Information			
Name:			
Title:			
Phone:			
Email:			
Partner Information (if applicable)			
Education Service Provider or Charter Management Organization	Name: Primary Contact: Mailing Address: Phone: Email:		
School Director			
Name (if identified):			
Current job/position:			
Applicant Group Members			
Name:	Email:		
Proposed School			
Name:			
Opening Year:			
Geographic Area:			
Grades Served Year 1:			
Grades Served at Capacity:			
Target Student Population			
Describe the student population you anticipate serving.	%FRL:	% SpEd:	% ELL:
Other:			

Proposed School Description

School Model Specialty (check all that apply)	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input type="checkbox"/> Blended Learning <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> College Prep <input type="checkbox"/> Cultural Focus <input type="checkbox"/> Disability (<i>list</i>):	<input type="checkbox"/> Language Immersion (<i>specify</i>): <input type="checkbox"/> Military <input type="checkbox"/> Montessori <input type="checkbox"/> STEM <input type="checkbox"/> Virtual or Virtual Hybrid <input type="checkbox"/> Other (<i>list</i>):
In 100 words or less, describe the mission and vision of your proposed school		

School Enrollment Projection

Academic Year	Planned # of Students	Maximum # of Students	Grade Levels Served
Year 1 (specify)			
Year 2			
Year 3			
Year 4			
Year 5			
At Capacity (specify year)			

Do any of the following describe your organization or any of the school(s) proposed in this application?

- Will contract or partner with an Education Service Provider, Charter Management Organization or other organization to provide school management services.
 If so, identify the provider: _____
- Already operates schools in Hawaii.
- Already operates schools elsewhere in the United States.

Is the proposed school a conversion from an existing State of Hawaii Department of Education school?

- Yes No

Does this applicant team or any members of the applicant team have charter school applications under consideration by any other authorizer(s) in the US? Yes (*if so, complete this table, adding lines as needed*) No

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team or any members of the applicant team have any new schools scheduled to open in the U.S. in the next five years? Yes (if so, complete this table, adding lines as needed) No

State	Authorizer	Proposed School Name	Grades Served	Opening Date

Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation after award. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

Signature of Application Primary Contact

Date

Title

Exhibit 2: Application Cover Sheet Template

Application Cover Sheet

Primary Contact. Identify the **primary point of contact** for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. *Note: As with all aspects of your application, names and contact information of the Primary Contact will become public information.*

Applicant Group or Non-Profit Corporation	
Name:	
Mailing Address:	
Primary Contact Information	
Name:	
Title:	
Phone:	
Email:	
Primary Contact for Facilities Planning	
Name:	
Title:	
Phone:	
Email:	
Partner Information <i>(if applicable)</i>	
Education Service Provider or Charter Management Organization	Name: Primary Contact: Mailing Address: Phone: Email:
School Director	
Name <i>(if identified)</i> :	
Current job/position:	
Phone:	
Email:	
Applicant Group Members <i>(add lines as needed)</i>	
Name:	
Email:	
Current Job Title and Employer:	
Position with Proposed School:	
Name:	
Email:	
Current Job Title and Employer:	
Position with Proposed School:	
Name:	
Email:	
Current Job Title and Employer:	
Position with Proposed School:	

Proposed School	
Name:	
Opening Year:	
Geographic Area:	
Grades Served Year 1:	
Grades Served at Capacity:	

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools scheduled to open elsewhere in the United States in the 2013-14 or 2014-15 school years? Yes No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date

School Overview

Proposed School		
Name:		
Opening Year:		
Geographic Area:		
Grades Served Year 1:		
Grades Served at Capacity:		
Target Student Population		
Describe the student population you anticipate serving.	%FRL: <input type="text"/> % SpEd: <input type="text"/> % ELL: <input type="text"/>	
Other: <input type="text"/>		
Proposed School Description		
School Model Specialty (check all that apply)	<input type="checkbox"/> Alternative	<input type="checkbox"/> Language Immersion (<i>specify</i>):
	<input type="checkbox"/> Arts	<input type="checkbox"/> Military
	<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Montessori
	<input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> STEM
	<input type="checkbox"/> College Prep	<input type="checkbox"/> Virtual or Virtual Hybrid
	<input type="checkbox"/> Cultural Focus	<input type="checkbox"/> Other (<i>list</i>):
	<input type="checkbox"/> Disability (<i>list</i>):	

School Enrollment Projection

Academic Year	Planned # of Students	Maximum # of Students	Grade Levels Served
Year 1 (specify)			
Year 2			
Year 3			
Year 4			
Year 5			
At Capacity (specify year)			

Exhibit 3: Instructional Materials Chart Template

Instructional Materials Chart

Complete the following table for the curriculum to be used by the proposed school in each of the core areas (Math, Science, English and Social Studies). If selected, include the selections for specials and/or elective courses. The table should cover each grade being taught for the first five (5) years of the charter. If the proposed school has a specialized focus, include the specialized curricula elements that have been selected. Add rows as needed for additional grades or subjects. **LIMIT ONE PAGE PER GRADE.** Please add the full name of your school to the footer of this document so that it appears on all pages.

Content Area	Developer/Publisher	Rationale for Selection or Development
Grade Level:		
ELA		
Math		
Science		
Social Studies		
Other (specify)		
Grade Level:		
ELA		
Math		

Exhibit 4: Statement of Assurances Form

Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the school.

The charter school governing board agrees to comply with all of the following provisions, specifically, if approved the school:

- will operate in compliance with all applicable state and federal laws including but not limited to HRS Chapter 302D;
- will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the Commission and in compliance with the charter contract and HRS Chapter 302D;
- will operate in accordance with and comply with all of the requirements of collective bargaining agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- will, for the life of the charter contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation and financial statements.
- will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- will ensure that a student's records, and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208).
- will comply with all provisions of Elementary and Secondary Education Act, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act and assessments [P.L. 107-110].
- will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act;
- will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- will ensure equitable program participation, as required under section 427 of the General Education Provision Act;
- will follow any federal and state court orders in place in the local school district;
- will comply with federal and state applicable health and safety standards;

- will permit the Commission to audit, review, and inspect the operator’s activities, books, documents, papers and other records;
- will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
- will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- will maintain its accounts and records in accordance with generally accepted accounting principles;
- will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- will read, understand and agree to comply with all parts of the charter contract, including, but not limited to, the performance standards and requirements established by the charter contract and attached performance framework.

Certification

Name of School: _____
 Name of Authorized Representative: _____

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Charter School Sponsor Authorized Representative _____ Date _____

Exhibit 5: Board Member Information Form

Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract.

As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
2. Contact information:
Name:
Phone:
E-mail:
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
 Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
 Does not apply to me Yes
5. Why do you wish to serve on the board of the proposed charter school?
6. What is your understanding of the appropriate role of a public charter school board member?
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Plan

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

Governance

1. Describe the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of five years if the school is successful?
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
 None Yes

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.

Signature

Date

Exhibit 6: Staffing Chart Template

Staffing Chart

Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed. Please add the full name of your school to the footer of this document so that it appears on all pages.

Elementary School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__
School Director						
Assistant School Director						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						

Middle School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__
School Director						
Assistant School Director						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						

High School Staffing Model and Rollout

Title	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__
School Director						
Assistant School Director						
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						

Exhibit 7: School-Specific Measures Template

School-Specific Measures

School-Specific Performance Goal #1	<i>What is your school-specific performance goal #1?</i>
Measure	<i>How will you assess and demonstrate performance toward this goal?</i>
Metric	<i>How will you quantify this measure? Are you tracking this data now (for conversion schools)?</i>
Targets	<i>What targets will your school achieve?</i>
Rationale for Goal	<i>Why is this goal important to your mission?</i>
Assessment Reliability and Scoring Consistency	<i>How will you demonstrate both the reliability and scoring consistency of the assessment(s) you plan to use, of non-standardized?</i>
Baseline Data	<i>What is your beginning data point?</i>
Attachments	<i>Optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

School-Specific Performance Goal #2	<i>What is your school-specific performance goal #1?</i>
Measure	<i>How will you assess and demonstrate performance toward this goal?</i>
Metric	<i>How will you quantify this measure? Are you tracking this data now (for conversion schools)?</i>
Targets	<i>What targets will your school achieve?</i>
Rationale for Goal	<i>Why is this goal important to your mission?</i>
Assessment Reliability and Scoring Consistency	<i>How will you demonstrate both the reliability and scoring consistency of the assessment(s) you plan to use, of non-standardized?</i>
Baseline Data	<i>What is your beginning data point?</i>
Attachments	<i>Optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

Exhibit 8: Financial Plan Workbook

NAME:

Form A1

yellow cells - Formula cells, do not enter information.
 blue cells - information provided by applicant
 gray cells - leave cell blank, info not applicable

Annual Budget
 For Fiscal Year July 1, 20__ through June 30, 20__

	Year 0 (Start Up)	Year 1	Year 2	Year 3	Line	Instructions/Notes
OPERATING REVENUES						
1					1	Per pupil funding received by the schools from the CSAO or State of Hawaii
2					2	Facilities funding, if any, received by the school from the CSAO or State of Hawaii
3					3	Other State funding (Testing, Etc.)
4					4	Grants awarded by the federal government (including those that pass through the CSAO such as Title I, Title IIa, Impact Aid, Charter School Start-Up Assistance, etc.)
5					5	Grants awarded by private (non-governmental) foundations, corporations, or individuals.
6					6	Funding for nutrition programs is split between the federal and state governments. Split info. can be found at http://www.doe.mass.edu/news/news.asp?id=2533 .
7					7	Fees collected from students/parents for nutrition programs.
8					8	Any other fees (other than for nutrition or transportation) that the school collects transportation, uniforms, etc.
9					9	Ongoing donations from individuals, businesses, or corporations.
10					10	Fees collected from students or parents for transportation services.
11					11	Reimbursements from the State of Hawaii for special education students, if applicable.
12					12	Please enter a brief description in the highlighted green cell, if applicable.
13					13	Please enter a brief description in the highlighted green cell, if applicable.
14	-		-		14	Calculates automatically.
OPERATING EXPENSES						
15	-	-	-	-	15	Information for this cell pulled from the Sch_FuncExp sheet.
16	-	-	-	-	16	Information for this cell pulled from the Sch_FuncExp sheet.
17	-	-	-	-	17	Information for this cell pulled from the Sch_FuncExp sheet.
18	-	-	-	-	18	Information for this cell pulled from the Sch_FuncExp sheet.
19	-	-	-	-	19	Information for this cell pulled from the Sch_FuncExp sheet.
20	-	-	-	-	20	Information for this cell pulled from the Sch_FuncExp sheet.
23	-	-	-	-	23	Calculates automatically.
24	-	-	-	-	24	Calculates automatically.
NONOPERATING REVENUE						
25					25	Grants awarded by private foundations or corporations.
26					26	Monetary value of in-kind donations for services that would otherwise have been purchased.
27					27	Contributions made to the School by the Component Unit
28					28	One-time donations from individuals or corporations.
29					29	Income generated from rental of space.
30					30	Income generated from interest/investments.
31					31	Please enter a brief description in the highlighted green cell, if applicable.
32					32	Please enter a brief description in the highlighted green cell, if applicable.
33	-	-	-	-	33	Calculates automatically.
NONOPERATING EXPENSES						
34	-	-	-	-	34	Charter School figures will be populated from the Sch_FuncExp sheet.
35	-	-	-	-	35	Charter School figures will be populated from the Sch_FuncExp sheet.
36	-	-	-	-	36	Calculates automatically.
37	-	-	-	-	37	Calculates automatically.
38	-		-		38	Calculates automatically.
39					39	Please enter a brief description of other changes in net assets (prior year adjustments, etc.) in the highlighted green cell, if applicable. For Year 0 (Start Up) should be zero.
40	-		-		40	Estimated Beginning Net Assets, For Year 0 (Start up), should be zero
41	-	-	-	-	41	Calculates automatically.

NAME:

Form A2

yellow cells - Formula cells, do not enter information.
 blue cells - information provided by applicant
 gray cells - leave cell blank, info not applicable

Schedule of Budgeted Functional Expenses

Line	Functional Category	Year 0 (Start up Year)	FTE	Year 1	FTE	Year 2	FTE	Year 3	FTE
100	Administration	-	0.0	-	0.0	-	0.0	-	0.0
110	Subtotal - Local School Board (LSB)	-		-		-		-	
111	Contracted Services								
112	Travel and other expenses								
113	Supplies & Materials								
120	Subtotal - School Leadership	-	0.0	-	0.0	-	0.0	-	0.0
121	Salaries - Professional								
122	Contracted Services								
130	Subtotal - Business and Finance	-	0.0	-	0.0	-	0.0	-	0.0
131	Salaries - Professional								
132	Contracted Services								
140	Subtotal - Human Resources	-	0.0	-	0.0	-	0.0	-	0.0
141	Salaries - Professional								
142	Contracted Services								
150	Subtotal - Legal Services	-	0.0	-	0.0	-	0.0	-	0.0
151	Salaries - Professional								
152	Contracted Services								
160	Subtotal - Info. Management & Technology	-	0.0	-	0.0	-	0.0	-	0.0
161	Salaries - Professional								
162	Contracted Services								
163	Supplies and Materials								
164	Depreciation for Information Technology								
170	Subtotal - Development	-	0.0	-	0.0	-	0.0	-	0.0
171	Salaries - Professional								
172	Contracted Services								
173	Fundraising								
180	Subtotal - Other Administration	-	0.0	-	0.0	-	0.0	-	0.0
181	Salaries - Clerical								
182	Recruitment/Advertising								
183	Travel and other expenses								
184	Supplies and Materials								
185	Other: Dues, Licenses, Permits, Admin Meetings								
200	Instructional Services	-	0	-	0	-	0	-	0
210	Subtotal - Instructional Leadership	-	0.0	-	0.0	-	0.0	-	0.0

Instructions/Notes

For all personnel, please provide a full-time equivalency (FTE) total that corresponds to the salary expense reported. If individual's work week is 40 hours, then 1.0 FTE. If less than 40 hours per week need to calculate FTE [no. of hours scheduled/40hours]

Line	Description
100	Administration - Calculates automatically.
110	Calculates automatically - expenses for the Local School Board.
111	LSB contracted professional services, including all related expenses covered by the contract
	Travel and other expenses for Board members such as dues, subscriptions and memberships.
112	Supplies and materials for the operation of the LSB
120	Calculates automatically - expenses for the School Leadership office.
	Salaries for non-instructional school-wide administrative personnel such as executive director (Principals and Instructional Leaders should be noted in Instructional Services).
121	Contracted professional services, including all related expenses covered by the contract.
130	Calculates automatically - expenses for the Business and Finance office.
	Salaries for non-instructional school-wide administrative personnel such as business manager, accountant, chief financial officer, etc.
132	Contracted professional services, including all related expenses covered by the contract.
140	Calculates automatically - expenses for the HR office.
141	Salaries for non-instructional school-wide administrative personnel such as an HR director.
142	Contracted professional services, including all related expenses covered by the contract.
150	Calculates automatically - expenses for legal representation for the School.
151	Salaries for non-instructional school-wide administrative personnel such as a school attorney.
152	Contracted professional services, including all related expenses covered by the contract.
	Calculates automatically - expenses that support the data processing needs of the school, including student databases.
160	Salaries for non-instructional school-wide administrative personnel such as a network support technician.
162	Contracted professional services, including all related expenses covered by the contract.
	Materials and items of an expendable nature that are consumed or loses their identity through incorporation into a different/more complex unit/substance. Unit price of less than \$5000.
164	Annual depreciation expense for capitalized Information Management and Technology.
170	Calculates automatically - expenses related to development, fundraising, and recruitment.
	Salaries for non-instructional school-wide administrative personnel such as a Director of Development.
172	Contracted professional services, including all related expenses covered by the contract.
173	Expenses related to fundraising.
180	Calculates automatically - expenses related to development, fundraising, and recruitment.
	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions.
182	Recruiting/advertising for students, staff, and board members.
	Travel and other expenses for staff and the school such as dues, subscriptions and memberships.
183	Office Supplies and postage
184	Office Supplies and postage
185	Dues, Licenses, Permits, Admin Meetings
200	Instructional Services - Calculates automatically.
210	Calculates automatically - expenses for instructional leadership.

NAME:

Schedule of Budgeted Functional Expenses

Form A2

yellow cells - Formula cells, do not enter information.
 blue cells - information provided by applicant
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Line	Functional Category	Year 0 (Start up Year)	FTE	Year 1	FTE	Year 2	FTE	Year 3	FTE
211	Salaries - Professional								
212	Salaries - Clerical								
213	Contracted Services								
214	Supplies and Materials								
215	Travel and other expenses								
220	Subtotal - Classroom and Specialist Teachers	-	0.0	-	0.0	-	0.0	-	0.0
221	Salaries - Teachers, Classroom								
222	Salaries - Teachers, Specialists								
230	Subtotal - Other Teaching Services	-	0.0	-	0.0	-	0.0	-	0.0
231	Salaries - Professional								
232	Salaries - Nonclerical Paraprofessionals								
233	Salaries - Clerical								
234	Contracted Services								
240	Subtotal - Professional Development	-	0.0	-	0.0	-	0.0	-	0.0
241	Salaries - Professional								
242	Contracted Services								
243	Supplies and Materials								
244	Travel and other expenses								
250	Subtotal - Guidance, Psychological & Testing	-	0.0	-	0.0	-	0.0	-	0.0
251	Salaries - Professional								
252	Salaries - Clerical								
253	Contracted Services								
254	Supplies and Materials								
260	Subtotal - Materials, Equipment & Technology	-		-		-		-	

Instructions/Notes

For all personnel, please provide a full-time equivalency (FTE) total that corresponds to the salary expense reported. If individual's work week is 40 hours, then 1.0 FTE. If less than 40 hours per week need to calculate FTE [no. of hours scheduled/40hours]

Line	Description
211	Salaries for instructional personnel in leadership roles such as Principal/Asst. Principals (undistributed), Curriculum Directors (including SPED), Department Heads, Technology/Instructional Coordinators, Team Leaders, etc.
212	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions.
213	Contracted professional services, including all related expenses covered by the contract.
214	Materials and items of an expendable nature that is consumed or loses its identity through incorporation into a different/more complex unit/substance. Unit price of less than \$5000.
215	Travel and other expenses for staff such as dues, subscriptions and memberships.
220	Calculates automatically - expenses for teachers.
221	Salaries for teachers with primary responsibility for teaching designated curriculum to established "classes" of students in a group instruction setting. Also includes itinerant music, art, health, physical education teachers who travel from classroom-to-
222	Salaries for teachers with primary responsibility for teaching designated curriculum to established "classes" of students in a group instruction setting. Also includes itinerant music, art, health, physical education teachers who travel from classroom-to-
230	Calculates automatically - expenses for other teaching services.
231	Salaries for Medical/Therapeutic service professionals (OT, PT, Speech, Vision and other therapeutic services that are provided by licensed practitioners), librarians, media center directors, substitute teachers on payroll.
232	Salaries for paraprofessionals hired to assist teachers/specialists with classroom instruction or to assist teachers in the preparation or reproduction of instructional materials or operation and maintenance of instructional equipment, or performance of o
233	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions.
234	Contracted professional services, including all related expenses covered by the contract, for other teaching services (non-payroll substitute teachers should be included here).
240	Calculates automatically - expenses for professional development of instructional personnel.
241	Salaries for full-time or prorated salary (if 50% or greater) of director/staff for professional development, including training for new teachers, new curriculum or instructional practices, master and mentor teachers, coaches; Also salaries of teacher/ins
242	Contracted professional services, including all related expenses covered by the contract, for professional development (non-payroll substitute teachers should be included here).
243	Materials and items of an expendable nature that is consumed or loses its identity through incorporation into a different/more complex unit/substance. Unit price of less than \$5000.
244	Travel and other expenses for staff such as dues, subscriptions and memberships.
250	Calculates automatically - expenses for guidance, psychological, and testing.
251	Salaries for Director of Guidance, school social workers, and counselors for guidance, school adjustment, higher education, career planning, and workplace learning placement; psychological evaluations and other services provided by a licensed mental heal
252	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions.
253	Contracted professional services, including all related expenses covered by the contract, for guidance, psychological, and testing.
254	Materials and items of an expendable nature that is consumed or loses its identity through incorporation into a different/more complex unit/substance. Unit price of less than \$5000.
260	Calculates automatically - expenses for materials, equipment & technology.

NAME:

Schedule of **Budgeted** Functional Expenses

Form A2

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Line	Functional Category	Year 0 (Start up Year)	FTE	Year 1	FTE	Year 2	FTE	Year 3	FTE
261	Textbooks & Related Media/Materials								
262	Other Instructional Materials								
263	Instructional Equipment								
264	General Instructional Supplies								
265	Other Instructional Services								
266	Classroom Instructional Technology								
267	Other Instructional Hardware								
268	Instructional Software								
269	Depreciation for Instructional Equipment								
300	Pupil Services	-	0.0	-	0.0	-	0.0	-	0.0
310	Salaries - Pupil Services								
320	Health Services								
330	Student Transportation (to and from school)								
340	Depreciation of Transportation Vehicles								
350	Food Services								
360	Athletic Services								
370	Other:								
400	Operation & Maintenance of Plant	-	0.0	-	0.0	-	0.0	-	0.0
410	Salaries - Operation & Maintenance of Plant								
415	Utilities								
420	Maintenance of Buildings & Grounds								
425	Maintenance of Equipment								
430	Networking and Telecommunications								
435	Depreciation of Equipment, Building, & Grounds								
440	Rental/Lease of Buildings & Grounds								
445	Rental/Lease of Equipment								
450	Other: Furniture & Equipment								
455	Other: Custodial supplies								
460	Other:								
500	Benefits and Other Fixed Charges	-		-		-		-	

Instructions/Notes

For all personnel, please provide a full-time equivalency (FTE) total that corresponds to the salary expense reported. If individual's work week is 40 hours, then 1.0 FTE. If less than 40 hours per week need to calculate FTE [no. of hours scheduled/40hours]

Line	Description
261	Expenditures for all textbooks, workbooks, and materials including accessories, such as CD-ROMS, videos, etc. provided as an integrated package, and printed manuals, used to support direct instructional activities.
262	Books and other materials, excluding textbooks, for use in school libraries or classroom libraries (trade books, periodicals, reference materials, etc.).
263	Non-capitalized expenditures for purchase of science laboratory, physical education, equipment, irrespective of unit cost. Also includes lease/purchase of copy equipment primarily used to produce instructional materials.
264	Papers, pens, pencils, crayons, chalk, paint, toner printer cartridges, calculators, etc.
265	Cost for field trips, including admissions and transportation costs. Also, distance learning services.
266	Computers, servers, networks, scanners, digital cameras, etc. used in the classroom or in computer laboratories.
267	Computers, servers, networks, scanners, digital cameras, etc. for school libraries and media centers.
268	Programs, licenses, CD-ROMs.
269	Annual depreciation expense for capitalized Instructional Materials, Equipment, & Technology.
300	Pupil Services - Calculates automatically.
310	School nurses, registrars, coaches, etc. on payroll.
320	Contracted professional services and related costs, including stipends.
330	Contracted professional services and related costs incurred by the school for Home-to-school student transportation.
340	Annual depreciation expense for capitalized transportation vehicles.
350	Contracted professional services and related costs, including stipends incurred for the school's food services program.
360	Contracted professional services and related costs, including stipends.
370	Specify other pupil services expenditures, if applicable.
400	Operation & Maintenance of Plant - Calculates automatically.
410	Plant managers, custodians, maintenance, etc.
415	Cost of heating fuel, oil, electricity, gas, water, trash, waste disposal, telephone services, etc.
420	Includes contracted custodial services and building security.
425	Equipment parts and repair, materials, and tools, contracted services, including vehicles.
430	Costs for supporting school technology infrastructure, including wiring, PBX Systems, file servers, etc.
435	Annual depreciation expense for capitalized Equipment, Networking and Telecommunications, Building, & Grounds.
440	Annual operating lease/rental costs on Building/Grounds.
445	Annual operating lease/rental costs on other operations and maintenance of plant equipment.
450	School Equipment and Furniture
455	Custodial Supplies
460	Specify other operations & maintenance of plant expenses
500	Benefits and Other Fixed Charges - Calculates automatically.

NAME:

Schedule of **Budgeted** Functional Expenses

Form A2

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Line	Functional Category	Year 0 (Start up Year)	FTE	Year 1	FTE	Year 2	FTE	Year 3	FTE
510	Employee Retirement								
520	Fringe Benefits								
530	Insurance (non-employee)								
560	Short-Term Interest								
570	Other:								
600	Community Services	-		-		-		-	
610	Dissemination Activities								
620	Civic Activities								
700	Non-Operating Expenses	-		-		-		-	
720	Long-Term Interest								
730	Other:								
800	TOTALS	-	0.0	-	0.0	-	0.0	-	0.0

Instructions/Notes

For all personnel, please provide a full-time equivalency (FTE) total that corresponds to the salary expense reported. If individual's work week is 40 hours, then 1.0 FTE. If less than 40 hours per week need to calculate FTE [no. of hours scheduled/40hours]

Line	Description
510	Not an expense for the schools
520	Not an expense for the schools
530	Insurance premiums for property, fire, liability, fidelity bonds; judgments against the school resulting from self-insurance.
560	Interest costs for short-term (less than one year) lines of credit, etc.; Charter School figures will be populated from the SOFE sheet.
570	Specify other fixed charge expenditures, if applicable, which may include costs of public safety inspections.
600	Community Services - Calculates automatically.
610	Activities designed to disseminate the school's best practices to external groups, including presentations at or hosting of conferences, etc.
620	Materials and items of an expendable nature that is consumed or loses its identity through incorporation into a different/more complex unit/substance. Unit price of less than \$5000.
700	Non-Operating Expenses - Calculates automatically.
720	Annual debt service costs for long-term financing (greater than one year).
730	Please enter a brief description in the highlighted green cell, if applicable.
800	TOTALS - Calculates automatically.

NAME:

Form A3

Schedule of **Estimated** Monthly Cash Flows

yellow cells - Formula cells, do not enter information.
 blue cells - information provided by applicant
 gray cells - leave cell blank, info not applicable

Line	Description	Year 1												
		Total	July	August	September	October	November	December	January	February	March	April	May	June
CASH FLOWS FROM OPERATING ACTIVITIES														
Cash from Government Funding														
1	State Sources	-												
2	Federal Sources	-												
3	Local Cash Receipts													
4	Cash Contributions	-												
5	Interest Received	-												
6	Other Local Cash Receipts	-												
7	Cash Paid to Employees and Vendors													
7.1		-												
7.2		-												
7.3		-												
7.4		-												
7.5		-												
7.6		-												
7.7		-												
7.8		-												
7.9		-												
8	NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-
CASH FLOWS FROM INVESTING ACTIVITIES														
9	Cash Used to Purchase Capitalized Assets	-												
10	Cash Receipts from Sale of Capitalized Assets	-												
11	NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-
CASH FLOWS FROM FINANCING ACTIVITIES														
12	Proceeds from Debt Obligations	-												
13	Proceeds from Capital Leases	-												
14	Principal Payments on Debt Obligations	-												
15	Principal Payments on Capital Leases	-												
16	NET CASH PROVIDED (USED) BY FINANCING ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-
17	NET CASH INCREASE (DECREASE) FOR THE PERIOD	-	-	-	-	-	-	-	-	-	-	-	-	-
18	CASH BALANCE, BEGINNING OF THE PERIOD	-												
20	CASH BALANCE, END OF PERIOD	-	-	-	-	-	-	-	-	-	-	-	-	-

Line **Instructions/Notes**

- 1 Include cash receipts from state sources including per pupil amounts. Per pupil amounts are typically distributed in July, November and after January
- 2 Include cash receipts from federal sources including entitlement program amounts. Federal program amounts are typically distributed in after the school has been determined to be eligible and after necessary applications have been submitted.
- 3
- 4 Enter estimated cash contributions
- 5 Enter estimated interest to be received on deposits
- 6 Enter cash receipts from other local sources
- 7 Enter cash payments for operations. Enter payments as a negative amount. Do not enter payments for capital assets or principal on debt.
- 7.1 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
- 7.2 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
- 7.3 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
- 7.4 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
- 7.5 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
- 7.6 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
- 7.7 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
- 7.8 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
- 7.9 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
- 8 Calculates automatically.
- 9 Enter amounts used to purchase capitalized assets (furniture, fixtures, equipment, etc.). Enter as negative amounts.
- 10 Enter amounts received upon the sale of capitalized assets (furniture, fixtures, equipment, etc.). Enter as a positive amount.
- 11 Calculates automatically
- 12 Enter cash received from proceeds of debt issued.
- 13 Enter the purchase price for any capital lease contracts
- 14 Enter the principal portion of debt service payments (interest payments should be reported in the operating activities section).
- 15 Enter the principal portion of any cash payments on capital leases.
- 16 Calculates automatically
- 17 Calculates automatically
- 18 Calculates automatically, except for July - enter july beginning cash balance
- 20 Calculates automatically

yellow cells - Formula cells, do not enter information.

blue cells - information provided by applicant

gray cells - leave cell blank, info not applicable

Line Instructions/Notes

- 1 Include cash receipts from state sources including per pupil amounts. Per pupil amounts are typically distributed in July, November and after January
- 2 Include cash receipts from federal sources including entitlement program amounts. Federal program amounts are typically distributed in after the school has been determined to be eligible and after necessary applications have been submitted.
- 3
- 4 Enter estimated cash contributions
- 5 Enter estimated interest to be received on deposits
- 6 Enter cash receipts from other local sources
- 7 Enter cash payments for operations. Enter payments as a negative amount. Do not enter payments for capital assets or principal on debt
- 7.1 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
- 7.2 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
- 7.3 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
- 7.4 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
- 7.5 Optional lines to use to provide a more detailed accounting of the projected cash payments related to school operations. In the description column add a description of the payment. Enter payments as negative amounts
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- 9 Enter amounts used to purchase capitalized assets (furniture, fixtures, equipment, etc.). Enter as negative amounts.
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- 12 Enter cash received from proceeds of debt issued.
- 13 Enter the purchase price for any capital lease contracts
- 14 Enter the principal portion of debt service payments (interest payments should be reported in the operating activities section)
- 15 Enter the principal portion of any cash payments on capital leases
- 16 Calculates automatically

- 17 Calculates automatically

- 18 Calculates automatically, except for July - enter July beginning cash balance
- 20 Calculates automatically