

# Components of the Application

Overview

Academic Plan

Organizational Plan

Financial Plan



# Overview of the Application

Alison Kunishige  
Chief Operations Officer



# Overview

Academic

Organizational

Financial

# Academic Plan

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Academic Performance Manager

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## II. Academic Plan Design & Capacity

- |   |   |
|---|---|
| A. Academic Plan Overview and Academic Philosophy | I. Student Recruitment, Admission & Enrollment                                |
| B. Curriculum & Instructional Design              | J. Student Discipline   |
| C. Pupil Performance Standards                    | K. Parent & Community Involvement   |
| D. High School Graduation Requirements            | L. Non-Profit Involvement   |
| E. School Calendar & Schedule                     | M. Geographic Location  |
| F. School Culture                                 | N. Academic Plan Capacity   |
| G. Supplemental Programming                       | O. Third-Party Education Service Providers & Charter Management Organizations |
| H. Special Populations & At-Risk Students         |   |

# Academic Plan Design & Capacity

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# A. Academic Plan Overview and Philosophy

- \* Academic philosophy including foundation
- \* Primary instructional methods, strategies, non-negotiable elements of school model

# B. Curriculum & Instructional Design

- \* Reflects population's needs and Common Core alignment
- \* Ensures student achievement under Strive HI
- \* “OR”

2. Provide an overview of the planned curriculum. Discuss the alignment of the curriculum with the Common Core State Standards.

a. If the curriculum is fully developed, summarize curricular choices, and describe the evidence that these curricula will be appropriate, effective, and improve academic achievement for the targeted students. Describe the curriculum by subject and grade level. If your proposed school has virtual or hybrid online component, include a description of the online curriculum and the role of the parent in such curriculum. Provide the rationale for each selection, including any virtual or hybrid online component, by completing the Instructional Materials Chart Template provided by the Commission and providing it as **Attachment b**.

--OR--

b. If the curriculum is not already developed, provide, as **Attachment c**, the curriculum development plan, including identification of individuals responsible and the timeline for development and completion.



# C. Pupil Performance Standards

- \* Standards consistent with Strive HI and Academic Performance Framework
- \* Additional standards
- \* Exit standards (for graduating students)

# D. High School Graduation Requirements

- \* Refer to BOE's graduation requirements
- \* Refer to BOE Policy 4540 for waiver language

# E. School Calendar & Schedule

- \* Charters subject to collective bargaining pursuant to HRS Chapter 89
- \* Sample daily and weekly schedule

# F. School Culture

- \* Describe culture or ethos

# G. Supplemental Programming

- \* If applicable

# H. Special Populations & At-Risk Students

- \* Outside of services received from DOE, explain how proposed curriculum is developed, modified, and/or responsive to and for students with special needs

# I. Student Recruitment, Admission, & Enrollment

- \* Admission and enrollment policy, procedures, deadlines, and periods

# M. Geographic Location

- \* Determines DOE complex area and District/Complex Area Special Education Office (DES) for special education purposes



# N. Academic Plan Capacity

- \* Relationship between leadership and implementation of proposed Academic Plan
- \* Other forms of help in planning and supporting implementation

# Organizational Plan

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Organizational Performance Manager

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Organizational Performance Specialist



# III. Organizational Plan Design and Capacity

- A. Governance
- B. Advisory Bodies
- C. Complaints Procedures
- D. Staff Structure
- E. Staffing Plans, Hiring, Management, and Evaluation
- F. Professional Development
- G. Performance Management
- H. Facilities
- I. Start-up Period
- J. Ongoing Operations
- K. Operations Capacity

# A. Governance

- \* A(4) (b): Consider challenges of a start-up board evaluating the success of school and of the director.
  - (4) (c): Think broadly about key stakeholders and all parents.
- \* A (5) Proposed board members (See Sec. 302 D-12, HRS)
  - \* Need the will, capacity, and commitment to govern school effectively.
  - \* No more than 1/3 of voting members can be employees of school or relatives of employees; employee or relative cannot be chair.
  - \* Consideration given to persons who “provide a diversity of perspective and a level of objectivity... demonstrate an understanding of the best practices of non-profit governance; and possess strong financial and academic management and oversight abilities, as well as human resource and fundraising experience.”

# A. Governance

- \* A (8) Ethical Standards and procedures
  - \* Governing Board must comply with Code of Ethics (Ch. 84).
  - \* Must also have a Conflict of Interest Policy.
  - \* See SPCSC website for more info:  
<http://www.chartercommission.hawaii.gov/#!/policies/c1208>
- \* A (9) Increasing capacity
  - \* Address recruitment and training—not always easy for charters!

# A. Governance

- \* Potential resources:

- \* [National Charter School Resource Center, “Governing Boards”](#)
- \* [Charter Schools Tools Board Governance Training Manual](#)
- \* [Board Source](#)
- \* [National Resource Center on Charter School Finance and Governance, "Involving Teachers in Charter School Governance“](#)
- \* [National Resource Center on Charter School Finance and Governance, "Creating and Sustaining High-Quality Charter School Governing Boards“](#)
- \* [Robert's Rules of Order \(Constitution.Org\)](#)

## B. Advisory Boards

- \* If applicable
- \* Sometimes called committees, councils, or task forces.
- \* May be used to raise money, help advocate for school, serve as liaison with key constituencies, etc.
- \* If you use an advisory board, consider how to structure it so there is a productive relationship between charter school governing board and advisory group.

# C. Complaints Procedures

- \* Pursuant to Section 6.4 in the Charter Contract, “The School shall establish and adhere to a process for resolving public complaints which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the School's Governing Board, except where the complaint pertains to a possible violation of any law or term under this Contract.”
- \* The governing board delegate the initial hearings of complaints to a subcommittee of the board, or a school employee
- \* For more info, see <http://www.chartercommission.hawaii.gov/#!/policies/c1208>



# D. Staff Structure

- \* Focus on the rationale—what structure works for your school, and why?
- \* Small teacher/student ratio is not necessarily better!
- \* Caution: Hybrid/blended programs are complicated and not just something to be added because they are trendy. They take a lot of work and particular skills.

# E. Staffing Plans, Hiring, Management, and Evaluation

- \* E (1): For more on personnel policies, see SPCSC website
- \* E (2): [Aug. 10 Star-Advertiser](#) on teacher retention challenges; [Aug. 27 NY Times](#) on high charter turnover
- \* E(3): HQT questions can be addressed today by Ted Pirsig
- \* E(5): Details regarding alignment with BOE Policy 2055 are still the subject of discussion between the BOE and Commission, but will be resolved in advance of application deadlines, and we will provide info promptly to applicants

# F. Professional Development

- \* Think about induction, particularly for a brand new school. School culture is critical to school success. How will you build culture before the doors even open?
- \* F(3): Questions related to Title II funds and resources for professional development can be addressed today by Ted Pirsig

# G. Performance Management

- \* The Commission and schools are still working out details on school-specific academic goals and measures
- \* Data-driven

# H. Facilities

- \* Finding and securing appropriate facilities is one of the biggest challenges charter schools face, especially for new schools that have no financial history
- \* Some charters start off in one space and move but then face changes or drops in enrollment and other challenges
- \* Variety of resources available, including:
  - \* [US Dept of Ed--Resources on Facilities](#)
  - \* [Public Impact--Facilities Financing Ideas for Charter Schools](#)
  - \* [National Charter School Resource Center: Facilities](#)

# I. Start-up Period

- \* Aligns with start-up year budget
- \* If you build it, will they come??
  - \* Don't underestimate the importance of marketing!  
Consider you may have to knock on doors, tell everyone you meet everywhere about your school, join networking groups, etc.

# J. Ongoing Operations

- \* Sound plan needed for transportation, safety and security, food service

# K. Operations Capacity

- \* How will this happen? How will the board contribute to the successful implementation of the Organizational Plan?



# Financial Plan

Leila Shar  
Financial Performance Manager



# Questions?

Components of the Application