



State Public Charter School Commission 2020 Request for Proposals

Conversion Charter Schools and Start-up Charter Schools (as defined by Hawaii Revised Statutes Chapter 302D)

Issued: March 30, 2020

Mandatory Orientation for Prospective Applicants (via Zoom):

April 3, 2020

11:00 AM, Hawaii Standard Time

Intent to Apply Packet Due:

April 13, 2020

12:00 Noon, Hawaii Standard Time

Application Due:

May 11, 2020

12:00 Noon, Hawaii Standard Time

Please direct questions to:

Lauren Endo, Applications and Renewal Coordinator

Email: frameworks.compliance@spcsc.hawaii.gov

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DAVID Y. IGE
GOVERNOR



JOHN S.S. KIM
CHAIRPERSON

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

<http://CharterCommission.Hawaii.Gov>
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: 586-3775 Fax: 586-3776

Message to prospective applicants from the State Public Charter School Commission

Thank you for your interest in applying to operate a public charter school to serve Hawaii's public school students. The Commission is committed to authorizing new schools that will contribute to Hawaii's public education system and will also provide meaningful outcomes for students.

The Commission is deeply invested to our mission to "authorize high quality public charter schools throughout the State" and designed a comprehensive application process based on national best practices that will enable us to authorize excellent schools of choice. Applicants must possess the ability to meet the Commission's high standards related to governance, operational management, fiscal management, and academic performance. The Commission is compelled to authorize only strong applications and believes that applicant capacity, coupled with a well-developed application is an indicator of a school that has the potential for great success.

During these uncertain times brought to us by the COVID-19 pandemic, the Commission is steadfast in our commitment to solicit applications for new charter schools. However, due to the changing nature of the COVID-19 situation, the applications timeline, as well as how the Commission interacts with prospective applicants, are subject to change.

Prior to submitting your intent to apply packet, we encourage you to familiarize yourself with the expectations that charter schools are subject to in Hawaii by reviewing Chapter 302D, HRS and the Commission website ([charter commission.hawaii.gov](http://chartercommission.hawaii.gov)). Please direct all questions regarding your charter school application to Lauren Endo at frameworks.compliance@spcsc.hawaii.gov.

We look forward to reviewing your application and plans to provide innovative learning opportunities to serve Hawaii's public school students.

With Aloha,

A handwritten signature in black ink, appearing to read "John S.S. Kim".

John S.S. Kim

REQUEST FOR PROPOSALS

I. Introduction

The State Public Charter School Commission (“**Commission**”) was created in 2012 through Act 130, SLH 2012. The Commission holds chartering jurisdiction and authority throughout the State of Hawaii and enters into contracts (“**Charter Contract**”) with every existing charter school and every newly approved charter school applicant. HRS Chapter 302D-3(b), sets forth the Commission’s mission which is “to authorize high quality public charter schools throughout the state.”

Unlike public charter schools in the continental United States, every public charter school in Hawaii is a considered a State agency. Currently, there are 37 public charter schools authorized statewide across the islands of Hawaii, Kauai, Maui, Molokai, and Oahu.

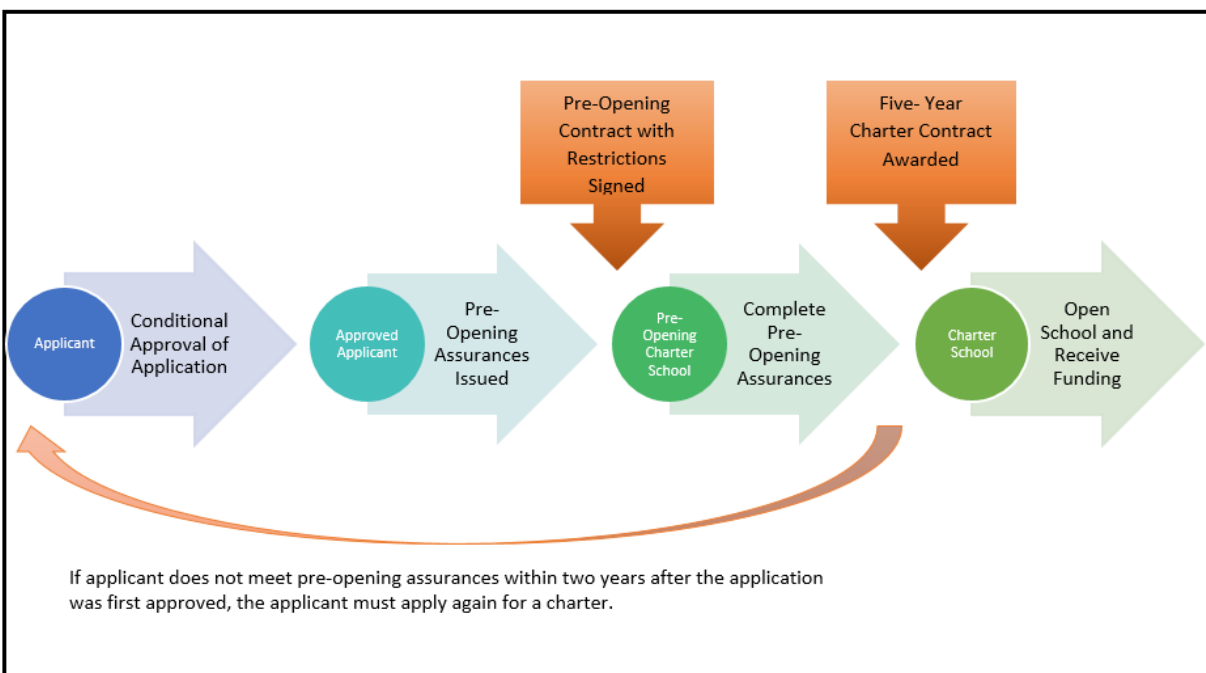


Figure 1: Charter School Start-up Process

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:

- I. Start-up Charter School means a new charter school established under HRS §302D-13 that is not a Conversion Charter School.
- II. Conversion Charter School means:
 - Any existing school operated by the Department of Education (“DOE”) that converts to a charter school in accordance with HRS §302D-13; or
 - Any existing DOE school that converts to a charter school and is managed and operated by a nonprofit organization in accordance with HRS §302D-13.

Two narrative templates are issued for this application cycle: one for Start-up Charter Schools, and one for Conversion Charter Schools. Applicants shall ensure that they are using the correct template for the type of school that they would like to start. This RFP for new charter schools may be cancelled and any and all proposals may be rejected when it is determined to be in the best interest of the State of Hawaii.

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 in certain areas compared to traditional public schools.

A charter school has substantial operational autonomy over a number of areas, that include governance, design and delivery of its academic plan, school management and operations, finances, and, if applicable, Charter Management Organization (“CMO”), Educational Management Organization (“EMO”), or Education Service Provider (“ESP”) agreements. All charter schools in Hawaii are funded through a per-pupil allocation. Unlike other state agencies, Charter schools are the only state agencies that receive funding that is not restricted in its use. All other state agencies are restricted in the spending of the funds allocated to them by line item (i.e. personnel, equipment, travel, etc.). Although charter schools have autonomy in these areas, they are nevertheless state agencies that shall comply with applicable federal, state, and county laws, ordinances, codes, rules, and regulations. For example, charter schools are subject to collective bargaining agreements between the State and the Hawaii State Teacher’s Association (HSTA), the Hawaii Government Employees Association (HGEA), and the United Public Workers (UPW) union. As a result, the employees and teachers of a charter school are unionized state employees and shall belong to the same collective bargaining units as DOE employees in similar positions. Like all state employees, charter school employees and teachers have access to health and retirement benefits provided by the Hawaii Employer Union Health Benefits Trust Fund (EUTF) and the Employees Retirement System of the State of Hawaii (ERS).

With the autonomy that charter schools are given, comes strong accountability. The governing board of every charter school and its employees must comply with HRS Chapter 84, the State

Ethics Code. In addition, charter schools are accountable for meeting performance standards as described in HRS Chapter 302D and the Performance Framework of the Charter Contract. The Performance Framework is a unified framework that guides the Commission’s evaluation of the governance, operational management, fiscal management, and academic performance of each school. The Performance Framework is composed of the following sections:

Governance: This section includes financial and organizational performance as well as governing board practices. Each charter school 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. Charter schools must demonstrate the proper use of public funds as evidenced by annual budgets, quarterly financial reports, annual financial statements, and annual independent audits.

Structures and Conditions for Learning: This section examines curriculum, instruction and assessment, data-driven decision making, equity in access to learning opportunities, and continuous professional development of administrators and teachers.

Student Academic Outcomes: This section examines student academic outcomes as measured by Strive HI and additional (optional) valid, reliable student academic outcome measures that are selected or developed by the school and approved by the Commission. 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.

The Performance Framework is part of the Charter Contract, which every successful applicant will execute with the Commission. All charter schools, including newly opened charter schools, are evaluated annually under the Performance Framework. Charter schools that are unable to meet performance standards in accordance with the Performance Framework or are unable to comply with legal, contractual, or financial requirements may face nonrenewal or revocation of their Charter Contract.

C. Strategic Vision for Authorizing and Priority Needs

The Commission is statutorily tasked with authorizing “high-quality public charter schools throughout the State.” For purposes of applications, the emphasis here is on “high-quality.”

The Commission’s strategic vision for the chartering of these high-quality schools is that they not only provide excellent and diverse educational options for Hawaii’s families but that they also contribute meaningfully to the continued improvement of Hawaii’s public education system as a whole. This context is important for prospective applicants to bear in mind as they consider the kind of institution they envision creating. The Application Requirements and Criteria ask the applicant to articulate what contributions the new school is expected to make to public education in Hawaii.

For this year's Request for Proposals, the Commission will **grant preference** in inviting proposals that would address the following Priority Needs:

- I. New schools that would provide additional school capacity for STEM, middle school, arts, vocational programs, or special demographics (for example: Chamorro, Micronesian, Native Hawaiian, or other protected classes, etc.); and/or
- II. New schools that would serve communities where existing public schools are not performing well academically, as measured by the State's Strive HI Performance System and other student outcomes, and that present a plan for improving these outcomes.

The preference for Priority Needs does not foreclose the opportunity for applicants to propose other school models. Prospective applicants not proposing schools that would meet a Priority Need must describe and cite evidence of other significant, documented educational needs that their school would meet in their targeted community, which would be a noteworthy contribution to Hawaii's public education system. The Commission will assess these alternative needs at the "Intent to Apply" stage before inviting a prospective applicant to submit a full application.

It is important to emphasize that every application, even one that proposes to address the above Priority Needs, will be considered on its own substantive merits. The fact that an application proposes to address these Priority Needs will not compensate in the evaluation for substantive deficiencies in its proposed Academic, Financial, or Organizational Plans or the Applicant Governing Board's capacity. Nonetheless, a plan to address these system challenges will be an additional positive consideration and could also be a compelling means for the Applicant Governing Board to garner the participation and support of high-capacity strategic partners.

D. Start-Up Period

Applicants that receive conditional approval of the application will enter into a two-year pre-opening charter school contract with the Commission and will be known as a pre-opening charter school. The pre-opening contract will contain pre-opening assurances that must be completed within the allotted two-year start-up period. Should the applicant fail to complete the pre-opening assurances within the two-year start-up period, the applicant must reapply for a charter. The start-up period encompasses the period between an application being conditionally approved in June 2020 and the new charter school opening its doors during School Year 2021-2022 or School Year 2022-2023. Applications approved under this RFP will not be allowed to open a school prior to School Year 2021-2022.

E. Contract Period

Following the successful completion of pre-opening assurances, a five-year charter contract will be awarded. After the initial five-year 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.

F. Modification of Application

Following the due date, a change to any part of the application **is not allowed, and will not be considered. Applicants that would like to present changes to the application after the due date will be required to re-submit the application for evaluation in another application cycle.**

During the start-up period, any changes to an application that has been conditionally approved by the Commission must receive Commission approval. If there are material changes to the application, i.e., loss of applicant board members, or a change in the implementation of the plan, the Commission reserves the right to reject the application and revoke the applicant's conditional approval. **If the Commission does not approve the changes made, the applicant will be required to submit the application for evaluation in another application cycle.**

G. Glossary of Terms

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

Applicant Governing Board	The founding board of a proposed charter school that is the entity that submits an application and, if approved, has authority to execute the initial Charter Contract, thereby becoming the governing board of the charter school.
Applicant Information Sheet	The cover page to the formal application that includes basic information about the applicant.
Application Requirements	The formal requirements of the application that the Narrative Proposal and relevant attachments must address.
Blended Learning Model	All students enrolled in a blended program must come to a school facility or location for instruction for all or part of the coursework. A blended school must have a facility or location for instruction for all or part of the coursework.
Board Member Information Form	The form attached as <u>Exhibit 3</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 a nonprofit organization that has started and/or provides administrative support to a group of charter 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 -13.
DES	District/Complex Area Special Education Office.
DOE	The Hawaii Department of Education.
Educationally Disadvantaged Students	Economically disadvantaged students, students with disabilities, migrant students, English language learners, neglected or delinquent students, or homeless students.
ELL	English Language Learners.
EMO	Educational Management Organization, specifically a for-profit organization that has started and/or provides administrative support to a group of charter schools that may have a shared vision and mission.
Epicenter	The system that applicants must use to submit intent to apply packets and other components of the application.
ESP	Education Service Provider, specifically an organization, either nonprofit or for-profit, that provides educational design, implementation, or comprehensive management services.
ESSA	The federal Every Student Succeeds Act
Evaluation Team	An independent team of evaluators assembled by Commission staff.
FERPA	Family Educational Rights and Privacy Act.
FAPE	Free and Appropriate Public Education.
Financial Plan Workbooks	The forms attached as <u>Exhibits 4 and 4a.</u>
Hawaii Common Core Standards	The state academic standards defining the knowledge and skills students need to succeed in college and careers when they graduate.
High-Quality Charter School	<p>A charter school that shows evidence of strong academic results, based on the following factors:</p> <ul style="list-style-type: none"> a. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including <i>educationally disadvantaged students</i> served by the charter school; b. Either— <ul style="list-style-type: none"> i. Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school: <ul style="list-style-type: none"> 1. Economically disadvantaged students; 2. Students from major racial and ethnic groups;

	<ul style="list-style-type: none"> 3. Students with disabilities; and 4. English language learners; or ii. No significant achievement gaps between any of the above subgroups of students at the charter school and significant gains in student academic achievement for all populations of students served by the charter school; c. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other <i>educationally disadvantaged students</i> served by the charter school that are above the average academic achievement results for such students in Hawaii; d. Student academic outcomes on the Performance Framework that meet or surpass the average performance of public schools statewide; and e. No significant compliance issues (<i>i.e.</i>, no violation that could, if not addressed or if it represents a pattern of repeated misconduct or material non-compliance, lead to the revocation of a school's charter contract), particularly in the areas of student safety, financial management, and equitable treatment of students.
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.
Intent to Apply Packet	The completed and signed Intent to Apply School Summary together with all applicable documentation listed on the Intent to Apply Packet Cover Sheet.
Master Collective Bargaining Agreements	The master agreement between the Hawaii State Teachers Association and BOE, and any agreements between the DOE or BOE and United Public Workers and Hawaii Government Employees Association and any other unions.
MOU	Memorandum of Understanding.
NACSA	National Association of Charter School Authorizers.
Narrative Proposal	An applicant's formal application to the Commission.
Performance Framework	The Performance Framework included in the Charter Contract, setting forth the domains and standards by which the Commission will evaluate each charter school's performance.
Pre-Opening Assurances	The criteria a Pre-Opening Charter School must fulfill before its Charter Contract is effectuated, thereby establishing it as a charter school.

Pre-Opening Charter School	A charter school that has restricted rights and obligations, such as not being allowed to hire employees or eligible to receive state funding, until it satisfactorily fulfills its Pre-Opening Assurances.
Priority Need	The Commission's strategic priorities for authorizing new charter schools as described in <u>Section I.C.</u>
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.
Service Provider	The term used to collectively refer to Charter Management Organizations (CMOs), Educational Management Organizations (EMOs), and Education Service Providers (ESPs).
Staffing Chart Template	The form attached as <u>Exhibit 1.</u>
Start-up Charter School	A new school established under HRS §302D-13 that is not a Conversion Charter School.
Statement of Assurances Form	The form attached as <u>Exhibit 2.</u>
Strive HI	Hawaii's Strive HI Performance System.
UIPA	Uniform Information Practices Act, HRS Chapter 92F.
Virtual Learning Model	Students are not required to come to a school facility or location for instruction. The students may choose to do so, but the school does not require the student to be at a school facility or location for instruction.

II. Eligibility and Legal Requirements

1. Applicant Governing Boards must meet the requirements of HRS §302D-12. At a minimum, the Applicant Governing Board must possess expertise in **academic and financial management and oversight, best practices in nonprofit governance, human resources, and fundraising**. (Other recommended areas of expertise for the board include legal expertise, community relations, and facilities development.)
2. All Applicant Governing Board members should provide the Applicant Governing Board with a diversity of perspective and a level of objectivity that accurately represents the interests of the anticipated students and demonstrate an understanding of best practices of nonprofit governance.
3. Applicant Governing Boards must represent that they meet all requirements listed in the Intent to Apply Packet by submitting a signed copy of the forms.
4. Applicant Governing Boards must meet the eligibility requirements, as evidenced by their Intent to Apply Packet, in order to submit an application and continue with the application process.
5. Nonprofit organizations that establish an Applicant Governing Board 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.
6. Applicant Governing Boards proposing a Conversion Charter School must submit all documentation required by HRS Chapter 302D.
7. No charter school may begin operations before obtaining Commission approval of its charter application and execution of a Charter Contract and fulfilling any pre-opening requirements that may be imposed by the Commission.

III. Application Process Overview and Timeline

The applications process is conducted in two phases. **Phase I** commences with the release of the RFP and will end with either the conditional approval or denial of the application. Applicants that receive conditional approval of the application will then move to **Phase II** which will require the completion of pre-opening assurances in order to open the new charter school.

Due to the evolving nature of the COVID-19 pandemic and government-imposed restrictions, the dates below are subject to change.

Phase I: Application	
March 30, 2020	Release of RFP
April 3, 2020 11:00 AM, Hawaii Standard Time	RFP Orientation Via Zoom (mandatory attendance for applicants) Commission staff to conduct a mandatory orientation to interested applicants on the RFP and its requirements. Go to link to register to attend orientation: https://zoom.us/meeting/register/tZ0of-iurT4sn-3k_0xBAYfbedALviMTHg
April 13, 2020 Noon, Hawaii Standard Time	Intent to Apply Packets Due As required by HRS §302D-13(c)(2), applicants are required to submit the intent to apply packet to the Commission. Applicants must meet the requirements defined in HRS §302D-13(b), in order to be eligible to submit a charter application.
April 15, 2020	Prospective applicants are notified of their eligibility to submit an application Based on the intent to apply packet that was submitted by the applicant, Commission staff will determine whether the applicant meets the requirements in HRS §302D- 13(b) to submit a charter application. Applicants will be notified on their eligibility to proceed with submitting a charter application.
May 11, 2020 12:00 Noon, Hawaii Standard Time	Deadline for eligible applicants to submit applications
May 15, 2020	Applicants receive notifications of completeness as determined by Applications Committee
May 15, 2020 through June 5, 2020	Application evaluation window
Week of May 25, 2020	Clarification Interview with Evaluation Team As required by HRS §302D-13(c)(5)(A), the evaluation team will conduct an in- person interview with representatives from the applicant governing board.
Week of May 25, 2020	Capacity Interview Applicants are interviewed by those with experience in leading a school to determine applicant capacity. Capacity interview date and time will be emailed to applicants at a later date.
May 28, 2020	Commission Public Hearing HRS §302D-13(c)(5)(B), requires the opportunity in a public forum for the

	public to provide input on each charter application.
June 5, 2020	Applicants receive Recommendation Reports
June 11, 2020	Applications Committee Meeting on application decisions The Applications Committee will deliberate and make recommendations to the Commission on the approval or denial of charter applications. HRS §302D-13(c)(6) requires the approval or denial of a charter application to be made in a meeting open to the public.
June 25, 2020	Commission General Business Meeting on final application decisions The Commission makes its final decision on the conditional approval or denial of charter applications. HRS §302D-13(c)(7) requires the authorizer to set a final date to approve or deny a charter application. HRS §302D-13(c)(6) requires the approval or denial of a charter application to be made in a meeting open to the public.
June 26, 2020	Applicants are notified of the Commission's decision Applications that are approved by the Commission will receive conditional approval and will move on Phase II where the satisfactory completion of pre-opening assurances will be required. Applications that are not approved in Phase I must reapply with a new application in another application cycle.
Phase II: Start-Up	
July 2020-June 2022	New charter school start-up period for approved applications The start-up period encompasses the approximate two-year period between an application being conditionally approved in June 2020 and the new charter school opening its doors during School Year 2021-2022 or School Year 2022-2023. Applications approved under this RFP will not be allowed to open a school prior to School Year 2021-2022. During the start-up period, the applicant will be responsible for completing various pre-opening assurance tasks such as securing a school facility, recruiting personnel, finalizing the academic plan and finalizing needed policies and procedures. Should an approved charter applicant be unable to satisfactorily complete the pre-opening assurances set by the Commission during the two years allotted, the applicant will not receive final approval to open and must reapply as a new applicant.
June 2022	Final Approval of Charter Application Applicants that have satisfactorily completed the pre-opening assurances will be granted final approval of the application to open the new charter school. Applicants that are not granted approval from the Commission will not be allowed to open.
August 2022	Opening of new charter school

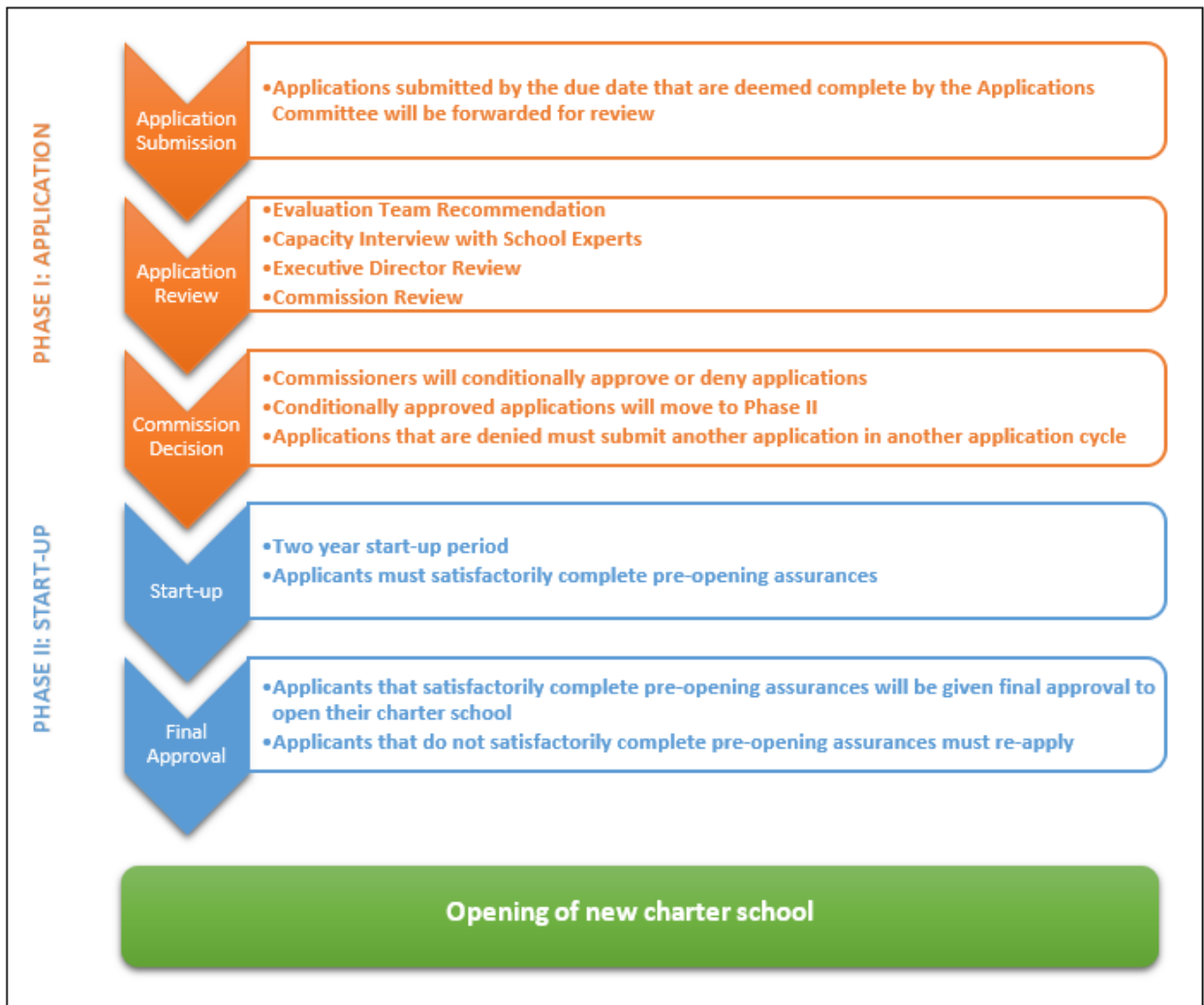


Figure 2: Application Process

IV. Application Guidelines

The Commission is pleased to invite proposals for new high-quality public charter schools. Please read these guidelines fully before developing your application.

A. Elements of the Application

Note: All information that an applicant plans to submit for evaluation must be contained within the Elements of the Application, as described below.

Public hearing testimony on the application and DOE comments will not be evaluated by the Evaluation Team. However, these elements may be considered by the Commission as described in Section IV.G. How all of these components fit into the Commission's Evaluation Process is set forth in **Figure 4**.

The following will be evaluated by the Evaluation Team:

1. Intent to Apply Packet. All applicants are required by HRS §302D-13(c)(5)(A) to submit the Intent to Apply Packet, including all applicable documentation listed on the Intent to Apply Packet Cover Sheet.
2. Narrative Proposal. The Narrative Proposal is the formal application to the Commission and is a comprehensive description of the proposed school's academic, organizational, and financial plans.
3. Attachments. Throughout the application, specific documents are requested in addition to narrative answers. Attachments shall not contain additional narrative unless requested. A list of the mandatory attachments is provided in these guidelines. No additional attachments to those listed are permitted.
4. Interviews. As required by HRS §302D-13 (c)(5)(A), the review and evaluation of the charter application will include an in-person interview with representatives from the applicant governing board. Representatives of the applicant governing board, the proposed school director, and proposed key school personnel are required to attend **two** in-person interviews: a clarification interview and a capacity interview. The clarification interview will be conducted by the Evaluation Team regarding the application. The capacity interview will be conducted by the Hawaii school experts who will evaluate the applicant's capacity to carry out the plan proposed in the application.

B. Epicenter Submission Instructions

1. The Intent to Apply Packet, Applicant Information Sheet, Narrative Proposal, and attachments shall be submitted through Epicenter. To submit these documents, the **primary contact** of the applicant governing board shall request access to the Commission's Epicenter account. Applicants shall contact Lauren Endo, by email at frameworks.compliance@spcsc.hawaii.gov by April 3, 2020 to receive access to Epicenter.
2. The Intent to Apply Packet, Applicant Information Sheet, Narrative Proposal and attachments are individual files that must be uploaded to Epicenter in the specified file format. **If a confirmation message does not appear on your screen after attempting to submit the Intent to Apply Packet, Applicant Information Sheet, Narrative Proposal and attachments, it may not have been submitted.** You should also save a copy of every document submitted as part of this applications process for your own records.
3. The Intent to Apply Packet must be completed and submitted along with all of its required elements through the Commission's Epicenter site by 12:00 Noon, Hawaii Standard Time, on April 13, 2020. **Late or incomplete submissions will be rejected. If you do not submit your Intent to Apply Packet by this deadline, you will not be able to apply for this cycle. No exceptions will be made.**
4. If you are deemed eligible to apply, ensure all required fields within the Applicant Information Sheet and the Narrative Proposal are completed and all required attachments are uploaded in the specified file format, and submit the application through the Commission's Epicenter site by 12:00 Noon, Hawaii Standard Time, on May 11, 2020. **Late submissions will be rejected. Incomplete applications will be rejected. No exceptions will be made. Once the application is submitted, no changes may be made to the application.**

C. Specifications

Applicants shall use the applicable templates to submit the Intent to Apply Packet, Applicant Information Sheet, Narrative Proposal and attachments, through Epicenter. Please keep in mind that your application is a professional submission. The quality of your submission should reflect the quality of the school that you propose to open. Grammar, spelling, and formatting all make an impression on evaluators. Applications that are not clear and concise or are not easily discernible risk denial.

Intent to Apply Packet

1. The Intent to Apply Packet must be submitted in PDF format using the applicable template and contain all mandatory documents. **An Intent to Apply Packet that contains any handwritten parts other than signatures will be rejected.**

Narrative Proposal

1. All elements, including attachments, of the Narrative Proposal and Applicant Information Sheet must be submitted in PDF format using the applicable template unless otherwise specified. **An application that contains any handwritten parts other than signatures will be rejected. This includes labels for attachments.**
2. Adhere to page and word limits where applicable. The Narrative Proposal without attachments is limited to 75 pages. Pages in excess of the page limit for the Narrative Proposal or any attachment **will be redacted and will not be reviewed by the Evaluation Team.** The Narrative Proposal may contain a table of contents and/or a bibliography/references section that will not count toward the maximum page limit. **Hyperlinks to websites to explain the Narrative Proposal and Attachments will not be reviewed.**
3. Every page of the Narrative Proposal must have a page number and the full name of the proposed school in the footer of the document. All attachments must have the full name of the proposed school and a page number that specifically identifies the attachment (e.g., "Attachment A, Page 3" or "A-3"). **It is the responsibility of the applicants to meet the formatting requirements. Applications that do not meet these formatting requirements will be rejected.**

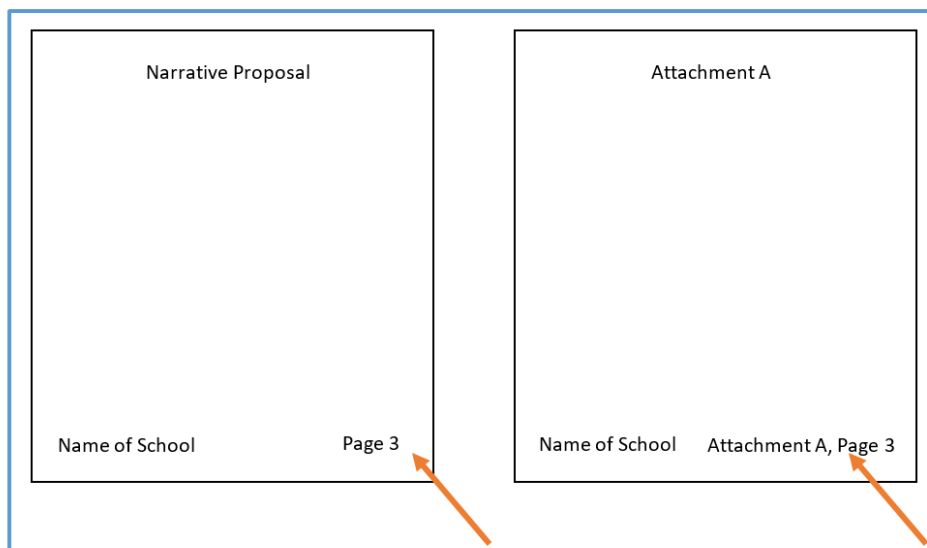


Figure 3: Labeling Format

4. Applicants shall answer the question that appears at the beginning of each template section.

5. If a particular requirement or criterion does not apply to your proposed school or plan, do not leave the section blank. Instead, respond “Not Applicable” **and** state the reason this requirement or criterion is not applicable to the proposed school or plan.
6. When submitting resumes, label each document with the individual’s affiliation with the proposed school (e.g., board member, school director, teacher).
7. Review all elements of your application for completeness using the final review checklist (be sure to initial each box) before submitting. **Late, incomplete, or incorrectly formatted submissions will be rejected.** Applicants will not be permitted to submit new information, as detailed in Section IV.H.
8. Complete all sheets (tabs) in the Financial Plan Workbooks.
9. The following is a list of **mandatory** attachments that shall be submitted with each Narrative Proposal. It is the responsibility of the applicant to ensure it submits all of the required attachments. The items in bold print are Commission forms that must be used and submitted with each application and appear as exhibit to this RFP. The Applicant shall be responsible for creating the format of the remaining mandatory attachments. All attachments must be clearly labeled according to the format prescribed in **Figure 3.**

Attachment A.	Enrollment Plan
Attachment B.	Listing of DOE complex areas and public and private schools
Attachment C.	Curriculum overview
Attachment D.	Plan for curriculum development
Attachment E.	Proposed learning standards
Attachment F.	Exit standards for graduating students
Attachment G.	Proposed first year school calendar
Attachment H.	Daily and weekly schedule for each division
Attachment I.	Typical school day (student)
Attachment J.	Typical school day (teacher)
Attachment K.	Enrollment policy
Attachment L.	Student discipline policy
Attachment M.	Evidence of support from community partners
Attachment N.	School director information
Attachment O.	School director job description
Attachment P.	School management team information
Attachment Q.	Organizational charts
Attachment R.	Governing board member information (Exhibit 3)
Attachment S.	Nonprofit board members
Attachment T.	Governing board code of ethics
Attachment U.	Staffing chart (Exhibit 1)
Attachment V.	Leadership evaluation tool
Attachment W.	Teacher evaluation tool

- Attachment X.** Start-up plan
- Attachment Y.** Financial plan workbooks (Exhibit 4)
- Attachment Z.** Funds committed
- Attachment AA.** Statement of assurances (Exhibit 2)
- Attachment BB.** Final review checklist (Exhibit 5)

10. In addition to the mandatory attachment noted in item 9, the following is a list of mandatory attachments that shall accompany the Narrative Proposal for applicants that are proposing a **conversion charter school**. The Applicant shall be responsible for creating the format of the mandatory attachments. All attachments must be clearly labeled according to the format prescribed in **Figure 3**.

- Attachment CC.** Certification and supporting documentation for conversion application approval
- Attachment DD.** Additional evidence of support of or opposition to conversion
- Attachment EE.** Nonprofit bylaws

11. In addition to the mandatory attachments noted in item 9, the following is a list of attachments that shall accompany the Narrative Proposal for applicants that are proposing to use a **service provider**. The Applicant shall be responsible for creating the format of these attachments. All attachments must be clearly labeled according to the format prescribed in **Figure 3**.

- Attachment FF.** Academic performance data for each charter school client of Service Provider
- Attachment GG.** List of charter schools operated or managed by Service Provider
- Attachment HH.** Accreditation report from one school operated or managed by Service Provider
- Attachment II.** Proposed Service Provider agreement

D. Public Documents Notification

All information submitted to the Commission is a public record subject to HRS Chapter 92F, also known as the Uniform Information Practices Act (“**UIPA**”). Information that is submitted to the Commission may be redacted from a 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.

The Applicant Information Sheet will be posted to the Commission’s website for public review. The information contained in the Applicant Information Sheet will be the only publicly released information during the course of the application process.

E. 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, or Commission staff. All communications from applicants should be directed to the Applications and Renewal Coordinator.
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 will be deemed ineligible for further consideration, and the application will be disqualified or rejected. If the Commission determines that any individual associated with any applicant has violated any of these requirements, including operating through third-parties with the intent of circumventing these requirements, the associated applicant's application will be deemed ineligible for further consideration, and the application will be disqualified or rejected.

F. 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. The Commission will reject applications that have been plagiarized, including the copying of language from any other charter application without proper attribution and citation.

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 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, EMOs, and ESPs may use their own intellectual property, which is appropriate and acceptable.²

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.

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

G. Application Evaluation Process

Note: *The Commission shall disregard any new information, as described in [Section IV.H.](#)*

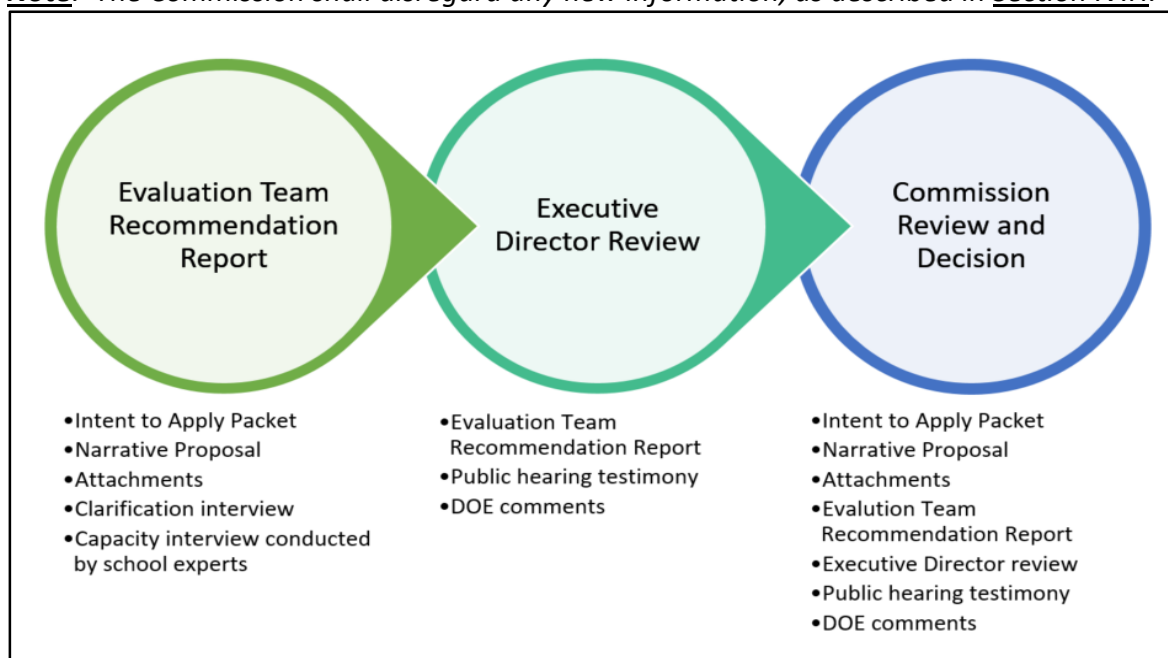


Figure 4: Commission's Evaluation Process

The evaluation period within the applications process consists of an assessment of the application by various individuals: The Evaluation Team, school experts, the Executive Director, and the Commission

Evaluation Team Review

The Evaluation Team is tasked with assessing the application against the stated evaluation criteria and providing its recommendation to the Commission to approve or deny an application through its Recommendation Report. The Commission will assemble an Evaluation Team that may include Commission staff, external national charter school evaluators, and external local evaluators. Commission staff may also observe the Evaluation Team as it conducts its evaluation and interview of applicants. In formulating its recommendation to approve or deny an application, the Evaluation Team will assess the Intent to Apply Packet, Narrative Proposal, and Attachments against the published evaluation criteria, and will take into consideration the applicant's performance in the clarification interview with the Evaluation Team and capacity interview. The Evaluation Team will then issue a Recommendation Report which details the Evaluation Team's recommendation to approve or deny the application.

Capacity Interview

The capacity interview will be conducted by the Hawaii school experts who will evaluate the applicant's capacity to carry out the plan proposed in the application. The school experts will provide their assessment of the capacity of the applicants to the Evaluation Team to be incorporated into the Recommendation Report.

Executive Director Review

The Executive Director will have the opportunity to present to the Commission a recommendation to approve or deny each application. The Executive Director will consider the Evaluation Team's Recommendation Report, along with the public hearing testimony, and any comments submitted by DOE.

Commission Decision

The Commission has the ultimate decision-making authority to approve or deny each application. The Commissioners will have access to all applications materials submitted and will conduct their own review of the application. After considering the recommendations made by the Evaluation Team, the Executive Director review, comments submitted by the DOE, and public hearing testimony, the Commissioners will vote to approve or deny each application. The Commission's Application Committee will make a recommendation to the full Commission regarding approval or denial of each application. At its General Business Meeting, the Commission will make a final determination to conditionally approve or deny each application.

Debrief

Applicants who do not receive a charter may request a debriefing from the Evaluation Team to understand the basis for the denial of the application. If an applicant appeals the Commission's decision to deny a charter application to the BOE, a debrief will not be available until the BOE has rendered its final decision. If the BOE renders its decision and the next application cycle has commenced, a debrief will not be available. Applicants who are interested in a debrief must submit a written request for a debrief within three working days to frameworks.compliance@spcsc.hawaii.gov after the Commission's final decision on the applications.

H. New Information

Pursuant to national standards for charter school authorizers, the purpose of a rigorous application process is to "[grant] charters only to applicants that have demonstrated competence and capacity to succeed in **all aspects of the school**, consistent with the stated approval criteria."³ Further, 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 Narrative Proposal and attachments should be a complete and accurate depiction of the proposed plan.

After the application due date, the applicant shall not change any information provided in the Narrative Proposal, Applicant Information Sheet and Attachments, as the Evaluation Team will

³ Excerpt from the National Association of Charter School Authorizers' *Principles & Standards for Quality Charter School Authorizing, 2018 Edition* (page 13, emphasis added).

not have an opportunity to holistically evaluate such changes. Therefore, the Commission will disregard any new information that was not available to the Evaluation Team before the issuance of the Recommendation Report. “New information” means any information that substantially differs from what is provided in the Narrative Proposal, Applicant Information Sheet and Attachments and is revisionary in nature. 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 substantially different.

I. Evaluation Criteria Overview

The Application Requirements and Criteria are the essential tools for the Evaluation Team, used in both their individual and team assessments of each application. The Evaluation Team presents both ratings on a scale and narrative analysis of each section of the application as compared to the Application Requirements and Criteria. Throughout the 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 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.

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 to implement the proposed plan, meet the criteria for all main sections of the application (Educational Program Design & Capacity, Operations Plan & Capacity, Financial Plan & Capacity), and present an overall proposal that is likely to result in the successful opening of a *high-quality charter school*.



State Public Charter School Commission 2020 Intent to Apply Packet

INTENT TO APPLY PACKET

I. Cover Sheet

Proposed School Name	
Name:	
Primary Contact Information	
Name:	
Current Employer & Position/Title:	
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 to establish an Applicant Governing Board (select one)*

<input type="checkbox"/>	2. Community group
<input type="checkbox"/>	3. Group of teachers
<input type="checkbox"/>	4. Group of teachers and administrators
<input type="checkbox"/>	5. DOE school (<i>conversion charter school applications only</i>)
<input type="checkbox"/>	6. School community council (<i>conversion charter school applications only</i>)
<input type="checkbox"/>	7. Nonprofit organization (<i>components 4-7 of the Intent to Apply Packet listed below are required</i>)** Name of nonprofit organization: _____

Submit the following mandatory components of the Intent to Apply Packet:

<input type="checkbox"/>	1. Completed Intent to Apply Packet Cover Sheet
<input type="checkbox"/>	2. Completed and executed Intent to Apply School Summary form
<input type="checkbox"/>	3. A resolution from the Applicant Governing Board approving the execution of the Intent to Apply Packet
<input type="checkbox"/>	4. Proof of nonprofit registration with the Hawaii Department of Commerce and Consumer Affairs and a Certificate of Good Standing (<i>applicable only if applicant type is nonprofit organization</i>)
<input type="checkbox"/>	5. Copy of the Articles of Incorporation for the nonprofit (<i>applicable only if applicant type is nonprofit organization</i>)
<input type="checkbox"/>	6. Copy of IRS tax-exempt certification - OR - acknowledgment letter from the IRS regarding the tax status of the nonprofit (<i>applicable only if applicant type is nonprofit organization</i>)
<input type="checkbox"/>	7. A resolution from the nonprofit's board approving the establishment of an Applicant Governing Board (<i>applicable only if applicant type is nonprofit organization</i>)

*Only applicant group types listed are eligible to establish an Applicant Governing Board.

**Only nonprofit organizations that provide components 4-7 are eligible to establish an Applicant Governing Board.

II. Intent to Apply School Summary

Use this form to describe the proposed school, the Applicant Governing Board, and the nature of the plan for which you would like to submit a charter application to the Commission.

Proposed School						
Name:						
Geographic Location:				DOE Complex Area(s):		
Location(s) of Anticipated Student Population:						
Grades Served Year 1 (SY 2022-2023):						
Grades Served at Capacity:						
Commission's Priority Need(s) the school would address (if applicable):						
(If not addressing a Priority Need) Other significant, documented Hawaii educational need the school would address:						
Research/evidence source(s) for documentation of educational need:						
Anticipated Student Population						
Describe the student population you anticipate serving.	%FRL :		% SpEd:		% ELL:	
Other:						
Proposed School Description						
School Model/Focus (check all that apply)	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input type="checkbox"/> Blended Learning <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> Cultural Focus (<i>specify</i>): <input type="checkbox"/> Disability (<i>specify</i>):			<input type="checkbox"/> Language Immersion (<i>specify</i>): <input type="checkbox"/> Montessori <input type="checkbox"/> STEM <input type="checkbox"/> Virtual Learning <input type="checkbox"/> Other (<i>specify</i>):		
School Mission Statement (limit 100 words)						

Enrollment Preferences or Priorities, if any (consistent with HRS §302D-34):	
--	--

(If identified) Provide information below about the proposed School Director, and include as **Attachment 1** the individual's professional biography and full resume (including contact information).

Proposed School Director (if identified)
Name:
Current Employer and Position/Title:

Below, list the members of the Applicant Governing Board and the relevant expertise they bring to the board. In **Attachment 2**, include professional biographies and full resumes (including contact information) for each member of the Applicant Governing Board. Applicant Governing Boards must meet the requirements of HRS §302D-12. At a minimum, the Applicant Governing Board must possess expertise in **academic and financial management and oversight, best practices in nonprofit governance, human resources, and fundraising**. Other recommended areas of expertise for the board include legal expertise, community relations, and facilities development. *(Add lines to table as needed)*

Applicant Governing Board Members		
Name	Current Employer & Position/Title:	Relevant Expertise for the Board

School Enrollment Projection

Academic Year	Projected # of Students	Grade Levels Served
Year 1 (2022-2023)		
Year 2 (2023-2024)		
Year 3 (2024-2025)		
Year 4 (2025-2026)		

Year 5 (2026-2027)		
At Capacity (specify year): _____		

Do any of the following describe the Applicant Governing Board or the school to be proposed in the 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 the applicant, any members of the applicant governing board, or any partners of the applicant have charter school applications under consideration by any other authorizer(s) in the U.S.?

☐ Yes (if so, complete this table, adding lines as needed) ☐ No

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does the applicant, any members of the Applicant Governing Board, or any partners of the applicant have any new schools scheduled, planned or projected 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 granted by the Applicant Governing Board to submit this application and that all information contained herein is complete and accurate, and that a copy of the governing board resolution approving the execution of the Intent to Apply Packet is attached. 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 Applicant Governing Board.

Signature of Application Primary Contact

Date

Title



State Public Charter School Commission 2020 Applicant Information Sheet

APPLICANT INFORMATION SHEET

I. Applicant Summary

Proposed School
Name:
School Type:
<input type="checkbox"/> Start-Up Charter School <input type="checkbox"/> Conversion Charter School, Name of DOE school to be converted:
Geographic Location:
Grades Served Year 1 (SY 2022-2023):
Grades Served at Capacity:
Commission's Priority Need(s) the proposed school will address, if applicable:
(If not addressing a Priority Need) Other significant, documented educational need the proposed school will address:
Mission Statement (limit 100 words):
Enrollment Preferences or Priorities, if any (consistent with HRS §302D-34):
Primary Contact Information
Name:
Current Employer and Position/Title:
Expected Role with the Proposed School:
Phone:
Email:
Proposed School Description

School Model/Focus (check all that apply)	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input type="checkbox"/> Blended Learning <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> Cultural Focus (<i>specify</i>): <input type="checkbox"/> Disability (<i>specify</i>):	<input type="checkbox"/> Language Immersion (<i>specify</i>): <input type="checkbox"/> Montessori <input type="checkbox"/> STEM <input type="checkbox"/> Virtual Learning <input type="checkbox"/> Other (<i>specify</i>):

(If identified) Provide information below about the proposed School Director, and include as **Attachment A1** the individual's professional biography and full resume (including contact information).

Proposed School Director (if identified)
Name:
Current Employer and Position/Title:

Below, list the members of the Applicant Governing Board and the relevant expertise they bring to the board. In **Attachment A2**, include professional biographies and full resumes (including contact information) for each member of the Applicant Governing Board. Applicant Governing Boards must meet the requirements of HRS §302D-12. At a minimum, the Applicant Governing Board must possess expertise in **academic and financial management and oversight, best practices in nonprofit governance, human resources, and fundraising**. Other recommended areas of expertise for the board include legal expertise, community relations, and facilities development. (*Add lines to table as needed*)

Applicant Governing Board Members		
Name	Current Employer & Position/Title:	Relevant Expertise for the Board

If the applicant is planning to contract or partner with a Service Provider, fill out the table below.

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

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

☐ Yes (if so, complete this table, adding lines as needed) ☐ No

State	Authorizer	School Name	Grades Served	Opening Date

Does the applicant, any members of the Applicant Governing Board, or any Service Providers of the applicant have charter school applications under consideration by any other authorizer(s) in the U.S.?

☐ Yes (if so, complete this table, adding lines as needed) ☐ No

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does the applicant, any members of the Applicant Governing Board, or any Service Providers of the applicant 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



State Public Charter School Commission 2020 Application Requirements

These Application Requirements are adapted from the [National Association of Charter School Authorizers' Model Charter School Application.](#)"

APPLICATION REQUIREMENTS

SCHOOL OVERVIEW

The School Overview should provide a concise summary of the following:

- The proposed plan for the school;
 - The anticipated student population, educational needs, and expected academic and non-academic challenges of serving the proposed community;
 - The applicant team's capacity to successfully open and operate a high-quality school that achieves its mission, in light of the specific circumstances and foreseeable challenges described.
1. Mission Statement (*limit 100 words*). State the school's mission, or fundamental purpose. The mission statement should succinctly do the following:
 - Identify the students and community to be served;
 - Describe the school's fundamental purpose or reason for existence;
 - Present a clear, focused, compelling mission that will guide the school's operation and is attainable and measurable or readily demonstrable; and
 - Be memorable and easily communicated and expressed by all members of the school community including teachers, parents, and students.
 2. Vision (*limit 200 words*). Together with the mission statement, the vision should concisely do the following:
 - Describe what the school will accomplish in concrete terms, and illustrate what success will look like; and
 - Provide the entire school community as well as external stakeholders a clear, memorable understanding of what the school intends to achieve.
 3. Community to Be Served: Anticipated Student Population and Educational Needs. Describe the community to be served, including the geographic location, anticipated student population, and students' anticipated educational needs. Describe the rationale for selecting the proposed location, community, and student body. Explain any enrollment priorities on which the program is based, consistent with federal and state law and any applicable Commission policies or guidelines.
 4. Anticipated Challenges and Solutions. Identify significant academic and non-academic challenges the school may expect to encounter. Briefly describe how the school would address those challenges, and explain the applicant team's capacity to execute these strategies and solutions.
 5. Academic Plan/School Design. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Cite evidence that demonstrates the school model will be successful in improving academic achievement and life opportunities for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.
 6. Community Engagement. Describe the relationships or community partnerships you have established to engage the community and build support for the proposed school, and how you

have assessed the demand and solicited support for the school within the targeted community. Briefly describe these activities and summarize their results.

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.
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.

ENROLLMENT SUMMARY

Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	At Capacity
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

1. Explain the rationale for the number of students and grade levels served in Year 1 and the basis for the growth plan set forth above.
2. Provide evidence justifying the enrollment plan shown 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. Cite any research data, censuses, surveys, or other data sources were used, cite these sources or attach the data, as **Attachment A**.

SECTION 1. EDUCATIONAL PROGRAM DESIGN & CAPACITY

PROGRAM OVERVIEW

1. Academic Plan Overview. Provide an overview of the academic plan of the proposed school, including instructional methods, assessment strategies, and non-negotiable elements of the school model. Briefly evidence that promises success for this academic plan with the anticipated student population.
2. 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-price lunch. Explain why you anticipate that the student population described above will enroll in the school. Include, as **Attachment B (limit 5 pages)**, a listing of the DOE complex area(s) that these students will most likely come from, and a listing of all public (including charter) and private schools in the targeted community that serve the same grades as the proposed school.

CURRICULUM AND INSTRUCTIONAL DESIGN

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the Hawaii Common Core Standards.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Provide an overview of the planned curriculum, including, as **Attachment C**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with the Hawaii Common Core Standards.
3. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
4. If the curriculum is not already developed, provide, as **Attachment D**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.
5. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.
6. Provide a timeline and description of how instructional materials will be developed or selected and a list of individuals that will be involved in the development or selection process. If the instructional materials have been selected, a description and explanation that clearly demonstrates how the materials support the Academic Plan.
7. Describe how the proposed school's instructional strategies will support the mission, vision, and academic philosophy and are well-suited to the anticipated student population.

PUPIL PERFORMANCE STANDARDS

Responses to the following items regarding the proposed school's pupil performance standards must be consistent with the Hawaii Common Core Standards.

1. Describe the pupil performance standards for the school as a whole.
2. Provide, in **Attachment E**, a complete set of the school's proposed learning standards for one grade for each division the school will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school will serve only one division, the exit standards provided in response to question 5 in this section will suffice. (Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.)
3. If you plan to adopt or develop additional academic standards beyond the Hawaii Common Core Standards, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the state and authorizer standards.
4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.
5. Provide, in **Attachment F**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

HIGH SCHOOL GRADUATION REQUIREMENTS (HIGH SCHOOLS ONLY)

Note: 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. 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.

1. Describe how the school will meet the BOE's graduation requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will differ in any way from BOE Policy 4540, explain how they will differ (including exceeding BOE graduation requirements), and explain how the school would adjust graduation requirements (including any necessary adjustments to other elements of the Education Plan) in the event the BOE does not grant a waiver from its policy.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

ASSESSMENT

1. List the school's proposed academic goals and targets and describe how the school will assess the progress of individual students, student cohorts, and the school as a whole on the identified

goals and targets. The description must clearly explain how the identified assessments will accurately measure progress toward the identified goals and targets.

2. Describe how instructional leaders and teachers will use student data to 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 aspects of the educational program.
3. Describe the interventions and modifications the school will make to instructional strategies if students are not meeting identified goals and targets.

SCHOOL CALENDAR AND SCHEDULE

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside 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. Describe the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment G**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in **Attachment H**, a sample daily and weekly schedule for each division of the school.

SUPPLEMENTAL PROGRAMS AND ACTIVITIES

This section should describe any supplemental programs that are integral to the proposed school's educational program. These supplemental programs may be part of the proposed school's growth plan if they will not be implemented immediately. For all of the programs and activities below, describe:

- a) the expected resource and staffing needs for the program;*
 - b) how the program will be funded; and*
 - c) the timeline for implementation, if the program will not be implemented in the first year of operation.*
1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them.
 2. Describe the extracurricular or co-curricular activities or programs the school will offer, and when the activities or programs will be scheduled.
 3. Describe any supplemental programs or strategies that will address student mental, emotional, and social development and health.

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

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

If an applicant believes that a particular criterion in this section is not applicable to its proposal, the applicant should so state and explain why the applicant believes the particular criterion does not apply. If an applicant believes that a particular criterion in this section has been addressed thoroughly in other parts of the Narrative Proposal, reference those sections.

1. Performance Record. Explain the performance record, under Strive HI, of the DOE school to be converted and its bearing on the decision to apply for conversion to the charter school model. The explanation must demonstrate that the applicant has thoughtfully considered the DOE school's performance record and how converting to a charter school would improve academic performance and increase student achievement outcomes for student population currently being served by the DOE school.

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 culture or ethos of the proposed school. Explain how it will promote high expectations and a positive academic and social environment that fosters student intellectual, social, and emotional development for all students.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.
4. Describe, in **Attachment I**, a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe, in **Attachment J**, a typical day for a teacher in a grade that will be served in your first year of operation.

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. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language Learners; intellectually gifted students; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Explain the percentages of these special populations that you anticipate enrolling and the basis for these estimates. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.
2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
 - a) Methods for identifying students with special education needs (and avoiding misidentification);
 - b) Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students’ access to the general education curriculum; and ensure academic success for students with special education needs;
 - c) Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student’s goals as set forth in the Individualized Education Program (IEP);
 - d) Plans for promoting graduation for students with special education needs (high school only); and
 - e) Plans to have qualified staffing adequate for the anticipated special needs population.
3. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - a) Methods for identifying ELL students (and avoiding misidentification);
 - b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;

- c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services; and
 - d) Means for providing qualified staffing for ELL students.
- 4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.
- 5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - a) Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - b) Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
 - c) Means for providing qualified staffing for intellectually gifted students.

STUDENT RECRUITMENT, ADMISSIONS, 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 the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. Also describe how the school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education if the proposed school is projecting a high percentage of students in poverty and intends to achieve socioeconomic and/or demographic diversity.
2. If applicable, identify any enrollment preferences the school would request that are in compliance with federal and state law and any Commission policies or guidelines, and explain the rationale for the enrollment preference request.
3. Provide, as **Attachment K**, the school's Enrollment Policy, which should include the following:
 - a) Tentative dates for application period, and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
 - b) A timeline and plan for student recruitment/engagement and enrollment;
 - c) Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
 - d) Description of any pre-admission activities for students or parents/guardians, and the purpose of such activities.
4. Explain how the school will ensure that it meets its enrollment targets, and describe the contingency plan if enrollment targets are not met.

STUDENT DISCIPLINE

Describe in detail the school's approach to student discipline. Provide as **Attachment L** the school's proposed discipline policy. The description of the school's approach and the proposed policy should include the following:

1. A clear description of the school's philosophy on cultivating positive student behavior and a student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights;
2. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
3. Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including the proposed school's code of conduct and procedural due process for all students, including students afforded additional due process measures under IDEA;
4. Appropriate plan for including teachers, students, and parents or guardians in the development and/or modification of the proposed school's policies for discipline, suspension, dismissal, and crisis removal;
5. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or expelled, respectively;
6. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
7. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than 10 days; and
8. An explanation of how students and parents will be informed of the school's discipline policy.

PARENT AND COMMUNITY INVOLVEMENT

1. Describe the role to date of any parents and community members involved in developing the proposed school.
2. Describe what you have done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.
3. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment M**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

EDUCATIONAL PROGRAM CAPACITY

1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- School leadership, administration, and governance;
- Curriculum, instruction, and assessment;
- Performance management; and
- Parent and community engagement.

Describe the group's ties to and/or knowledge of the target community.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
3. Identify the proposed School Director and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as **Attachment N**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

If no candidate has been identified, provide as **Attachment O** the job description or qualifications, and describe the timeline, criteria, and recruiting and selection process for hiring the school leader.

4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the School Director. If known, identify the individuals who will fill these positions and provide, as **Attachment P**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.
5. Explain who will work on a full-time or nearly full-time basis to lead development of the school upon approval of a charter, and the plan to compensate these individuals.

SECTION 2. OPERATIONS PLAN & CAPACITY

GOVERNANCE

Proposed schools may designate or establish an associated nonprofit organization to assist with fundraising and other support activities, especially during the start-up period, but this is not a requirement.

1. Describe the primary roles and responsibilities of the proposed school governing board and how it will interact with the school director, any advisory bodies, and any essential partners. Describe the size, current and desired composition, powers, and duties of the governing. Identify key skills or areas of diverse expertise that are or will be effectively represented on the 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 effectively 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.
2. Provide, as **Attachment Q**, organization charts that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in: a) Year 1; and b) all subsequent years until full capacity is reached. The organizational charts must 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 must also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.
3. If the membership of Applicant Governing Board has changed from the time it submitted its Intent to Apply Packet, describe and explain the reason for such changes.
4. Provide, in **Attachment R**:
 - a. A list of all current proposed school governing board members and their intended roles;
 - b. A clear summary of members' qualifications for serving on the proposed school governing board, including explanation of how each member meets considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a *high-quality charter school*, including academic, financial, legal, nonprofit and community experience and expertise;
 - c. Completed and signed Board Member Information Forms (Exhibit 3) and resumes for each proposed governing board member,
5. A clear description of effective governance procedures, including an explanation of the procedure by which current school governing board members were selected and how any vacancies will be filled; an explanation of how often the board will meet both during start-up and during the school year; any plans for a committee structure, the committees' work, and identification of chairs for any proposed committee(s); and a description of 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).

6. Describe any existing relationships, including financial interests, that could pose actual or perceived conflicts if the application is approved, and the specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.
7. A clear description of sound plans for increasing the capacity of the proposed school governing board, orientation of new members, and ongoing training and development for members, including reasonable timelines, specific and thoughtful topics and capacities to be addressed, and requirements for participation.
8. If applicable, a clear and comprehensive description of the proposed school's associated nonprofit organization, including its current tax status and/or the plan and timeline for obtaining tax exempt status and the nonprofit's mission and purpose. The description must specifically identify ways that the proposed school's associated nonprofit organization will support the proposed school (such as community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources) and specify any grants or programs that the nonprofit is planning to use. If the nonprofit's mission is not to solely support the proposed school, the description must also adequately explain any competing interests for the nonprofit's time and resources and how the proposed school will ensure such competing interests will not hinder the school's ability to operate and obtain outside supports.
9. Provide, in **Attachment S**, a list of all current and identified nonprofit board members that complies with the State Ethics Code. Describe the intended role of each member, and their experience and qualifications relevant to supporting the proposed school.
10. Discuss the procedures to be followed in the event of closure or dissolution of the school. Identify procedures to be followed in the case of the closure or dissolution of the charter school, including provisions for the transfer of students and student records to the complex area in which the charter school is located and for the disposition of the school's assets to the State Public Charter School Commission (SPCSC). Provide assurance that the school will follow any additional procedures required by SPCSC to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Hawaii Revised Statutes [§302D-19](#).
11. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment T**, the board's proposed Code of Ethics and Conflict of Interest policy.
12. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
13. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for

participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

Advisory Bodies

Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

Grievance Process

Explain the process that the 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.

PROFESSIONAL CULTURE AND STAFFING

Note: 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 staffing plans that deviate from any Master Collective Bargaining Agreement must negotiate supplemental agreements with the respective exclusive representatives and should be cognizant of possible limitations of these agreements.

Staff Structure

1. Provide a complete staffing chart for the school, using the Staffing Chart Template (Exhibit 1) as **Attachment U**. The staffing chart and accompanying notes or roster should identify the following:
 1. Year 1 positions, as well as positions to be added in future years;
 2. Administrative, instructional, and non-instructional personnel;
 3. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 4. Operational and support staff.
2. Explain how the relationship between the school's leadership team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

Professional Development

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

1. Identify the person or position responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place before school opening. Explain what will be covered during this induction period and how teachers will

be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.
5. Identify ways in which the professional development scheduling may conflict with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide a contingency plan in the event such amendments cannot be negotiated under supplemental agreements.

Staffing Plans, Hiring, Management, and Evaluation

1. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring a strong teaching staff that is highly effective in accordance with the state's plan under the Every Student Succeeds Act ("ESSA"). Explain other key selection criteria and any special considerations relevant to your school design.
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
3. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal history record checks.
4. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment V**, any leadership evaluation tool(s) if already developed.
5. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment W**, any teacher evaluation tool(s) if already developed. *Note: 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. If amendments will be needed, the plan must describe the specific amendments that would be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, and include a reasonable plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.*
6. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.
7. Explain any deviations in staffing plans, including salaries, from Master Collective Bargaining Agreements, including identification of amendments that would be needed in a supplemental agreement and a reasonable plan for contingencies if such amendments cannot be negotiated under a supplemental agreement.

Performance Management

The Commission will evaluate the performance of every charter school according to the Performance Framework that will be part of the Charter Contract.

1. Describe any mission-specific educational goals and targets that the school would propose to measure its success. State goals clearly in terms of the measures or assessments you plan to use.

2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
3. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.
4. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

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.

1. Facilities.
 - a. If the proposed school has obtained a facility: Identify and describe the facility — including address, square footage, square footage rent, amenities, previous use, and what needs to be done in order for the facility to be in compliance and meet requirements to serve as a school—demonstrating that the facility is adequate for the intended purposes, has a sound plan and timeline for renovating and bringing the facility into compliance with applicable building codes, and will meet the requirements of the Academic Plan, including the needs of the anticipated student population. If the proposed school has a virtual/blended learning program, or relies heavily on technology, the description must adequately explain how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.
 - OR**
 - b. If the proposed school has not obtained a facility: Describe the plan and timeline for identifying, securing, renovating, and financing a facility—including identifying any brokers or consultants the applicant is employing—that will be in compliance with applicable building codes and meet the requirements of the Academic Plan, including the needs of the anticipated student population. The plan must briefly describe possible facilities within the geographic area, including addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring each possible facility into compliance. If the proposed school has a virtual/blended learning program, or relies heavily on technology, the description must

adequately explain how each possible facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

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

START-UP MANAGEMENT PLAN

*In accordance with the start-up charter school process, as shown in **Figure 5**, 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.*

Note: The management plan for the start-up year presented in the application will serve as the basis for the Pre-Opening Assurances.

1. Provide, as **Attachment X**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (be sure to complete all pages in the Financial Plan Workbook, and provide it as **Attachment Y**).
 - a. Plans to obtain financing for the proposed school's facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility;
 - b. Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;
 - c. 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, including any other ways the applicant plans to achieve its projected enrollment;
 - d. Plans to hire teachers, administrative staff, and support staff during the start-up period;
 - e. Plans to identify, recruit, select, and add or replace new governing board members and provide or obtain any governing board training, as applicable; and
 - f. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

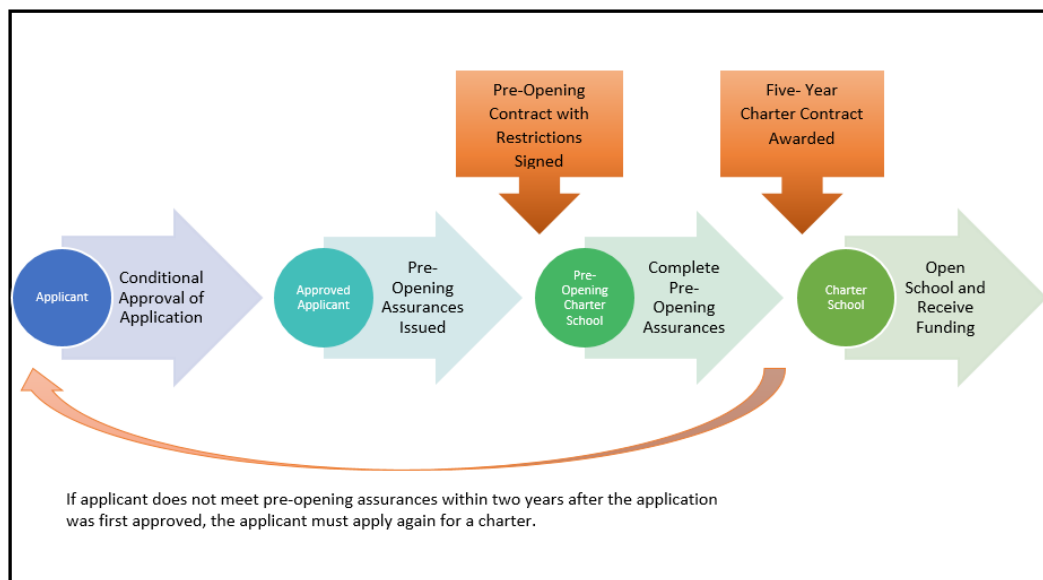


Figure 5: Start-Up Charter School Process

OPERATIONS

1. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. If the school will not provide daily transportation, what were the factors that led to this decision and what was the impact of not providing transportation?
2. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
3. If the school will provide food service, describe the plan for providing food to students, in compliance with applicable laws. If the proposed school will not provide food service, what were the factors that led to this decision and what will be the impact of not providing food service?

OPERATIONS CAPACITY

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - Staffing;
 - Professional development;
 - Performance management;
 - General operations; and
 - Facilities management.
2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

SECTION 3. FINANCIAL PLAN & CAPACITY

FINANCIAL MANAGEMENT & OVERSIGHT

1. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
6. Describe the school's plans for liability insurance to indemnify the school, its board, staff and teachers against tort claims.

START-UP & OPERATING BUDGETS

Charter schools are subject to HRS Chapter 37D and, as agencies of the State, may not enter into financing agreements or take out lines of credit without the approval of the Department of Budget and Finance as to fiscal responsibility and approval from the Department of the Attorney General as to form and legality.

*Note: In developing the proposed school's budget, use the following per-pupil annual funding projection: **\$7292**. This amount is the current projected per-pupil funding amount for the 2020-2021 school year.*

1. **Start-up and Operating Budgets.** Using the Financial Plan Workbooks (**Exhibit 4**) as **Attachment Y**, provide the proposed school's start-up and five-year operating budgets, aligned with the Educational and Organizational Plans.
2. **Budget Narrative.** Provide a detailed budget narrative that clearly explains your cost assumptions and funding estimates, including but not limited to the basis for funding projections, staffing levels, and costs. The narrative must specifically address the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:
 - a. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment Z**, for any funds on which the proposed school's core operation depends (e.g., grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.
 - b. A contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where enrollment is substantially lower than projected and/or anticipated variable income is not received.

The contingency plan must also include a Year 1 cash flow contingency, in the event that funding projections are not met before school opening.

3. Anticipated Funding Sources. Identify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

FINANCIAL MANAGEMENT CAPACITY

Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- Financial management;
- Fundraising and development; and
- Accounting and internal controls.

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 regardless of space or capacity considerations. 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 criterion in this section is not applicable to its proposal, the applicant should so state and explain why the applicant believes the particular criterion does not apply. If an applicant believes that a particular criterion in this section has been answered thoroughly in other parts of the Narrative Proposal, reference those sections.

An application that meets the standard for approval will have the following elements:

1. School Community
 - a. A certification and supporting documentation, provided as **Attachment CC**, as verifiable evidence 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. The documentation must 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.
 - b. A clear explanation of the process used to engage various stakeholder groups and collect evidence of support that demonstrates that there was reasonable effort to encourage engagement from all stakeholders, especially faculty and families, in discussing and deciding to apply for a Conversion Charter School.
 - c. A clear description and explanation of the degree of opposition to the conversion, the reasons for opposition, and any other community stakeholders that support conversion, including, provided as **Attachment DD**, any additional evidence of community support for the conversion and opposition to the conversion. The description must adequately explain how the proposed school and governing board will address any opposition to ensure there are no negative impacts to student learning and the operations of the school.

2. Staff Plans and Evaluation
 - a. A clear description of the rights and management issues of employees at the existing DOE school, and a detailed framework that addresses any issues and protects the rights of such employees.
3. Facilities
 - a. A sound plan for the use of the existing DOE school facilities that is aligned with the proposed budget, including a reasonable timeline for negotiating a lease or memorandum of agreement with the DOE, a plan for ongoing upkeep and maintenance, and any plans for renovation.
4. Nonprofit Organization as Applicant. *Note: Only applicants proposing a Conversion Charter School where a nonprofit organization will operate and manage the proposed school and the nonprofit organization's board of directors will serve as the Conversion Charter School's governing board need to complete this section.*
 - a. A clear description of the organizational structure of the nonprofit organization and reasonable and legally sound plans for how it will also serve as the governing board of the Conversion Charter School and how governing board members will be selected. If the nonprofit organization is going to appoint advisory groups of community representatives for each school managed by the nonprofit organization, the description must include the organizational structure and scope of jurisdiction for each advisory group.
 - b. The nonprofit organization's bylaws or policies, provided as **Attachment EE** that are legally sound and describe the manner in which business is conducted and policies that relate to the management of potential conflict of interest situations.
 - c. A clear description that demonstrates that the nonprofit organization possess sufficient experience in the management and operation of public or private schools or plans to enter into an agreement to obtain services from another entity or entities possessing such experience.
 - d. A reasonable explanation of how the nonprofit organization will execute and implement its start-up plan without interfering in the operations of the existing DOE school until authorized to do so by the Commission.
 - e. A description of any licensure or accreditation requirements, such as registration with the Department of Commerce and Consumer Affairs, the nonprofit organization must comply with and the status of any such licenses or accreditations that demonstrates the nonprofit is in good standing with all such requirements.

THIRD PARTY SERVICE PROVIDERS

Note: This section is required of any applicant intending to contract with a Service Provider. A Service Provider is any third-party entity, whether nonprofit or for-profit (including CMOs, EMOs, and ESPs), that provides comprehensive education management services to a school via contract with the school's governing board. If the proposed school plans to contract with more than one Service Provider, the application must address the criteria below for each Service Provider, as applicable.

If the proposed school would contract with a Service Provider as defined above, provide:

1. Service Provider Selection and Track Record

- a. Explain why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.
- b. Explain the process the applicant used to identify, vet, and select the Service Provider. The description must 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, including a summary of the findings of the reference checks conducted by the applicant.
- c. If the Service Provider is providing academic services, evidence demonstrating academic success, especially in the grade levels the proposed school intends to serve, including academic performance data of all clients of the Service Provider that demonstrates the provider's services lead to *high-quality charter schools*, as defined in the RFP. Provide, as **Attachment FF**, academic performance data for each of the Service Provider's charter school clients that shows evidence of strong academic results for the past three years (or over the life of the charter school, if the school has been open for fewer than three years), based on the following factors:
 - i. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, *educationally disadvantaged students*, as defined in the RFP, served by the charter school;
 - ii. Either—
 - 1. Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school: low-income students, students from major racial and ethnic groups, students with disabilities, and English language learners; or
 - 2. No significant achievement gaps between any of those subgroups of students at the charter school and significant gains in student academic achievement for all populations of students served by the charter school; and
 - iii. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other *educationally disadvantaged students* served by the charter school that are above the average academic achievement results for such students in the state.
- d. A listing and explanation of 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 that does not indicate that the Service Provider lacks the necessary capacity or display inconsistencies in its academic, organizational, or financial performance. The explanation must reference the other jurisdictions where the Service Provider operates or services other charter schools and provide, as **Attachment GG**, a list of all the charter schools operated or managed by the Service Provider, the respective authorizer for each of those charter schools, and contact information for each authorizer.
- e. A list or description of all charter schools operated or managed by the Service Provider that are accredited, if any, including a list or description of the accrediting organization for each accredited school and a current accreditation report from one of those schools, provided as

Attachment HH, that demonstrates strong organizational health attributable to the Service Provider.

2. Legal Relationships

- a. Full disclosure of 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 and a satisfactory explanation as to how such existing or potential conflicts of interest will be addressed.
- b. A list of all subsidiaries or related entities that are affiliated or owned in whole or in part by the Service Provider, a description of the nature of those entities' business activities, an explanation as to whether the proposed school has or will have any relationship with or receive any services from any of those entities, and a reasonable justification for any such relationship.
- c. If the Service Provider will have supervisory responsibilities, a description of the supervision of the proposed school employees by the Service Provider that is reasonable, legally sound, and aligns to Master Collective Bargaining Agreements and gives the proposed school governing board oversight over the Service Provider's supervisory responsibilities. The description must explain the supervisory responsibilities of the Service Provider, 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.
- d. 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, draft facility or financing agreements, or other evidence, provided as **Attachment II**, that:
 - i. Demonstrate such agreements are separately documented and not part of or incorporated in the proposed school's management contract; and
 - ii. Ensure any agreements are consistent with the proposed school governing board's authority and practical ability to terminate the management agreement and continue operation of the proposed school.
- e. A description of any loans, grants, or investments made between the Service Provider and the proposed school or the proposed school's associated nonprofit organization, including a legally sound explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the proposed school or the proposed school's associated nonprofit, as applicable.

3. Service Provider's Organizational Structure

- a. A detailed description of the roles and responsibilities of the Service Provider that adequately and accurately describes how the Service Provider fits into the proposed school's organizational structure and how the organizational structure ensures the proposed school governing board is independent from the Service Provider and self-governing, including a satisfactory description of independent legal representation and arm's-length negotiating.
- b. A satisfactory business plan that demonstrates the Service Provider will be able to provide the services in the management agreement. The business plan must explain how the Service Provider will grow, scale, or adjust its operations to ensure quality service to the proposed school.
- c. An effective and comprehensive oversight and evaluation plan for overseeing the Service Provider. The oversight and evaluation plan must include the school-wide and student achievement results that the management organization is responsible for achieving, the

methods the proposed school governing board will use to review and evaluate the Service Provider's progress toward achieving agreed-upon goals, the frequency of such reviews and evaluations, an explanation whether there will be an external evaluator to assess the Service Provider's performance, and the conditions, standards, and procedures for the proposed school governing board intervention, if the Service Provider's performance is deemed unsatisfactory.

- d. A comprehensive description of the respective financial responsibilities of the proposed school governing board and the Service Provider that allows for reasonable financial controls from the proposed school governing board. The description must include details about who will own property purchased with public funds, which operating and capital expenditures each party be responsible for, the types of spending decisions the Service Provider can make without obtaining board approval, the reports the Service Provider must submit to the proposed school governing board on financial performance and the schedule for reporting, and how the proposed school governing board will provide financial oversight.

ADDENDUM 1. APPLICANTS PROPOSING A VIRTUAL/BLENDED LEARNING MODEL

IN CONJUNCTION WITH THE COMMISSION'S *ONLINE VIRTUAL AND BLENDED LEARNING GUIDELINES* (OCTOBER 18, 2019) COMPLETE THIS SECTION IF YOU ARE PROPOSING A VIRTUAL/BLENDED LEARNING MODEL.

Finance and Governance

1. What are the costs associated with your proposed virtual/blended school and its various components?
2. How will these costs change over the life of the proposed contract?
3. How are these costs affected by different student characteristics and contextual factors?
4. What are the implications for weights and adjustments in the accountability or funding system due to your proposed virtual/blended school?
5. Provide a 5-year budget showing how your proposed school will operate, including a breakdown of teacher costs (including specialized training, dates and supplemental pay for recall days if necessary), facilities, technology, internet access, curriculum, and any other associated costs.
6. Provide a demographic breakdown of the students you are proposing to serve through this program, e.g. Free and Reduced Lunch, geographic home location, grade level, general demographics.
7. What geographic area(s) will your proposed school be serving?
 - a. How is your proposed school's staffing model sufficient to address all of the requirements of reporting and oversight?
8. For the curriculum for your proposed school, will you be/have you created your own curriculum or will you be purchasing curriculum? If purchasing curriculum, please explain why you are purchasing the curriculum and identify the company you are purchasing the curriculum from, if you have or will be creating your own curriculum, skip to Question 14.
9. If purchasing the curriculum, state the cost as well as the specific services the company will provide, and provide a copy of your agreement/ proposed agreement with this company.
10. If purchasing the curriculum, what are the expected costs over the contract period? Provide a copy of your contract/proposed agreement. How does your budget account for any increases in costs over the life of the contract?
11. Have you had prior experience using the curriculum and the provider? Explain.
12. What were the academic results for students as measured by a state assessment using this curriculum in other schools or districts?

Instructional Program Quality

1. How did you and/or your instructional team decide on the curriculum?

2. In addition to the state assessments (i.e., Smarter Balanced Assessment, Kaiapuni Assessment of Educational Outcomes (KĀ'EO)), what additional assessments of your students will you use to determine student outcomes and performance?
3. Where/how state testing will be held for all students?
4. How will the curriculum help your students meet the Common Core Standards? a. If you are using purchased curriculum, provide evidence of student outcome data as measured by a state assessment showing progress towards proficiency or beyond. b. If you have developed your own curriculum, provide a copy of your curriculum. You may also provide electronic access to the curriculum or video samples of the curriculum/course work students will be expected to experience.
5. How did you assess the quality of the curriculum and how can we be assured that the curriculum you have chosen meets the needs of the students you are proposing to serve? How will your school determine that the student is learning the subject matter?
6. What assessments will you be using to evaluate learning progress, and how will your staff monitor that progress and ensure that students are meeting the required standards?
7. How will your staff determine students' subject mastery and certify their eligibility to be promoted to the next grade level?

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

1. What are the professional qualifications of the teacher(s) and administrator(s) who will be running your proposed school?
2. What specific training have the proposed teacher(s) and administrator(s) completed that addresses the unique needs of virtual/blended learning?
3. How is/are the administrator(s) qualified to manage and support teachers of virtual/blended learning students?
4. Please provide the Commission with the teacher evaluation instrument you plan to use to evaluate and support your virtual/blended learning program teachers.
5. Has this teacher evaluation instrument been approved by HSTA? If not, provide documentation that you sought approval or entered into discussions with HSTA for review of this instrument. If your application is approved, you will need to provide documentation of approval of your evaluation instrument or utilize an HSTA approved evaluation instrument.
6. How is your administrator qualified/trained to evaluate virtual/blended learning teachers?
7. If virtual/blended learning teacher needs support, what kind of professional development will the school provide?
8. What training will be provided to teachers to adjust to virtual/blended teaching?

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

1. How will your proposed school ensure implementation of Section 504 of the Rehabilitation Act of 1973 ("504) and Special Education Individualized Educational Plans ("SPED IEP") that call for various services such as counseling, one-on-one support, small

group, differentiation, varied learning support systems and devices, pacing, social programming etc.

2. How will IEPs and 504 reviews be held?

Exhibits

- Exhibit 1.** Staffing Chart Template
- Exhibit 2.** Statement of Assurances Form
- Exhibit 3.** Board Member Information Form
- Exhibit 4.** Financial Plan Workbooks
- Exhibit 5.** Final Review Checklist

Exhibit 1: 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. Include the salary and full-time employee ("FTE") equivalency (*e.g.*, 1.0 FTE, 0.5 FTE, etc.) for each position for each year.

Elementary School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					Capacity
	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	
School Director						
Assistant School Director						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: <i>e.g.</i> , 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	Salary and FTE Per Position Per Year					Capacity
	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	
School Director						
Assistant School Director						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						

Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						
Total Salaries						

High School Staffing Model and Rollout

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

Exhibit 2: 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 Applicant Governing Board.

The Applicant Governing Board agrees to comply with all of the following provisions, specifically, if approved the governing board and 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 Master 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 Every Student Succeeds 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;
 - (1) 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 3: Board Member Information Form

Board Member Information

**To be completed individually by each Applicant 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 requires 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: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
2. Contact information:
Name:
Phone:
E-mail:

Describe your role and indicate your position on the governing board.

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.

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

Why do you wish to serve on the governing board of the proposed charter school?

What is your understanding of the appropriate role of a public charter school governing board member?

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.

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 will be 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. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
☐ I/we do not have a financial interest ☐ Yes
6. 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
7. 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
8. 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
9. 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

10. 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. I agree to notify the Commission if there are any changes to the above disclosures.

Signature

Date

Exhibits 4 and 4a: Financial Plan Workbooks

Exhibit 5: Final Review Checklist

Final Review Checklist

Initial each item to indicate that it has been completed.

- ☐ A copy of the application and all of its attachments has been saved for your records.
- ☐ All required attachments have been submitted.
- ☐ The application adheres to all applicable page and word limits.
- ☐ All elements of the application have been converted to proper format for submission.
- ☐ Application does not contain handwritten parts (other than signatures).
- ☐ Every page of the narrative proposal is properly labeled with a page number and name of the proposed school in the footer.