



State Public Charter School Commission 2014 Request for Proposals

Issued: October 17, 2014

Intent to Apply Packet Due: October 31, 2014

Initial Proposals Due: December 1, 2014

Final Applications Due: March 6, 2015

For questions, please contact:

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

October 2014

Aloha Kakou,

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 Proposals 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 G. Horner
Chairperson

NEIL ABERCROMBIE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)

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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. 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 and innovative educational options.

The Commission is committed to quality in every aspect of chartering, and we firmly believe that high-quality authorizing leads to high-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 and vision necessary to operate high-performing schools. Our mission is too important, and the stakes for 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 employs a rigorous and transparent application process, based on national best practices. The process is arduous and its rules stringently observed, but it has been carefully designed to be fair and to help ensure that any successful application results in a school of excellence. As you embark upon this process, please feel free to contact Commission staff with any questions you might have regarding the application or the application review. Please 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 "Catherine H Payne".

Catherine Payne
Chairperson

REQUEST FOR PROPOSALS

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. 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. The applicant will, however, be required to adhere to major factors, like enrollment, grades offered initially, and mission and vision, to ensure that the school that is opened is substantially consistent with the proposed school 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 plan.

A. Applicant Types

HRS Chapter 302D governs the establishment and operation of public charter schools. Applicants are expected to read HRS Chapter 302D to fully understand its requirements so that the application is consistent with the law.

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

- 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 HRS §302D-14.

All applicants must complete the application. Conversion Charter School applicants must complete additional questions specific to Conversion Charter Schools.

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 State’s Strive HI Performance System (“**Strive HI**”) and other academic 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 nonrenewal 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 Packet by submitting a signed copy of the forms.
- 2.** Applicants must meet the eligibility requirements, as evidenced by their Intent to Apply Packet, in order to submit an Initial Proposal and continue with the application process.
- 3.** Nonprofit organizations that intend to submit an application must be registered with the State of Hawaii Department of Commerce and Consumer Affairs and in good standing and recognized as a tax exempt entity under the Internal Revenue Code.
- 4.** Applicants proposing a Conversion Charter School must submit all documentation required by HRS Chapter 302D.
- 5.** No charter school may begin operations 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.

October 10, 2014	Pre-Request for Proposals (“RFP”) Orientation
October 17, 2014	Release of RFP, which calls for applicants to submit an Initial Proposal and a Final Application
October 24, 2014	Initial Proposal Orientation
October 31, 2014	Deadline for prospective applicants to submit Intent to Apply Packets
November 7, 2014	Prospective applicants are notified of their eligibility to submit an Initial Proposal
December 1, 2014	Deadline for eligible applicants to submit Initial Proposals
December 2, 2014 - January 2, 2015	Initial Proposals review window
January 15, 2015	Applications Committee Meeting on Initial Proposal Recommendation Reports and decision on whether to recommend that the applicant submit a Final Application
January 22, 2015	Commission General Business Meeting on Initial Proposal Recommendation Reports and decision on whether to recommend that the applicant submit a Final Application
January 23, 2015	Applicants receive Commission’s recommendation on whether to proceed or voluntarily withdraw
January 28, 2015	Deadline for applicants to submit intentions to proceed
February 6, 2015	Final Application Orientation
March 6, 2015	Deadline for proceeding applicants to submit Initial Proposal Amendment and Final Applications
March 13, 2015	Applicants receive Notifications of Completeness
March 15, 2015	Deadline for applicants to submit missing information (if applicable)
March 16 to April 17, 2015	Final Application evaluation window
April 27-30, 2015	Evaluation Team interviews applicants
May 15, 2015	Requests for Clarification are distributed to applicants

May 29, 2015	Deadline for applicants to submit Clarification Packets
June 10, 2015	Commission holds public hearing on charter school applications
June 19, 2015	Applicants receive Final Application Recommendation Reports
July 3, 2015	Deadline for applicants to submit written responses to Final Application Recommendation Reports
July 23, 2015	Application Committee Meeting on Final Application decisions
August 13, 2015	Commission General Business Meeting on Final Application decisions
August 14, 2015	Applicants are notified of the Commission's decision
August 2015 to July 2016	New charter school start-up period for approved applications
July 2016	Opening of new charter school

IV. Application Guidelines

The Commission is pleased to invite proposals for new high-quality public 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 be permitted to make minor amendments to applications at specific points in the application process, as explained in [Section IV.G](#).

Public hearing testimony on the application, DOE comments, and the Applicant's Response (as defined in [Section IV.J](#)) 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.F](#). How all of these components fit into the Commission's Evaluation Process is set forth in [Figure 1](#). The following are the Components of the Application:

1. [Intent to Apply Packet](#). All applicants **must** submit the Intent to Apply Packet, including all applicable documentation listed on the 2014 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 business days. Applicants deemed ineligible will not be permitted to submit an Initial Proposal or continue with the application process.
2. [Initial Proposal](#). The Initial Proposal is the first phase of the formal application to the Commission and is a comprehensive description of the proposed school's academic plan, with some initial supporting information on the organizational and financial plans.
3. [Final Application](#). The Final Application is part of the second phase of the formal application to the Commission and is a comprehensive description of the proposed school's organizational and financial plans, which build upon the academic plan submitted in the Initial Proposal. The Initial Proposal is considered part of and is holistically evaluated with the Final Application during the second phase.
4. [Attachments](#). Throughout the Initial Proposal and Final 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.
5. [Interview](#). Applicants will demonstrate their ability to open and maintain a high-quality charter school and to answer specific questions about their Final Application.
6. [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.
7. [Other Information](#). These may include reports, documentation, or other data relating to information contained in the Components of the Application.

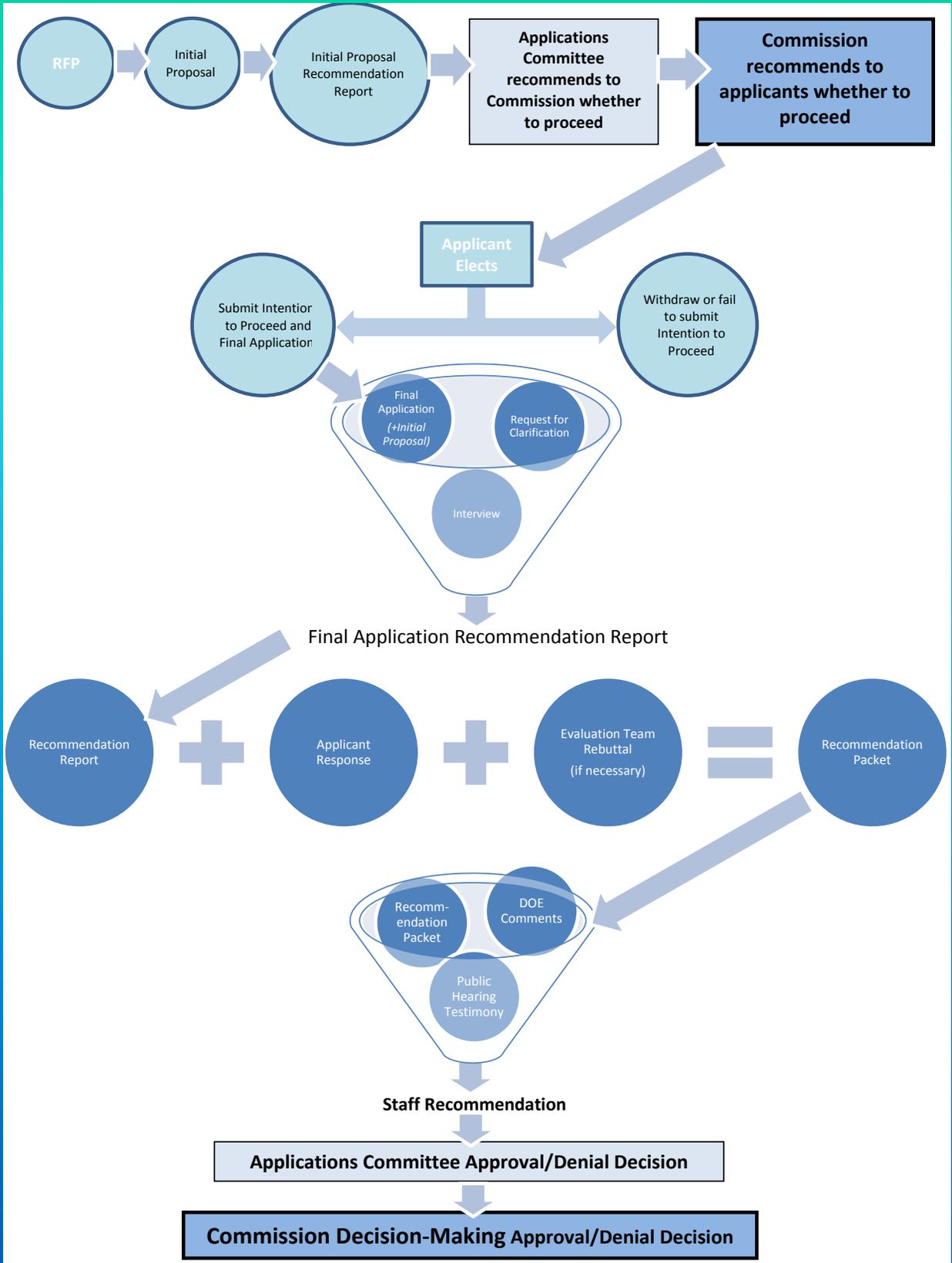


Figure 1: Commission’s Evaluation Process

B. Specifications

The Intent to Apply Packet, Initial Proposal, and Final Application are all web-based forms administered through a web-based application management system. The formatting of these web-based forms may be displayed differently from what is contained in this RFP, but all of the content will be the same. Attachments are separate electronic files, not web-based forms, and should be uploaded as specified in the web-based application management system. Please keep in mind that your application should be a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. The members of the Evaluation Team will be able to navigate well-organized, effectively-edited documents more easily, enabling them to focus 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) in the templates provided unless specifically instructed in this document.**
2. Follow the word limits for each narrative response and page limits for each attachment. The web-based application management system will not allow you to exceed word limits in the narrative response. Pages in excess of the page limit for any attachment will be redacted and will not be reviewed by the Evaluation Team.
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, as detailed in Section IV.G.
4. The web-based application management system will not accept incomplete submissions. Staff will conduct an additional review of all written elements of the Final 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 notice of the error is sent out to rectify the identified issues and resubmit the application.
5. All attachments must be typed with 1-inch page margins and 12-point font, single-spaced, unless otherwise specified.
6. All attachments must have the full name of the proposed school and a page number that specifically identifies the attachment (e.g., "Attachment AA, Page 3" or "AA-3").
7. 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.
8. When submitting resumes, label each document with the individual's affiliation with the proposed school (e.g., board member, school director, teacher).
9. Complete all sheets in the Financial Plan Workbook.
10. The following is a list of templates and forms. Applicants **must** use the following templates where applicable:

Exhibit 1: Enrollment Plan

- Exhibit 2: Staffing Chart Template
- Exhibit 3: Statement of Assurances Form
- Exhibit 4: Board Member Information Form
- Exhibit 5: School-Specific Measures Template
- Exhibit 6: Financial Plan Workbook

11. The following is a list of attachments to accompany the Initial Proposal or Final Application. Note that not all attachments will be mandatory for all applicants. It is the responsibility of the applicant to ensure it submits all required and relevant attachments. The items in bold print 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.** **Enrollment Plan** (Section II.B.1)
- Attachment B.** Description, citations, or copies of data sources justifying Enrollment Plan (Section II.B.3)
- Attachment C.** Listing of DOE complex areas and public and private schools (Section III.B.3)
- Attachment D.** Quantifiable goals (Section III.B.2)
- Attachment E.** Assessment plan (Section III.B.3)
- Attachment F.** Course scope and sequence and curriculum map and/or pacing plan (Section III.B.5)
- Attachment G.** Curriculum development plan (Section III.B.6.b)
- Attachment H.** First year school calendar (Section III.C.1)
- Attachment I.** Daily and weekly schedule (Section III.C.3)
- Attachment J.** **Staffing Chart Template** (Section III.C.4)
- Attachment K.** Student’s typical school day (Section III.D.9)
- Attachment L.** Teacher’s typical school day (Section III.D.10)
- Attachment M.** Evidence of support from planning partners (Section III.G.4)
- Attachment N.** Evidence of support from essential implementation partners (Section III.G.5)
- Attachment O.** School director’s resume (Section III.G.6.a)
- Attachment P.** School director’s job description or qualifications (Section III.G.6.b)
- Attachment Q.** School leadership and management team’s resumes (Section III.G.7.a)
- Attachment R.** School leadership and management team’s job descriptions or qualifications (Section III.G.7.b)
- Attachment S.** Certification and supporting documentation for conversion application approval (Section III.H.1.a)
- Attachment T.** Additional evidence of support of or opposition to conversion (Section III.H.1.c)
- Attachment U.** Governing board bylaws and governing policies (Section VI.A.1)
- Attachment V.** **Statement of Assurances** (Section VI.A.1)
- Attachment W.** School governance, management, and staffing organizational charts (Section VI.A.3)
- Attachment X.** **Board Member Information Forms** for each member (Section VI.A.5)

- Attachment Y.** Governing board’s Code of Ethics and Conflict of Interest policies (Section VI.A.8)
- Attachment Z.** Advisory body member’s resume and professional biography (Section VI.A.10)
- Attachment AA.** Complaints Procedures (Section VI.B)
- Attachment BB.** Leadership evaluation tool (Section VI.C.4)
- Attachment CC.** Teacher evaluation tool (Section VI.C.5)
- Attachment DD.** Employee manual or personnel policies (Section VI.C.8)
- Attachment EE.** **School-Specific Measures Template** (Section VI.E.5)
- Attachment FF.** Proof specific facility secured (Section VI.F.2.a)
- Attachment GG.** Start-up plan (Section VI.G.1)
- Attachment HH.** Admission and enrollment policy (Section VI.I.3)
- Attachment II.** Evidence of community partner support (Section VI.J.4)
- Attachment JJ.** Service Provider agreement evidence (Section VI.M.3.e)
- Attachment KK.** Management agreement with Service Provider (Section VI.M.4.g)
- Attachment LL.** Nonprofit organization’s bylaws or policies (business and conflict of interest) (Section VI.N.3.c)
- Attachment MM.** **Financial Plan Workbook** (Section VII.A.5)
- Attachment NN.** Budget Narrative (Section VII.A.6)
- Attachment OO.** Evidence of commitment for funds (Section VII.A.6.a)

C. Submission Instructions

Narrative responses may be drafted using any word processing application and copied and pasted into the web-based forms; but be sure to limit your narrative response to the specified word limits. Web-based forms may be saved and do not need to be completed in one session. **If you do not receive a confirmation email when attempting to submit a form, your form may not have been submitted.** You may contact the web-based application system provider, FluidReview, for technical support with the system at tech@fluidreview.com, during the hours of 8 a.m. – 8 p.m., Eastern Standard Time, on weekdays and 10 a.m. – 6 p.m., Eastern Standard Time, on weekends. Applicants can expect a response from FluidReview technical support within 24 hours.

1. Prepare the application using the templates and online submission process established by the Commission. The **primary contact** of the applicant group needs to register and log into the Commission’s FluidReview site at <http://app.chartercommission.hawaii.gov>. The Intent to Apply Packet, Initial Proposal, Final Application, and attachments will be submitted through this account.
2. The Intent to Apply Packet must be completed and submitted through the Commission’s FluidReview site by 12:00 p.m., Hawaii Standard Time, on October 31, 2014.
3. Upon submitting the Intent to Apply Packet and being deemed eligible to apply, the applicant will be given access to complete the Initial Proposal.

4. Ensure all required fields within the Initial Proposal are completed and all required attachments are uploaded, and submit the Initial Proposal through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on December 1, 2014. **Once the Initial Proposal is submitted, no changes may be made to the submittal.**
5. If the applicant elects to proceed with the application process after receiving its Initial Proposal Recommendation Report, the applicant must indicate its intentions to proceed by 12:00 p.m., Hawaii Standard Time, on January 28, 2015. A proceeding applicant will be given access to complete the Final Application through FluidReview.
6. Ensure all required fields within the Final Application are completed and all required attachments are uploaded, and submit the Final Application through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on March 6, 2015. **Once the Final Application is submitted, no changes may be made to the submittal.**
7. All attachments must be submitted through the Commission's FluidReview site, as specified.
8. 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 and the public, free from personal or political influences. Similarly, applicants have the responsibility of respecting and upholding the integrity of the charter school application process. Specifically, applicants shall **not**:

1. Direct any communications, including application documents, to any Commissioner or Evaluation Team member. 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. Academic Integrity of the Application

The Commission defines plagiarism as copying words, concepts, or ideas from any source and submitting the material as one's own without acknowledging the source by the use of footnotes, quotation marks, and/or parenthetical references.¹ Individuals and groups seeking the responsibility to educate public school children with public funds should be accountable to the highest standards of academic integrity.

¹ Definition adapted from the University of Southern Mississippi's Academic Integrity Policy and quoted in the Mississippi Charter School Authorizer Board's ("MCSAB") Fall 2014 Request for Proposals.

The Commission considers plagiarism, including the copying of language from any other charter application without proper attribution and citation, as grounds for denial.

The Commission is cognizant that in order to implement an existing curriculum, instructional framework, or educational model (*e.g.*, Montessori, project-based learning, blended learning) with fidelity, key concepts must be discussed. However, a high-quality applicant group with the capacity to operate a high-quality school should be able to explain thoughtfully in their own words how they intend to educate children. The Commission also understands that CMOs or ESPs may use their own intellectual property, which is appropriate and acceptable.²

F. Application Evaluation Process

Note: *The Commission shall disregard any new information, as described in Section IV.G.*

Each Initial Proposal will be evaluated by the Commission's academic performance staff. The Commission's academic performance staff will issue a recommendation report for each Initial Proposal. The Initial Proposal Recommendation Report will be based on the results of the academic performance staff's evaluation and will recommend that the applicant either proceed in the application process or withdraw. The Initial Proposal Recommendation Report is intended to provide applicants with a preliminary evaluation of the academic plan and to serve as an indicator of whether the academic plan is strong enough to likely make it through a full evaluation of the complete application.

The Commission's Applications Committee will consider the Initial Proposal Recommendation Report and make its own recommendation to the full Commission. At its General Business Meeting, the Commission will consider the Initial Proposal Recommendation Report and the recommendation of the Commission's Application Committee and will decide whether to recommend that the applicant submit a Final Application. Applicants will be afforded this earlier indication of the application's potential so that they can make an informed decision whether to invest additional time, effort, and resources in the current years' application cycle.

Regardless of the recommendation from the Commission, the applicant will elect whether to proceed to submitting a Final Application. Because only minor amendments can be made to the Initial Proposal and a high-quality academic plan is central to a good application, applicants that do not receive favorable Initial Proposal recommendations are encouraged to voluntarily withdraw from the current application cycle. Conversely, however, Initial Proposals that receive recommendations to proceed are in no way guaranteed to meet the more rigorous standards used during the Final Application evaluation.

Each complete application (which includes all Components of the Application, as described in Section IV.A.) will be evaluated by an independent Evaluation Team that may include Commission staff, external national charter school evaluators, and external 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. Each complete application or parts of the application may also be independently evaluated by a peer review team assembled by Commission staff and comprised of individuals, such as educators and administrators, from charter schools. Commission staff may also request comments from the DOE.

² Adapted from MCSAB's Fall 2014 Request for Proposals (page 10).

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. The Evaluation Team may also use the Initial Proposal Recommendation Report to inform its evaluation.
- 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 Final Application Recommendation Report. Applicants will have the opportunity to submit written responses to the Final Application Recommendation Report (“**Applicant Response**”), and the Evaluation Team will be able to provide a rebuttal to the Applicant Response (“**Evaluation Team Rebuttal**”). Commission staff will consider the Final Application Recommendation Report, Applicant Response, and Evaluation Team Rebuttal (collectively, “**Recommendation Packet**”), along with the public hearing testimony, DOE comments, and any other relevant information in drafting a staff recommendation, which will be distributed to the Commission with the Recommendation Packet.

The Commission’s Application Committee will consider the staff recommendation, Recommendation Packet, and public hearing testimony, DOE comments, and any other relevant information 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 staff recommendation, Recommendation Packet, public hearing testimony, DOE comments, any other relevant information, and the recommendations of the Commission’s Application Committee and decide whether to approve or deny each application.

G. New Information and Minor Amendments

HRS Chapter 302D prohibits the Commission from providing technical support to charter applicants. As such, the application process is not intended to help applicants refine and finalize their applications. Applicants must be able to acquire the necessary expertise, competency, and capacity needed to develop a high-quality application on their own, and the information contained within the Initial Proposal, Final Application, and attachments should be a complete and accurate depiction of the proposed plan. However, the Evaluation Team may consider additional information and amendments made to the application through the Initial Proposal Amendment and Request for Clarification, provided that the Evaluation Team determines that the applicant has provided enough information to fully describe the amendment and the amendment’s impact on the entire application and such amendments do not significantly alter the proposed plan. Limited space is allowed for amendments, so applicants should limit any changes to minor amendments. If an applicant submits a major amendment, the applicant will have difficulty fully explaining the amendment and its impacts on all parts of the application to the Evaluation Team’s satisfaction within the space provided. Generally, a minor amendment will not:

1. Raise any new issues or material considerations that have not been previously considered;
2. Alter the fundamental nature of the proposed school;
3. Create conflicts or inconsistencies with other parts of the application that cannot be addressed within the space provided; or
4. Significantly impact one or more material areas of the application.

Changes to the grades offered, geographic location, student population, mission and vision, and instructional model will be considered major amendments. Examples of changes in instructional model would be a change from a brick-and-mortar school to a virtual learning school, a traditional school to one with a cultural focus, or a blended learning model to a project-based model.

Upon the issuance of the Final Application Recommendation Report, the applicant may not change any information provided in the Components of the Application (either through the Applicant Response, public testimony, or other means), as the Evaluation Team would not have had an opportunity to holistically evaluate such changes. Therefore, the Commission shall disregard any new information that was not available to the Evaluation Team prior to the issuance of the Final Application Recommendation Report. "New information" means any information that substantially differs from what is provided in the Components of the Application and is revisionary in nature, versus information that simply clarifies factual inaccuracies or misunderstandings represented in the Final Application Recommendation Report. Removal or addition of significant elements of curriculum that substantially change the academic plan, submittal of a substantially revised policy, or changing the geographic location or grades served are all examples of new information that the Commission will not consider in making its decision. Commission staff and the Evaluation Team will provide the Commission with guidance on what information is considered new or different.

H. Evaluation Criteria Overview

The Initial Proposal Evaluation Criteria are the essential tools used by academic performance staff evaluators to determine whether an Initial Proposal meets the minimum quality threshold. During the Initial Proposal review, evaluators only identify responses that do not meet the minimum threshold and are subsequently deemed Substantially Inadequate. A response is Substantially Inadequate if it:

1. Fails to address the RFP requirements or criteria for approval;
2. Presents unreasonable plans or ideas;
3. Lacks essential information; or
4. Raises significant concerns about the applicant's capacity.

If an Initial Proposal does not receive a Substantially Inadequate rating, the academic performance staff evaluators will recommend to the Commission, who will then make a recommendation to the applicant, that the applicant proceed to completing and submitting a Final Application.

The Final Application Evaluation Criteria are the essential tools for the Evaluation Team, used in both their individual and team assessments of each Final Application. The Evaluation Team presents both ratings on a scale and narrative analysis of each section of the Final Application (including the Initial Proposal) as compared to the Final Application Evaluation Criteria. Throughout the Final Application evaluation process, evaluators will update their analysis to include additional information (due diligence, capacity interview, etc.) as it is presented. Within each section and subsection, specific criteria define the expectations for a response that "Meets the Standard." In addition to meeting the criteria that are specific to that section, each part of the Final Application should align with the other sections of the application. In general, the following definitions guide evaluator ratings:

Rating	Characteristics
Meets the Standard	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the proposed school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.
Does Not Meet the Standard	The response meets the criteria in some respects but has substantial gaps, lacks detail and/or requires additional information in one or more areas and does not reflect a thorough understanding of key issues. It does not provide enough accurate, specific information to show thorough preparation; fails to present a clear, realistic picture of how the school expects to operate; and does not inspire confidence in the applicant's capacity to carry out the plan effectively.
Falls Far Below the Standard	The response does not meet the criteria in most respects, is undeveloped or significantly incomplete; demonstrates lack of preparation; raises substantial concerns about the viability of the plan; or the applicant's capacity to carry it out.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for material weakness in another. Therefore, in order to receive a recommendation for approval, the application must demonstrate evidence of capacity and must meet the criteria for all main sections of the application (Academic Plan, Organizational Plan, and Financial Plan).

The complete evaluation criteria are included within a separate document called the State Public Charter School Commission 2014 Evaluation Criteria.

I. 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.

J. Definitions

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

Academic Performance Framework	The Academic Performance Framework described in the Charter Contract.
Academic Plan	The academic plan described in <u>Section III of the Initial Proposal</u> .
Applicant Response	The applicant's written response to the Evaluation Team Final Application Recommendation Report.
Blended Learning Program	A program that combines an online learning model with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model.

Board Member Information Sheet	The form attached as <u>Exhibit 4</u> .
BOE	The Hawaii State Board of Education.
Charter Contract	The State Public Charter School Contract between the Commission and a charter school.
CIPA	Children’s Internet Protection Act.
CMO	Charter Management Organization, specifically an organization that has started and/or provides administrative support to a group of schools that may have a shared vision and mission.
COPPA	Children’s Online Privacy Protection Act.
Commission	The Hawaii State Public Charter School Commission.
Components of the Application	The elements listed in <u>Section IV.A</u> .
Conversion Charter School	A Conversion Charter School as such term is defined by HRS §§302D-1 and -14.
DES	District/Complex Area Special Education Office.
DOE	The Hawaii Department of Education.
ELL	English Language Learners.
Enrollment Plan	The form attached as <u>Exhibit 1</u> .
ESEA	The federal Elementary and Secondary Education Act.
ESP	Education Service Provider, specifically an organization that provides educational design, implementation, or comprehensive management services.
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 Final Application Recommendation Report.
FERPA	Family Educational Rights and Privacy Act.
FAPE	Free and Appropriate Public Education.
Final Application	An applicant’s formal application to the Commission. The Final Application focuses on the proposed school’s organizational and financial plans but also incorporates the academic plan submitted in the Initial Proposal together with any amendments.
Final Application 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.
Financial Plan	The financial plan described in <u>Section VII of the Final Application</u> .
Financial Plan Workbook	The form attached as <u>Exhibit 6</u> .
FluidReview	The web-based application management system applicants must use to submit Intent to Apply Packets and various Components of the Application.
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.
Initial Proposal	An applicant's first substantive, formal submittal to the Commission, focusing on the proposed school's academic plan.
Initial Proposal Amendment	An applicant's formal amendment to its Initial Proposal.
Initial Proposal Recommendation Report	A report generated by Commission academic performance staff recommending to the Commission either that it recommend that the applicant proceed to submitting a Final Application or that it voluntarily withdraw from the application cycle.
Intent to Apply Packet	The completed and signed Intent to Apply School Summary together with all applicable documentation listed on the 2014 Intent to Apply Packet Cover Sheet.
Master Collective Bargaining Agreements	The master agreement between the Hawaii State Teachers Association and BOE, 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.
Online Learning	A form of distance education that uses the Internet and computer technologies to connect teachers and students and deliver curriculum. ³
Organizational Plan	The organizational plan described in <u>Section VI of the Final Application</u> .
Recommendation Packet	A packet containing the Evaluation Team Final Application Recommendation Report, Applicant Response, and Evaluation Team Rebuttal, as applicable.
Request for Clarification	A request generated by the Evaluation Team after reviewing an applicant's Final Application and interviewing the applicant.
School-Specific Measures Template	The form attached as <u>Exhibit 5</u> .
Service Provider	The term used to collectively refer to ESPs and CMOs.
Staffing Chart Template	The form attached as <u>Exhibit 2</u> .
Start-up Charter School	A new school established under HRS §302D-13.
Statement of Assurances Form	The form attached as <u>Exhibit 3</u> .
Strive HI	Hawaii's Strive HI Performance System.
UIPA	Uniform Information Practices Act, HRS Chapter 92F.
Virtual Learning Program	A program that uses an online learning model with students typically receiving fewer than five hours per week of face-to-face instruction.

³ Definition used by the International Association for K-12 Online Learning.

INTENT TO APPLY PACKET

I. Cover Sheet

Proposed School
Name:
Primary Contact Information
Name:
Mailing Address:
Phone:
Email:

Type of charter school (select one)

<input type="checkbox"/>	1. Start-up charter school, as defined in HRS Chapter 302D
<input type="checkbox"/>	2. Conversion charter school, as defined in HRS Chapter 302D Name of DOE school to be converted: _____

Type of applicant group (select one)

<input type="checkbox"/>	1. Community group
<input type="checkbox"/>	2. Group of teachers
<input type="checkbox"/>	3. Group of teachers and administrators
<input type="checkbox"/>	4. DOE school (conversion charter school applications only)
<input type="checkbox"/>	5. School community council (conversion charter school applications only)
<input type="checkbox"/>	6. Nonprofit organization (components 3-6 of the Intent to Apply Packet listed below are required) Name of nonprofit organization: _____

The components of the Intent to Apply Packet are as follows:

<input type="checkbox"/>	1. Completed 2014 Intent to Apply Packet Cover Sheet
<input type="checkbox"/>	2. Completed and executed Intent to Apply School Summary form
<input type="checkbox"/>	3. Proof of nonprofit registration with the Hawaii Department of Commerce and Consumer Affairs and a Certificate of Good Standing (applicable only if applicant group type is nonprofit organization)
<input type="checkbox"/>	4. Copy of the Articles of Incorporation for the nonprofit (applicable only if applicant group type is nonprofit organization)
<input type="checkbox"/>	5. Copy of IRS tax-exempt certification - OR - acknowledgement letter from the IRS regarding the tax status of the nonprofit (applicable only if applicant group type is nonprofit organization)
<input type="checkbox"/>	6. A resolution from the nonprofit's board approving the execution of the Intent to Apply (applicable only if applicant group type is nonprofit organization)

School Enrollment Projection

Academic Year	Projected # 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 applicant group 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.
- Already operates schools in Hawaii.
- Already operates schools elsewhere in the United States.

If any of the boxes above are checked, fill out the table below.

Partner Information (if applicable)	
Education Service Provider or Charter Management Organization (includes existing charter school operators)	Name: Primary Contact: Mailing Address: Phone: Email:

Does this applicant group or any members of the applicant group 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 group or any members of the applicant group 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



State Public Charter School Commission 2014 Initial Proposal

INITIAL PROPOSAL

I. Identifying Information

The following questions are intended to identify whether certain questions within the Initial Proposal need to be answered.

1. Is the applicant proposing to convert an existing DOE school into a charter school?

Yes No

If the answer is to question 1 “Yes,” the applicant must answer all questions specifically for Conversion applicants only.

2. Does the proposed school offer a program that uses an online learning model, as defined in the RFP, with students typically receiving fewer than five hours per week of face-to-face instruction?

Yes No

3. Does the proposed school offer a program that combines an online learning model, as defined in the RFP, with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model?

Yes No

4. Does the proposed school use online learning in any way, either during or after the school day?

Yes No

If the answer is “Yes” to either questions 2, 3 or 4, the applicant must answer all questions relating to virtual and blended learning programs.

II. School Overview

A. Executive Summary

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

1. Mission. A mission describes the fundamental purpose of the school. The proposed school's mission statement should:
 - a. Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;
 - b. Be attainable and consistent with high academic standards;
 - c. Reflect the key values that teachers, administrators, and students know and support;
 - d. Be concise and clearly describe the proposed school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and
 - e. Be able to operationalize and guide the work and school culture.

(II.A.1 – 100 word limit)
2. Vision. The vision statement describes the proposed school's highest priorities and long-term goals, identifying what will be accomplished when the school is successful in executing its mission over the long term. The vision statement should explain what success looks like in terms of students' life outcomes and the impact on the community and society. A vision statement is a broad, powerful goal whose scope is bigger than daily activities and should indicate the school's valued measures of success.

(II.A.2 – 200 word limit)
3. Geographic Location. Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use.

(II.A.3 – 200 word limit)
4. Anticipated Student Population. Briefly describe the anticipated student population, including, the geographic area(s) that the proposed school plans to serve, students' anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter.

(II.A.4 – 300 word limit)
5. Community Engagement. Briefly describe how the applicant has assessed demand and/or solicited support for the proposed school. Include a description of any significant relationships or partnerships established to generate community engagement in and support for the proposed school.

(II.A.5 – 300 word limit)
6. 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 proposed 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.

(II.A.6 – 500 word limit)

7. Reason for Conversion (Conversion applicants only). 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.

(II.A.7 – 500 word limit)

8. Conversion Transition (Conversion applicants only). 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.

(II.A.8 – 500 word limit)

B. Enrollment Summary

1. Enrollment Plan. Complete the Enrollment Plan (Exhibit 1), and include it as **Attachment A (required form)**, illustrating the proposed school's five year enrollment plan. Include a breakdown between students receiving a primarily on-site, face-to-face learning experience (brick-and-mortar) or Blended Learning and students receiving a primarily online learning experience (Virtual). These terms are defined in Section IV.J of the RFP and depicted in **Figure 2** below.

(II.B.1 – word limit not applicable; attachment only)

2. Enrollment Plan Rationale. Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the attachment. Include a discussion of the rationale for including non-entry level grades. Entry level grades are generally kindergarten, sixth grade, and ninth grade.

(II.B.2 – 500 word limit)

3. Enrollment Plan Justification. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment B (20 page limit)**.

(II.B.3 – 500 word limit)

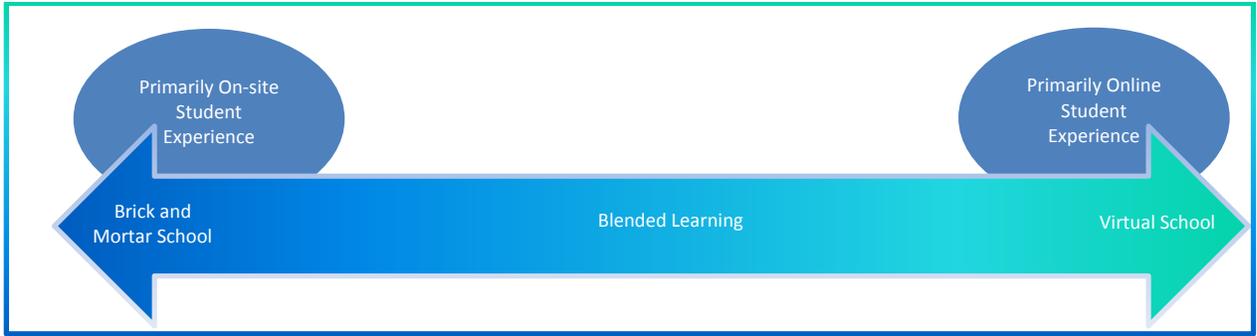


Figure 2: Virtual and Blended Learning Continuum

III. Academic Plan Design & Capacity

A. Academic Plan Overview, Academic Philosophy and Student Population

1. Academic Plan Overview. Provide a concise overview of the academic plan of the proposed school, including instructional methods, assessment strategies, and any non-negotiable elements of the proposed school's academic plan. Include a brief description of any virtual or blended learning programs, as defined in Section IV.J of the RFP. Briefly describe any evidence that promises success for this academic plan with the anticipated student population.
(III.A.1 – 500 word limit)
2. Academic Philosophy. Provide a concise description of the applicant's core beliefs and academic values and how those beliefs and values inform the design of key elements of the proposed school.
(III.A.2 – 500 word limit)
3. Anticipated Student Population. Describe the anticipated student population the proposed school plans to serve, including, among other things, the projected percentage of students eligible for free and reduced lunch. Explain why the proposed school anticipates that the student population described above will enroll in the proposed school. Include, as **Attachment C (5 page limit)**, a listing of the DOE complex area(s) that these students will most likely come from and a listing of both public and private schools with the grades the proposed school plans to offer that are located in the same areas that the proposed school plans to pull its student population from.

(III.A.3 – 500 word limit)

B. Curriculum and Instructional Design

1. Propose a framework for instructional design that reflects the needs of the proposed school's anticipated population and its alignment to academic standards. If the proposed school plans 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 for these additional academic standards. Briefly describe the source of the additional standards and the rationale for their inclusion. Briefly describe how this proposed framework also ensures continued student achievement as measured by Strive HI and the Academic Performance Framework.
2. Goals and Metrics. Identify the academic, non-academic, and mission-specific goals and metrics for the proposed school. Describe how the applicant's design team determined these goals and why these goals are appropriate for the proposed school's intended population. Include, as **Attachment D (8 page limit)**, a table that details the school's goals and the metrics that will be used to measure the success in achieving these goals, and include targeted assessment scores, attendance levels, and goals for graduation rates, leading indicators (e.g., freshman on track), college going rate, and career readiness.

(III.B.2 – 500 word limit)

3. Assessment Plan. Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in Section III.B.2. Include, as **Attachment E (no page limit)**, a table that details specific diagnostic, benchmark/interim, formative, and summative assessments that will be used for each grade level, as well as the timing of their administration. Include with the same table, any charts or pacing guides that illustrate the assessment plan. Provide an explanation of the rationale for selecting or developing each of the identified assessments; describe each assessments' purpose, design, and format; and demonstrate the validity and reliability of any non-standardized assessments (specifically, the alignment of assessments with the academic standards adopted by the BOE).
(III.B.3 – 1,500 word limit)
4. Data Driven Programs and Instruction. Describe how instructional leaders and teachers will administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. This response should clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals, as well as specify the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.
(III.B.4 – 1,000 word limit)
5. Course Scope and Sequence. Include, as **Attachment F (15 page limit)**, a course scope and sequence and curriculum map and/or pacing plan that identifies course outcomes, demonstrates a clear alignment with appropriate standards, and illustrates alignment from grade to grade.
(III.B.5 – word limit not applicable; attachment only)
6. Curriculum. Provide an overview of the proposed curricula and discuss the alignment of the curriculum with the academic standards adopted by the proposed school.
 - a. If the curriculum is fully developed, provide the rationale for each curriculum development or selection decision, and briefly describe the support materials for each subject and grade level. Provide evidence that the proposed curricula are research based and will be appropriate, effective, and improve academic achievement for the proposed school's anticipated student population. Also, include a brief description of how these curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant. If the proposed curricula include a virtual or blended learning program, include a brief description of the online learning curriculum and the rationale for the selection of the curriculum.
(III.B.6.a – 1,500 word limit)
 - OR**
 - b. If the curriculum is not already developed, provide, as **Attachment G (5 page limit)**, the curriculum development plan to develop curricula for the proposed school prior to school opening, including identification of individuals responsible and the timeline for development and completion. Indicate how this timeline aligns with teacher hiring and professional development calendars
(III.B.6.b – 500 word limit)

7. **Instructional Strategies.** Describe the primary instructional strategies the proposed school will implement to support the academic plan, including things like approaches to classroom management and checks for understanding. Explain how these proposed instructional strategies support the mission, vision, and academic philosophy of the proposed school and why these strategies are well-suited to the anticipated student population. Highlight any research based evidence. Discuss how teachers will use different instructional methods to meet the needs of all students, highlighting: assessing student needs, remediation, accelerated learning, and specialized instruction. If the proposed school's academic plan contains a virtual or blended learning program, include a description of how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

(III.B.7 – 2,000 word limit)

8. **Graduation Requirements.** High schools will be expected to meet the BOE's graduation requirements in accordance with BOE Policy 4540. High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE.

Note: Any deviation from BOE Policy 4540 requires a waiver from BOE, and Commission approval of an application does not constitute approval of any deviation from BOE's graduation requirements. If the application is approved, it will be incumbent on the applicant either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 4540.

- a. Describe the course and credit requirements for graduation. Include a description of how GPA will be calculated.
- b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, explain how they will differ (including exceeding BOE graduation requirements) and the reason and justification for the differences.

(III.B.8.a-b – 1,000 word limit)

9. **Virtual and Blended Learning.** If the proposed school's plan contains a Virtual or Blended Learning Program, as defined in the RFP, the following questions must be answered:
- a. Provide an overview of any virtual or blended learning program.
 - i. Describe the level of instruction that uses Online Learning methods (*e.g.*, unit/lesson, single course, entire curriculum).
 - ii. Describe the general organization of the Online Learning schedule (*e.g.*, fixed daily schedule, modified schedule, open entry/open exit).
 - iii. For Blended Learning Programs, identify whether the program enhances or transforms classroom instruction or does both.
 - iv. Describe the teacher's role (*e.g.*, teacher leads instruction, teacher supports instruction, no teacher involvement), the student's role (*e.g.*, teacher driven learning, teacher guided learning, independent learning), and the parent's role (*e.g.*, are not support required, parent support recommended, no parent involvement) in any Online Learning program.

- v. Describe the degree of support provided to students using any Online Learning program (*e.g.*, little or no support, school based mentoring support, school or home mentoring support).
- vi. Describe the student to teacher ratio in the Online Learning program (*e.g.*, traditional classroom ratio, 2-3 times traditional classroom ratio, instructional helpdesk model).

(III.B.9.a.i-vi – 1,000 word limit)

- b. Provide a video demonstration, as a URL to a browser-viewable video (like YouTube), of the proposed Virtual or Blended Learning Program curriculum. The demonstration should adequately portray what students and teachers would experience with the Online Learning curriculum, including both the student and teacher user interfaces.

(III.B.9.b – word limit not applicable; URL only)

- c. For Blended Learning Programs, describe how classroom instruction will work with the Online Learning components to result in a coherent instructional program.

(III.B.9.c – 500 word limit)

- d. How will the proposed school define, monitor, verify, and report student attendance (*e.g.*, seat time, logins), student participation in a full course load, credit accrual, and course completion?

(III.B.9.d – 500 word limit)

- e. Describe how the proposed school's online attendance policy adheres to state and federal reporting requirements.

(III.B.9.e – 250 word limit)

- f. Describe how federally-mandated state assessments will be administered and proctored.

(III.B.9.f – 250 word limit)

- g. Describe the proposed school's plan to uphold the academic integrity of the Virtual or Blended Learning Program. Describe the systems and procedures for validating the authenticity of student work.

(III.B.9.g – 500 word limit)

- h. How will the proposed school ensure student safety, both technologically and educationally, with consideration for compliance with applicable federal privacy laws (FERPA, CIPPA, and COPPA)?

(III.B.9.h – 500 word limit)

- i. How does the proposed model ensure that there are minimal interruptions to learning, should technological challenges arise? Describe the plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators.

(III.B.9.i – 500 word limit)

- j. What are the platform dependencies for the proposed curricular materials and instructional strategies? How does the proposed technology selection support those dependencies? For

example, the proposed curriculum runs a Microsoft Windows-based application, and therefore requires Windows-compatible laptops and tablets rather than iPads.

(III.B.9.j – 250 word limit)

C. School Calendar, Schedule, and Staff Structure

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 and should be cognizant of possible limitations of these agreements.

1. Discuss the annual academic schedule for the proposed school. Explain how the calendar reflects the needs of the academic plan. In **Attachment H (2 page limit)**, provide the proposed school's calendar for the first year of operation, including total number of days and hours of instruction.

(III.C.1 – 250 word limit)

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.
 - e. An explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
 - f. The number of hours or minutes in a day for teacher planning time.

(III.C.2.a-f – 500 word limit)

3. Provide, also in **Attachment I (10 page limit)**, a sample daily and weekly schedule for each division of the proposed school.

(III.C.3 – word limit not applicable; attachment only)

4. Staff Structure.
 - a. Provide the teacher-student ratio, as well as the ratio of total adults to students for the proposed school.
 - b. Provide, as **Attachment J (required form)**, a complete staff chart for the proposed school. Prepare the submission using the Staffing Chart Template (Exhibit 2) provided by the Commission.
 - c. Describe the rationale for the staffing plan as demonstrated in the staff chart.

- d. Explain how the relationship between the proposed school’s leadership team or management team and the rest of the staff will be managed.
- e. If the proposed school has a virtual or blended learning program, identify the position(s) dedicated to IT support and describe the plan that will ensure sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning. This includes troubleshooting support for staff and students.

(III.C.4.a-e – 1,000 word limit)

D. School Culture

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

1. Describe the shared beliefs, attitudes, traditions, and behaviors of the proposed school, students, teachers, parents or guardians, and administrators and how these shared beliefs, attitudes, customs, and behaviors create a school culture that will promote high expectations and a positive academic and social environment that fosters students’ intellectual, social, and emotional development for all students.

(III.D.1 – 250 word limit)

2. Explain how the proposed school will create, implement, and maintain this culture for students, teachers, parents or guardians, and administrators and describe the roles of students, teachers, parents or guardians, and administrators in creating, implementing, and maintaining this culture and how these roles are aligned.

(III.D.2 – 250 word limit)

3. Describe the plan for enculturating students who enter the proposed school mid-year or in later grades.

(III.D.3 – 250 word limit)

4. Describe how the proposed school culture is conducive to a safe learning environment for all students. Describe how the proposed school will identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

(III.D.4 – 250 word limit)

5. Describe how the school culture and staff will intentionally expose students to post-secondary educational and career opportunities at all grade levels. Identify the curricular or extracurricular programs that will provide students with access to college or career preparation and how these programs will reinforce a culture of high expectations. Cite any structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college and career readiness among students.

(III.D.5 – 500 word limit)

6. Student Discipline.
 - a. Describe the proposed school’s philosophy on student behavior.

- b. Describe the proposed school’s code of conduct, including policies for discipline, suspension, dismissal, and crisis removal. Describe the procedural due process for all students, including students afforded additional due process measures under IDEA. Describe how teachers, students, and parents or guardians will be included in the development and/or modification of these policies.
- c. Include a list and definitions of the offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

(III.D.6.a-c – 1,500 word limit)

- 7. Describe the professional culture of the proposed school, and describe how this culture will be created, implemented, and maintained. Discuss how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation will be covered in Section VI.D of the Final Application and should not be discussed here.

(III.D.7 – 250 word limit)

- 8. 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 III.F.

(III.D.8 – 250 word limit)

- 9. If the proposed school is expected to serve a high proportion of economically disadvantaged students, describe how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.

(III.D.9 – 250 word limit)

- 10. In **Attachment K (1 page limit)**, describe a typical school day from the perspective of a student in a grade that will be served in the proposed school’s first year of operation.

(III.D.10 – word limit not applicable; attachment only)

- 11. In **Attachment L (1 page limit)**, describe a typical school day from the perspective of a teacher in a grade that will be served in the proposed school’s first year of operation.

(III.D.11 – word limit not applicable; attachment only)

E. Supplemental Programs

This section should describe any supplemental programs that are integral to the proposed school’s academic plan. These supplemental programs can be a part of the proposed school’s growth plan if they will not be implemented immediately.

- 1. If applicable, briefly describe any summer school programs the proposed school will offer; how the programs are integral to the proposed school’s academic plan; the schedule and length of the program; how the program will meet anticipated student needs; and how the programs will be funded. If the programs will not be implemented in the first year of operation, describe the timeline for implementation.

(III.E.1 – 500 word limit)

2. If applicable, describe any extracurricular or co-curricular activities or programs the proposed school will offer; how they are integral to the proposed school’s academic plan; how often they will occur; how they will meet anticipated student needs; and how they will be funded. If the activities or programs will not be implemented in the first year of operation, describe the timeline for implementation.

(III.E.2 – 500 word limit)

F. 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. The percentage of the anticipated student population that will likely have special needs and the evidence or data that was used to make this determination;
 - b. How the curriculum, daily schedule, staffing plans, instructional strategies, and resources will be designed to meet the diverse needs of all students;
 - c. Methods for identifying potential students with special needs, how these methods will be funded, and how misidentification will be avoided;
 - 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, assessing, 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. For proposed schools that have a high school division, plans for promoting graduation;
- g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and
- h. If the proposed school's plan contains a virtual or blended learning program, include a description of how this program addresses students with special needs. This may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.

(III.F.1.a-h – 2,000 word limit)

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 geographic area or more generalized analysis of the population to be served. For each of these other identified groups, describe the elements listed above in Section III.F.1.a–h. Describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.

(III.F.2 – 500 word limit)

3. Illustrate how the proposed curriculum and academic plan will accommodate the academic needs of students performing below grade level. Describe supports in place, as well as instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards over time.

(III.F.3 – 500 word limit)

4. Describe how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs. Illustrate how the proposed curriculum will accommodate those performing above grade level. Describe supports as instructional strategies to ensure that these students are challenged and able to access the level of rigor that aligns with students' individualized needs.

(III.F.4 – 500 word limit)

G. Academic Plan Capacity

1. Identify the key members of the applicant's team that will play a substantial role in the successful implementation of the Academic 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 development and operation.
2. Describe the academic 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.

(III.G.1-2 – 500 word limit)

3. Describe the academic team’s ties to and/or knowledge of the community in the geographic area where the facility is or will be and/or areas where the anticipated student population will come from.

(III.G.3 – 250 word limit)

4. Identify any organizations, agencies, or consultants that are essential 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. Include, as **Attachment M (no page limit)**, existing evidence of support from such entities and whether such entities are committed to an ongoing role with the proposed school, if applicable. Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.

(III.G.4 – 500 word limit)

5. 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. Include, as **Attachment N (no page limit)**, existing evidence of support from such entities and whether such entities are committed to an ongoing role with the proposed school, if applicable. Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.

(III.G.5 – 500 word limit)

6. School Director.

- a. If known, identify the school director. Provide, as **Attachment O (no page limit)**, the resume for this individual. Summarize the school director’s academic and organizational leadership record, and briefly discuss how this individual’s experience qualifies him or her to lead the proposed school in achieving its mission. Describe evidence of the school director’s ability to effectively serve the anticipated population and implement the Academic Plan. Describe the recruiting and selection process used in selecting the school director and provide the criteria used.

(III.G.6.a – 500 word limit)

OR

- b. If the school director is not known, briefly describe the characteristics of the school director that the proposed school will seek, and provide as **Attachment P (no page limit)** the job description or qualifications and the criteria that will be used to select the school director, including criteria relating to experience and ability to design, launch, and lead a charter school that will effectively serve the anticipated student population and implement the Academic Plan. Describe the timeline, recruiting, and selection process for recruiting and hiring the school director.

(III.G.6.b – 250 word limit)

7. Management Team. Describe the positions that will make up the proposed school’s management team beyond the school director, if any.

- a. If known, identify the individuals who will fill these positions and provide, as **Attachment Q (no page limit)**, the resumes for these individuals.

OR

- b. If not known, provide as **Attachment R (no page limit)** the job descriptions or qualifications and criteria that will be used to select these positions. Describe the timeline, recruiting, and selection process for recruiting and hiring these individuals.

(III.G.7.a or b – 250 word limit)

H. Conversion Charter School Additional Academic Information

NOTE: Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this section. 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.

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.

1. School Community

- a. Submit, as **Attachment S (no page limit)**, 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 or guardians of students at the existing DOE school. Include a breakdown of the number of administrative, support, and teaching personnel and parents or guardians of students who constitute the existing DOE school and the number of each of the aforementioned groups who actually participated in the vote.

(III.H.1.a – word limit not applicable; attachment only)

- b. 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.

(III.H.1.b – 250 word limit)

- c. Provide, as **Attachment T (5 page limit)**, any additional evidence of community support for the conversion and opposition to the conversion.

(III.H.1.c – word limit not applicable; attachment only)

2. Performance Record

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

- a. 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.
- b. Provide any additional evidence of improved student achievement outcomes.

(III.H.2.a-b – 500 word limit)

3. Student Recruitment and Enrollment

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

(III.H.3 – 250 word limit)

4. Curriculum and Instructional Design

a. Describe the curriculum and instructional framework to be used to achieve student outcomes.

(III.H.4.a – 1,000 word limit)

b. Describe the applicant's plan for the assessment of student performance that:

- i. Recognizes the interest of the general public;
- ii. Incorporates or exceeds the academic content and performance standards developed by the department for the public school system;
- iii. 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
- iv. Provides for program audits and annual financial audits.

(III.H.4.b.i-iv – 500 word limit)



State Public Charter School Commission 2014 Final Application

FINAL APPLICATION

IV. Initial Proposal Amendment

Academic Plan Design & Capacity Amendments

(2,000 word limit)

The applicant has the option to provide minor amendments to the academic plan submitted in its Initial Proposal. If amendments are made, cite each subsection within the Initial Proposal that each amendment is changing (*e.g.*, Section III.A.1). Wholesale revisions of the Initial Proposal will not be permitted. Word limits may be increased if deemed necessary; contact Kenyon Tam at kenyon.tam@spcsc.hawaii.gov for more information.

V. Identifying Information

The following questions are intended to identify whether certain questions within the Final Application need to be answered.

1. Is the applicant proposing to convert an existing DOE school into a charter school?

Yes No

If the answer is to question 1 “Yes,” the applicant must answer all questions specifically for Conversion applicants only.

2. Does the proposed school offer a program that uses an online learning model, as defined in the RFP, with students typically receiving fewer than five hours per week of face-to-face instruction?

Yes No

3. Does the proposed school offer a program that combines an online learning model, as defined in the RFP, with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model?

Yes No

4. Does the proposed school use online learning in any way, either during or after the school day?

Yes No

If the answer is “Yes” to either question 2, 3, or 4, the applicant must answer all questions specifically relating to virtual and blended learning programs.

5. Does the applicant currently operate charter schools in Hawaii or any other state?

Yes No

6. Will there be a third-party that provides a significant amount of assistance with educational services to the proposed school?

Yes No

7. Will there be a third-party that provides a significant amount of business services (back-office services, school operations, etc.) to the proposed school?

Yes No

If the answer is “Yes” to either question 5, 6, or 7, the applicant must answer all questions specifically for CMOs and ESPs.

VI. 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 U (no page limit)**, the proposed school governing board bylaws and any other governing policies (except the Code of Ethics and Conflict of Interest policy and Complaints Procedures, which will be provided separately), and as **Attachment V (required form)**, the completed and signed Statement of Assurances (Exhibit 3).
2. Provide a concise description of the governance philosophy that will guide the proposed school governing board, including the nature and extent of involvement by key stakeholder groups and any advisory bodies.

(VI.A.1-2 – 250 word limit)

3. Submit, as **Attachment W (no page limit)**, organization chart(s) 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 nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts should also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

(VI.A.3 – word limit not applicable; attachment only)

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, any school management teams, any essential partners, and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the proposed school governing board. Identify key skills or areas of expertise 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 or guardians. If the proposed school has a virtual or blended learning program, describe the role the governing board will play in such program and any requisite knowledge of online learning that the proposed governing board currently possesses or will endeavor to possess.

(VI.A.4 – 500 word limit)

5. List all current and identified proposed school governing board members and their intended roles. Summarize members' qualifications for serving on the proposed school governing board. Explain how each member meets any of the considerations in HRS §302D-12. In **Attachment X (required form; no page limit)**, provide a completed and signed Board Member Information Sheet (Exhibit 4) and resume 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 and the skills and qualifications that these governing board members should possess.

(VI.A.5 – 250 word limit)

6. If this application is being submitted by an existing nonprofit organization, respond to the following:
 - a. Will the existing nonprofit board govern the proposed school, or will the proposed school form a separate governing board?
 - b. If the nonprofit'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 governing board? Describe the plan and timeline for completing the transition and orienting the nonprofit 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 nonprofit's board will be.

(VI.A.6.a-c – 500 word limit)

7. Explain the procedure by which current proposed school governing board members were selected and how any vacancies will be filled. Explain how often the board will meet both during start-up and during the school year and discuss any plans for a committee structure and identification of chairs for any proposed committee(s). Describe the governing board meetings, including how and where meetings will be conducted, how the governing board will provide meaningful access to the public, and if board meetings are to be conducted virtually (such as through conference calls, videoconference, or web conference).

(VI.A.7 – 500 word limit)

8. Describe the proposed school governing board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment Y (no page limit)**, 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.

(VI.A.8 – 250 word limit)

9. Describe plans for increasing the capacity of the proposed school governing board. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

(VI.A.9 – 250 word limit)

10. Describe any advisory bodies, 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 or guardians, 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 resumes, as **Attachment Z (no page limit)**.

(VI.A.10 – 250 word limit)

B. 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 AA (no page limit)**, the proposed school's Complaints Procedures.

(VI.B – 500 word limit)

C. Staffing Plans, Hiring, Management, and Evaluation

1. Describe the proposed school's strategy, criteria, timeline, and procedures 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. If the proposed school offers a virtual or blended learning program, explain how the proposed school will ensure that all online learning teachers it hires have the requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the online learning environment.

(VI.C.1 – 500 word limit)

2. Explain the proposed school's strategy for attracting and retaining high-performing teachers.

(VI.C.2 – 250 word limit)

3. Describe the proposed school's procedures for hiring and dismissing school personnel, including conducting criminal history record checks.

(VI.C.3 – 250 word limit)

4. Explain how the school director and school management, if any, will be supported, developed, and evaluated each school year. If already developed, provide any leadership evaluation tool(s) as **Attachment BB (10 page limit)**. Describe the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. 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, 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.

(VI.C.4 – 500 word limit)

5. Explain how teachers will be supported, developed, and evaluated each school year. If already developed, provide any teacher evaluation tool(s) as **Attachment CC (10 page limit)**. Describe the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching teachers. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. 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, 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.

(VI.C.5 – 500 word limit)

6. Explain how the proposed school intends to handle unsatisfactory school director, management team, or teacher performance, as well as changes and turnover.

(VI.C.6 – 250 word limit)

7. 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.

(VI.C.7 – 250 word limit)

8. Provide, as **Attachment DD (no page limit)**, any personnel policies or an employee manual, if developed.

(VI.C.8 – word limit not applicable; attachment only)

D. Professional Development

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

1. Describe the proposed school's goals and strategy for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. Describe how professional development topics will be identified and how the professional development plan will be driven by data to improve teaching and learning as well as school performance. Describe the process for evaluating the efficacy of the professional development.

(VI.D.1 – 500 word limit)

2. 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 framework and methods.

(VI.D.2 – 500 word limit)

3. 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.

(VI.D.3 – 500 word limit)

4. Describe any anticipated supplementary professional development, such as stipend-paid summer workshops.

(VI.D.4 – 250 word limit)

5. Identify the person or position responsible for coordinating professional development. Discuss how ongoing professional development needs will be identified, and describe what resources are available for professional development (Title II funds, etc.).

(VI.D.5 – 250 word limit)

E. 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, Academic Performance Framework, 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.

1. Explain how the proposed school will measure and evaluate:
 - a. Academic performance – 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.
 - b. Financial performance – monthly, quarterly, annually and for the term of the Charter Contract.
 - c. Organizational performance – monthly, quarterly, annually and for the term of the Charter Contract.

(VI.E.1 – 1,000 word limit)

2. Identify the person(s), position(s), and/or entities that will be responsible for and involved in the collection and analysis of any assessment data for:
 - a. Academic Data. Describe the person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for 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.
 - b. Financial Data. Describe the person(s), position(s), and/or entities that will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board. Describe generally how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.
 - c. Organizational Data. Describe the person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing board. Describe generally how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

(VI.E.2 – 1,000 word limit)

3. Describe the training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning.

(VI.E.3 – 250 word limit)

4. Describe the actions the proposed school will take if:
 - a. 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 identify the person(s), position(s), and/or entities that would be responsible for implementing them.
 - b. It fails to perform up to the standards set in the Financial Performance Framework, if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties.
 - c. It fails to perform up to the standards set in the Organizational Performance Framework, if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, or if the proposed school has a corrective action plan approved by the Commission.

(VI.E.1 – 500 word limit)

5. Applicants may propose to supplement Strive HI and the Academic Performance Framework evaluation frameworks with School-Specific Measures. School-Specific Measures are goals and measures that are specific to the proposed 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 or 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 (Exhibit 5), as **Attachment EE (no page limit)**.

(VI.E.5 – word limit not applicable; attachment only)

F. Geographic Location and Facilities

1. Geographic Location. The proposed school's geographic location will determine things such as which DOE complex area includes the proposed school and the DES that the proposed school will be assigned to for special education purposes.
 - a. Describe the geographic location of the proposed school's facility. Include the DOE complex area(s) in the description.
 - b. Describe any rationale for selecting the geographic location. If there is a rationale for selecting a specific geographic location, describe the research conducted to support that rationale.

(VI.F.1.a-b – 500 word limit)

2. **Facilities.** Charter school facilities must comply with applicable state and county health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county planning review procedures and obtain all necessary certifications, permits, and inspections.
 - a. If the proposed school has obtained a facility, describe the facility, including address, square footage, square footage rent, amenities, previous use, what needs to be done in order for the facility to be in compliance and meet requirements to serve as a school, and the timeline for renovations and bringing the facility into compliance. If the proposed school has a virtual or blended learning program, or relies heavily on technology, describe how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity. If the applicant currently holds a facility or has a letter of intent, Memorandum of Understanding (“MOU”), or other proof of intent to secure a specific facility, provide it as **Attachment FF (no page limit)**.

OR

 - b. If the proposed school has not obtained a facility, describe applicant’s plan for identifying and securing a facility, including any brokers or consultants the applicant is employing, timeline for securing a facility, renovations, and financing. Briefly describe possible facilities within the geographic area in Section VI.F.1, including address, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring the facility into compliance. If the proposed school has a virtual or blended learning program, or relies heavily on technology, describe how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

(VI.F.2.a or b – 1,000 word limit)

- c. If the proposed school plans to add students or grade levels during the first five years, include a facility growth plan that shows how the school will accommodate the additional square footage necessary for additional students, faculty, and staff. Identify any permits or rezoning that might be necessary to implement the facility growth plan.

(VI.F.3 – 250 word limit)

G. Start-Up Period

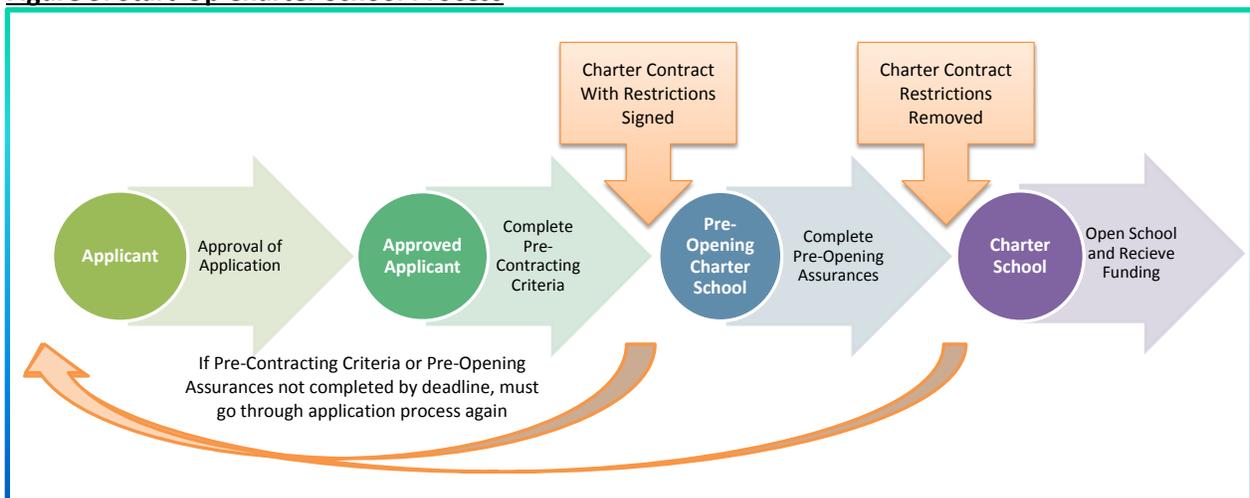
In accordance with the Start-Up Charter School Process, as shown in **Figure 3**, an approved applicant will not be able to hire employees who receive state benefits or receive funding until it completes its Pre-Opening Assurances. Generally, a Pre-Opening Charter School will not complete its Pre-Opening Assurances until a month or two before the school actually opens because these assurances include elements with practical limitations, such as proof of enrollment of the projected student body and facility compliance. The soonest that the first allocation of state per-pupil funding can be released to a Charter School, once it has completed its Pre-Opening Assurances, is July 20th.

1. Provide, as **Attachment GG (10 page limit)**, a detailed start-up plan for the school (which aligns with the start-up year (Year 0) Budget in the Financial Plan Workbook), specifying 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. Highlight the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in Section VI.F.2.
- 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 student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school’s projected enrollment. Include any other ways the applicant plans to achieve its projected enrollment.
- d. How the applicant plans to hire teachers, administrative staff and support staff during the start-up period, if any. This plan should incorporate the timeline for hiring teachers, described in Section VI.C.1, and delivering the professional development, described in Section VI.D.2.
- e. Describe how the proposed school board will transition from a founders’ board to a more permanent governing board, including a timeline for recruiting and adding new members. Briefly describe the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12. Describe the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive. Describe any bylaw, policies, or procedures changes that will be necessary for such a transition.
- f. Identify the individual(s) who will work on a full-time or nearly full-time basis following approval of the application to lead development and implementation of the plan to open the proposed school and the plan to obtain the funding necessary to compensate these individuals.

(VI.G.1.a-f – word limit not applicable; attachment only)

Figure 3: Start-Up Charter School Process



H. 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.

(VI.H.1 – 250 word limit)

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. If the proposed school has a virtual or blended learning program, describe any security features to deter theft. This may include physical and virtual solutions.

(VI.H.2 – 500 word limit)

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.

(VI.H.3 – 250 word limit)

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. The Commission may grant enrollment preferences in accordance with HRS §302D-34.

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically, describe 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. If the proposed school is projecting a high percentage of free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity, describe how the proposed school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education.

(VI.I.1 – 500 word limit)

2. Identify and describe any enrollment preferences that the proposed school would request, including the reasoning and justification for such preference request.

(VI.I.2 – 250 word limit)

3. Provide, as **Attachment HH (no page limit)**, the proposed school's 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 lotteries, waiting lists, withdrawals, re-enrollment, and transfers; and
- d. Descriptions of any pre-admission activities for students, parents, or guardians, along with an explanation of the purpose of such activities.

(VI.I.3.a-d – word limit not applicable; attachment only)

J. Parent and Community Involvement

1. Describe the proposed school’s philosophy on parent and community involvement and the role of parents or guardians and the community in the proposed school.

(VI.J.1 – 250 word limit)

2. Briefly describe what has been done to assess and build parent and community interest in the proposed school, and summarize the results achieved. Describe plans for engaging parents or guardians and community members from the time that the proposed school is approved through opening and after the proposed school is opened.

(VI.J.2 – 250 word limit)

3. Describe how parents or guardians and the community will be informed about and be engaged in the proposed school, in addition to any proposed governance roles described below. Describe plans 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 or guardians.

(VI.J.3 – 250 word limit)

4. Describe any partnerships the proposed school has established with community organizations, businesses, or other educational institutions, including the nature, purposes, terms, and scope of services of any partnerships. Include, as **Attachment II (no page limit)**, existing evidence of support from such community partners, such as letters of intent or commitment, memoranda of understanding, and/or contracts.

(VI.J.4 – 250 word limit)

K. Nonprofit Involvement

Proposed schools are strongly encouraged to designate or establish an associated nonprofit organization to assist with fundraising and other support activities, especially during the start-up period.

1. Describe the proposed school’s associated nonprofit organization, if any, including its current tax status and/or the plan and timeline for obtaining tax exempt status.

(VI.K.1 – 250 word limit)

2. Specifically identify ways that the proposed school’s associated nonprofit organization, if any, will support the proposed school. Examples of ways a nonprofit 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 nonprofit is planning to use.

(VI.K.2 – 250 word limit)

3. List all current and identified nonprofit board members and their intended roles. Describe the experience and qualifications of the nonprofit board members that are relevant to the above

means of supporting the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, discuss how the nonprofit and proposed school plans to identify and recruit individuals with the requisite experience and capacity.

(VI.K.3 – 250 word limit)

L. Organizational Plan 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.

(VI.M.1-2 – 500 word limit)

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.

(VI.M.3 – 250 word limit)

4. Identify any organizations, agencies, or consultants that are essential 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.

(VI.M.4 – 250 word limit)

5. Explain who will lead implementation of the proposed school’s Organizational Plan and the experience or abilities that the individual or team has in implementing organizational plans.

(VI.M.5 – 250 word limit)

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

NOTE: This section is required of any applicant intending to contract with an ESP or 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.

(VI.L.1.a – 250 word limit)

- 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.

(VI.L.1.b – 250 word limit)

- c. Summarize the findings of reference checks conducted by the applicant (regarding the third-party Service Provider), identifying each reference.

(VI.L.1.c – 250 word limit)

2. Service Provider’s Track Record

- a. Explain the Service Provider’s success in serving student populations similar to the anticipated 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.

(VI.L.2.a – 500 word limit)

- 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 years.

(VI.L.2.b – 250 word limit)

3. Legal Relationships

- a. Describe 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.

(VI.L.3.a – 500 word limit)

- 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.

(VI.L.3.b – 250 word limit)

- 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.

(VI.L.3.c – 250 word limit)

- 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.

(VI.L.3.d – 250 word limit)

- e. If the proposed school governing board intends to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service Provider, provide evidence, as **Attachment JJ (no page limit)**, that such agreements are separately documented and not part of or incorporated in the proposed school's management contract. Any 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.

(VI.L.3.e – 250 word limit)

- f. Describe any grants or investments made between the Service Provider and the proposed school, including an explanation of how any such grants or investments may be initiated, repaid, and refused by the proposed school.

(VI.L.3.f – 250 word limit)

- g. If the proposed school's nonprofit intends to execute promissory notes or other negotiable instruments in favor of the Service Provider, describe how such agreements are separately documented and not a part of or incorporated in the proposed school's management contract. Describe any loans made between the Service Provider and the proposed school's nonprofit, and include an explanation of how any such loans may be initiated, repaid, and refused by the nonprofit.

(VI.L.3.g – 250 word limit)

4. Service Provider's Organizational Structure

- a. Provide a detailed description of the roles and responsibilities of the Service Provider.

(VI.L.4.a – 500 word limit)

- 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 of the most similar clients.

(VI.L.4.b – 500 word limit)

- c. Explain the scope of services and costs of all resources to be provided by the Service Provider.

(VI.L.4.c – 250 word limit)

- 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.

(VI.L.4.d – 250 word limit)

- 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?

(VI.L.4.e – 500 word limit)

- 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?

(VI.L.4.f – 500 word limit)

- g. Summarize the terms of the proposed management agreement. What is the duration of the management agreement? Explain the conditions and procedures (including timeframes, 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 KK (no page limit)**, a draft of the proposed management agreement with the Service Provider.

(VI.L.4.g – 500 word limit)

- h. Explain the plan for the operation of the proposed school in the event of termination of the management agreement.

(VI.L.4.h – 500 word limit)

N. Conversion Charter School Additional Organizational Information

NOTE: Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this section. 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.

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.

1. Staff Plans and Evaluation

- a. 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.

(VI.N.1.a – 500 word limit)

- b. Describe the applicant’s plan for identifying, recruiting, retaining highly qualified instructional faculty, as defined by DOE.

(VI.N.1.b – 250 word limit)

- c. Describe the applicant’s plan for the assessment of administrative support and teaching personnel performance that:
 - i. Recognizes the interest of the general public;
 - ii. Incorporates or exceeds the academic content and performance standards developed by the DOE for the public school system;
 - iii. 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;
 - iv. Provides for program audits and annual financial audits; and
 - v. 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. Include 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.

(VI.N.1.c.i-v – 500 word limit)

2. Governance

- a. Describe the 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.

(VI.N.2.a – 250 word limit)

- b. Describe the constitution of the proposed school governing board, terms of governing board members, and the process by which governing board members were selected.

(VI.N.2.b – 250 word limit)

3. Nonprofit Organization as Applicant. *Note: Only applicants that are nonprofit organizations proposing a Conversion Charter School where the nonprofit organization will operate and manage the proposed school and the nonprofit organization’s board of directors shall serve as the Conversion Charter School’s governing board need to complete this section.*

- a. Describe the organizational structure of the nonprofit organization, how it will also serve as the governing board of the Conversion Charter School, and how governing board members will be selected.

(VI.K.4.a – 250 word limit)

- b. If the nonprofit organization is going to appoint advisory groups of community representatives for each school managed by the nonprofit organization, describe the organizational structure and scope of jurisdiction for each advisory group.

(VI.K.4.b – 250 word limit)

- c. Provide, as **Attachment LL (no page limit)**, the nonprofit 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.

(VI.K.4.c – word limit not applicable; attachment only)

- d. Describe the nonprofit 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.

(VI.K.4.d – 250 word limit)

- e. Describe any licensure or accreditation requirements the nonprofit organization must comply with and the status of any such licenses or accreditations.

(VI.K.4.e – 250 word limit)

VII. 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.

(VII.A.1 – 500 word limit)

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.

(VII.A.2 – 250 word limit)

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.

(VII.A.3 – 250 word limit)

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.

(VII.A.4 – 500 word limit)

5. Submit a completed Financial Plan Workbook (Exhibit 6) as **Attachment MM (required form)**. In developing the proposed school's budget, use the following per-pupil annual revenue projection: **\$6,200**.

(VII.A.5 – word limit not applicable; attachment only)

6. Budget Narrative. As **Attachment NN (5 page limit)**, 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 OO (no page limit)** evidence of commitment for any funds on which the proposed school's core operation depends (*e.g.*, grant award letters, 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 blended learning program, describe the necessary costs for delivery of such program. This may include costs associated with hardware,

software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs.

(VII.A.6 – word limit not applicable; attachment only)

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.

(VII.B.1-2 – 500 word limit)

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.

(VII.B.3 – 250 word limit)

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.

(VII.B.4 – 250 word limit)

C. Conversion Charter School Financial Plan and Facilities

NOTE: Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this section. 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.

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.

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.

(VII.C.1 – 500 word limit)

2. Describe the applicant's facilities plan.

(VII.C.2 – 500 word limit)

Exhibits

- Exhibit 1: Enrollment Plan
- Exhibit 2: Staffing Chart Template
- Exhibit 3: Statement of Assurances Form
- Exhibit 4: Board Member Information Form
- Exhibit 5: School-Specific Measures Template
- Exhibit 6: Financial Plan Workbook

Exhibit 1: Enrollment Plan

Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	20__		20__		20__		20__		20__		20__	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Subtotals												
Totals												

Exhibit 2: Staffing Chart Template

Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed.

Elementary School Staffing Model and Rollout

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

Middle School Staffing Model and Rollout

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

High School Staffing Model and Rollout

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

Exhibit 3: 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 board 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, including 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, and 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 Proposed School: _____

Name of Authorized Representative: _____

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

Signature of Authorized Representative Date

Exhibit 4: 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 governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

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

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

Background

1. Name of charter school on whose governing board 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 nonprofit organization.
 Does not apply to me Yes
5. Why do you wish to serve on the governing board of the proposed charter school?
6. What is your understanding of the appropriate role of a public charter school governing board member?
7. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
8. Describe the specific knowledge and experience that you would bring to the governing board.

School Mission and Plan

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

Governance

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

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
2. Indicate whether you or your spouse knows any person who 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 governing board.

None Yes

Certification

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

Signature

Date

Exhibit 5: School-Specific Measures Template

School-Specific Measures

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

Exhibit 6: Financial Plan Workbook