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(‘AHA KULA HO‘ĀMANA)

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RECOMMENDATION SUBMITTAL

DATE: September 10, 2015

TO: Catherine Payne, Chairperson

FROM: Tom Hutton, Executive Director

AGENDA ITEM: Action on 2015-2016 Request for Proposals for New Charter Schools,
Including the Process, Timeline, and Criteria for the 2015-2016 Application
Cycle

I. DESCRIPTION

Recommendation that the Commission approve the form and substance of the 2015-2016 Request for Proposals and delegate authority to the Executive Director to make technical, non-substantive changes as necessary.

II. POLICY CONTEXT AND AUTHORITY

A core function of a charter school authorizer is to solicit, evaluate, and approve or deny applications for new charter schools. Pursuant to §302D-5(a), Hawaii Revised Statutes (“HRS”), “[a]uthorizers are responsible for executing the following essential powers and duties: . . . (1) Soliciting and evaluating charter applications; (2) Approving quality charter applications that meet identified educational needs and promote a diversity of educational choices; [and] (3) Declining to approve weak or inadequate charter applications[.]”

The process for accepting, evaluating, and making decisions on applications should be rigorous, fair, and transparent. According to the National Association of Charter School Authorizers’ (“NACSA”) *Principles & Standards for Quality Charter School Authorizing, 2012 Edition* (“*Principles & Standards*”), “A quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate strong capacity to establish and operate a quality charter school.” (p. 12) Pursuant to §302D-6, HRS, “All authorizers shall be required to follow nationally recognized principles and standards for quality charter authorizing in all major areas of authorizing responsibility, including: . . . (2) Soliciting and evaluating charter applications[.]”

Section 302D-13, HRS, establishes further statutory guidelines as to the establishment of start-up and conversion charter schools, and the text of that statutory section, as recently amended by Act 114, Session Laws of Hawaii 2015, is attached as **Exhibit A**. An excerpt relating to application process national standards from NACSA's *Principles & Standards* is attached as **Exhibit B**.

The Commission may delegate duties to its staff. Pursuant to §302D-5(d), Hawaii Revised Statutes, “[a]n authorizer may delegate its duties to officers, employees, and contractors.”

III. BACKGROUND

At its August 13, 2015 general business meeting, the Commission approved returning to a single-phase application process, adopted a revised general timeline for the 2015-2016 charter application cycle, and authorized staff to finalize the details of the process and timeline for future approval. At that same meeting, the 2014 application cycle concluded, and staff has since solicited feedback on the process and Request for Proposals (“RFP”) from applicants, Commissioners, evaluators, and the Hawaii Public Charter School Network.

At its August 27, 2015 meeting, the Applications Committee provided feedback on the draft RFP but did not take action. Some of the feedback included lengthening the application cycle timeline to allow for more time for both applicants and evaluators, reordering some of the application requirement sections, and making it clear that charter schools are subject to statutory provisions regarding financing agreements and lines of credit, pursuant to HRS Chapter 37D. Staff subsequently incorporated the committee’s suggestions into the draft RFP.

IV. DECISION MAKING STATEMENT

Clean version of the 2015-2016 RFP is attached as **Exhibit C**. A redlined version showing the changes from the 2014 RFP to the 2015-2016 RFP is attached as **Exhibit D**, and a redlined version showing the changes that have been made to the draft presented to the Applications Committee is attached as **Exhibit E**. The most material substantive changes are highlighted below:

1. **Strategic Vision.** The law now requires that the RFP communicate the Commission’s “strategic vision for chartering.” For this year’s RFP, the language used to address this requirement is based on Commission discussions up to this point but leaves open the possibility for the Commission to engage in a more in-depth future discussion on articulating the strategic vision.
2. **Eligibility Requirements.** The law changed so that only “applicant governing boards” may submit charter applications. Because of this, the Intent to Apply Packet and eligibility requirements have been revised. Applicants are now required to establish applicant governing boards with key capacities that are needed to open and operate a high-quality charter school, specifically those capacities that are contemplated in law for governing boards of existing charter schools to consider (academic management, financial management, human resources, and fundraising).
3. **Process Changes.** The process description, including the submission instructions, now reflects the single-phase process. All references to amendments have been removed, as the 2015-2016 cycle does not allow for amendments. The form in which applications are to

submit now allows for more flexibility in formatting the narrative responses. The web-based platform will still be used, but the page limits have been adjusted.

4. **Timeline.** The timeline assigns specific dates to the general estimated timeline approved by the Commission and reflects the single-phase process. The RFP is to be released earlier than in previous years on September 18, 2015. Applications are due on February 12, 2016, allowing for more time to develop applications than previous years from the time the RFP is released, and is an extended deadline than previously proposed, per suggestions from the Applications Committee. The Commission is scheduled to make final decisions on August 11, 2016, leaving the start-up period the same as the previous cycle.
5. **Definitions.** The previous RFP had a definitions section that was more like a glossary of terms. This draft RFP has both a glossary of terms and a definitions section that contains a few key definitions, such as a definition for “high-quality charter school,” to clarify expectations.
6. **Merger of Application Requirements and Criteria.** Rather than having separate application requirements or questions and evaluation criteria as in previous cycles, this RFP merges the requirements and criteria together, making the expectations clearer to applicants and evaluators. Instead of asking for certain information then evaluating whether the information provided has certain characteristics based on separate criteria, the application sections now require specific elements to meet the standard for approval and act as both “questions” and criteria.
7. **Document Structure.** The structure of the RFP has been revised to reflect the new application process as well as to accommodate the merger of the application requirements and criteria. It also includes a new form, the Applicant Information Sheet, that serves as a cover sheet to the main application and contains basic information about the applicant.
8. **Reordering of Plan Sections.** This RFP reorganizes the various sections within the Academic, Organizational, and Financial Plans to create a flow to the application that encourages more coherent and integrated responses. The order will also assist evaluators in better understanding and evaluating applications. The reorganization and changes to these sections are described in more detail below.
9. **School Overview.** The School Overview section has remained largely unchanged. The most substantive change to this section is the references to the strategic vision and Priority Needs in the Contribution to Public Education System requirement.
10. **Academic Plan.** The Academic Plan has been revised to incorporate several components from the Organizational Plan for the reasons stated previously.
 - a. Academic Plan Overview, Academic Philosophy, and Student Population. No changes were made to this section.
 - b. Curriculum and Instructional Design. This section has been clarified to require all of the components that comprise a curriculum and instructional design. Curriculum development plans will no longer be accepted.

- c. Special Populations and At-Risk Students. This section has not been substantively changed.
- d. School Culture. This section has been changed to focus more on school culture as it relates to students. The areas that focus on school culture as it relates to staff have been moved to a new section, Professional Culture and Staffing.
- e. Professional Culture and Staffing. This is a new section that combines part of the School Culture section (as mentioned above); the Professional Development section (which used to be in the Organizational Plan); the Staffing Plans, Hiring, Management, and Evaluation section (which also used to be in the Organizational Plan); and the staffing structure part of the former School Calendar, Schedule, and Staff Structure section. The primary reason for combining all of these areas into a new section is to have everything related to staffing in one place. This new section is part of the Academic Plan because of the importance of staffing to delivering instruction, but there are clearly still many organizational considerations throughout this section.
- f. School Calendar and Schedule. Other than the removal of the staff structure area (as mentioned above), there are no other substantive changes to this section.
- g. Supplemental Programs. This section has not been substantively changed.
- h. Third-Party Service Providers. This section was moved into the Academic Plan from the Organizational Plan largely because of how important an Education Service Provider's ("ESP") track record is to evaluating the quality of the Academic Plan. Among other things, this section now requires applicants that will be partnering with ESPs for academic services to provide evidence that the ESP's other clients are high-quality charter schools.
- i. Conversion Charter School Additional Academic Information. This section has been significantly reduced because much of the previously required information is already required in other sections of the Academic Plan. This section now primarily focuses on the performance track record of the Department of Education ("DOE") school to be converted and how it factors into the decision to convert.

11. Organizational Plan. As previously mentioned, several parts of the Organizational Plan have been moved into the Academic Plan. Another section, Complaints Procedures, has been removed completely.

- a. Governance. This section has not been substantively changed.
- b. Performance Management. This section has not been substantively changed.
- c. Ongoing Operations. This section has not been substantively changed.

- d. Student Recruitment, Admission, and Enrollment. This section has not been substantively changed.
 - e. Parent Involvement and Community Outreach. Other than renaming this section, there have not been substantive changes.
 - f. Nonprofit Involvement. There have not been many substantive changes to this section with the exception of requiring that applicants address possible issues with the competing interests of an associated nonprofit organization whose mission is not to solely support the proposed charter school.
 - g. Geographic Location and Facilities. This section has not been substantively changed.
 - h. Start-Up Period. This section has not been significantly changed but now clearly requires a project management plan for the start-up period.
 - i. Conversion Charter School Additional Organizational Information. This section has been significantly changed because much of the previously required information is already required in other sections of the Organizational Plan. This section requires evidence that the majority of school community voted for conversion (pursuant to HRS §302D-13), information about protecting existing DOE employee rights, and a plan for the existing facilities.
12. **Financial Plan**. The Financial Plan has not been substantively changed, but the Financial Plan section has been split into two renamed sections. The Conversion Charter School Financial Plan and Facilities section has been removed because much of this information is already required in other areas of the application.
- a. Financial Oversight and Management. This is a renamed section that has components from the Financial Plan section. There are no substantive changes.
 - b. Operating Budget. This is a renamed section that has components from the Financial Plan section. There are no substantive changes.
13. **Applicant Capacity**. Capacity sections used to be in each Plan area. However, because capacity across areas is generally related and the evaluation team recommendation reports rate capacity as a separate area, this RFP creates a new area for applicant capacity that takes the capacity sections from the other three areas.
- a. Academic Plan Capacity. This section has not been substantively changed.
 - b. Organizational Plan Capacity. This section has not been substantively changed.
 - c. Financial Management Capacity. This section has not been substantively changed.

Staff recommends that the Commission approve the form and substance of the RFP presented in this submittal. Staff also recommends that the Commission delegate authority to the Executive

Director to make technical, non-substantive changes to the RFP so that staff can finalize it for release on September 18, 2015.

V. RECOMMENDATION

Recommend motion to the Commission:

“Moved that the Commission approve the form and substance of the draft 2015-2016 RFP and approve delegation of authority to the Commission Executive Director to make technical, non-substantive corrections as necessary.”

Exhibit A

Section 302D-13, as amended by Act 114, Session Laws of Hawaii 2015

§302D-13 Start-up and conversion charter schools; establishment. (a) New start-up and conversion charter schools may be established pursuant to this section.

(b) Any community, department school, school community council, group of teachers, group of teachers and administrators, or nonprofit organization may submit a letter of intent to an authorizer to form a charter school and establish an applicant governing board. An applicant governing board may develop a charter application pursuant to this section; provided that:

(1) An applicant governing board established by a community may develop a charter application for a start-up charter school;

(2) An applicant governing board established by a department school or a school community council may develop a charter application for a conversion charter school;

(3) An applicant governing board established by a group of teachers or a group of administrators may develop a charter application for a start-up or conversion charter school; and

(4) A nonprofit organization may:

(A) Establish an applicant governing board that is separate from the nonprofit organization and develop a charter application for a start-up or conversion charter school; or

(B) Establish an applicant governing board that shall be the board of directors of the nonprofit organization and may develop a charter application for a conversion charter school; provided that any nonprofit organization that seeks to manage and operate a conversion charter school shall:

(i) Submit to the authorizer at the time of the charter application bylaws or policies that describe the manner in which business is conducted and policies that relate to the management of potential conflict of interest situations;

(ii) Have experience in the management and operation of public or private schools or, to the extent necessary, agree to obtain appropriate services from another entity or entities possessing such experience; and

(iii) Not interfere in the operations of the department school to be converted until otherwise authorized by the authorizer in consultation with the department.

(c) The charter school application process and schedule shall be determined by the authorizer, and shall provide for and include, at a minimum, the following elements:

(1) The issuance and publication of a request for proposals by the authorizer on the authorizer's internet website that, at a minimum:

(A) Solicits charter applications and presents the authorizer's strategic vision for chartering;

(B) Includes or directs applicant governing boards to the performance framework developed by the authorizer in accordance with section 302D-16;

(C) Includes criteria that will guide the authorizer's decision to approve or deny a charter application;

(D) States clear, appropriately detailed questions and provides guidelines concerning the format and content essential for applicant governing boards to demonstrate the capacities necessary to establish and operate a successful charter school; and

(E) Requires charter applications to provide or describe all essential elements, as determined by the authorizer, of proposed school plans;

(2) The submission of a letter of intent to open and operate a start-up charter school or to convert a department school to a conversion charter school;

(3) The timely submission of a completed charter application to the authorizer; provided that a charter application for a conversion charter school shall include certification and documentation that the charter application was approved by a majority of the votes cast by existing administrative, support, and teacher personnel, and parents of students at the existing department school; provided that:

(A) This vote shall be considered by the authorizer to be the primary indication of the existing administrative, support, and teaching personnel, and parents' approval to convert to a charter school;

(B) The balance of stakeholders represented in the vote and the extent of support received in support of the conversion shall be key factors, along with the applicant's proposed plans, to be considered by the authorizer when deciding whether to award a charter; and

(C) A breakdown of the number of administrative, support, and teaching personnel, and parents of students who constitute the existing department school and the number who actually participated in the vote shall be provided to the authorizer;

(4) The timely review of the charter application by the authorizer for completeness, and notification by the authorizer to the applicant governing board that the charter application is complete;

(5) Upon receipt of a completed charter application, the review and evaluation of the charter application by qualified persons including but not limited to:

(A) An in-person interview with representatives from the applicant governing board; and

(B) An opportunity in a public forum for the public to provide input on each charter application;

(6) Following the review and evaluation of a charter application, approval or denial of the charter application by the authorizer in a meeting open to the public;

(7) A provision for a final date by which a decision to approve or deny a charter application must be made by the authorizer, upon receipt of a complete charter application; and

(8) A provision that no charter school may begin operation before obtaining authorizer approval of its charter application and charter contract and fulfilling pre-opening requirements that may be imposed by the authorizer, pursuant to section 302D-14.5.

(d) A charter application to become a start-up or conversion charter school shall meet the requirements of this subsection, section 302D-25, and any other requirements set by the authorizer. The charter application shall, at a minimum:

(1) Include plans for a charter school that are likely to satisfactorily meet the academic, financial, organizational, and operational performance indicators, measures, and metrics set forth in the authorizer's performance framework, pursuant to section 302D-16;

(2) Include plans for a charter school that is in compliance with applicable laws; and

(3) Recognizes the interests of the general public.

(e) In reviewing a charter application under this section, an authorizer shall take into consideration the constitution of the applicant governing board, terms of applicant governing board members, and the process by which applicant governing board members were selected.

(f) In reviewing charter applications under this section, an authorizer shall develop a schedule to approve or deny a charter application by the end of the calendar year prior to the opening year of the proposed charter school for purposes of meeting any deadlines to request funding from the legislature; provided that nothing in this section shall be construed as requiring an authorizer to accept and review charter applications annually.

(g) If a conflict between the provisions in this section and other provisions in this chapter occurs, this section shall control.

Exhibit B

Excerpt from the National Association of Charter School Authorizers' *Principles & Standards for Quality Charter School Authorizing, 2012 Edition*

2. Application Process and Decision Making

A quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate strong capacity to establish and operate a quality charter school.³

Standards	A Quality Authorizer ...
<p><i>Proposal Information, Questions, and Guidance</i></p>	<p>Issues a charter application information packet or request for proposals (RFP) that:</p> <ul style="list-style-type: none"> - States any chartering priorities the authorizer may have established; - Articulates comprehensive application questions to elicit the information needed for rigorous evaluation of applicants' plans and capacities; and - Provides clear guidance and requirements regarding application content and format, while explaining evaluation criteria. <p>Welcomes proposals from first-time charter applicants as well as existing school operators/replicators, while appropriately distinguishing between the two kinds of developers in proposal requirements and evaluation criteria.</p> <p>Encourages expansion and replication of charter schools that demonstrate success and capacity for growth.</p> <p>Is open to considering diverse educational philosophies and approaches, and expresses a commitment to serve students with diverse needs.</p> <p>Advanced Standards</p> <p>Broadly invites and solicits charter applications while publicizing the authorizer's strategic vision and chartering priorities, without restricting or refusing to review applications that propose to fulfill other goals.</p>
<p><i>Fair, Transparent, Quality-Focused Procedures</i></p>	<p>Implements a charter application process that is open, well publicized, and transparent, and is organized around clear, realistic timelines.</p> <p>Allows sufficient time for each stage of the application and school pre-opening process to be carried out with quality and integrity.⁴</p> <p>Explains how each stage of the application process is conducted and evaluated.</p> <p>Communicates chartering opportunities, processes, approval criteria, and decisions clearly to the public.</p>

Informs applicants of their rights and responsibilities and promptly notifies applicants of approval or denial, while explaining the factors that determined the decision.

*Rigorous
Approval
Criteria*

Requires all applicants to present a clear and compelling mission, a quality educational program, a solid business plan, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities, and clear evidence of the applicant's capacity to execute its plan successfully. (See NACSA resources at www.qualitycharters.org)

Establishes distinct requirements and criteria for applicants who are existing school operators or replicators. (See Box 1)

Establishes distinct requirements and criteria for applicants proposing to contract with education service or management providers. (See Box 2)

Establishes distinct requirements and criteria for applicants that propose to operate virtual or online charter schools. (See NACSA resources at www.qualitycharters.org)

*Rigorous
Decision
Making*

Grants charters only to applicants that have demonstrated competence and capacity to succeed in *all* aspects of the school, consistent with the stated approval criteria.

Rigorously evaluates each application through thorough review of the written proposal, a substantive in-person interview with the applicant group, and other due diligence to examine the applicant's experience and capacity, conducted by knowledgeable and competent evaluators.

Engages, for both written application reviews and applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial, and legal expertise, as well as thorough understanding of the essential principles of charter school autonomy and accountability.

Provides orientation or training to application evaluators (including interviewers) to ensure consistent evaluation standards and practices, observance of essential protocols, and fair treatment of applicants.

Ensures that the application-review process and decision making are free of conflicts of interest, and requires full disclosure of any potential or perceived conflicts of interest between reviewers or decision makers and applicants.

Exhibit C

Clean Version of 2015-2016 Draft Request for Proposals



State Public Charter School Commission 2015-2016 Request for Proposals

Issued: September 18, 2015

Intent to Apply Packet Due: October 16, 2015

Applications Due: February 12, 2016

For questions, please contact:

Kenyon Tam

Operations and Applications Specialist

Email: kenyon.tam@spscsc.hawaii.gov

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

Message to prospective applicants from the Hawaii State Board of Education

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

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

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

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

Aloha,

/S/

Lance A. Mizumoto
Chairperson

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

DAVID Y. IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

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Message to prospective applicants from the State Public Charter School Commission

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

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

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

Reflecting the importance of this undertaking, the Commission employs a rigorous and transparent application process, based on national best practices. The process is arduous and its rules stringently observed, but it has been carefully designed to be fair and to help ensure that any successful application results in a school of excellence. As you embark upon this process, please feel free to contact the Commission with any questions you might have regarding the application or the application review. Please direct all questions to Kenyon Tam, Operations and Applications Specialist, at kenyon.tam@spcsc.hawaii.gov.

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

Aloha,

A handwritten signature in cursive script that reads "Catherine H Payne".

Catherine Payne
Chairperson

REQUEST FOR PROPOSALS

I. Introduction

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

A. Applicant Types

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

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

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

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

B. Autonomy and Accountability

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

A charter school has substantial operational autonomy over a number of areas, including governance, design and delivery of its academic plan, school management and operations, finances, and, if

applicable, Charter Management Organization (“**CMO**”), Educational Management Organization (“**EMO**”), or Education Service Provider (“**ESP**”) agreements.

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

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

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

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

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

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 particularly welcomes proposals that would address the following Priority Needs:

1. New schools that would provide additional school capacity in geographic areas where existing public schools are already exceeding, have already reached, or are projected to reach or exceed full enrollment capacity; and
2. 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.

It is important to emphasize that every application, even one that proposes to address either or both of these 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. Neither will applications that do not propose to address these Priority Needs be disfavored. 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.

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II. Eligibility and Legal Requirements

1. Applicant Governing Boards must have members with strong academic management, financial management, human resources, and fundraising expertise. 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.
2. 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.
3. 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.
4. 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.
5. Applicant Governing Boards proposing a Conversion Charter School must submit all documentation required by HRS Chapter 302D.
6. 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

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

September 11, 2015	Pre-Request for Proposals (“RFP”) Orientation
September 18, 2015	Release of RFP
September 25, 2015	RFP Orientation
October 16, 2015	Deadline for prospective applicants to submit Intent to Apply Packets
October 23, 2015	Prospective applicants are notified of their eligibility to submit an application
February 12, 2016	Deadline for eligible applicants to submit applications
February 19, 2016	Applicants receive notifications of completeness
February 21, 2016	Deadline for applicants to submit missing information (if applicable)
February 22 to April 1, 2016	Application initial evaluation window
April 4-8, 2016	Evaluation Team interviews applicants
April 22, 2016	Requests for Clarification are distributed to applicants
May 6, 2016	Deadline for applicants to submit responses to Requests for Clarification
May 12, 2016	Commission holds public hearing on charter school applications
June 24, 2016	Applicants receive Recommendation Reports
July 8, 2016	Deadline for applicants to submit written responses to Recommendation Reports
July 28, 2016	Application Committee Meeting on application decisions
August 11, 2016	Commission General Business Meeting on final application decisions
August 12, 2016	Applicants are notified of the Commission’s decision
August 2016 to July 2017	New charter school start-up period for approved applications
July 2017	Opening of new charter school

IV. Application Guidelines

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

A. Components of the Application

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

Public hearing testimony on the application, DOE comments, and the Applicant Response (as defined in [Section IV.K](#)) are not considered Components of the Application that will be evaluated by the Evaluation Team. However, the Commission can consider these elements, as described in [Section IV.F](#). How all of these components fit into the Commission's Evaluation Process is set forth in [Figure 1](#). The following are the Components of the Application:

1. **Intent to Apply Packet.** All applicants **must** submit the Intent to Apply Packet, including all applicable documentation listed on the Intent to Apply Packet Cover Sheet. The completed Intent to Apply Packet will be reviewed by Commission staff, and applicants will be notified of the findings within a timely manner. Applicants deemed ineligible will not be permitted to submit an application or continue with the application process.
2. **Narrative Proposal.** The Narrative Proposal is the formal application to the Commission and is a comprehensive description of the proposed school's academic, organizational, and financial plans.
3. **Attachments.** Throughout the application, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless requested. A list of the attachments is provided in these guidelines. No additional attachments to those listed are permitted.
4. **Interview.** Applicants will demonstrate their ability to open and maintain a *high-quality charter school*, as defined in [Section IV.J](#), and to answer specific questions about their application.
5. **Request for Clarification.** Applicants will have the opportunity to respond in writing to specific questions from the Evaluation Team reviewing their proposal by responding to a Request for Clarification.
6. **Other Information.** These may include reports, documentation, or other data relating to information contained in the Components of the Application.

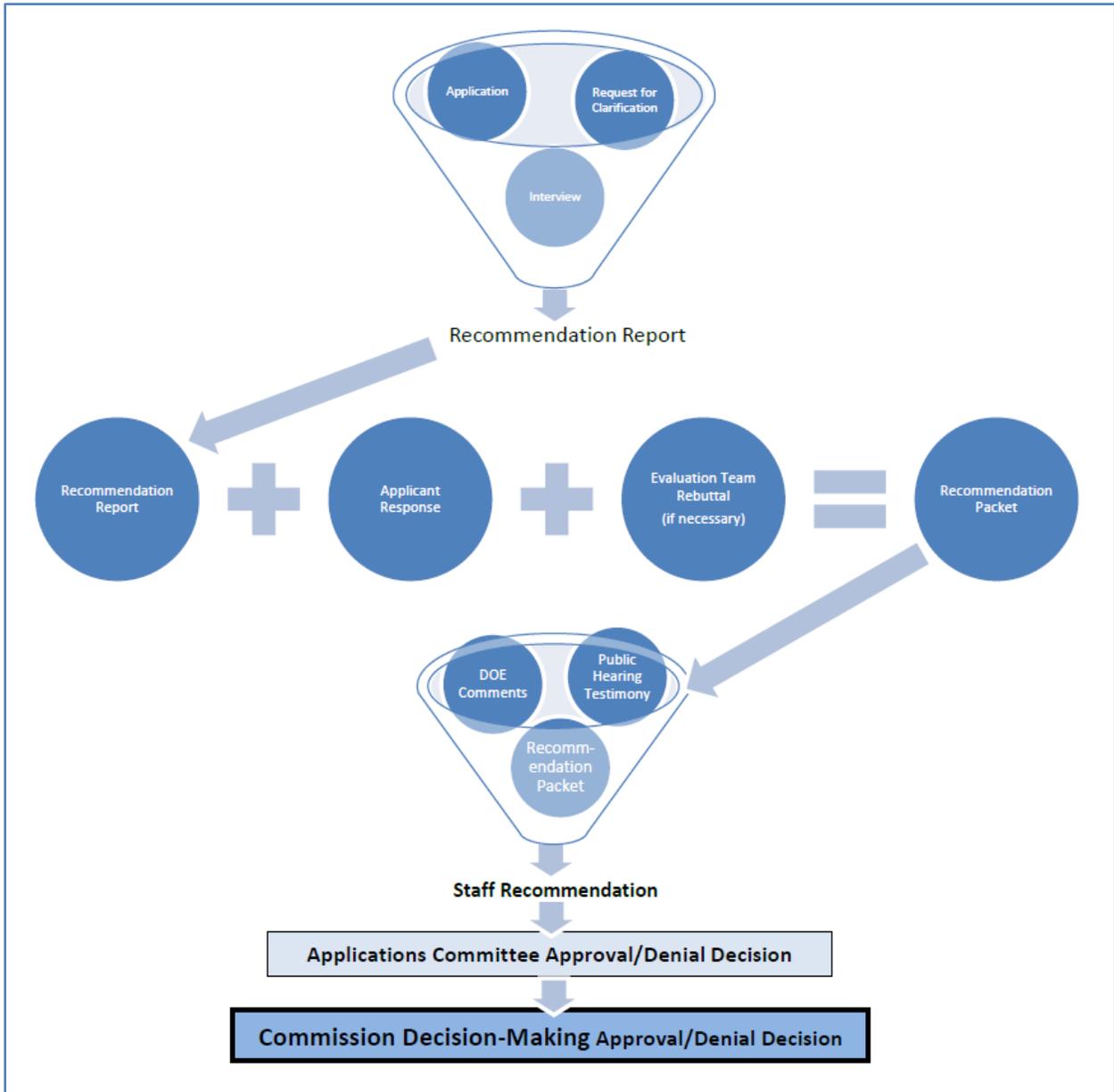


Figure 1: Commission’s Evaluation Process

B. Specifications

The Intent to Apply Packet and Applicant Information Sheet are web-based forms administered through a web-based application management system. The formatting of these web-based forms may be displayed differently from what is contained in this RFP, but all of the content will be the same. Attachments are separate electronic files, not web-based forms, and should be uploaded as specified in the web-based application management system. Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. The members of the Evaluation Team will be able to navigate well-organized, effectively-edited documents more easily, enabling them to focus their energy on reviewing

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

1. **Do not delete or modify questions, tables, or sections (including changing font sizes) in the templates provided unless specifically instructed in this document.**
2. Adhere to page and word limits where applicable. The Narrative Proposal without attachments is limited to 100 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 without penalty toward the maximum page limit.
3. The structure of the Narrative Proposal must include each application requirement and criterion followed by the respective narrative response. Each application requirement and criterion must be typed exactly as it appears in this document. Each major section (e.g., School Overview, Academic Plan, etc.) must begin on a separate page. It is highly recommended that applicants use the Narrative Proposal template provided separately from this document to ensure correct formatting.
4. All elements of the application must be typed with 1-inch page margins and 12-point font, single-spaced, unless otherwise specified.
5. Every page of the Narrative Proposal must have a page number and the full name of the proposed school. All attachments must have the full name of the proposed school and a page number that specifically identifies the attachment (e.g., "Attachment AA, Page 3" or "AA-3").
6. If a particular question does not apply to your proposed school or plan, simply respond "Not Applicable," **and** state the reason this question is not applicable to the proposed school or plan.
7. When submitting resumes, label each document with the individual's affiliation with the proposed school (e.g., board member, school director, teacher).
8. Review all elements of your application for completeness before submitting. Late, incomplete, or incorrectly formatted submissions will not be accepted. Applicants will not be permitted to submit new information, as detailed in **Section IV.G**.
9. Staff will review all written elements of the application for completeness before they are accepted and distributed to the Evaluation Team. Additionally, the web-based application management system will not accept submissions unless all required attachments are included. If an element of the application is found to be incomplete or incorrectly formatted, the applicant will have forty-eight (48) hours from the time notice of the error is sent out to rectify the identified issues and resubmit the application.
10. Complete all sheets in the Financial Plan Workbook.
11. The following is a list of templates and forms. Applicants **must** use the following templates where applicable:

Exhibit 1: Enrollment Plan

Exhibit 2: Staffing Chart Template

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

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

- Attachment A.** **Enrollment Plan** (Criterion I.B.1)
- Attachment B.** Description, citations, or copies of data sources justifying Enrollment Plan (Criterion I.B.3)
- Attachment C.** Listing of DOE complex areas and public and private schools (Criterion II.A.3)
- Attachment D.** Map or list of each standard for each course in each grade (Criterion II.B.2)
- Attachment E.** Student's typical school day (Criterion II.D.4)
- Attachment F.** Teacher's typical school day (Criterion II.E.1.c)
- Attachment G.** **Staffing Chart Template** (Criterion II.E.3.a)
- Attachment H.** Leadership evaluation tool (Criterion II.E.4.d)
- Attachment I.** Teacher evaluation tool (Criterion II.E.4.d)
- Attachment J.** Employee manual or personnel policies (Criterion II.E.4.g)
- Attachment K.** First year school calendar (Criterion II.F.1)
- Attachment L.** Daily and weekly schedule (Criterion II.F.2.g)
- Attachment M.** Academic performance data for each charter school client of Service Provider (Criterion II.H.1.c)
- Attachment N.** List of charter schools operated or managed by Service Provider (Criterion II.H.1.d)
- Attachment O.** Accreditation report from one school operated or managed by Service Provider (Criterion II.H.1.e)
- Attachment P.** Service Provider agreement evidence (Criterion II.H.2.d)
- Attachment Q.** Management agreement with Service Provider (Criterion II.H.3.a)
- Attachment R.** Governing board bylaws and governing policies (Criterion III.A.1)
- Attachment S.** **Statement of Assurances** (Criterion III.A.1)
- Attachment T.** School governance, management, and staffing organizational charts (Criterion III.A.2)
- Attachment U.** **Board Member Information Forms** for each member (Criterion III.A.5.c)
- Attachment V.** Governing board's Code of Ethics and Conflict of Interest policies (Criterion III.A.7)
- Attachment W.** Advisory body member's resume and professional biography (Criterion III.A.9)
- Attachment X.** **School-Specific Measures Template** (Criterion III.B.3)

- Attachment Y.** Admission and enrollment policy (Criterion III.D.3)
- Attachment Z.** Evidence of community partner support (Criterion III.E.4)
- Attachment AA.** Proof specific facility secured (Criterion III.G.2.a)
- Attachment BB.** Start-up project management plan (Criterion III.H.1)
- Attachment CC.** Certification and supporting documentation for conversion application approval (Criterion III.I.1.a)
- Attachment DD.** Additional evidence of support of or opposition to conversion (Criterion III.I.1.c)
- Attachment EE.** Nonprofit organization’s bylaws or policies (business and conflict of interest) (Criterion III.I.3.b)
- Attachment FF.** **Financial Plan Workbook** (Criterion IV.B.1)
- Attachment GG.** Evidence of commitment for funds (Criterion IV.B.2.a)
- Attachment HH.** Evidence of support from essential planning and implementation partners (Criterion V.A.3)
- Attachment II.** School director’s resume (Criterion V.A.4.b)
- Attachment JJ.** School director’s job description or qualifications (Criterion V.A.4.e)
- Attachment KK.** School leadership and management team’s resumes (Criterion V.A.5.a)
- Attachment LL.** School leadership and management team’s job descriptions or qualifications (Section V.A.5.b)

C. Submission Instructions

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

The Narrative Proposal and attachments are individual files, not web-based forms, and need to be uploaded to FluidReview in the proper file format.

1. Prepare the application using the templates and online submission process established by the Commission. The **primary contact** of the applicant governing board needs to register and log into the Commission’s FluidReview site at <http://app.chartercommission.hawaii.gov>. The Intent to Apply Packet, Applicant Information Sheet, Narrative Proposal, and attachments will be submitted through this account.
2. The Intent to Apply Packet must be completed and submitted through the Commission’s FluidReview site by 12:00 p.m., Hawaii Standard Time, on October 16, 2015.

3. Upon submitting the Intent to Apply Packet and being deemed eligible to apply, the applicant will be given access to complete the Applicant Information Sheet and submit the Narrative Proposal and attachments.
4. Ensure all required fields within the Applicant Information Sheet are completed and the Narrative Proposal and all required attachments are uploaded, and submit the application through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on February 12, 2016. **Once the application is submitted, no changes may be made to the submittal.**
5. The Narrative Proposal must be submitted through the Commission's FluidReview site as a .pdf file. All other attachments must be submitted through the Commission's FluidReview site, as specified.
6. The Commission will notify applicants of the process of submitting other necessary documentation throughout the application process. Applicants that do not submit other required Components of the Application by the deadlines set by the Commission risk their applications being disqualified or denied.

D. Applicant Code of Conduct

Commissioners and the Evaluation Team are obligated to make decisions and recommendations in the best interests of the students and the public, free from personal or political influences. Similarly, applicants have the responsibility of respecting and upholding the integrity of the charter school application process. Specifically, applicants shall **not**:

1. Direct any communications, including application documents, to any Commissioner or Evaluation Team member. All communications from applicants should be directed to Commission staff; or
2. Initiate, or attempt to initiate, any activity with any Commissioner or member of the Evaluation Team that may be prohibited by HRS Chapter 84, Standards of Conduct.

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

E. Academic Integrity of the Application

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

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

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

F. Application Evaluation Process

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

Each complete application (which includes all Components of the Application, as described in [Section IV.A](#)) will be evaluated by an independent Evaluation Team that may include Commission staff, external national charter school evaluators, and external local evaluators. Commission staff may also observe the evaluation and interview processes. The Evaluation Team will be assembled by Commission staff. The Evaluation Team may receive training on best practices in application evaluation, applying the evaluation criteria in application review, and chartering in Hawaii. In the interest of consistency and transparency, the Evaluation Team will use standardized forms and reports. Each complete application or parts of the application may also be independently evaluated by a peer review team assembled by Commission staff and comprised of individuals, such as educators and administrators, from charter schools. Commission staff may also request comments from the DOE.

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

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

The Evaluation Team will evaluate the Components of the Application. Based on the Components of the Application, the Evaluation Team will submit a recommendation for approval or denial as part of its Recommendation Report. Applicants will have the opportunity to submit written responses to the Recommendation Report ("**Applicant Response**"), and the Evaluation Team will be able to provide a rebuttal to the Applicant Response ("**Evaluation Team Rebuttal**"). Commission staff will consider the Recommendation Report, Applicant Response, and Evaluation Team Rebuttal (collectively, "**Recommendation Packet**"), along with the public hearing testimony, DOE comments, and any other relevant information in drafting a staff recommendation, which will be distributed to the Commission with the Recommendation Packet.

The Commission's Application Committee will consider the staff recommendation, Recommendation Packet, and public hearing testimony, DOE comments, and any other relevant information and make a recommendation to the full Commission regarding approval or denial of each application. At its General Business Meeting, the Commission will consider the staff recommendation, Recommendation Packet,

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

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

G. New Information

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. However, the Evaluation Team may consider additional information provided in the response to the Request for Clarification, provided that the Evaluation Team determines that the information provided is clear, fully describes any impacts to the entire application, and does not significantly alter the proposed plan.

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

H. Evaluation Criteria Overview

The 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:

³ Excerpt from the National Association of Charter School Authorizers’ *Principles & Standards for Quality Charter School Authorizing, 2012 Edition* (page 13).

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

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for material weakness in another. Therefore, in order to receive a recommendation for approval, the application must demonstrate evidence of capacity to implement the proposed plan, meet the criteria for all main sections of the application (Academic Plan, Organizational Plan, Financial Plan, Applicant Capacity), and present an overall proposal that is likely to result in the successful opening of a *high-quality charter school*, as defined in [Section IV.J](#).

The complete evaluation criteria are incorporated into the Application Requirements and Criteria document.

I. Public Documents Notification

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

J. Definitions

The following terms are used in the RFP (and displayed in italics where applicable) as specifically defined below:

1. *Blended learning program*: A program that combines an *online learning* model with face-to-face instruction in a manner such that the *online learning* activities enhances and/or transforms the instructional model.
2. *Educationally disadvantaged students*: Economically disadvantaged students, students with disabilities, migrant students, English language learners, neglected or delinquent students, or homeless students.

3. *High-quality charter school*: A charter school that shows evidence of strong academic results, based on the following factors:
 - 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 *educationally disadvantaged students* served by the charter school;
 - b. Either—
 - i. Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school:
 1. Economically disadvantaged students;
 2. Students from major racial and ethnic groups;
 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 *educationally disadvantaged students* served by the charter school that are above the average academic achievement results for such students in Hawaii;
 - d. Results on the Academic Performance Framework that meet or surpass the average performance of public schools statewide; and
 - e. No significant compliance issues (*i.e.*, 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.
4. *Online learning*: A form of distance education that uses the Internet and computer technologies to connect teachers and students and deliver curriculum.⁴
5. *Virtual learning program*: A program that uses an *online learning* model with students typically receiving fewer than five hours per week of face-to-face instruction.

K. Glossary of Terms

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

Academic Performance Framework	The Academic Performance Framework described in the Charter Contract.
Academic Plan	The academic plan described in Section II of the Application Requirements and Criteria.
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.

⁴ Definition used by the International Association for K-12 Online Learning.

Applicant Information Sheet	The cover page to the formal application that includes basic information about the applicant.
Applicant Response	The applicant's written response to the Evaluation Team's Recommendation Report.
Application Requirements and Criteria	The formal requirements of the application that the Narrative Proposal and relevant attachments must address, as well as the evaluation criteria to which the Evaluation Team compares the Components of the Application.
Board Member Information Sheet	The form attached as Exhibit 4 .
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 Section IV.A .
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.
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.
Enrollment Plan	The form attached as Exhibit 1 .
ESEA	The federal Elementary and Secondary Education Act.
ESP	Education Service Provider, specifically an organization, either nonprofit or for-profit, that provides educational design, implementation, or comprehensive management services.
Evaluation Team	An independent team of evaluators assembled by Commission staff.
Evaluation Team Rebuttal	The Evaluation Team's rebuttal to the Applicant Response to the Recommendation Report.
FERPA	Family Educational Rights and Privacy Act.
FAPE	Free and Appropriate Public Education.
Financial Plan	The financial plan described in Section IV of the Application Requirements and Criteria .

Financial Plan Workbook	The form attached as Exhibit 6 .
FluidReview	The web-based application management system applicants must use to submit Intent to Apply Packets and various Components of the Application.
HRS	Hawaii Revised Statutes.
IEP	Individualized Education Program defining the learning objectives of a student who has been found to have a disability, as defined by federal law.
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, July 1, 2013 – June 30, 2017, and any agreements between the DOE or BOE and United Public Workers and Hawaii Government Employees Association and any other unions.
MOU	Memorandum of Understanding.
NACSA	National Association of Charter School Authorizers.
Narrative Proposal	An applicant's formal application to the Commission.
Organizational Plan	The organizational plan described in Section III of the Application Requirements and Criteria.
Pre-Opening Assurances	The criteria a Pre-Opening Charter School must satisfactorily fulfill before its Charter Contract is fully 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 Section I.C .
Recommendation Packet	A packet containing the Recommendation Report, Applicant Response, and Evaluation Team Rebuttal, as applicable.
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.
Request for Clarification	A request generated by the Evaluation Team after reviewing an applicant's Narrative Proposal and interviewing the applicant.
School-Specific Measures Template	The form attached as Exhibit 5 .
Service Provider	The term used to collectively refer to CMOs, EMOs, and ESPs.
Staffing Chart Template	The form attached as Exhibit 2 .
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 Exhibit 3 .

Strive HI	Hawaii's Strive HI Performance System.
UIPA	Uniform Information Practices Act, HRS Chapter 92F.

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State Public Charter School Commission 2015-2016 Intent to Apply Packet

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INTENT TO APPLY PACKET

I. Cover Sheet

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

Type of charter school (select one)

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

Type of applicant group to establish an Applicant Governing Board (select one)*

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

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

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

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

**Only nonprofit organizations that provide components 3-6 are eligible to establish an Applicant Governing Board.

II. Intent to Apply School Summary

Describe the Applicant Governing Board, proposed school, and the nature of the plan to be presented in this application. The Applicant Governing Board must have members with academic management, financial management, human resources, and fundraising expertise to be eligible to submit an application.

Proposed School			
Name:			
Opening Year:			
Geographic Location:			
Location(s) of Anticipated Student Population:			
Grades Served Year 1:			
Grades Served at Capacity:			
School Director			
Name (if identified):			
Current job/position:			
Applicant Governing Board Members			
Name:	Email:	Academic management expertise	
Name:	Email:	Financial management expertise	
Name:	Email:	Human resources expertise	
Name:	Email:	Fundraising expertise	
Name:	Email:	Other governance expertise (<i>specify</i>):	
Name:	Email:	Other governance expertise (<i>specify</i>):	
Name:	Email:	Other governance expertise (<i>specify</i>):	
Name:	Email:	Other governance expertise (<i>specify</i>):	
Name:	Email:	Other governance expertise (<i>specify</i>):	
Name:	Email:	Other governance expertise (<i>specify</i>):	
Name:	Email:	Other governance expertise (<i>specify</i>):	
Name:	Email:	Other governance expertise (<i>specify</i>):	
Name:	Email:	Other governance expertise (<i>specify</i>):	
Anticipated Student Population			
Describe the student population you anticipate serving.	%FRL:	% SpEd:	% ELL:
Other:			
Proposed School Description			
School Model Specialty (check all that apply)	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input type="checkbox"/> 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 or Blended Learning <input type="checkbox"/> Other (<i>specify</i>):	
In 100 words or less, describe the mission and vision of your proposed school			

School Enrollment Projection

Academic Year	Projected # of Students	Grade Levels Served
Year 1 (2017-2018)		
Year 2 (2018-2019)		
Year 3 (2019-2020)		
Year 4 (2020-2021)		
Year 5 (2021-2022)		
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:
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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 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. 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

DRAFT



State Public Charter School Commission 2015-2016 Applicant Information Sheet

DRAFT

APPLICANT INFORMATION SHEET

I. Applicant Summary

Proposed School			
Name:			
Opening Year:			
Geographic Location:			
Grades Served Year 1:			
Grades Served at Capacity:			
Proposed School Description			
School Model Specialty (check all that apply)	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> Cultural Focus <i>(specify)</i>: <input type="checkbox"/> Disability <i>(specify)</i>: </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Language Immersion <i>(specify)</i>: <input type="checkbox"/> Montessori <input type="checkbox"/> STEM <input type="checkbox"/> Virtual or Blended Learning <input type="checkbox"/> Other <i>(specify)</i>: </td> </tr> </table>	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <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 or Blended Learning <input type="checkbox"/> Other <i>(specify)</i> :
<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <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 or Blended Learning <input type="checkbox"/> Other <i>(specify)</i> :		

If the applicant is contracting or partnering with a Service Provider, fill out the table below.

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

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

II. Identifying Information

The following questions are intended to identify whether certain requirements and criteria within the Application Requirements and Criteria need to be addressed.

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

If the answer is “Yes” to either question 5, 6, or 7, the applicant must address all requirements and criteria specifically for Service Providers.



State Public Charter School Commission 2015-2016 Application Requirements and Criteria

DRAFT

APPLICATION REQUIREMENTS AND CRITERIA

I. School Overview

Note: The School Overview section must not exceed five (5) pages.

The School Overview section is not separately rated by evaluators. However, the Evaluation Team will consider each section of the application to assess its alignment with the statements in the School Overview section, as it provides the foundation for the entire application.

A. Executive Summary

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

1. **Mission.** A mission describes the fundamental purpose of the school. The proposed school's mission statement should:
 - a. Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;
 - b. Be attainable and consistent with high academic standards;
 - c. Reflect the key values that teachers, administrators, and students know and support;
 - d. Be concise and clearly describe the proposed school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and
 - e. Be able to operationalize and guide the work and school culture.
2. **Vision.** The vision statement describes the proposed school's highest priorities and long-term goals, identifying what will be accomplished when the school is successful in executing its mission over the long term. The vision statement should explain what success looks like in terms of students' life outcomes and the impact on the community and society. A vision statement is a broad, powerful goal whose scope is bigger than daily activities and should indicate the school's valued measures of success.
3. **Geographic Location.** Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use.
4. **Anticipated Student Population.** Briefly describe the anticipated student population, including, the geographic area(s) that the proposed school plans to serve, students' anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter.
5. **Community Engagement.** Briefly describe how the applicant has assessed demand and/or solicited support for the proposed school. Include a description of any significant relationships or partnerships established to generate community engagement in and support for the proposed school.
6. **Contribution to Public Education System.** Describe any anticipated contribution the proposed school would make to Hawaii's public education system as a whole, including, if applicable, the Priority Needs identified in **Section I.C of the RFP**. If the proposed school would address either or both Priority Needs, provide an analysis, with relevant data, about that Priority Need and how the school would help address it. In addition to the Priority Needs, the examples of

contributions to the public education system could include things like serving student demographic groups that the existing system has had challenges serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

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.

B. Enrollment Summary

1. Enrollment Plan. Complete the Enrollment Plan ([Exhibit 1](#)), and include it as **Attachment A (required form)**, illustrating the proposed school's five year enrollment plan. Include a breakdown between students receiving a primarily on-site, face-to-face learning experience (brick-and-mortar) or *blended learning* and students receiving a primarily *online learning* experience (*virtual learning*). These terms are defined in [Section IV.J](#) of the RFP and depicted in [Figure 2](#) below.
2. Enrollment Plan Rationale. Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the attachment. Include a discussion of the rationale for including non-entry level grades. Entry level grades are generally kindergarten, sixth grade, and ninth grade.
3. Enrollment Plan Justification. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment B (no page limit)**.

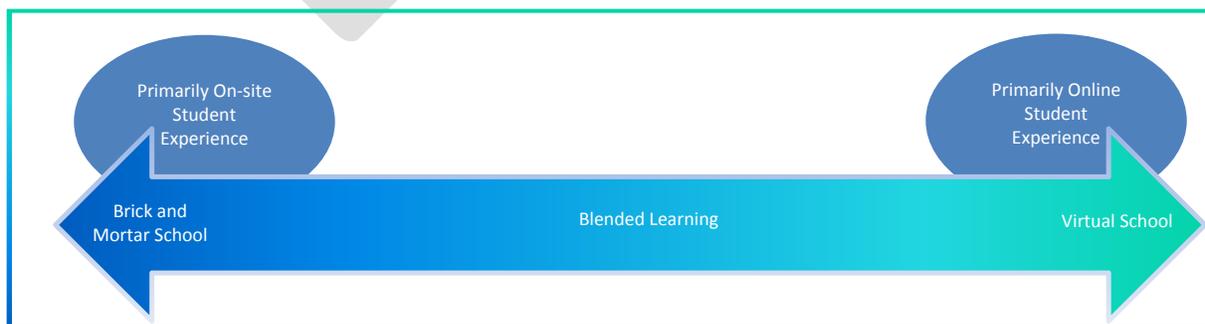


Figure 2: Virtual and Blended Learning Continuum

II. Academic Plan

A strong Academic Plan is coherent overall and aligned internally with the proposed school's mission and vision; Organizational Plan; and Financial Plan.

A. Academic Plan Overview, Academic Philosophy, and Student Population

This section is not separately rated by the evaluators. However, a strong Academic Plan will demonstrate consistent alignment with the Academic Plan Overview, Academic Philosophy, and Student Population.

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

B. Curriculum and Instructional Design

The components of this section should culminate in a comprehensive framework for rigorous, high-quality instructional design that reflects both the needs of the proposed school's anticipated population and its alignment to academic standards.

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

1. A clear description of course outcomes for each course at each grade level.
2. A clear description of the rigorous academic standards that will be used at the proposed school. The description must include, provided as **Attachment D (no page limit)**, a map or list of each standard that will be addressed in each course at each grade level and demonstrates vertical alignment from grade level to grade level. The description must also include a rationale for inclusion each set of standards that proposed school plans to adopt that demonstrates an understanding of how each set of standards will contribute to the success of student learning under the Academic Plan.
3. A description of the materials that have been selected and an explanation that clearly demonstrates how the materials support the Academic Plan. For grade levels and courses that do not have curriculum materials selected, a reasonable and sound timeline and description of

how the materials will be developed or selected and a list of individuals that will be involved in the development or selection process. If the proposed Academic Plan includes a *virtual or blended learning program*, include a clear description of the online learning curriculum program(s) and a reasonable rationale for the selection of the curriculum program(s).

4. A clear list of academic goals and targets and a description of how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified goals and targets. The description must clearly explain the how the identified assessments will accurately measure progress toward the identified goals and targets.
5. A clear and comprehensive description for 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 school components. The description must clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals and targets and clearly describe the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.
6. A clear description of the instructional strategies that the proposed school will use that adequately explains how these strategies support the mission, vision, and academic philosophy of the proposed school and are well-suited to the anticipated student population. The description must also include the interventions and modifications that will be made to instructional strategies if students are not meeting identified goals and targets. If the proposed school's Academic Plan contains a *virtual or blended learning program*, the description must adequately explain how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.
7. Graduation Requirements.

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.

- a. A clear description of the course and credit requirements for graduation, including a description of how GPA will be calculated, that meets BOE's graduation requirements.
 - b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, an explanation of how they will differ (including exceeding BOE graduation requirements), including compelling reasons and justification for the differences, and a reasonable and sound plan for adjusting graduation requirements (including any necessary adjustments to other components of the Academic Plan) in the event the BOE does not grant a waiver from its policy.
8. Virtual and Blended Learning. If the proposed school's plan contains a *virtual or blended learning program*, as defined in the RFP:

- a. A clear overview of any *virtual or blended learning program* that is adequate for the anticipated student population and clearly demonstrates that all students receive adequate support, including:
 - i. A description of the level of instruction that uses *online learning* methods (e.g., unit/lesson, single course, entire curriculum);
 - ii. A description of the general organization of the *online learning* schedule (e.g., fixed daily schedule, modified schedule, open entry/open exit), including an adequate explanation of how schedules will be modified, if at all, for students that fail to meet learning goals;
 - iii. For *blended learning programs*, an explanation of whether and how the program enhances or transforms classroom instruction or does both;
 - iv. A description of the teacher's role (e.g., teacher leads instruction, teacher supports instruction, no teacher involvement), the student's role (e.g., teacher driven learning, teacher guided learning, independent learning), and the parent's role (e.g., are not support required, parent support recommended, no parent involvement) in any *online learning* program;
 - v. A description of the degree of support provided to students using any *online learning* program (e.g., little or no support, school based mentoring support, school or home mentoring support); and
 - vi. A description of the student to teacher ratio in the *online learning* program (e.g., traditional classroom ratio, 2-3 times traditional classroom ratio, instructional helpdesk model).
- b. A video demonstration, as a URL to a video on a browser-viewable platform (like YouTube), of the proposed *virtual or blended learning Program* curriculum that clearly portrays the student and teacher experience with the *online learning* curriculum, including both the student and teacher user interfaces.
- c. For *blended learning programs*, a reasonable and sound description of how classroom instruction and the *online learning* components will be seamlessly integrated to result in a coherent instructional program.
- d. An explanation of how the proposed school will define, monitor, verify, and report student attendance (e.g., seat time, logins), student participation in a full course load, credit accrual, and course completion that provides sufficient evidence that all students will be accounted for and engaged in a complete and rigorous educational program.
- e. A description of the proposed school's online attendance policy that adheres to state and federal reporting requirements.
- f. A sound plan for administering and proctoring mandated assessments, including a reasonable budget that is reflected in the Financial Plan Workbook.
- g. A reasonable plan to uphold the academic integrity of the *virtual or blended learning program* that describes the systems and procedures for validating the authenticity of student work.

- h. An adequate explanation of measures the proposed school will take to ensure student safety, both technologically and educationally, that are compliant with applicable federal privacy laws (FERPA, CIPPA, and COPPA).
- i. An adequate explanation of how the proposed model ensures that there are minimal interruptions to learning, should technological challenges arise, including a description of the plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators.
- j. A clear description of the platform dependencies for the proposed curricular materials and instructional strategies and an adequate explanation of how the proposed technology selection supports those dependencies. (For example, the proposed curriculum runs a Microsoft Windows-based application, and therefore requires Windows-compatible laptops and tablets rather than iPads.)

C. 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.

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

1. An outline of the overall plan to serve *educationally disadvantaged students* and students with special needs that demonstrates an understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to *educationally disadvantaged students* and students with special needs, including but not limited to the following subgroups: students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. The plan must identify any other special needs populations and at-risk subgroups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served, and describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.
2. For **each** of the aforementioned subgroups of students with special needs (and any other subgroups the applicant identifies), a comprehensive and compelling plan or explanation for:

- a. The percentage of the anticipated student population that will likely have special needs and how the evidence or data that was used to make this determination was derived;
 - b. The curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students;
 - c. Methods for appropriate identification of potential students with special needs, how these methods will be funded, and how misidentification will be avoided;
 - d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;
 - e. Monitoring, assessing, and evaluating the progress and success of students with special needs, including plans for ensuring each student with special education needs attains IEP goals and for exiting ELL students from ELL services;
 - f. For proposed schools that have a high school division, plans for promoting graduation;
 - g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and
 - h. If the proposed school's plan contains a *virtual or blended learning program*, a clear description of how the virtual component addresses students with special needs, which may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.
3. A clear illustration of how the proposed curriculum and academic plan will accommodate the academic needs of students performing below grade level and a clear description of the supports and instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards.
 4. A clear description of how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs, a clear illustration of how the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports and instructional strategies that will ensure these students are challenged and able to access the level of rigor that aligns with students' individualized needs.

D. School Culture

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

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

1. A clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school community, and a detailed plan describing how these shared beliefs, attitudes, customs, and behaviors will be developed and implemented and create a school culture that will promote high expectations and a positive academic and social environment that fosters intellectual, social, and emotional development for all students.

2. A sound plan for developing a proposed school culture that is conducive to a safe learning environment for all students and how the proposed school will adequately identify, assess, monitor, and address the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.
3. A reasonable and sound plan for the school culture and staff that will intentionally expose students to post-secondary educational and career opportunities at all grade levels. The plan must identify the curricular or extracurricular programs that will provide students with access to college or career preparation and include research-based evidence that these programs increase educational aspirations for the anticipated student population.
4. A clear description, provided as **Attachment E (1 page limit)**, of a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for school culture.
5. Student Discipline.
 - a. A clear description of the proposed 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.
 - b. 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.
 - c. 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.
 - d. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

E. 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.

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

1. Professional Culture

- a. A sound plan for the creation, implementation, and maintenance of a professional culture and clear explanation of how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation is covered in **Criteria II.E.2** and should not be discussed here.
- b. If a high proportion of economically disadvantaged students is a part of the anticipated student population, a clear description of how the proposed school will address the

anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.

(III.D.9 – 250 word limit)

- c. A clear description, provided as **Attachment F (1 page limit)**, of a typical school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for professional culture.

2. Professional Development

- a. A clear description of the appropriate goals and data-driven strategy of the proposed school for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. The description must explain how professional development topics will be identified and how the professional development plan will be driven by data to improve teaching and learning as well as school performance. The description must also include the process for evaluating the efficacy of the professional development.
- b. A description of professional development opportunities, leadership, and scheduling that effectively support the Academic Plan and are likely to maximize success in improving student achievement, including an adequate induction program. The description must explain what will be covered during the induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional framework and methods.
- c. A clear description of the expected number of days or hours for regular professional development throughout the school year that includes an explanation of how the proposed school's calendar, daily schedule, and staffing structure accommodate this plan; the time scheduled for common planning or collaboration; and an explanation for how such time will typically be used. The description must identify ways the professional development scheduling conflicts with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide an adequate contingency plan in the event such amendments cannot be negotiated under supplemental agreements.
- d. A description identifying the person or position with the time, capacity, and responsibility for coordinating professional development and a reasonable plan for identifying ongoing professional development needs, including sufficient funds and resources (Title II funds, etc.) for implementing the professional development plan.

3. Staff Structure

- a. A complete staffing chart for the proposed school, using the Staffing Chart Template (**Exhibit 2**) and provided as **Attachment G (required form)**, that clearly indicates all positions, is aligned with the Academic Plan, and proposes a salary structure that is in alignment with the proposed school's budget.
- b. A description of a reasonable rationale for the staffing plan, as demonstrated in the staffing chart, that clearly explains how the relationship between the proposed school's

leadership or management team and the rest of the staff will be managed and includes justifiable teacher-student and total adult-student ratios for the proposed school.

- c. If the proposed school has a *virtual or blended learning program*, a clear description for the identification of the position(s) dedicated to IT support and a reasonable plan that clearly ensures sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning, including troubleshooting support for school staff and students.

4. Staffing Plans, Hiring, Management, and Evaluation

- a. A clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong teaching staff that meet "Highly Qualified" requirements in accordance with the Elementary and Secondary Education Act ("ESEA") and are well-suited to the proposed school, including other key selection criteria and any special considerations relevant to the proposed school's design. The description must also explain strategies, including compensation packages, that are likely to attract and retain high-performing teachers.
- b. If the proposed school offers a *virtual or blended learning program*, a clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in strong online learning teachers that have the requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the online learning environment.
- c. A clear description of realistic and legally sound procedures for hiring and dismissing school personnel, including procedures for conducting criminal history record checks.
- d. A thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff, including a description of the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. The plan must cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. If already developed, the plan should provide any leadership evaluation tool(s) as **Attachment H (no page limit)** and any teacher evaluation tool(s) as **Attachment I (no page limit)** that are likely to be effective. 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.
- e. An effective plan that explains how the proposed school intends to promote or incentivize satisfactory and exceptional school director, management team, and teacher performance and handle unsatisfactory school director, management team, or teacher performance, including effective planning for turnover.
- f. A satisfactory explanation of 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.

- g. If developed, reasonable and legally sound personnel policies or an employee manual, provided as **Attachment J (no page limit)**.

F. School Calendar and Schedule

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside of the parameters of HRS §302A-251, must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.

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

1. A school calendar for the proposed school's first year of operation, including total number of days and hours of instruction, provided as **Attachment K (2 page limit)**, and a satisfactory explanation of how the calendar aligns with and clearly reflects the needs of the Academic Plan.
2. A clear description of the structure of the proposed school's day and week that aligns with and clearly reflects the needs of the Academic Plan, including the following:
 - a. A description of the length and schedule of the school week.
 - b. A description of the length and schedule of the school day including start and dismissal times.
 - c. The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.
 - d. The number of instructional hours or minutes in a day for core subjects.
 - e. A satisfactory explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
 - f. The number of hours or minutes in a day for teacher planning time.
 - g. A sample daily and weekly schedule for each division of the proposed school, provided as **Attachment L (15 page limit)**.

G. Supplemental Programs

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

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

1. If applicable, a description of a sound plan for any summer school programs the proposed school will offer that will meet anticipated student needs, including a clear explanation for how the programs are integral to the proposed school's academic plan, a reasonable schedule and length of the program, and sound funding plan for the programs. If the programs will not be implemented in the first year of operation, the plan must describe the timeline for implementation.

2. If applicable, well-designed plans and identified funding for any extracurricular or co-curricular activities or programs the proposed school will offer that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan. The plans must describe how the activities and programs are integral to the proposed school's academic plan, how often they will occur, how they will meet anticipated student needs, and how they will be funded. If the activities or programs will not be implemented in the first year of operation, the plans must describe the timeline for implementation.

H. 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.

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

1. Service Provider Selection and Track Record

- a. A reasonable explanation of why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.
- b. A description of a thorough process that 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 M (no page limit)**, 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 N (no page limit)**, 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 O (no page limit)**, 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 P (no page limit)**, 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 draft management agreement, provided as **Attachment Q (no page limit)**, that includes:
- i. The duration of the management agreement;
 - ii. Clear roles and responsibilities of the parties;
 - iii. A clear and well-defined scope of services and costs of all resources;
 - iv. A clear compensation structure and payment schedule that identifies all fees, bonuses, and other compensation to be paid to the Service Provider;
 - v. Reasonable conflict of interest provisions that adhere to state law;
 - vi. Reasonable renewable provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal, how often will the management agreement be renewed, and the conditions that both the Service Provider and the proposed school must satisfy for the management agreement to be renewed;
 - vii. Reasonable termination provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for termination and the grounds that the Service Provider or the proposed school may terminate the management agreement for cause as well as the grounds for termination without cause; and
 - viii. Reasonable indemnification provisions in the event of default or breach by either party.
- b. 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.
- c. 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.

- d. 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.
- e. 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.
- f. A comprehensive and adequate plan for the operation of the proposed school in the event of termination of the management agreement.

I. 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.

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

1. **Performance Record.** A clear explanation of the track 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 satisfactorily demonstrate that the applicant adequately considered the DOE school's track 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.

III. Organizational Plan

A strong Organizational Plan is coherent overall and aligned internally with the school's mission and vision, Academic Plan, and Financial Plan.

A. Governance

The governing board's mission, vision, and philosophy are not separately rated by the evaluators. However, these mission and vision statements should align with the proposed school's mission and vision and other parts of the application.

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

1. A clear description of the mission and vision of the proposed school governing board that is aligned with the proposed school's mission and vision, if different from the proposed school's mission and vision, and a clear and concise description of the governance philosophy that will guide the proposed school governing board, including proposed school governing board's bylaws and any other governing policies (except the Code of Ethics and Conflict of Interest policy, which will be provided separately) that are comprehensive and sound, provided as **Attachment R (no page limit)**, and the completed and signed Statement of Assurances (Exhibit 3), provided as **Attachment S (required form)**.
2. Organizational charts, provided as **Attachment T (no page limit)**, 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. A description of an effective governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies. The description must include the size, current and desired composition, powers, and duties of the proposed school governing board that will foster the proposed school's success; identify key skills or areas of diverse expertise that are or will be effectively represented on the proposed school governing board; and adequately 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.
4. If the proposed school has a *virtual or blended learning program*, a clear description of the role the governing board will play in the online learning program that ensures the effective oversight of the online learning program, including a clear and realistic description of the requisite knowledge of online learning that the proposed governing board currently possesses or will endeavor to possess.

5. Demonstrated will, capacity, and commitment of current and proposed governing board members to govern the proposed school effectively by providing the following:
 - a. A list of all current and identified 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 an adequate explanation of how each member meets any of the 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, and community experience and expertise;
 - c. Completed and signed Board Member Information Sheets (**Exhibit 4**) and resumes for each proposed governing board member, provided as **Attachment U (required form; no page limit)**, that demonstrates board members share a vision, purpose, and expectations for the proposed school; and
 - d. If not all board members have been identified, a comprehensive and sound plan and timeline for identifying and recruiting governing board members with the necessary skills and qualifications, including a description of such skills and qualifications.
 - e. If the current board will transition from an Applicant Governing Board to a more permanent governing board, a comprehensive and sound plan for such a transition, including a reasonable timeline for recruiting and adding new members; a brief description of the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12; a description of the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive; and identification of any bylaws, policies, or procedures changes that will be necessary for such a transition.
6. A clear description of effective governance procedures, including an explanation of the procedure by which current proposed 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 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).
7. A clear description of any existing relationships that could pose actual or perceived conflicts if the application is approved, the specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts, and appropriate Code of Ethics and Conflict of Interest policies or procedures, provided as **Attachment V (no page limit)**, that will minimize real or perceived conflicts and align to applicable laws.
8. 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.

9. A clear description of any advisory bodies or councils, including clear roles and duties, the planned composition, the strategy for achieving that composition, and resumes of any individuals that have been identified to serve on these advisory bodies or councils, provided as **Attachment W (no page limit)**. The description must include an explanation of an effective relationship between the advisory bodies or councils and the proposed school governing board and the proposed school's leadership team or management team, including the role of parents or guardians, students, and teachers and the reporting structure as it relates to the proposed school's governing board and leadership.

B. Performance Management

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

Applicants may propose to supplement Strive HI and the Academic Performance Framework evaluation frameworks with School-Specific Measures. School-Specific Measures are goals and measures that are specific to the proposed school and its unique mission. For further information and guidance, refer to Making the Mission Matter: Charting a Map to School Mission Success by Margaret Lin. It is recommended that applicants limit the number of School-Specific Measures to one or two, since too many goals can become difficult to develop, manage, and measure. Applicants may propose varying targets for years 1 to 5.

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

1. A comprehensive and effective plans for evaluating and monitoring academic, financial, and organizational performance that explain how the proposed school will measure and evaluate performance data, including:
 - a. Academic Performance Data Evaluation Plan. A comprehensive and effective plan and system for:
 - i. Collecting, measuring, and analyzing student academic achievement data 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—including identification of the student information system to be used;
 - ii. Using the data to refine and improve instruction, including descriptions of training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning; the qualified person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating data-driven professional development to improve student achievement; and how the person(s), position(s), and/or entities will be provided time to complete the

aforementioned collection, analysis, management, interpretation, and coordination of data-driven professional development; and

- iii. Reporting the data to the school community.
 - b. Financial Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting financial data monthly, quarterly, annually, and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.
 - c. Organizational Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting organizational performance data monthly, quarterly, annually and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.
2. A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:
- a. Student academic achievement expectations or goals at the school-wide, classroom, or individual student level, including an explanation of what would trigger such corrective actions and the person(s), position(s), and/or entities that would be responsible for implementing them;
 - b. Financial performance standards set in the Financial Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties; and
 - c. Organizational performance standards set in the Organizational Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract or if the proposed school has a corrective action plan approved by the Commission.
3. If already developed, School-Specific Measures, provided as **Attachment X (no page limit)** and using the School-Specific Measures Template (**Exhibit 5**), that propose reasonable assessments that are aligned with the Academic Plan.

C. Ongoing Operations

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

1. If the proposed school will provide daily transportation, a sound plan describing the transportation arrangements for prospective students, including a description of how the proposed school plans to meet transportation needs for field trips and athletic events.

2. Sound plans for safety and security for students, the facility, and property, including descriptions of policies and the types of security personnel, technology, and equipment that the proposed school will employ. If the proposed school has a *virtual or blended learning program*, the description must include physical or virtual security features to deter theft.
3. If the proposed school will provide food service, a sound plan describing the proposed school's plan for providing food to its students, including plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service that is in compliance with applicable laws.

D. Student Recruitment, Admission, and Enrollment

All student recruitment, admissions, and enrollment decisions must be made in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language. The Commission may grant enrollment preferences in accordance with HRS §302D-34.

1. An application that meets the standard for approval will have the following elements: A sound, thoughtful, and comprehensive plan for student recruitment and marketing that will provide equal access to interested students and families and specifically describes plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure, as well as plans for promoting socioeconomic and/or demographic diversity, including a description of how the proposed 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 free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity.
2. If applicable, the identification and description of any enrollment preferences that the proposed school would request that are in compliance with federal and state law and any Commission policies or guidelines, including a reasonable justification for the enrollment preference request.
3. An admission and enrollment policy, provided as **Attachment Y (no page limit)**, that complies with applicable laws and any Commission policies or guidelines, ensures the proposed school will be open to all eligible students, and includes:
 - a. A reasonable timeline and comprehensive plan for the application period, including admission and enrollment deadlines and procedures and an explanation of how the school will receive and process applications;
 - b. A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment;
 - c. Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements; and
 - d. Descriptions of reasonable pre-admission activities for students and parents or guardians, including an explanation of the purpose of such activities.

E. Parent Involvement and Community Outreach

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

1. A clear description of the proposed school's philosophy on parent and community involvement and the role of parents or guardians and the community in the proposed school, including a summary of what has been done to assess and build parent and community interest in the proposed school and the results achieved.
2. Sound parent engagement plans that are welcoming and accessible to all parents or guardians from the time that the proposed school is approved through opening and after the proposed school is opened, including plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.
3. Effective strategies describing how the proposed school will inform and engage parents or guardians and the community about the proposed school's development.
4. A description of any community resources and partnerships the proposed school has established with community organizations, businesses, or other educational institutions that will benefit students and parents or guardians, including the nature, purposes, terms, and scope of services of any partnerships and existing evidence of commitment and support from identified community partners, provided as **Attachment Z (no page limit)**, such as letters of intent or commitment, memoranda of understanding, and/or contracts.

F. Nonprofit Involvement

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

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

1. 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.
2. A list of all current and identified nonprofit board members that is in compliance with the State Ethics Code and their intended roles and a description demonstrating that the nonprofit board members have the necessary experience and qualifications relevant to the above means of supporting the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, the description must explain a comprehensive plan to identify and recruit individuals with the necessary experience and capacity.

G. Geographic Location and Facilities

The proposed school's geographic location will determine things such as the DOE complex area(s) in which the proposed school is included and the DES that the proposed school will be assigned to for special education purposes. 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.

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

1. Geographic Location.

- a. A description, with reasonable specificity, of the geographic location of the proposed school's facility, including the DOE complex area(s) in which the proposed school will be located.
- b. A reasonable rationale for selecting the geographic location and a comprehensive description of the research conducted, if any, to support that rationale.

2. Facilities.

- a. If the proposed school has obtained a facility, a description of 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 reasonably 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 or 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. The description must reference and provide, as **Attachment AA (no page limit)**, a letter of intent, Memorandum of Understanding ("MOU"), or other proof of intent to secure a specific facility.

OR

If the proposed school has not obtained a facility, a comprehensive, reasonable, and sound plan and timeline for identifying, securing, renovating, and financing a facility—including identification 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 in **Criterion III.G.1**, 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 or 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.

- b. If the proposed school plans to add students or grade levels during the first five years, a reasonable and sound 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 to implement the facility growth plan.

H. Start-Up Period

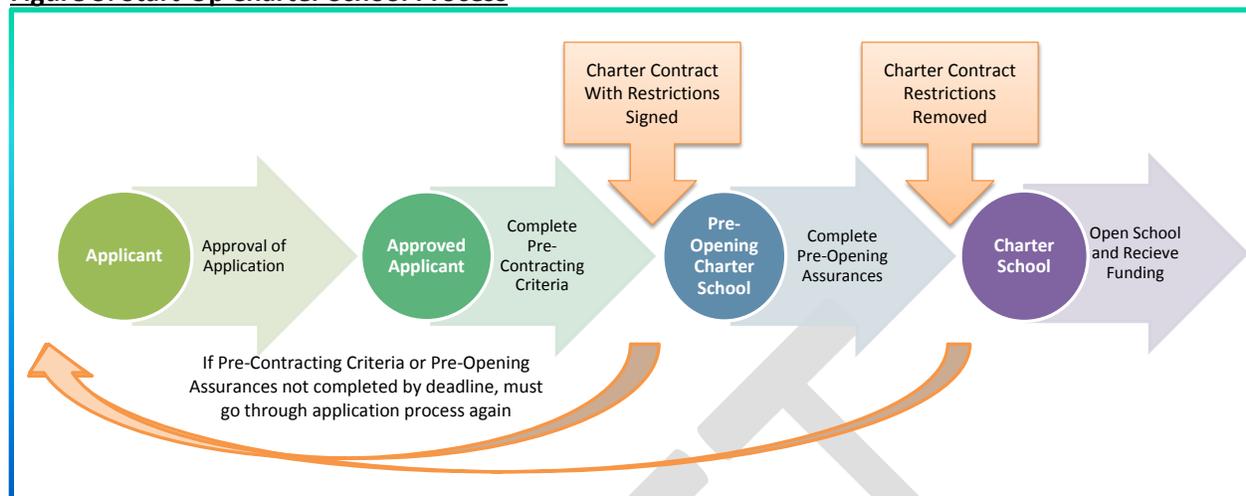
*In accordance with the start-up charter school process, as shown in **Figure 3**, an approved applicant will not be able to hire employees who receive state benefits or receive funding until it completes its Pre-Opening Assurances. Generally, a Pre-Opening Charter School will not complete its Pre-Opening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

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

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

1. A comprehensive, reasonable, and sound project management plan, provided as **Attachment BB (10 page limit)**, that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook) and details the start-up plan for the proposed school, including specific tasks, timelines, and responsible individuals for each of the following areas:
 - 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, as described in **Criterion III.G.2**;
 - 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, if any, incorporating the timelines for hiring teachers, described in **Criteria II.E.4**, and delivering the professional development, described in **Criteria II.E.2**;
 - e. Plans to identify, recruit, select, and add or replace new governing board members that align with the recruitment plan described in **Criterion III.A.5.d**, the governing board transition plan described in **Criterion III.A.5.e**, and any governing board training described in **Criterion III.A.8**, 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.
2. A sound plan for leading the development of the school during its pre-opening phase, including identification of capable individuals who will work on a full-time or nearly full-time basis following approval of the application to lead development and implementation of the plan to open the proposed school and a description of a viable plan to obtain the funding necessary to compensate these individuals that is aligned with the budget.

Figure 3: Start-Up Charter School Process



I. 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 (no page limit)**, 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 (5 page limit)**, 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.

3. 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 (no page limit)**, 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.

IV. Financial Plan

A. Financial Oversight and Management

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

1. A clear description that gives reasonable assurance that the proposed school will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including an adequate explanation of how the proposed school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. The description must also explain the plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school that is in accordance with state law, including a reasonable annual cost estimate of the audit that is included in the Financial Plan Workbook.
2. A clear description of the roles and responsibilities that demonstrates a strong understanding of the appropriate delineation of such roles and responsibilities among the proposed school leadership team or management team and proposed school governing board regarding school financial oversight and management.
3. A description of sound criteria and procedures for selecting vendors or contractors for any administrative services, such as business services, payroll, and auditing services, including reasonable anticipated costs that are reflected in the Financial Plan Workbook.

B. Operating Budget

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 revenue projection: **\$6,500**.*

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

1. Complete, realistic, and viable start-up and three-year operating budgets, provided through the Financial Plan Workbook ([Exhibit 6](#)) as **Attachment FF (required form)**, that align to the Academic and Organizational Plans.
2. **Budget Narrative**. A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and revenue estimates, including but not limited to the basis for revenue 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 GG (no page limit)**, 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 sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where the official enrollment of the proposed school 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 revenue projections are not met in advance of opening.
- c.** If the proposed school has a *virtual or blended learning program*, a clear and comprehensive description of the necessary costs for delivery of such program, including costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs, as applicable.

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V. Applicant Capacity

A. Academic Plan Capacity

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

1. Evidence that the key members of the proposed school's academic team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Academic Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant's academic team that will play a substantial role in the successful implementation of the Academic Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's development and operation; and
 - b. Describes the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement.
2. A description of the academic team's clear ties to and/or knowledge of the community in the geographic area where the facility is or will be and/or areas where the anticipated student population will come from.
3. A description that identifies any organizations, agencies, or consultants that are essential partners to the successful planning and establishing of the proposed school and/or implementation of the Academic Plan; explains the current and planned roles of such essential partners and any resources they have contributed or plan to contribute to the proposed school's development; and includes evidence of support, provided as **Attachment HH (no page limit)** (such as letters of intent or commitment, memoranda of understanding, and/or contracts), from such essential partners demonstrating these partners are committed to an ongoing role with the proposed school, if applicable.
4. School Director.

If the school director is known, a description that:

 - a. Identifies the school director;
 - b. Summarizes the school director's academic and organizational leadership record and includes this individual's resume, provided as **Attachment II (no page limit)**;
 - c. Discusses and demonstrates evidence of the proposed school director's experience in and ability to design, launch, and lead the proposed school in achieving its mission and effectively serving the anticipated student population, as well as evidence that the proposed school director is well qualified to implement the Academic Plan.

- d. Describes a thorough recruiting and selection process for selecting the school director, including the rigorous criteria used for screening and selecting candidates based on experience and ability to design, launch, and lead a *high-quality charter school*.

OR

If the school director is not known, a description that:

- e. Discusses the characteristics of the school director that the proposed school will seek and an appropriate job description or qualifications and rigorous criteria, provided as **Attachment JJ (no page limit)**, that is designed to recruit a school director with the experience and ability to design, launch, and lead a *high-quality charter school* that will effectively serve the anticipated student population and implement the Academic Plan; and
 - f. Explains a clear and appropriate timeline that aligns with the proposed school's start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.
5. Management Team. A description of the positions that will make up the proposed school's leadership or management team beyond the school director, if any, including appropriate responsibilities and qualifications for such positions. The description must:
- a. If known, identify the individuals who will fill these positions and provide, as **Attachment KK (no page limit)**, the resumes for these individuals as evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

OR

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

B. Organizational Plan Capacity

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

1. Evidence that the key members of the proposed school's organization team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Organizational Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant's organization team that will play a substantial role in the successful implementation of the Organizational Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the Organizational Plan; and
 - b. Describes the organization team's individual and collective qualifications for implementing the proposed school's Organizational Plan successfully, including sufficient capacity in areas such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Organizational Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Organizational Plan; and includes evidence of support, included in **Attachment HH** (also referenced in **Criterion V.A.3**), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Organizational Plan.

C. Financial Management Capacity

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

1. Evidence that the key members of the proposed school's financial team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Financial Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant's financial team that will play a substantial role in the successful implementation of the Financial Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's Financial Plan; and
 - b. Describes the financial team's individual and collective qualifications for implementing the proposed school's Financial Plan successfully, including sufficient capacity in areas such as financial management, fundraising and development, accounting, and internal controls.
2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Financial Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan; and includes evidence of support, included in **Attachment HH** (also referenced in **Criterion V.A.3**), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Financial Plan.

Exhibits

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

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Exhibit 1: Enrollment Plan

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Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	2017		2018		2019		2020		2021		20__	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Subtotals												
Totals												

Exhibit 2: Staffing Chart Template

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Staffing Chart

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

Elementary School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					Capacity 20__
	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	
School Director						
Assistant School Director						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						
Total Salaries						

Middle School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					Capacity 20__
	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	
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 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	
School Director						
Assistant School Director						
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						
Total Salary						

Exhibit 3: Statement of Assurances Form

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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 Elementary and Secondary Education Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];
- will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- will follow any federal and state court orders in place in the local school district;
- will comply with federal and state applicable health and safety standards;

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

Certification

Name of Proposed School: _____

Name of Authorized Representative: _____

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

 Signature of Authorized Representative Date

Exhibit 4: Board Member Information Form

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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 requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background

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

School Mission and Plan

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

Governance

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

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management

interest in the provider. For any interest indicated, provide a detailed description.

N/A. I/we have no such interest Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I/we or my family do not anticipate conducting any such business Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

None Yes

Certification

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

Signature

Date

Exhibit 5: School-Specific Measures Template

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School-Specific Measures

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

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

Exhibit 6: Financial Plan Workbook

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Workbook instructions

A1. BudgetSumm

This sheet summarizes the information entered on the A2. Bgt FuncExp Yr _ tabs.

No data is entered on this summary sheet.

Information is provided from the A2 sheets linked to the respective data cell.

Data should be entered on A2 sheets for the respective years.

Description of Line Items

Revenues

Grants - State Per Pupil	Per pupil funding received by the schools from the Commission or State of HI
Grants - State Facilities	Facilities funding, if any, received by the school from the Commission or State of HI
Grants - State Other	Other State funding (Testing, Etc.)
Grants - Federal	Grants awarded by the federal government (including those that pass through the Commission such as Title I, Title IIa, Impact Aid, Charter School Start-Up Assistance, etc.)
Grants - Private	Grants awarded by private (non-governmental) foundations, corporations, or individuals.
Nutrition Funding - Federal	Funding for nutrition programs is split between the federal and state governments. Split info. can be found at http://www.doe.mass.edu/news/news.asp?id=2533 .
Nutrition Funding - Fees	Fees collected from students/parents for nutrition programs.
Other Program Fees	Any other fees (other than for nutrition or transportation) that the school collects transportation, uniforms, etc.
Contributions, cash	Ongoing donations from individuals, businesses, or corporations.
Transportation Fees	Fees collected from students or parents for transportation services.
SPED Reimbursements	Reimbursements from the State of Hawaii for special education students, if applicable.
Grants - Private	Grants awarded by private foundations or corporations.
Contributions, in-kind	Monetary value of in-kind donations for services that would otherwise have been purchased.
Contributions, from Component Unit	Contributions made to the School by the Component Unit (Non-profit affiliate)
Contributions, Cash	Donations from individuals or corporations.
Rental Income	Income generated from rental of space.
Interest/Investment Income	Income generated from interest/investments.

Expenses

Civic Activities	Activities designed to build community relations, including presentations at or hosting of conferences, etc.
Classroom Instructional Technology	Computers, servers, networks, scanners, digital cameras, etc. used in the classroom or in computer laboratories.
Contracted Services	Contracted professional services, including all related expenses covered by the contract
Depreciation for Information Technology	Annual depreciation expense for capitalized Information Management and Technology.
Depreciation of Equipment, Building, & Grounds	Annual depreciation expense for capitalized Equipment, Networking and Telecommunications, Building, & Grounds.
Dissemination Activities	Activities designed to disseminate the school's best practices to external groups, including presentations at or hosting of conferences, etc.
Dues, Licenses, Permits, Admin Meetings	Dues, Licenses, Permits, Admin Meetings
Fundraising	Expenses related to fundraising.
General Instructional Supplies	Papers, pens, pencils, crayons, chalk, paint, toner printer cartridges, calculators, etc.
Instructional Equipment	Non-capitalized expenditures for purchase of science laboratory, physical education, equipment, irrespective of unit cost. Also includes lease/purchase of copy equipment primarily used to produce instructional materials.
Instructional Software	Programs, licenses, CD-ROMs.
Insurance (non-employee)	Insurance premiums for property, fire, liability, fidelity bonds; judgments against the school resulting from self-insurance.
Maintenance of Buildings & Grounds	Includes contracted custodial services and building security.
Maintenance of Equipment	Equipment parts and repair, materials, and tools, contracted services, including vehicles.
Networking and Telecommunications	Costs for supporting school technology infrastructure, including wiring, PBX Systems, file servers, etc.
Other Instructional Hardware	Computers, servers, networks, scanners, digital cameras, etc. for school libraries and media centers.
Other Instructional Materials	Books and other materials, excluding textbooks, for use in school libraries or classroom libraries (trade books, periodicals, reference materials, etc.).
Other Instructional Services	Cost for field trips, including admissions and transportation costs. Also, distance learning services.
Recruitment/Advertising	Travel and other expenses for staff and the school such as dues, subscriptions and memberships.
Rental/Lease of Buildings & Grounds	Annual operating lease/rental costs on Building/Grounds.
Rental/Lease of Equipment	Annual operating lease/rental costs on other operations and maintenance of plant equipment.
Salaries - Clerical	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions.
Salaries - Nonclerical Paraprofessionals	Salaries for paraprofessionals hired to assist teachers/specialists with classroom instruction or to assist teachers in the preparation or reproduction of instructional materials or operation and maintenance of instructional equipment, or performance of o
Salaries - Operation & Maintenance of Plant	Plant managers, custodians, maintenance, etc.
Salaries - Professional	Salaries for non-instructional school-wide administrative personnel such as business manager, accountant, chief financial officer, etc.
Short-Term Interest	Interest costs for short-term (less than one year) lines of credit, etc.; Charter School figures will be populated from the SOFE sheet.
Supplies and Materials	Operational materials and items of an expendable nature that are consumed or loses their identity through incorporation into a different/more complex unit/substance. Unit price of less than \$5000.
Textbooks & Related Media/Materials	Expenditures for all textbooks, workbooks, and materials including accessories, such as CD-ROMS, videos, etc. provided as an integrated package, and printed manuals, used to support direct instructional activities.
Travel and other expenses	Travel and other expenses for Board members such as dues, subscriptions and memberships.
Utilities	Cost of heating fuel, oil, electricity, gas, water, trash, waste disposal, telephone services, etc.

NAME: Enter Name of School Here

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

Form A1 yellow cells - Formula cells, do not enter information.
blue cells - information provided by applicant
gray cells - leave cell blank, info not applicable

	Year 0 (Start Up)	Year 1	Year 2	Year 3
OPERATING REVENUES				
1 Grants - State Per Pupil	-	-	-	-
2 Grants - State Facilities	-	-	-	-
3 Grants - State Other	-	-	-	-
4 Grants - Federal	-	-	-	-
5 Grants - Private	-	-	-	-
6 Nutrition Funding - Federal	-	-	-	-
7 Nutrition Funding - Fees	-	-	-	-
8 Other Program Fees	-	-	-	-
9 Contributions, cash	-	-	-	-
10 Transportation Fees	-	-	-	-
11 SPED Reimbursements	-	-	-	-
12 Other:	-	-	-	-
13 Other:	-	-	-	-
14 TOTAL OPERATING REVENUES	-	-	-	-
OPERATING EXPENSES				
15 Administration	-	-	-	-
16 Instructional Services	-	-	-	-
17 Pupil Services	-	-	-	-
18 Operation & Maintenance of Plant	-	-	-	-
19 Benefits and Other Fixed Charges	-	-	-	-
20 Community Services	-	-	-	-
23 TOTAL OPERATING EXPENSES	-	-	-	-
24 TOTAL OPERATING GAIN/(LOSS)	-	-	-	-
NONOPERATING REVENUE				
25 Grants - Private	-	-	-	-
26 Contributions, in-kind	-	-	-	-
27 Contributions, from Component Unit	-	-	-	-
28 Contributions, Cash	-	-	-	-
29 Rental Income	-	-	-	-
30 Interest/Investment Income	-	-	-	-
31 Other:	-	-	-	-
32 Other:	-	-	-	-
33 TOTAL NONOPERATING REVENUE	-	-	-	-
NONOPERATING EXPENSES				
34 Long-Term Interest	-	-	-	-
35 Other:	-	-	-	-
36 TOTAL NONOPERATING EXPENSES	-	-	-	-
37 TOTAL NONOPERATING GAIN/(LOSS)	-	-	-	-
38 CHANGES IN NET ASSETS:	-	-	-	-
39 Other:	-	-	-	-
40 NET ASSETS AT BEGINNING OF YEAR	-	-	-	-
41 NET ASSETS AT END OF YEAR	-	-	-	-

Line	Instructions/Notes
1	Information for this cell pulled from the Sch_FuncExp sheet.
2	Information for this cell pulled from the Sch_FuncExp sheet.
3	Information for this cell pulled from the Sch_FuncExp sheet.
4	Information for this cell pulled from the Sch_FuncExp sheet.
5	Information for this cell pulled from the Sch_FuncExp sheet.
6	Information for this cell pulled from the Sch_FuncExp sheet.
7	Information for this cell pulled from the Sch_FuncExp sheet.
8	Information for this cell pulled from the Sch_FuncExp sheet.
9	Information for this cell pulled from the Sch_FuncExp sheet.
10	Information for this cell pulled from the Sch_FuncExp sheet.
11	Information for this cell pulled from the Sch_FuncExp sheet.
12	Please enter a brief description in the highlighted blue cell, if applicable.
13	Please enter a brief description in the highlighted blue cell, if applicable.
14	Calculates automatically.
15	Information for this cell pulled from the Sch_FuncExp sheet.
16	Information for this cell pulled from the Sch_FuncExp sheet.
17	Information for this cell pulled from the Sch_FuncExp sheet.
18	Information for this cell pulled from the Sch_FuncExp sheet.
19	Information for this cell pulled from the Sch_FuncExp sheet.
20	Information for this cell pulled from the Sch_FuncExp sheet.
23	Calculates automatically.
24	Calculates automatically.
25	Information for this cell pulled from the Sch_FuncExp sheet.
26	Information for this cell pulled from the Sch_FuncExp sheet.
27	Information for this cell pulled from the Sch_FuncExp sheet.
28	Information for this cell pulled from the Sch_FuncExp sheet.
29	Information for this cell pulled from the Sch_FuncExp sheet.
30	Information for this cell pulled from the Sch_FuncExp sheet.
31	Information for this cell pulled from the Sch_FuncExp sheet.
32	Information for this cell pulled from the Sch_FuncExp sheet.
33	Calculates automatically.
34	Charter School figures will be populated from the Bgt_FuncExp sheet.
35	Charter School figures will be populated from the Bgt_FuncExp sheet.
36	Calculates automatically.
37	Calculates automatically.
38	Calculates automatically.
39	Please enter a brief description of other changes in net assets (prior year adjustments, etc.) in the highlighted green cell, if applicable. For Year 0 (Start Up) should be zero.
40	Estimated Beginning Net Assets, For Year 0 (Start up), should be zero
41	Calculates automatically.

NAME:

Form A2

Schedule of **Budgeted** Functional Expenses - YEAR 0 Start Up

yellow cells - Formula cells, do not enter information.

blue cells - information provided by applicant

gray cells - leave cell blank, info not applicable

light blue cells - locked to protect formula

Line Functional Category	Year 0 (Start up Year)	FTE
1 Grants - State Per Pupil		
2 Grants - State Facilities		
3 Grants - State Other		
4 Grants - Federal		
5 Grants - Private		
6 Nutrition Funding - Federal		
7 Nutrition Funding - Fees		
8 Other Program Fees		
9 Contributions, cash		
10 Transportation Fees		
11 SPED Reimbursements		
12 Other:		
13 Other:		
12 Other:		
13 Other:		
14 TOTAL OPERATING REVENUES	-	
100 Administration		
111 Contracted Services		
112 Travel and other expenses		
113 Supplies & Materials		
110 Subtotal - School Governing Board	-	
121 Salaries - Exec Director, etc.		
122 Contracted Services		
120 Subtotal - School Leadership	-	0.0
131 Salaries - Bus. Mgr, Accountant, CFO, etc.		
132 Contracted Services		
130 Subtotal - Business and Finance	-	0.0
141 Salaries - HR Director, etc.		
142 Contracted Services		
140 Subtotal - Human Resources	-	0.0
151 Salaries - Staff attorney, etc.		
152 Contracted Services		
150 Subtotal - Legal Services	-	0.0
161 Salaries - Network Support Mgr, Staff		
162 Contracted Services		
163 Supplies and Materials		
164 Depreciation for Information Technology		
160 Subtotal - Info. Management & Technology	-	0.0

Instructions/Notes

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

* ASSUMPTIONS *

Calculates automatically - Total Revenues

Calculates automatically - expenses for the School Governing Board.

Calculates automatically - expenses for the School Leadership office.

Calculates automatically - expenses for the Business and Finance office.

Calculates automatically - expenses for the HR office.

Calculates automatically - expenses for legal representation for the School.

Calculates automatically - expenses that support the data processing needs of the school, including student databases.

NAME:

Form A2

Schedule of **Budgeted** Functional Expenses - YEAR 0 Start Up

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Instructions/Notes

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

* ASSUMPTIONS *

Line Functional Category	Year 0 (Start up Year)	FTE
171 Salaries - Professional		
172 Contracted Services		
173 Fundraising		
170 Subtotal - Development	-	0.0
181 Salaries - Clerical		
182 Recruitment/Advertising		
183 Travel and other expenses		
184 Supplies and Materials		
185 Other: Dues, Licenses, Permits, Admin Meetings		
186 Other:		
187 Other:		
180 Subtotal - Other Administration	-	0.0
TOTAL ADMINISTRATION	-	0.0
200 Instructional Services		
211 Salaries - Principals, Asst. Principal, Dept. Heads		
212 Salaries - Clerical		
213 Contracted Services		
214 Supplies and Materials		
215 Travel and other expenses		
210 Subtotal - Instructional Leadership	-	0.0
221 Salaries - Teachers, Classroom		
222 Salaries - Teachers, Specialists		
220 Subtotal - Classroom and Specialist Teachers	-	0.0
231 Salaries - Librarians, Health Prof., media ctr directors		
232 Salaries - Nonclerical Paraprofessionals		
233 Salaries - Clerical		
234 Contracted Services		
230 Subtotal - Other Teaching Services	-	0.0
241 Salaries - Prof Dev't staff, trainers		
242 Contracted Services		
243 Supplies and Materials		
244 Travel and other expenses		
240 Subtotal - Professional Development	-	0.0

Calculates automatically - expenses related to development, fundraising, and recruitment.

Calculates automatically - expenses related to development, fundraising, and recruitment.

Administration - Calculates automatically.

Calculates automatically - expenses for instructional leadership.

Calculates automatically - expenses for teachers.

Calculates automatically - expenses for other teaching services.

Calculates automatically - expenses for professional development of instructional personnel.

NAME:

Form A2

Schedule of **Budgeted** Functional Expenses - YEAR 0 Start Up

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Line Functional Category	Year 0 (Start up Year)	FTE
251 Salaries - Counselors, Guidance, Social Wkrs		
252 Salaries - Clerical		
253 Contracted Services		
254 Supplies and Materials		
250 Subtotal - Guidance, Psychological & Testing	-	0.0
261 Textbooks & Related Media/Materials		
262 Other Instructional Materials		
263 Instructional Equipment		
264 General Instructional Supplies		
265 Other Instructional Services		
266 Classroom Instructional Technology		
267 Other Instructional Hardware		
268 Instructional Software		
269 Depreciation for Instructional Equipment		
260 Subtotal - Materials, Equipment & Technology	-	
TOTAL INSTRUCTIONAL SERVICES	-	0
300 Pupil Services		
310 Salaries - Pupil Services - Registrars, coaches, etc		
320 Health Services - contract, stipends		
330 Student Transportation Svces (to/from school)		
340 Depreciation of Transportation Vehicles		
350 Food Services Program costs		
360 Athletic Services Program costs		
370 Other:		
TOTAL PUPIL SERVICES	-	0.0
400 Operation & Maintenance of Plant		
410 Salaries - Operation & Maintenance of Plant		
415 Utilities		
420 Maintenance of Buildings & Grounds		
425 Maintenance of Equipment		
430 Networking and Telecommunications		
435 Depreciation of Equipment, Building, & Grounds		
440 Rental/Lease of Buildings & Grounds		
445 Rental/Lease of Equipment		
450 Other: Furniture & Equipment		
455 Other: Custodial supplies		
460 Other:		
TOTAL OPERATION & MAINTENANCE OF PLANT	-	0.0
500 Benefits and Other Fixed Charges		

Instructions/Notes

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

* ASSUMPTIONS *

Calculates automatically - expenses for guidance, psychological, and testing.

Calculates automatically - expenses for materials, equipment & technology.

Instructional Services - Calculates automatically

Pupil Services - Calculates automatically

Operation & Maintenance of Plant - Calculates automatically.

NAME:

Form A2

Schedule of **Budgeted** Functional Expenses - YEAR 0 Start Up

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Line Functional Category	Year 0 (Start up Year)	FTE
510 Employee Retirement		
520 Fringe Benefits		
530 Insurance (non-employee)		
560 Short-Term Interest		
570 Other:		
TOTAL BENEFITS, OTHER FIXED CHARGES	-	
600 Community Services		
610 Dissemination Activities		
620 Civic Activities		
TOTAL COMMUNITY SERVICES'	-	
700 NONOPERATING REVENUE		
710 Grants - Private		
720 Contributions, in-kind		
730 Contributions, from Component Unit		
740 Contributions, Cash		
750 Rental Income		
760 Interest/Investment Income		
770 Other:		
780 Other:		
TOTAL NONOPERATING REVENUE	-	
800 Non-Operating Expenses		
820 Long-Term Interest		
830 Other:		
TOTAL NON-OPERATING EXPENSES	-	
GRAND TOTAL	-	0.0

Instructions/Notes

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

*** ASSUMPTIONS ***

Not an expense for the schools

Not an expense for the schools

Specify other fixed charge expenditures, if applicable, which may include costs of public safety inspections.

Benefits and Other Fixed Charges - Calculates automatically.

Community Services - Calculates automatically.

Annual debt service costs for long-term financing (greater than one year).

Please enter a brief description in the highlighted green cell, if applicable.

Non-Operating Expenses - Calculates automatically.

GRAND TOTAL - Calculates automatically.

173	Fundraising		
170 Subtotal - Development		-	0.0
181	Salaries - Clerical		
182	Recruitment/Advertising		
183	Travel and other expenses		
184	Supplies and Materials		
185	Other: Dues, Licenses, Permits, Admin Meetings		
186	Other:		
187	Other:		
180 Subtotal - Other Administration		-	0.0
TOTAL ADMINISTRATION		-	0.0

Calculates automatically - expenses related to development, fundraising, and recruitment.

Calculates automatically - expenses related to development, fundraising, and recruitment.

Administration - Calculates automatically.

200 Instructional Services			
211	Salaries - Principals, Asst. Principal, Dept. Heads		
212	Salaries - Clerical		
213	Contracted Services		
214	Supplies and Materials		
215	Travel and other expenses		
210 Subtotal - Instructional Leadership		-	0.0
221	Salaries - Teachers, Classroom		
222	Salaries - Teachers, Specialists		
220 Subtotal - Classroom and Specialist Teachers		-	0.0
231	Salaries - Librarians, Health Prof., media ctr directors		
232	Salaries - Nonclerical Paraprofessionals		
233	Salaries - Clerical		
234	Contracted Services		
230 Subtotal - Other Teaching Services		-	0.0
241	Salaries - Prof Dev't staff, trainers		
242	Contracted Services		
243	Supplies and Materials		
244	Travel and other expenses		
240 Subtotal - Professional Development		-	0.0
251	Salaries - Counselors, Guidance, Social Wkrs		
252	Salaries - Clerical		
253	Contracted Services		
254	Supplies and Materials		
250 Subtotal - Guidance, Psychological & Testing		-	0.0
261	Textbooks & Related Media/Materials		
262	Other Instructional Materials		
263	Instructional Equipment		
264	General Instructional Supplies		
265	Other Instructional Services		
266	Classroom Instructional Technology		
267	Other Instructional Hardware		
268	Instructional Software		
269	Depreciation for Instructional Equipment		
260 Subtotal - Materials, Equipment & Technology		-	
TOTAL INSTRUCTIONAL SERVICES		-	0

Calculates automatically - expenses for instructional leadership.

Calculates automatically - expenses for teachers.

Calculates automatically - expenses for other teaching services.

Calculates automatically - expenses for professional development of instructional personnel.

Calculates automatically - expenses for guidance, psychological, and testing.

Calculates automatically - expenses for materials, equipment & technology.

Instructional Services - Calculates automatically

300 Pupil Services

310 Salaries - Pupil Services - Registrars, coaches, etc		
320 Health Services - contract, stipends		
330 Student Transportation Svces (to/from school)		
340 Depreciation of Transportation Vehicles		
350 Food Services Program costs		
360 Athletic Services Program costs		
370 Other:		
TOTAL PUPIL SERVICES	-	0.0
400 Operation & Maintenance of Plant		
410 Salaries - Operation & Maintenance of Plant		
415 Utilities		
420 Maintenance of Buildings & Grounds		
425 Maintenance of Equipment		
430 Networking and Telecommunications		
435 Depreciation of Equipment, Building, & Grounds		
440 Rental/Lease of Buildings & Grounds		
445 Rental/Lease of Equipment		
450 Other: Furniture & Equipment		
455 Other: Custodial supplies		
460 Other:		
TOTAL OPERATION & MAINTENANCE OF PLANT	-	0.0
500 Benefits and Other Fixed Charges		
510 Employee Retirement		
520 Fringe Benefits		
530 Insurance (non-employee)		
560 Short-Term Interest		
570 Other:		
TOTAL BENEFITS, OTHER FIXED CHARGES	-	
600 Community Services		
610 Dissemination Activities		
620 Civic Activities		
TOTAL COMMUNITY SERVICES'	-	
700 NONOPERATING REVENUE		
710 Grants - Private		
720 Contributions, in-kind		
730 Contributions, from Component Unit		
740 Contributions, Cash		
750 Rental Income		
760 Interest/Investment Income		
770 Other:		
780 Other:		
TOTAL NONOPERATING REVENUE	-	
800 Non-Operating Expenses		
820 Long-Term Interest		
830 Other:		
TOTAL NON-OPERATING EXPENSES	-	
GRAND TOTAL	-	0.0

Pupil Services - Calculates automatically

Operation & Maintenance of Plant - Calculates automatically.

Not an expense for the schools

Not an expense for the schools

Specify other fixed charge expenditures, if applicable, which may include costs of public safety inspections.

Benefits and Other Fixed Charges - Calculates automatically.

Community Services - Calculates automatically.

Annual debt service costs for long-term financing (greater than one year).
Please enter a brief description in the highlighted green cell, if applicable.

Non-Operating Expenses - Calculates automatically.

GRAND TOTAL - Calculates automatically.

NAME: Enter Name of School Here

Form A2

Schedule of **Budgeted** Functional Expenses - YEAR 2

yellow cells - Formula cells, do not enter information.

blue cells - information provided by applicant

gray cells - leave cell blank, info not applicable

light blue cells - locked to protect formula

Instructions/Notes

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

*** ASSUMPTIONS ***

Line Functional Category	Year 2	FTE
1 Grants - State Per Pupil		
2 Grants - State Facilities		
3 Grants - State Other		
4 Grants - Federal		
5 Grants - Private		
6 Nutrition Funding - Federal		
7 Nutrition Funding - Fees		
8 Other Program Fees		
9 Contributions, cash		
10 Transportation Fees		
11 SPED Reimbursements		
12 Other:		
13 Other:		
12 Other:		
13 Other:		
14 TOTAL OPERATING REVENUES	-	
100 Administration		
111 Contracted Services		
112 Travel and other expenses		
113 Supplies & Materials		
110 Subtotal - School Governing Board	-	
121 Salaries - Exec Director, etc.		
122 Contracted Services		
120 Subtotal - School Leadership	-	0.0
131 Salaries - Bus. Mgr, Accountant, CFO, etc.		
132 Contracted Services		
130 Subtotal - Business and Finance	-	0.0
141 Salaries - HR Director, etc.		
142 Contracted Services		
140 Subtotal - Human Resources	-	0.0
151 Salaries - Staff attorney, etc.		
152 Contracted Services		
150 Subtotal - Legal Services	-	0.0
161 Salaries - Network Support Mgr, Staff		
162 Contracted Services		
163 Supplies and Materials		
164 Depreciation for Information Technology		

Calculates automatically - Total Revenues

Calculates automatically - expenses for the School Governing Board.

Calculates automatically - expenses for the School Leadership office.

Calculates automatically - expenses for the Business and Finance office.

Calculates automatically - expenses for the HR office.

Calculates automatically - expenses for legal representation for the School.

NAME:

Form A2

Schedule of **Budgeted** Functional Expenses - YEAR 2

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Instructions/Notes

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

*** ASSUMPTIONS ***

Calculates automatically - expenses that support the data processing needs of the school, including student databases.

Calculates automatically - expenses related to development, fundraising, and recruitment.

Calculates automatically - expenses related to development, fundraising, and recruitment.

Administration - Calculates automatically.

Calculates automatically - expenses for instructional leadership.

Calculates automatically - expenses for teachers.

Calculates automatically - expenses for other teaching services.

Line Functional Category	Year 2	FTE
160 Subtotal - Info. Management & Technology	-	0.0
171 Salaries - Professional		
172 Contracted Services		
173 Fundraising		
170 Subtotal - Development	-	0.0
181 Salaries - Clerical		
182 Recruitment/Advertising		
183 Travel and other expenses		
184 Supplies and Materials		
185 Other: Dues, Licenses, Permits, Admin Meetings		
186 Other:		
187 Other:		
180 Subtotal - Other Administration	-	0.0
TOTAL ADMINISTRATION	-	0.0
200 Instructional Services		
211 Salaries - Principals, Asst. Principal, Dept. Heads		
212 Salaries - Clerical		
213 Contracted Services		
214 Supplies and Materials		
215 Travel and other expenses		
210 Subtotal - Instructional Leadership	-	0.0
221 Salaries - Teachers, Classroom		
222 Salaries - Teachers, Specialists		
220 Subtotal - Classroom and Specialist Teachers	-	0.0
231 Salaries - Librarians, Health Prof., media ctr directors		
232 Salaries - Nonclerical Paraprofessionals		
233 Salaries - Clerical		
234 Contracted Services		
230 Subtotal - Other Teaching Services	-	0.0
241 Salaries - Prof Dev't staff, trainers		
242 Contracted Services		
243 Supplies and Materials		

NAME:

Form A2

Schedule of **Budgeted** Functional Expenses - YEAR 2

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Instructions/Notes

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

*** ASSUMPTIONS ***

Line Functional Category	Year 2	FTE
244 Travel and other expenses		
240 Subtotal - Professional Development	-	0.0
251 Salaries - Counselors, Guidance, Social Wkrs		
252 Salaries - Clerical		
253 Contracted Services		
254 Supplies and Materials		
250 Subtotal - Guidance, Psychological & Testing	-	0.0
261 Textbooks & Related Media/Materials		
262 Other Instructional Materials		
263 Instructional Equipment		
264 General Instructional Supplies		
265 Other Instructional Services		
266 Classroom Instructional Technology		
267 Other Instructional Hardware		
268 Instructional Software		
269 Depreciation for Instructional Equipment		
260 Subtotal - Materials, Equipment & Technology	-	
TOTAL INSTRUCTIONAL SERVICES	-	0
300 Pupil Services		
310 Salaries - Pupil Services - Registrars, coaches, etc		
320 Health Services - contract, stipends		
330 Student Transportation Svces (to/from school)		
340 Depreciation of Transportation Vehicles		
350 Food Services Program costs		
360 Athletic Services Program costs		
370 Other:		
TOTAL PUPIL SERVICES	-	0.0
400 Operation & Maintenance of Plant		
410 Salaries - Operation & Maintenance of Plant		
415 Utilities		
420 Maintenance of Buildings & Grounds		
425 Maintenance of Equipment		
430 Networking and Telecommunications		
435 Depreciation of Equipment, Building, & Grounds		
440 Rental/Lease of Buildings & Grounds		
445 Rental/Lease of Equipment		
450 Other: Furniture & Equipment		
455 Other: Custodial supplies		

Calculates automatically - expenses for professional development of instructional personnel.

Calculates automatically - expenses for guidance, psychological, and testing.

Calculates automatically - expenses for materials, equipment & technology.

Instructional Services - Calculates automatically

Pupil Services - Calculates automatically

NAME:

Form A2

Schedule of **Budgeted** Functional Expenses - YEAR 2

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Instructions/Notes

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

*** ASSUMPTIONS ***

Line Functional Category	Year 2	FTE
460 Other: <input type="text"/>		
TOTAL OPERATION & MAINTENANCE OF PLANT	-	0.0
500 Benefits and Other Fixed Charges		
510 Employee Retirement		
520 Fringe Benefits		
530 Insurance (non-employee)		
560 Short-Term Interest		
570 Other: <input type="text"/>		
TOTAL BENEFITS, OTHER FIXED CHARGES	-	
600 Community Services		
610 Dissemination Activities		
620 Civic Activities		
TOTAL COMMUNITY SERVICES'	-	
700 NONOPERATING REVENUE		
710 Grants - Private		
720 Contributions, in-kind		
730 Contributions, from Component Unit		
740 Contributions, Cash		
750 Rental Income		
760 Interest/Investment Income		
770 Other: <input type="text"/>		
780 Other: <input type="text"/>		
TOTAL NONOPERATING REVENUE	-	
800 Non-Operating Expenses		
820 Long-Term Interest		
830 Other: <input type="text"/>		
TOTAL NON-OPERATING EXPENSES	-	
GRAND TOTAL	-	0.0

Operation & Maintenance of Plant - Calculates automatically.

Not an expense for the schools

Not an expense for the schools

Specify other fixed charge expenditures, if applicable, which may include costs of public safety inspections.

Benefits and Other Fixed Charges - Calculates automatically.

Community Services - Calculates automatically.

Annual debt service costs for long-term financing (greater than one year).

Please enter a brief description in the highlighted green cell, if applicable.

Non-Operating Expenses - Calculates automatically.

GRAND TOTAL - Calculates automatically.

NAME: Enter Name of School Here

Form A2

Schedule of **Budgeted** Functional Expenses - YEAR 3

yellow cells - Formula cells, do not enter information.

blue cells - information provided by applicant

gray cells - leave cell blank, info not applicable

light blue cells - locked to protect formula

Instructions/Notes

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

*** ASSUMPTIONS ***

Line Functional Category	Year 3	FTE
1 Grants - State Per Pupil		
2 Grants - State Facilities		
3 Grants - State Other		
4 Grants - Federal		
5 Grants - Private		
6 Nutrition Funding - Federal		
7 Nutrition Funding - Fees		
8 Other Program Fees		
9 Contributions, cash		
10 Transportation Fees		
11 SPED Reimbursements		
12 Other:		
13 Other:		
12 Other:		
13 Other:		
14 TOTAL OPERATING REVENUES	-	
100 Administration		
111 Contracted Services		
112 Travel and other expenses		
113 Supplies & Materials		
110 Subtotal - School Governing Board	-	
121 Salaries - Exec Director, etc.		
122 Contracted Services		
120 Subtotal - School Leadership	-	0.0
131 Salaries - Bus. Mgr, Accountant, CFO, etc.		
132 Contracted Services		
130 Subtotal - Business and Finance	-	0.0
141 Salaries - HR Director, etc.		
142 Contracted Services		
140 Subtotal - Human Resources	-	0.0
151 Salaries - Staff attorney, etc.		
152 Contracted Services		
150 Subtotal - Legal Services	-	0.0
161 Salaries - Network Support Mgr, Staff		
162 Contracted Services		
163 Supplies and Materials		
164 Depreciation for Information Technology		

Calculates automatically - Total Revenues

Calculates automatically - expenses for the School Governing Board.

Calculates automatically - expenses for the School Leadership office.

Calculates automatically - expenses for the Business and Finance office.

Calculates automatically - expenses for the HR office.

Calculates automatically - expenses for legal representation for the School.

NAME: Enter Name of School Here

Form A2

Schedule of **Budgeted** Functional Expenses - YEAR 3

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Instructions/Notes

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

*** ASSUMPTIONS ***

Calculates automatically - expenses that support the data processing needs of the school, including student databases.

Calculates automatically - expenses related to development, fundraising, and recruitment.

Calculates automatically - expenses related to development, fundraising, and recruitment.

Administration - Calculates automatically.

Calculates automatically - expenses for instructional leadership.

Calculates automatically - expenses for teachers.

Calculates automatically - expenses for other teaching services.

Line Functional Category	Year 3	FTE
160 Subtotal - Info. Management & Technology	-	0.0
171 Salaries - Professional		
172 Contracted Services		
173 Fundraising		
170 Subtotal - Development	-	0.0
181 Salaries - Clerical		
182 Recruitment/Advertising		
183 Travel and other expenses		
184 Supplies and Materials		
185 Other: Dues, Licenses, Permits, Admin Meetings		
186 Other:		
187 Other:		
180 Subtotal - Other Administration	-	0.0
TOTAL ADMINISTRATION	-	0.0
200 Instructional Services		
211 Salaries - Principals, Asst. Principal, Dept. Heads		
212 Salaries - Clerical		
213 Contracted Services		
214 Supplies and Materials		
215 Travel and other expenses		
210 Subtotal - Instructional Leadership	-	0.0
221 Salaries - Teachers, Classroom		
222 Salaries - Teachers, Specialists		
220 Subtotal - Classroom and Specialist Teachers	-	0.0
231 Salaries - Librarians, Health Prof., media ctr directors		
232 Salaries - Nonclerical Paraprofessionals		
233 Salaries - Clerical		
234 Contracted Services		
230 Subtotal - Other Teaching Services	-	0.0
241 Salaries - Prof Dev't staff, trainers		
242 Contracted Services		

NAME:

Form A2

Schedule of **Budgeted** Functional Expenses - YEAR 3

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Instructions/Notes

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

*** ASSUMPTIONS ***

Line Functional Category	Year 3	FTE
243 Supplies and Materials		
244 Travel and other expenses		
240 Subtotal - Professional Development	-	0.0
251 Salaries - Counselors, Guidance, Social Wkrs		
252 Salaries - Clerical		
253 Contracted Services		
254 Supplies and Materials		
250 Subtotal - Guidance, Psychological & Testing	-	0.0
261 Textbooks & Related Media/Materials		
262 Other Instructional Materials		
263 Instructional Equipment		
264 General Instructional Supplies		
265 Other Instructional Services		
266 Classroom Instructional Technology		
267 Other Instructional Hardware		
268 Instructional Software		
269 Depreciation for Instructional Equipment		
260 Subtotal - Materials, Equipment & Technology	-	
TOTAL INSTRUCTIONAL SERVICES	-	0
300 Pupil Services		
310 Salaries - Pupil Services - Registrars, coaches, etc		
320 Health Services - contract, stipends		
330 Student Transportation Svces (to/from school)		
340 Depreciation of Transportation Vehicles		
350 Food Services Program costs		
360 Athletic Services Program costs		
370 Other:		
TOTAL PUPIL SERVICES	-	0.0
400 Operation & Maintenance of Plant		
410 Salaries - Operation & Maintenance of Plant		
415 Utilities		
420 Maintenance of Buildings & Grounds		
425 Maintenance of Equipment		
430 Networking and Telecommunications		
435 Depreciation of Equipment, Building, & Grounds		
440 Rental/Lease of Buildings & Grounds		
445 Rental/Lease of Equipment		
450 Other: Furniture & Equipment		

Calculates automatically - expenses for professional development of instructional personnel.

Calculates automatically - expenses for guidance, psychological, and testing.

Calculates automatically - expenses for materials, equipment & technology.

Instructional Services - Calculates automatically

Pupil Services - Calculates automatically

NAME: Enter Name of School Here

Form A2

Schedule of **Budgeted** Functional Expenses - YEAR 3

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Instructions/Notes

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

*** ASSUMPTIONS ***

Line Functional Category	Year 3	FTE
455 Other: Custodial supplies		
460 Other:		
TOTAL OPERATION & MAINTENANCE OF PLANT	-	0.0
500 Benefits and Other Fixed Charges		
510 Employee Retirement		
520 Fringe Benefits		
530 Insurance (non-employee)		
560 Short-Term Interest		
570 Other:		
TOTAL BENEFITS, OTHER FIXED CHARGES	-	
600 Community Services		
610 Dissemination Activities		
620 Civic Activities		
TOTAL COMMUNITY SERVICES'	-	
700 NONOPERATING REVENUE		
710 Grants - Private		
720 Contributions, in-kind		
730 Contributions, from Component Unit		
740 Contributions, Cash		
750 Rental Income		
760 Interest/Investment Income		
770 Other:		
780 Other:		
TOTAL NONOPERATING REVENUE	-	
800 Non-Operating Expenses		
820 Long-Term Interest		
830 Other:		
TOTAL NON-OPERATING EXPENSES	-	
GRAND TOTAL	-	0.0

Operation & Maintenance of Plant - Calculates automatically.

Not an expense for the schools

Not an expense for the schools

Specify other fixed charge expenditures, if applicable, which may include costs of public safety inspections.

Benefits and Other Fixed Charges - Calculates automatically.

Community Services - Calculates automatically.

Annual debt service costs for long-term financing (greater than one year).

Please enter a brief description in the highlighted green cell, if applicable.

Non-Operating Expenses - Calculates automatically.

GRAND TOTAL - Calculates automatically.

NAME:

Form A3

Schedule of **Estimated** Monthly Cash Flows

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Line	Description	Year 0												
		Total	July	August	September	October	November	December	January	February	March	April	May	June
CASH FLOWS FROM OPERATING ACTIVITIES														
Cash from Government Funding														
1	State Sources	-												
2	Federal Sources	-												
3	Local Cash Receipts													
4	Cash Contributions	-												
5	Interest Received	-												
6	Other Local Cash Receipts	-												
7	Cash Paid to Employees and Vendors													
7.1		-												
7.2		-												
7.3		-												
7.4		-												
7.5		-												
7.6		-												
7.7		-												
7.8		-												
7.9		-												
8	NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-
CASH FLOWS FROM INVESTING ACTIVITIES														
9	Cash Used to Purchase Capitalized Assets	-												
10	Cash Receipts from Sale of Capitalized Assets	-												
11	NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-
CASH FLOWS FROM FINANCING ACTIVITIES														
12	Proceeds from Debt Obligations	-												
13	Proceeds from Capital Leases	-												
14	Principal Payments on Debt Obligations	-												
15	Principal Payments on Capital Leases	-												
16	NET CASH PROVIDED (USED) BY FINANCING ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-
17	NET CASH INCREASE (DECREASE) FOR THE PERIOD	-	-	-	-	-	-	-	-	-	-	-	-	-
18	CASH BALANCE, BEGINNING OF THE PERIOD	-												
20	CASH BALANCE, END OF PERIOD	-	-	-	-	-	-	-	-	-	-	-	-	-

Line **Instructions/Notes**

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

NAME:

Form A3

Schedule of **Estimated** Monthly Cash Flows

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

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

Line Instructions/Notes

- 1 Include cash receipts from state sources including per pupil amounts. Per pupil amounts are typically distributed in July, November and after January
- 2 Include cash receipts from federal sources including entitlement program amounts. Federal program amounts are typically distributed in after the school has been determined to be eligible and after necessary applications have been submitted.
- 3
- 4 Enter estimated cash contributions
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- 14 Enter the principal portion of debt service payments (interest payments should be reported in the operating activities section).
- 15 Enter the principal portion of any cash payments on capital leases.
- 16 Calculates automatically
- 17 Calculates automatically
- 18 Calculates automatically, except for July - enter july beginning cash balance
- 20 Calculates automatically

NAME:

Form A3

Schedule of **Estimated Monthly Cash Flows**

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

Line **Instructions/Notes**

- 1 Include cash receipts from state sources including per pupil amounts. Per pupil amounts are typically distributed in July, November and after January
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- 17 Calculates automatically
- 18 Calculates automatically, except for July - enter july beginning cash balance
- 20 Calculates automatically

NAME:

Form A3

Schedule of **Estimated Monthly Cash Flows**

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gray cells - leave cell blank, info not applicable

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

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

Exhibit D

Redlined Changes from 2014 Request for Proposals to 2015-2016 Request for Proposals



State Public Charter School Commission ~~2014~~2015-2016 Request for Proposals

Issued: ~~October 17, 2014~~September 18, 2015

Intent to Apply Packet Due: October ~~31, 2014~~16,
2015

~~Initial Proposals Due: December 1, 2014~~

~~Final~~

Applications Due: ~~March 6, 2015~~February 12,
2016

For questions, please contact:

Kenyon Tam

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

Message to prospective applicants from the Hawaii State Board of Education

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

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

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

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

Aloha,

/S/

~~Donald Horner~~ Lance A. Mizumoto
Chairperson

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

NEIL ABERCROMBIE
DAVID Y. IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

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

Message to prospective applicants from the State Public Charter School Commission

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

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

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

Reflecting the importance of this undertaking, the Commission employs a rigorous and transparent application process, based on national best practices. The process is arduous and its rules stringently observed, but it has been carefully designed to be fair and to help ensure that any successful application results in a school of excellence. As you embark upon this process, please feel free to contact the Commission staff with any questions you might have regarding the application or the application review. Please direct all questions to Kenyon Tam, Operations and Applications Specialist, at kenyon.tam@spcsc.hawaii.gov.

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

Aloha,

Catherine Payne
Chairperson

REQUEST FOR PROPOSALS

I. Introduction

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

A. Applicant Types

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

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

- Start-up Charter School means a new charter school established under HRS §302D-13 that is not a Conversion Charter School.
- Conversion Charter School means:
 - (1) Any existing school operated by the Department of Education (“**DOE**”) that converts to a charter school in accordance with HRS §302D-~~1413~~; or
 - (2) Any existing DOE school that converts to a charter school and is managed and operated by a nonprofit organization in accordance with HRS §302D-~~1413~~.

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

B. Autonomy and Accountability

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

A charter school has substantial operational autonomy over a number of areas, including governance, design and delivery of its academic plan, school management and operations, finances, and, if

applicable, Education Service Provider (“ESP”) and Charter Management Organization (“CMO”), Educational Management Organization (“EMO”), or Education Service Provider (“ESP”) agreements.

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

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

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

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

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

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 particularly welcomes proposals that would address the following Priority Needs:

1. New schools that would provide additional school capacity in geographic areas where existing public schools are already exceeding, have already reached, or are projected to reach or exceed full enrollment capacity; and
2. 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.

It is important to emphasize that every application, even one that proposes to address either or both of these 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. Neither will applications that do not propose to address these Priority Needs be disfavored. 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.

DRAFT

II. Eligibility and Legal Requirements

- ~~1.~~ Applicants Applicant Governing Boards must have members with strong academic management, financial management, human resources, and fundraising expertise. 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.
- ~~2.~~ 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.
- ~~3.~~ Applicants Applicant Governing Boards must meet the eligibility requirements, as evidenced by their Intent to Apply Packet, in order to submit an Initial Proposal application and continue with the application process.
- ~~3.~~ 4. Nonprofit organizations that intend to submit establish an application 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.
- ~~4.~~ 5. Applicants Applicant Governing Boards proposing a Conversion Charter School must submit all documentation required by HRS Chapter 302D.
- ~~5.~~ 6. 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

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

October 10, 2014 September 11, 2015	Pre-Request for Proposals (“RFP”) Orientation
October 17, 2014 September 18, 2015	Release of RFP, which calls for applicants to submit an Initial Proposal and a Final Application
October 24, 2014 September 25, 2015	Initial Proposal RFP Orientation
October 31, 2014 16, 2015	Deadline for prospective applicants to submit Intent to Apply Packets
November 7, 2014 October 23, 2015	Prospective applicants are notified of their eligibility to submit an Initial Proposal application
December 1, 2014 February 12, 2016	Deadline for eligible applicants to submit Initial Proposals applications
December 2, 2014 – January 2, 2015	Initial Proposals review window
January 15, 2015	Applications Committee Meeting on Initial Proposal Recommendation Reports and decision on whether to recommend that the applicant submit a Final Application
January 22, 2015	Commission General Business Meeting on Initial Proposal Recommendation Reports and decision on whether to recommend that the applicant submit a Final Application
January 23, 2015	Applicants receive Commission’s recommendation on whether to proceed or voluntarily withdraw
January 28, 2015	Deadline for applicants to submit intentions to proceed
February 6, 2015	Final Application Orientation
March 6, 2015	Deadline for proceeding applicants to submit Initial Proposal Amendment and Final Applications
March 13, 2015 February 19, 2016	Applicants receive Notifications notifications of Completeness completeness

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March 15, 2015 February 21, 2016	Deadline for applicants to submit missing information (if applicable)
March 16 to April 17, 2015 2016	Final Application initial evaluation window
April 27-30, 2015 4-8, 2016	Evaluation Team interviews applicants
May 15, 2015 April 22, 2016	Requests for Clarification are distributed to applicants
May 29, 2015 56, 2016	Deadline for applicants to submit responses to Requests for Clarification Packets
June 10, 2015 May 12, 2016	Commission holds public hearing on charter school applications
June 19, 2015 24, 2016	Applicants receive Final Application Recommendation Reports
July 3, 2015 58, 2016	Deadline for applicants to submit written responses to Final Application Recommendation Reports
July 23, 2015 28, 2016	Application Committee Meeting on Final Application application decisions
August 13, 2015 11, 2016	Commission General Business Meeting on Final Application final application decisions
August 14, 2015 12, 2016	Applicants are notified of the Commission's decision
August 2015 2016 to July 2016 2017	New charter school start-up period for approved applications
July 2016 2017	Opening of new charter school

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IV. Application Guidelines

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

A. Components of the Application

Note: All information that an applicant plans to submit must be contained within the Components of the Application, as described below. ~~Applicants will be permitted to make minor amendments to applications at specific points in the application process, as explained in Section IV.G.~~

Public hearing testimony on the application, DOE comments, and the ~~Applicant's~~ Applicant Response (as defined in Section IV.H) are not considered Components of the Application that will be evaluated by the Evaluation Team. However, the Commission can consider these elements, as described in Section IV.F. How all of these components fit into the Commission's Evaluation Process is set forth in Figure 1. The following are the Components of the Application:

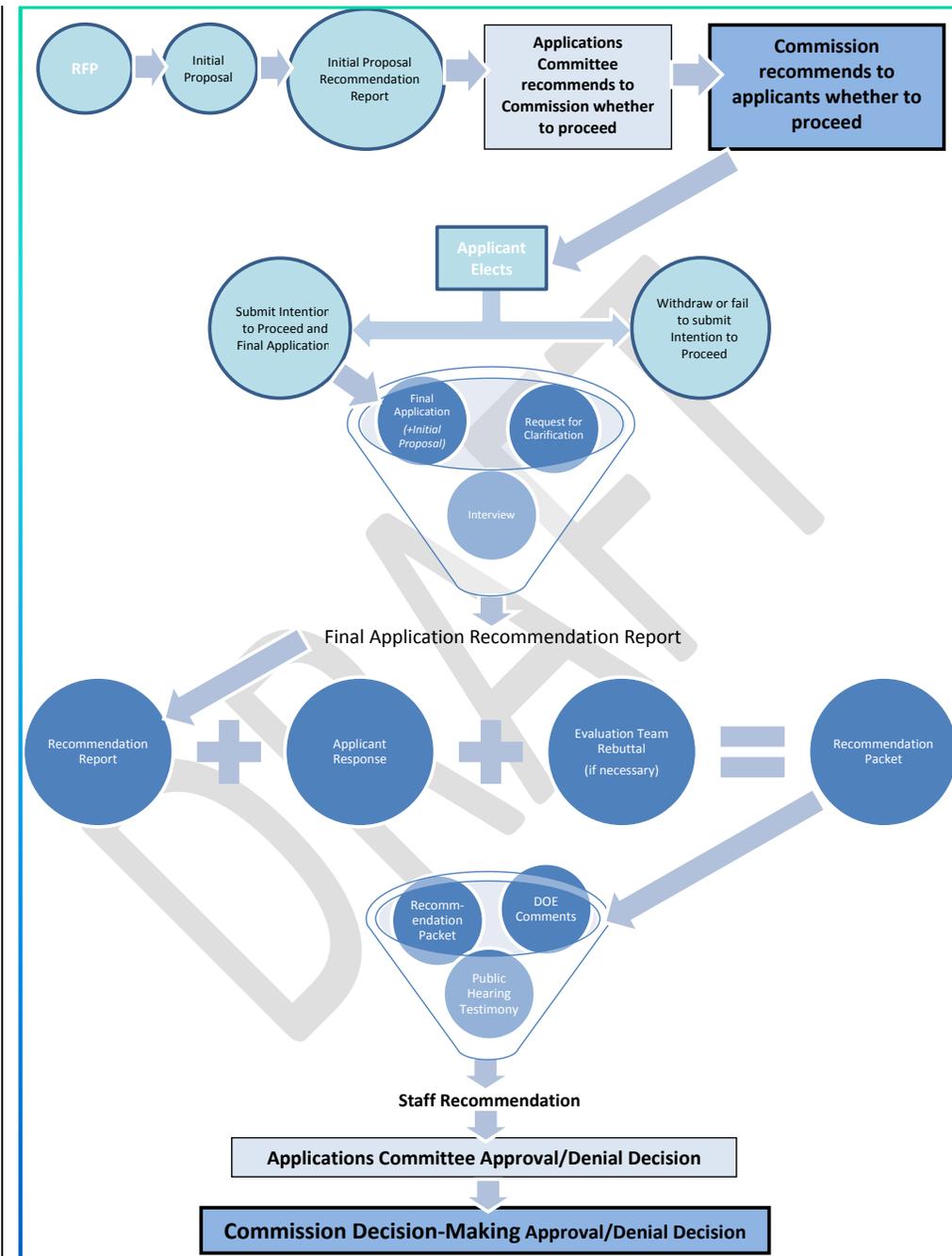
1. Intent to Apply Packet. All applicants **must** submit the Intent to Apply Packet, including all applicable documentation listed on the ~~2014~~ Intent to Apply Packet Cover Sheet. The completed Intent to Apply Packet will be reviewed by Commission staff, and applicants will be notified of the findings within ~~five business days~~ a timely manner. Applicants deemed ineligible will not be permitted to submit an Initial Proposal application or continue with the application process.
2. Initial Narrative Proposal. The ~~Initial Narrative~~ Proposal is ~~the first phase of~~ the formal application to the Commission and is a comprehensive description of the proposed school's academic ~~plan, with some initial supporting information on the~~ organizational, and financial plans.
- ~~3. Final Application.~~ ~~The Final Application is part of the second phase of the formal application to the Commission and is a comprehensive description of the proposed school's organizational and financial plans, which build upon the academic plan submitted in the Initial Proposal. The Initial Proposal is considered part of and is holistically evaluated with the Final Application during the second phase.~~
4. Attachments. Throughout the ~~Initial Proposal and Final Application~~ application, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless requested. A list of the attachments is provided in these guidelines. No additional attachments to those listed are permitted.
5. Interview. Applicants will demonstrate their ability to open and maintain a *high-quality charter school*, as defined in Section IV.J, and to answer specific questions about their ~~Final Application~~ application.
6. Request for Clarification. Applicants will have the opportunity to respond in writing to specific questions from the Evaluation Team reviewing their proposal by responding to a Request for Clarification.
7. Other Information. These may include reports, documentation, or other data relating to information contained in the Components of the Application.

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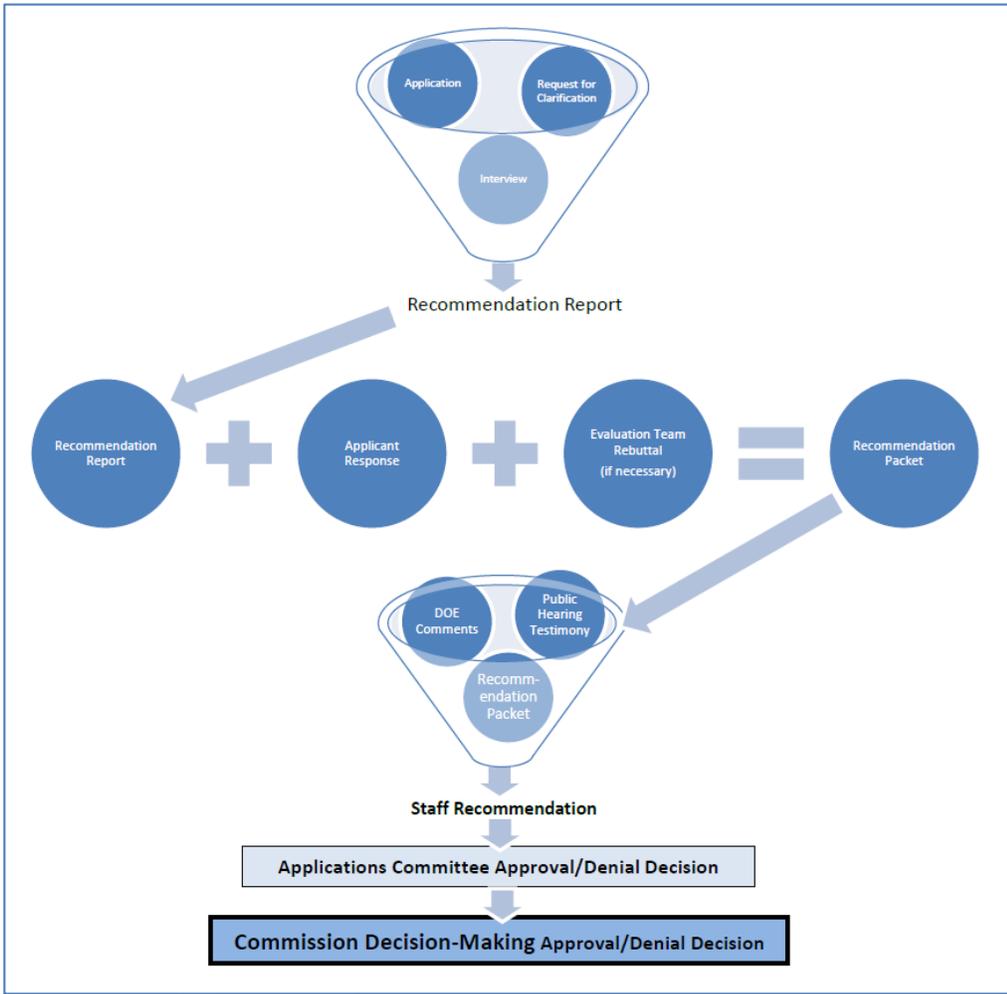


Figure 1: Commission's Evaluation Process

B. Specifications

The Intent to Apply Packet, ~~Initial Proposal~~, and ~~Final Application~~ Applicant Information Sheet are all web-based forms administered through a web-based application management system. The formatting of these web-based forms may be displayed differently from what is contained in this RFP, but all of the content will be the same. Attachments are separate electronic files, not web-based forms, and should be uploaded as specified in the web-based application management system. Please keep in mind that your application ~~should be~~ is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. The members of the Evaluation Team will be able to navigate well-organized, effectively-edited documents more easily, enabling them to focus their energy on reviewing the content of the application. Grammar, spelling, and formatting all

make an impression on an evaluator. Applications that are not clear and concise or are not easily discernible risk denial.

1. **Do not delete or modify questions, tables, or sections (including changing font sizes) in the templates provided unless specifically instructed in this document.**
- ~~2. Follow the Adhere to page and word limits for each narrative response and page limits for each attachment where applicable. The web-based application management system will not allow you to exceed word limits in the narrative response. Narrative Proposal without attachments is limited to 100 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.~~
- ~~3.1. Review all elements of your application for completeness before submitting. Late, incomplete, or incorrectly formatted submissions will not be accepted. Applicants will not be permitted to submit new information, as detailed in Section IV.G.~~
- ~~4.1. The web-based application management system will not accept incomplete submissions. Staff will conduct an additional review of all written elements of the Final Application for completeness before they are accepted and distributed to the Evaluation Team. If an element of the application is found to be incomplete or incorrectly formatted, the applicant will have forty-eight (48) hours from the time notice of the error is sent out to rectify the identified issues and resubmit the application.~~
2. **Narrative Proposal may contain a table of contents and/or a bibliography/references section without penalty toward the maximum page limit.**
3. **The structure of the Narrative Proposal must include each application requirement and criterion followed by the respective narrative response. Each application requirement and criterion must be typed exactly as it appears in this document. Each major section (e.g., School Overview, Academic Plan, etc.) must begin on a separate page. It is highly recommended that applicants use the Narrative Proposal template provided separately from this document to ensure correct formatting.**
- ~~5.4. All attachment elements of the application must be typed with 1-inch page margins and 12-point font, single-spaced, unless otherwise specified.~~
- 6.5. **Every page of the Narrative Proposal must have a page number and the full name of the proposed school.** All attachments must have the full name of the proposed school and a page number that specifically identifies the attachment (e.g., "Attachment AA, Page 3" or "AA-3").
- ~~7.6. If a particular question does not apply to your proposed school or plan, simply respond "Not Applicable," and state the reason this question is not applicable to the proposed school or plan.~~
- 8.7. When submitting resumes, label each document with the individual's affiliation with the proposed school (e.g., board member, school director, teacher).
8. **Review all elements of your application for completeness before submitting. Late, incomplete, or incorrectly formatted submissions will not be accepted. Applicants will not be permitted to submit new information, as detailed in Section IV.G.**

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9. Staff will review all written elements of the application for completeness before they are accepted and distributed to the Evaluation Team. Additionally, the web-based application management system will not accept submissions unless all required attachments are included. If an element of the application is found to be incomplete or incorrectly formatted, the applicant will have forty-eight (48) hours from the time notice of the error is sent out to rectify the identified issues and resubmit the application.

9.10. Complete all sheets in the Financial Plan Workbook.

10.11. The following is a list of templates and forms. Applicants **must** use the following templates where applicable:

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

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

- Attachment A. Enrollment Plan** (Section II.Criterion I.B.1)
- Attachment B.** Description, citations, or copies of data sources justifying Enrollment Plan (Section II.Criterion I.B.3)
- Attachment C.** Listing of DOE complex areas and public and private schools (Section III.B.Criterion II.A.3)
- ~~Attachment D. Quantifiable goals (Section III.B.2)~~
- ~~Attachment E. Assessment plan (Section III.B.3)~~
- ~~Attachment F. Course scope and sequence and curriculum map and/or pacing plan (Section III.B.5)~~
- ~~Attachment G. Curriculum development plan (Section III.B.6.b)~~
- ~~Attachment H. First year school calendar (Section III.C.1)~~
- ~~Attachment I. Daily and weekly schedule (Section III.C.3)~~
- ~~Attachment J. Staffing Chart Template (Section III.C.4)~~
- Attachment D.** Map or list of each standard for each course in each grade (Criterion II.B.2)
- ~~Attachment K.~~ **Attachment E.** Student's typical school day (Section III.Criterion II.D.94)
- ~~Attachment L.~~ **Attachment F.** Teacher's typical school day (Section III.D.10Criterion II.E.1.c)
- ~~Attachment M. Evidence of support from planning partners (Section III.G.4)~~
- ~~Attachment N. Evidence of support from essential implementation partners (Section III.G.5)~~
- ~~Attachment O. School director's resume (Section III.G.6.a)~~

- Attachment P.** School director's job description or qualifications ([Section III.G.6.b](#))
- Attachment Q.** School leadership and management team's resumes ([Section III.G.7.a](#))
- Attachment R.** School leadership and management team's job descriptions or qualifications ([Section III.G.7.b](#))
- Attachment S.** Certification and supporting documentation for conversion application approval ([Section III.H.1.a](#))
- Attachment T.** Additional evidence of support of or opposition to conversion ([Section III.H.1.c](#))
- Attachment U.** Governing board bylaws and governing policies ([Section VI.A.1](#))
- Attachment V.** ~~Statement of Assurances~~ ([Section VI.A.1](#))
- Attachment W.** School governance, management, and staffing organizational charts ([Section VI.A.3](#))
- Attachment X.** ~~Board Member Information Forms~~ for each member ([Section VI.A.5](#))
- Attachment Y.** Governing board's Code of Ethics and Conflict of Interest policies ([Section VI.A.8](#))
- Attachment Z.** Advisory body member's resume and professional biography ([Section VI.A.10](#))
- Attachment AA.** Complaints Procedures ([Section VI.B](#))
- Attachment G.** Staffing Chart Template ([Criterion II.E.3.a](#))
- Attachment BB.**~~Attachment H.~~ Leadership evaluation tool ([Section VI.C](#)[Criterion II.E.4.d](#))
- Attachment CC.**~~Attachment I.~~ Teacher evaluation tool ([Section VI.C.5](#)[Criterion II.E.4.d](#))
- Attachment DD.**~~Attachment J.~~ Employee manual or personnel policies ([Section VI.C.8](#)[Criterion II.E.4.g](#))
- Attachment EE.** School Specific Measures Template ([Section VI.E.5](#))
- Attachment FF.** Proof specific facility secured ([Section VI.F.2.a](#))
- Attachment GG.** Start up plan ([Section VI.G.1](#))
- Attachment K.** Admission and enrollment policy ([Section VI.I.3](#))[First year school calendar](#) ([Criterion II.F.1](#))
- Attachment L.** Daily and weekly schedule ([Criterion II.F.2.g](#))
- Attachment M.** Academic performance data for each charter school client of Service Provider ([Criterion II.H.1.c](#))
- Attachment N.** List of charter schools operated or managed by Service Provider ([Criterion II.H.1.d](#))
- Attachment O.** Accreditation report from one school operated or managed by Service Provider ([Criterion II.H.1.e](#))
- ~~Attachment III.~~
- Attachment II.** Evidence of community partner support ([Section VI.J.4](#))
- ~~Attachment JJ.~~**Attachment P.** Service Provider agreement evidence ([Section VI.M.3.e](#)[Criterion II.H.2.d](#))
- ~~Attachment KK.~~**Attachment Q.** Management agreement with Service Provider ([Section VI.M.4.g](#)[Criterion II.H.3.a](#))

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- [Attachment R.](#) [Governing board bylaws and governing policies \(Criterion III.A.1\)](#)
- [Attachment S.](#) [Statement of Assurances \(Criterion III.A.1\)](#)
- [Attachment T.](#) [School governance, management, and staffing organizational charts \(Criterion III.A.2\)](#)
- [Attachment U.](#) [Board Member Information Forms for each member \(Criterion III.A.5.c\)](#)
- [Attachment V.](#) [Governing board’s Code of Ethics and Conflict of Interest policies \(Criterion III.A.7\)](#)
- [Attachment W.](#) [Advisory body member’s resume and professional biography \(Criterion III.A.9\)](#)
- [Attachment X.](#) [School-Specific Measures Template \(Criterion III.B.3\)](#)
- [Attachment Y.](#) [Admission and enrollment policy \(Criterion III.D.3\)](#)
- [Attachment Z.](#) [Evidence of community partner support \(Criterion III.E.4\)](#)
- [Attachment AA.](#) [Proof specific facility secured \(Criterion III.G.2.a\)](#)
- [Attachment BB.](#) [Start-up project management plan \(Criterion III.H.1\)](#)
- [Attachment CC.](#) [Certification and supporting documentation for conversion application approval \(Criterion III.I.1.a\)](#)
- [Attachment DD.](#) [Additional evidence of support of or opposition to conversion \(Criterion III.I.1.c\)](#)
- ~~Attachment LL.~~ [Attachment EE.](#) [Nonprofit organization’s bylaws or policies \(business and conflict of interest\) \(Section VI.N Criterion III.I.3.eb\)](#)
- ~~Attachment MM.~~ [Attachment FF.](#) [Financial Plan Workbook \(Section VII.A.5 Criterion IV.B.1\)](#)
- ~~Attachment NN.~~ [Budget Narrative \(Section VII.A.6\)](#)
- ~~Attachment OO.~~ [Attachment GG.](#) [Evidence of commitment for funds \(Section VII.A.6 Criterion IV.B.2.a\)](#)
- [Attachment HH.](#) [Evidence of support from essential planning and implementation partners \(Criterion V.A.3\)](#)
- [Attachment II.](#) [School director’s resume \(Criterion V.A.4.b\)](#)
- [Attachment JJ.](#) [School director’s job description or qualifications \(Criterion V.A.4.e\)](#)
- [Attachment KK.](#) [School leadership and management team’s resumes \(Criterion V.A.5.a\)](#)
- [Attachment LL.](#) [School leadership and management team’s job descriptions or qualifications \(Section V.A.5.b\)](#)

C. Submission Instructions

[Narrative responses](#)The web-based forms for the Intent to Apply Packet and Applicant Information Sheet are submitted through a web-based application management system, FluidReview. [Narrative responses for these forms](#) may be drafted using any word processing application and copied and pasted into the web-based forms; but be sure to limit your narrative response to ~~the~~any specified word limits. Web-based forms may be saved and do not need to be completed in one session. **If you do not receive a confirmation email when attempting to submit a form, your form may not have been submitted.** You may contact ~~the web-based application system provider,~~ FluidReview, for technical support with the system at tech@fluidreview.com, during the hours of 8 a.m. – 8 p.m., Eastern Standard Time, on

weekdays and 10 a.m. – 6 p.m., Eastern Standard Time, on weekends. Applicants can expect a response from FluidReview technical support within 24 hours.

The Narrative Proposal and attachments are individual files, not web-based forms, and need to be uploaded to FluidReview in the proper file format.

1. Prepare the application using the templates and online submission process established by the Commission. The **primary contact** of the applicant groupgoverning board needs to register and log into the Commission's FluidReview site at <http://app.chartercommission.hawaii.gov>. The Intent to Apply Packet, Initial Applicant Information Sheet, Narrative Proposal, Final Application, and attachments will be submitted through this account.
2. The Intent to Apply Packet must be completed and submitted through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on October ~~31, 2014~~ 16, 2015.
3. Upon submitting the Intent to Apply Packet and being deemed eligible to apply, the applicant will be given access to complete the Initial Proposal Applicant Information Sheet and submit the Narrative Proposal and attachments.
4. Ensure all required fields within the Initial Proposal Applicant Information Sheet are completed and the Narrative Proposal and all required attachments are uploaded, and submit the Initial Proposal application through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on ~~December 1, 2014~~ February 12, 2016. **Once the Initial Proposal application is submitted, no changes may be made to the submittal.**
- ~~5. If the applicant elects to proceed with the application process after receiving its Initial Proposal Recommendation Report, the applicant The Narrative Proposal must indicate its intentions to proceed by 12:00 p.m., Hawaii Standard Time, on January 28, 2015. A proceeding applicant will be given access to complete the Final Application through FluidReview.~~
- ~~6. Ensure all required fields within the Final Application are completed and all required attachments are uploaded, and submit the Final Applicationsubmitted through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on March 6, 2015. Once the Final Application is submitted, no changes may be made to the submittal.~~
- ~~7.5. as a .pdf file. All other~~ attachments must be submitted through the Commission's FluidReview site, as specified.
- ~~8.6.~~ The Commission will notify applicants of the process of submitting other necessary documentation throughout the application process. Applicants that do not submit other required Components of the Application by the deadlines set by the Commission risk their applications being disqualified or denied.

D. Applicant Code of Conduct

Commissioners and the Evaluation Team are obligated to make decisions and recommendations in the best interests of the students and the public, free from personal or political influences. Similarly,

applicants have the responsibility of respecting and upholding the integrity of the charter school application process. Specifically, applicants shall **not**:

1. Direct any communications, including application documents, to any Commissioner or Evaluation Team member. All communications from applicants should be directed to Commission staff; or
2. Initiate, or attempt to initiate, any activity with any Commissioner or member of the Evaluation Team that may be prohibited by HRS Chapter 84, Standards of Conduct.

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

E. Academic Integrity of the Application

The Commission defines plagiarism as copying words, concepts, or ideas from any source and submitting the material as one's own without acknowledging the source by the use of footnotes, quotation marks, and/or parenthetical references.¹ Individuals and groups seeking the responsibility to educate public school children with public funds should be accountable to the highest standards of academic integrity. The Commission considers plagiarism, including the copying of language from any other charter application without proper attribution and citation, as grounds for **disqualification or** denial.

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

F. Application Evaluation Process

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

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

~~The Commission's Applications Committee will consider the Initial Proposal Recommendation Report and make its own recommendation to the full Commission. At its General Business Meeting, the Commission will consider the Initial Proposal Recommendation Report and the recommendation of the~~

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).

~~Commission's Application Committee and will decide whether to recommend that the applicant submit a Final Application. Applicants will be afforded this earlier indication of the application's potential so that they can make an informed decision whether to invest additional time, effort, and resources in the current year's application cycle.~~

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

Each complete application (which includes all Components of the Application, as described in [Section IV.A.7](#)) will be evaluated by an independent Evaluation Team that may include Commission staff, external national charter school evaluators, and external local evaluators. Commission staff may also observe the evaluation and interview processes. The Evaluation Team will be assembled by Commission staff. The Evaluation Team may receive training on best practices in application evaluation, applying the evaluation criteria in application review, and chartering in Hawaii. In the interest of consistency and transparency, the Evaluation Team will use standardized forms and reports. Each complete application or parts of the application may also be independently evaluated by a peer review team assembled by Commission staff and comprised of individuals, such as educators and administrators, from charter schools. Commission staff may also request comments from the DOE.

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

- The Evaluation Team evaluates each application on its own merits against the published evaluation criteria and develops recommendations to the Commission based on written application materials and interviews. In developing its recommendations, the Evaluation Team considers only the Components of the Application listed in [Section IV.A.7](#). ~~The Evaluation Team may also use the Initial Proposal Recommendation Report to inform its evaluation.~~
- While the duty of the Evaluation Team is to recommend approval or denial of each application based on its merits, the responsibility of the Commission is to decide whether to approve or deny each application.

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The Evaluation Team will evaluate the Components of the Application. Based on the Components of the Application, the Evaluation Team will submit a recommendation for approval or denial as part of its ~~Final Application~~ Recommendation Report. Applicants will have the opportunity to submit written responses to the ~~Final Application~~ Recommendation Report ("**Applicant Response**"), and the Evaluation Team will be able to provide a rebuttal to the Applicant Response ("**Evaluation Team Rebuttal**"). Commission staff will consider the ~~Final Application~~ Recommendation Report, Applicant Response, and Evaluation Team Rebuttal (collectively, "**Recommendation Packet**"), along with the public hearing testimony, DOE comments, and any other relevant information in drafting a staff recommendation, which will be distributed to the Commission with the Recommendation Packet.

The Commission's Application Committee will consider the staff recommendation, Recommendation Packet, and public hearing testimony, DOE comments, and any other relevant information and make a recommendation to the full Commission regarding approval or denial of each application. At its General Business Meeting, the Commission will consider the staff recommendation, Recommendation Packet, public hearing testimony, DOE comments, any other relevant information, and the recommendations of the Commission's Application Committee and decide whether to approve or deny each application.

G. New Information

~~G. 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 Minor Amendments~~

~~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 Initial Narrative Proposal, Final Application, and attachments should be a complete and accurate depiction of the proposed plan. However, the Evaluation Team may consider additional information and amendments made to provided in the application through the Initial Proposal Amendment and response to the Request for Clarification, provided that the Evaluation Team determines that the applicant has provided enough information to provided is clear, fully describe the amendment and the amendment’s impact on describes any impacts to the entire application, and such amendments do does not significantly alter the proposed plan. Limited space is allowed for amendments, so applicants should limit any changes to minor amendments. If an applicant submits a major amendment, the applicant will have difficulty fully explaining the amendment and its impacts on all parts of the application to the Evaluation Team’s satisfaction within the space provided. Generally, a minor amendment will not:~~

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

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

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

³ Excerpt from the National Association of Charter School Authorizers' *Principles & Standards for Quality Charter School Authorizing, 2012 Edition* (page 13).

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staff and the Evaluation Team will provide the Commission with guidance on what information is considered new or different.

H. Evaluation Criteria Overview

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

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

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

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

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

Falls Far Below the Standard	The response does not meet the criteria in most respects, is undeveloped or significantly incomplete; demonstrates lack of preparation; raises substantial concerns about the viability of the plan; or the applicant’s capacity to carry it out.
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Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for material weakness in another. Therefore, in order to receive a recommendation for approval, the application must demonstrate evidence of capacity ~~and must to implement the proposed plan,~~ meet the criteria for all main sections of the application (Academic Plan, Organizational Plan, ~~and Financial Plan~~), Applicant Capacity, and present an overall proposal that is likely to result in the successful opening of a high-quality charter school, as defined in Section IV.J.

The complete evaluation criteria are ~~included within a separate document called~~incorporated into the State Public Charter School Commission 2014-Evaluation Application Requirements and Criteria document.

I. Public Documents Notification

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

J. Definitions

The following terms are used in the RFP (and displayed in italics where applicable) as specifically defined below:

1. *Blended learning program*: A program that combines an *online learning* model with face-to-face instruction in a manner such that the *online learning* activities enhances and/or transforms the instructional model.
2. *Educationally disadvantaged students*: Economically disadvantaged students, students with disabilities, migrant students, English language learners, neglected or delinquent students, or homeless students.
3. *High-quality charter school*: A charter school that shows evidence of strong academic results, based on the following factors:
 - 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 educationally disadvantaged students served by the charter school;*
 - b. *Either—*
 - i. *Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school:*
 1. *Economically disadvantaged students;*
 2. *Students from major racial and ethnic groups;*
 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 educationally disadvantaged students served by the charter school that are above the average academic achievement results for such students in Hawaii;
- d. Results on the Academic Performance Framework that meet or surpass the average performance of public schools statewide; and
- e. No significant compliance issues (i.e., 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.
- 4. Online learning: A form of distance education that uses the Internet and computer technologies to connect teachers and students and deliver curriculum.⁴
- 5. Virtual learning program: A program that uses an online learning model with students typically receiving fewer than five hours per week of face-to-face instruction.

K. Glossary of Terms

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

Academic Performance Framework	The Academic Performance Framework described in the Charter Contract.
Academic Plan	The academic plan described in <u>Section III of the Initial Proposal Application Requirements and Criteria.</u>
<u>Applicant Governing Board</u>	<u>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.</u>
<u>Applicant Information Sheet</u>	<u>The cover page to the formal application that includes basic information about the applicant.</u>
Applicant Response	The applicant's written response to the Evaluation Team Final Application <u>Team's</u> Recommendation Report.
<u>Blended Learning Program Application Requirements and Criteria</u>	<u>A program that combines an online learning model with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model. The formal requirements of the application that the Narrative Proposal and relevant attachments must address, as well as the evaluation criteria to which the Evaluation Team compares the Components of the Application.</u>
Board Member Information Sheet	The form attached as <u>Exhibit 4.</u>

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⁴ Definition used by the International Association for K-12 Online Learning.

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 ana nonprofit organization that has started and/or provides administrative support to a group of <u>charter schools</u> 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 - 1413.
DES	District/Complex Area Special Education Office.
DOE	The Hawaii Department of Education.
ELL	English Language Learners.
<u>EMO</u>	<u>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.</u>
Enrollment Plan	The form attached as <u>Exhibit 1.</u>
ESEA	The federal Elementary and Secondary Education Act.
ESP	Education Service Provider, specifically an organization, <u>either nonprofit or for-profit</u> , that provides educational design, implementation, or comprehensive management services.
Evaluation Team	An independent team of evaluators assembled by Commission staff.
Evaluation Team Rebuttal	The Evaluation Team’s rebuttal to the Applicant Response to the Evaluation Team Final Application Recommendation Report.
FERPA	Family Educational Rights and Privacy Act.
FAPE	Free and Appropriate Public Education.
Final Application <u>Financial Plan</u>	<u>The financial plan described in Section IV of the Application Requirements and Criteria. An applicant’s formal application to the Commission. The Final Application focuses on the proposed school’s organizational and financial plans but also incorporates the academic plan submitted in the Initial Proposal together with any amendments.</u>
Final Application <u>Recommendation Report</u>	<u>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.</u>
Financial Plan	The financial plan described in Section VII of the Final Application.
Financial Plan Workbook	The form attached as <u>Exhibit 6.</u>

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FluidReview	The web-based application management system applicants must use to submit Intent to Apply Packets and various Components of the Application.
HRS	Hawaii Revised Statutes.
IEP	Individualized Education Program defining the learning objectives of a student who has been found to have a disability, as defined by federal law.
Initial Proposal	An applicant's first substantive, formal submittal to the Commission, focusing on the proposed school's academic plan.
Initial Proposal Amendment	An applicant's formal amendment to its Initial Proposal.
Initial Proposal Recommendation Report	A report generated by Commission academic performance staff recommending to the Commission either that it recommend that the applicant proceed to submitting a Final Application or that it voluntarily withdraw from the application cycle.
Intent to Apply Packet	The completed and signed Intent to Apply School Summary together with all applicable documentation listed on the 2014 Intent to Apply Packet Cover Sheet.
Master Collective Bargaining Agreements	The master agreement between the Hawaii State Teachers Association and BOE, July 1, 2013 – June 30, 2017, and any agreements between the DOE or BOE and United Public Workers and Hawaii Government Employees Association and any other unions.
MOU	Memorandum of Understanding.
NACSA	National Association of Charter School Authorizers.
Online Learning Narrative Proposal	An applicant's formal application to the Commission. A form of distance education that uses the Internet and computer technologies to connect teachers and students and deliver curriculum.⁵
Organizational Plan	The organizational plan described in Section VIII of the Final Application Requirements and Criteria .
Pre-Opening Assurances	The criteria a Pre-Opening Charter School must satisfactorily fulfill before its Charter Contract is fully 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 Section I.C.
Recommendation Packet	A packet containing the Evaluation Team Final Application Recommendation Report, Applicant Response, and Evaluation Team Rebuttal, as applicable.
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.

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⁵ ~~Definition used by the International Association for K-12 Online Learning.~~

Request for Clarification	A request generated by the Evaluation Team after reviewing an applicant's Final Application <u>Narrative Proposal</u> and interviewing the applicant.
School-Specific Measures Template	The form attached as <u>Exhibit 5</u> .
Service Provider	The term used to collectively refer to <u>ESPs</u> <u>CMOs</u> , <u>EMOs</u> , and <u>CMOs</u> <u>ESPs</u> .
Staffing Chart Template	The form attached as <u>Exhibit 2</u> .
Start-up Charter School	A new school established under HRS §302D-13 <u>that is not a Conversion Charter School</u> .
Statement of Assurances Form	The form attached as <u>Exhibit 3</u> .
Strive HI	Hawaii's Strive HI Performance System.
UIPA	Uniform Information Practices Act, HRS Chapter 92F.
Virtual Learning Program	A program that uses an online learning model with students typically receiving fewer than five hours per week of face-to-face instruction.

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State Public Charter School Commission
20142015-2016 Intent to Apply Packet

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INTENT TO APPLY PACKET

I. Cover Sheet

Proposed School <u>Name</u>	
Name:	
Primary Contact Information	
Name:	
Mailing Address:	
Phone:	
Email:	

Type of charter school (select one)

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

Type of applicant group to establish an Applicant Governing Board (select one)*

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

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

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

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

**Only nonprofit organizations that provide components 3-6 are eligible to establish an Applicant Governing Board.

II. Intent to Apply School Summary

Describe the ~~applicant~~ **Applicant Governing Board, proposed school**, and the nature of the plan to be presented in this application. ~~This information will be used~~ **The Applicant Governing Board must have members with academic management, financial management, human resources, and fundraising expertise to ensure that your applicant group receives all of the appropriate communications from the Commission throughout the charter application process.**

Proposed School			
Name:			
Opening Year:			
Geographic Location:			
Location(s) of Anticipated Student Population:			
Grades Served Year 1:			
Grades Served at Capacity:			
School Director			
Name (if identified):			
Current job/position:			
Applicant Group Governing Board Members			
Name:	Email:		<u>Academic management expertise</u>
Name:	Email:		<u>Financial management expertise</u>
Name:	Email:		<u>Human resources expertise</u>
Name:	Email:		<u>Fundraising expertise</u>
Name:	Email:		<u>Other governance expertise (specify):</u>
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Name:	Email:		<u>Other governance expertise (specify):</u>
Name:	Email:		<u>Other governance expertise (specify):</u>
Name:	Email:		<u>Other governance expertise (specify):</u>
Anticipated Student Population			
Describe the student population you anticipate serving.		%FRL:	% SpEd:
Other:		% ELL:	
Proposed School Description			
School Model Specialty (check all that apply)	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> Cultural Focus (specify): <input type="checkbox"/> Disability (specify):	<input type="checkbox"/> Language Immersion (specify): <input type="checkbox"/> Montessori <input type="checkbox"/> STEM <input type="checkbox"/> Virtual or Blended Learning <input type="checkbox"/> Other (specify):	

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In 100 words or less, describe the mission and vision of your proposed school	
---	--

School Enrollment Projection

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Academic Year	Projected # of Students	Grade Levels Served
Year 1 (<u>specify 2017-2018</u>)		
Year 2 (<u>2018-2019</u>)		
Year 3 (<u>2019-2020</u>)		
Year 4 (<u>2020-2021</u>)		
Year 5 (<u>2021-2022</u>)		
At Capacity (specify year): _____		

Do any of the following describe your the applicant group governing board or any of the school(s) to be proposed in this 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 this the applicant group or, any members of the applicant group governing board, or any partners of the applicant have charter school applications under consideration by any other authorizer(s) in the US? U.S.? Yes (if so, complete this table, adding lines as needed) No

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State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does ~~this~~the applicant ~~group or~~, any members of the applicant ~~group~~governing board, or any partners 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

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

State	Authorizer	Proposed School Name	Grades Served	Opening Date

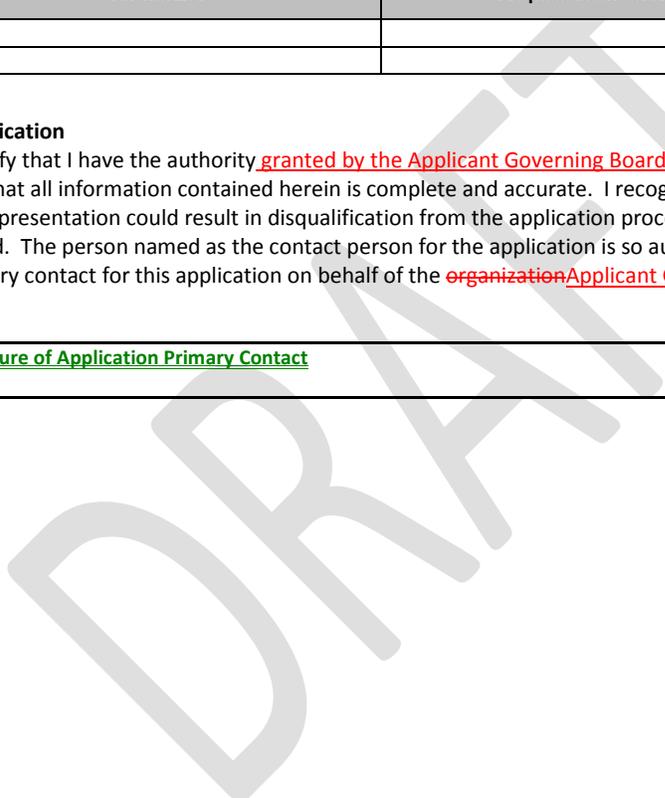
Certification

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. I recognize that any misrepresentation could result in disqualification from the application process or revocation after award. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the ~~organization~~Applicant Governing Board.

Signature of Application Primary Contact

Date

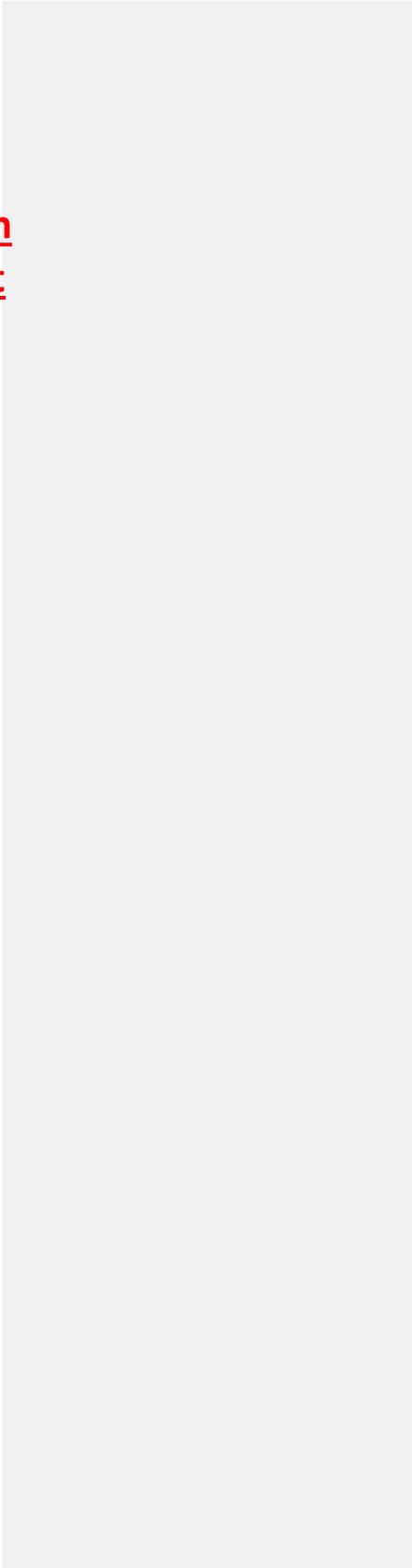
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State Public Charter School Commission
2015-2016 Applicant Information Sheet

DRAFT



APPLICANT INFORMATION SHEET

I. Applicant Summary

<u>Proposed School</u>	
<u>Name:</u>	
<u>Opening Year:</u>	
<u>Geographic Location:</u>	
<u>Grades Served Year 1:</u>	
<u>Grades Served at Capacity:</u>	
<u>Proposed School Description</u>	
<u>School Model Specialty (check all that apply)</u> <input type="checkbox"/> Alternative <input type="checkbox"/> Arts <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 or Blended Learning <input type="checkbox"/> Other <i>(specify)</i> :

If the applicant is contracting or partnering with a Service Provider, fill out the table below.

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

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

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Signature of Application Primary Contact

Date

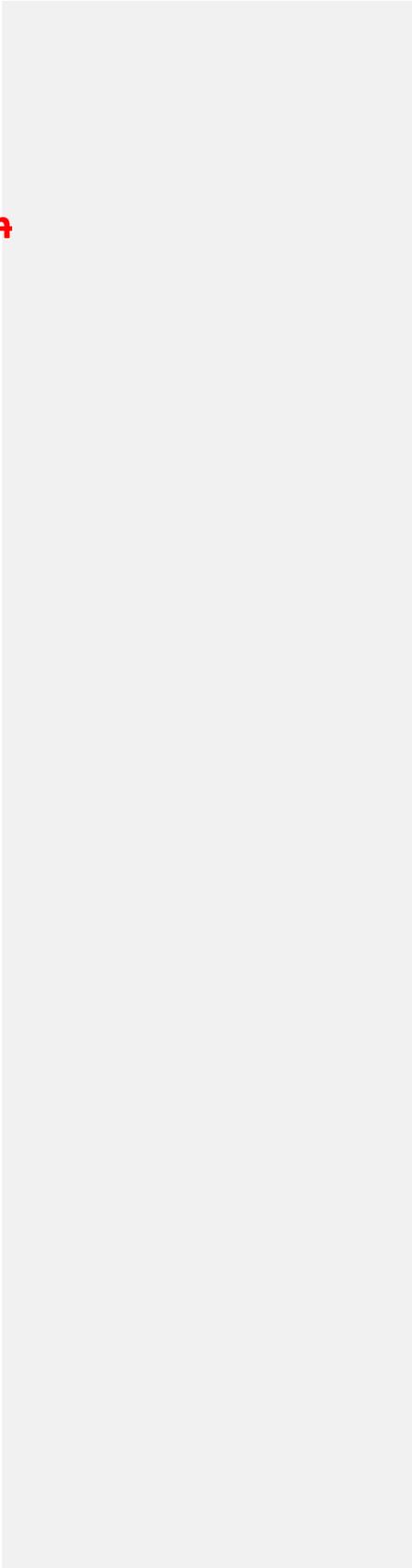
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**State Public Charter School Commission
2014 Initial Proposal**

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INITIAL PROPOSAL

III.II. Identifying Information

The following questions are intended to identify whether certain **questions requirements and criteria** within the **Initial Proposal Application Requirements and Criteria** need to be **answered addressed**.

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

Yes No

If the answer is to question 1 "Yes," the applicant must **answer address** all **questions requirements and criteria** specifically for Conversion applicants only.

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

~~Yes No~~

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

~~Yes No~~

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

~~Yes No~~

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

Yes No

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

Yes No

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

Yes No

If the answer is "Yes" to either **questions question 2, 3, or 4**, the applicant must **answer address** all **questions requirements and criteria specifically** relating to **virtual and blended learning programs**.

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

Yes No

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

Yes No

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

Yes No

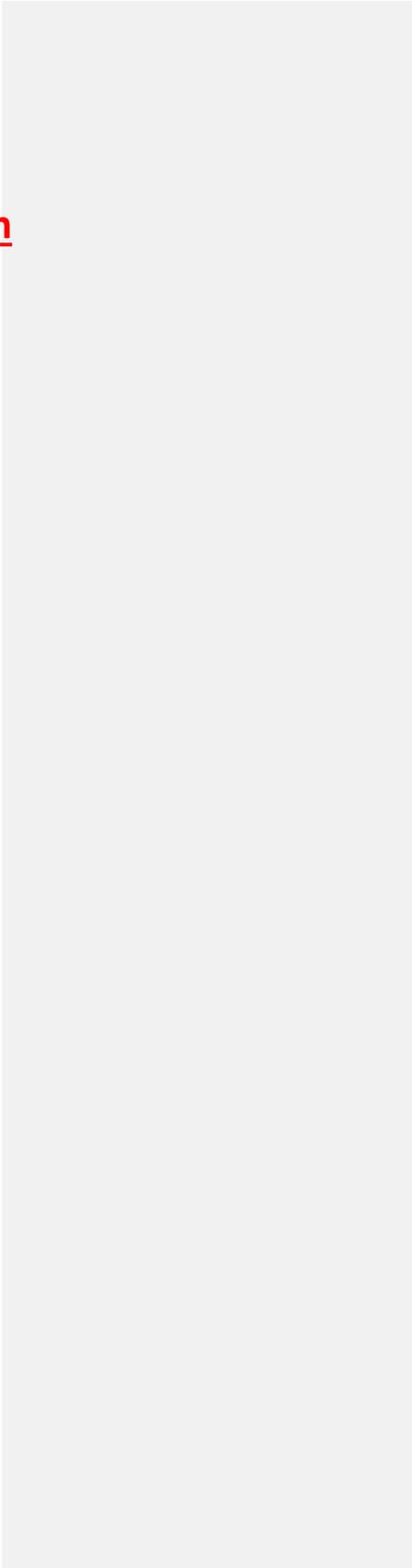
If the answer is "Yes" to either question 5, 6, or 7, the applicant must address all requirements and criteria specifically for Service Providers.

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State Public Charter School Commission
2015-2016 Application Requirements
and Criteria

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APPLICATION REQUIREMENTS AND CRITERIA

IV.I. School Overview

Note: *The School Overview section must not exceed five (5) pages.*

The School Overview section is not separately rated by evaluators. However, the Evaluation Team will consider each section of the application to assess its alignment with the statements in the School Overview section, as it provides the foundation for the entire application.

A. Executive Summary

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

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

~~(II.A.1 – 100 word limit)~~

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

~~(II.A.2 – 200 word limit)~~

3. **Geographic Location.** Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use.

~~(II.A.3 – 200 word limit)~~

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

~~(II.A.4 – 300 word limit)~~

5. **Community Engagement.** Briefly describe how the applicant has assessed demand and/or solicited support for the proposed school. Include a description of any significant relationships

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or partnerships established to generate community engagement in and support for the proposed school.

~~(II.A.5 – 300 word limit)~~

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6. **Contribution to Public Education System.** Describe any anticipated contribution the proposed school would make to Hawaii’s public education system as a whole. ~~Examples, including, if applicable, the Priority Needs identified in Section I.C of the RFP. If the proposed school would address either or both Priority Needs, provide an analysis, with relevant data, about that Priority Need and how the school would help address it. In addition to the Priority Needs, the examples of contributions to the public education system~~ could include things like ~~adding school capacity where existing schools are already at or nearing capacity,~~ serving student ~~populations~~demographic groups that the existing system has had challenges ~~serving or is not~~ serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

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~~(II.A.6 – 500 word limit)~~

7. **Reason for Conversion (Conversion applicants only).** Explain the rationale for applying to convert to a charter school.
- How will the charter school model lead to improved academic outcomes and non-academic operations?
 - Describe the stakeholder groups that were engaged in the conversion decision making process, and explain their roles in the transition process.

~~(II.A.7 – 500 word limit)~~

8. **Conversion Transition (Conversion applicants only).** Explain if and how any programmatic elements of the school design will change or evolve with the transition to operation as a charter school, as opposed to the current school model.

~~(II.A.8 – 500 word limit)~~

B. Enrollment Summary

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

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

~~(II.B.2 – 500 word limit)~~

3. **Enrollment Plan Justification.** Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment B (20 no page limit)**.

(II.B.3 – 500 word limit)

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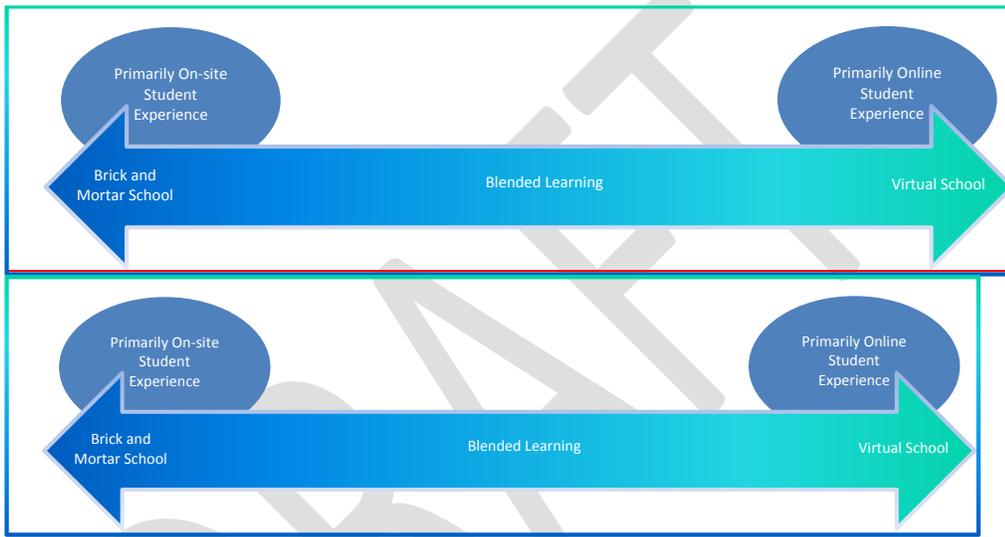


Figure 2: Virtual and Blended Learning Continuum

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V.II. Academic Plan ~~Design & Capacity~~

A strong Academic Plan is coherent overall and aligned internally with the proposed school's mission and vision; Organizational Plan; and Financial Plan.

A. Academic Plan Overview, Academic Philosophy, and Student Population

This section is not separately rated by the evaluators. However, a strong Academic Plan will demonstrate consistent alignment with the Academic Plan Overview, Academic Philosophy, and Student Population.

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

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B. Curriculum and Instructional Design

Propose The components of this section should culminate in a comprehensive framework for rigorous, high-quality instructional design that reflects both the needs of the proposed school's anticipated population and its alignment to academic standards. ~~If the proposed~~

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

1. *A clear description of course outcomes for each course at each grade level.*
2. *A clear description of the rigorous academic standards that will be used at the proposed school. The description must include, provided as Attachment D (no page limit), a map or list of each standard that will be addressed in each course at each grade level and demonstrates vertical alignment from grade level to grade level. The description must also include a rationale for inclusion each set of standards that proposed school plans to adopt or develop additional academi that demonstrates an understanding of how each set of standards beyond those*

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~~specified in Strive HI and will contribute to the success of student learning under the Academic Performance Framework, explain the types of standards (such as content areas and Plan.~~

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~~3. A description of the materials that have been selected and an explanation that clearly demonstrates how the materials support the Academic Plan. For grade levels)- Describe the adoption or and courses that do not have curriculum materials selected, a reasonable and sound timeline and description of how the materials will be developed or selected and a list of individuals that will be involved in the development or selection process that has taken place. If the proposed Academic Plan includes a virtual or will take place blended learning program, include a clear description of the online learning curriculum program(s) and a reasonable rationale for these additional the selection of the curriculum program(s).~~

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~~1- A clear list of academic standards. Briefly describe the source of the additional standards and the rationale for their inclusion. Briefly describe how this proposed framework also ensures continued student achievement as measured by Strive HI and the Academic Performance Framework.~~

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~~(III.B.1 – 1,500 word limit)~~

~~2- Goals and Metrics. Identify the academic, non academic, and mission specific goals and metrics for the proposed school. Describe how the applicant's design team determined these goals and why these goals are appropriate for the proposed school's intended population. Include, as Attachment D (8 page limit), a table that details the school's goal targets and the metrics that will be used to measure the success in achieving these goals, and include targeted assessment scores, attendance levels, and goals for graduation rates, leading indicators (e.g., freshman on track), college going rate, and career readiness.~~

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~~(III.B.2 – 500 word limit)~~

~~3.4. Assessment Plan. Explain a description of how the proposed school will assesses the progress of individual students, student cohorts, and the school as a whole on the metrics identified in Section III.B.2. Include, as Attachment E (no page limit), a table that details specific diagnostic, benchmark/interim, formative, and summative assessments that will be used for each grade level, as well as the timing of their administration. Include with the same table, any charts or pacing guides that illustrate the assessment plan. Provide an explanation of the rationale for selecting or developing each of identified goals and targets. The description must clearly explain the how the identified assessments; describe each assessments' purpose, design, and format; and demonstrate the validity and reliability of any non-standardized assessments (specifically, the alignment of assessments with the academic standards adopted by the BOE). will accurately measure progress toward the identified goals and targets.~~

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~~(III.B.3 – 1,500 word limit)~~

~~4.5. Data Driven Programs and Instruction. Describe A clear and comprehensive description for 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 school components. This response should The description must clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals, as well as~~

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~~specify and targets and clearly describe~~ the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

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~~(III.B.4 – 1,000 word limit)~~

~~5. Course Scope and Sequence. Include, as Attachment F (15 page limit), a course scope and sequence and curriculum map and/or pacing plan that identifies course outcomes, demonstrates a clear alignment with appropriate standards, and illustrates alignment from grade to grade.~~

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~~(III.B.5 – word limit not applicable; attachment only)~~

~~6. Curriculum. Provide an overview of the proposed curricula and discuss the alignment of the curriculum with the academic standards adopted by the proposed school.~~

~~a. If the curriculum is fully developed, provide the rationale for each curriculum development or selection decision, and briefly describe the support materials for each subject and grade level. Provide evidence that the proposed curricula are research based and will be appropriate, effective, and improve academic achievement for the proposed school's anticipated student population. Also, include a brief description of how these curricula will keep students on track for college and career readiness, highlighting any backwards planning efforts, if relevant. If the proposed curricula include a virtual or blended learning program, include a brief description of the online learning curriculum and the rationale for the selection of the curriculum.~~

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~~(III.B.6.a – 1,500 word limit)~~

~~OR~~

~~b. If the curriculum is not already developed, provide, as Attachment G (5 page limit), the curriculum development plan to develop curricula for the proposed school prior to school opening, including identification of individuals responsible and the timeline for development and completion. Indicate how this timeline aligns with teacher hiring and professional development calendars~~

~~(III.B.6.b – 500 word limit)~~

~~7.6. Instructional Strategies. Describe the primary the instructional strategies that the proposed school will implement to support the academic plan, including things like approaches to classroom management and checks for understanding. Explain use that adequately explains how these proposed instructional strategies support the mission, vision, and academic philosophy of the proposed school and why these strategies are well-suited to the anticipated student population. Highlight any research based evidence. Discuss how teachersThe description must also include the interventions and modifications that will use different be made to instructional methods to meet the needs of all strategies if students, highlighting: assessing student needs, remediation, accelerated learning, and specialized instruction. are not meeting identified goals and targets. If the proposed school's academic planAcademic Plan contains a virtual or blended learning program, include at the description of must adequately explain how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.~~

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~~(III.B.7 – 2,000 word limit)~~

~~7. Graduation Requirements.~~

~~8.~~ *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.

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

- a. ~~Describe~~ A clear description of the course and credit requirements for graduation. ~~Include, including~~ a description of how GPA will be calculated. that meets BOE's graduation requirements.
- b. ~~If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, explain an explanation of~~ how they will differ (including exceeding BOE graduation requirements) ~~and the reason), including compelling reasons~~ and justification for the differences.
- b. ~~(III.B.8, and a-b — 1,000-word limit)~~ reasonable and sound plan for adjusting graduation requirements (including any necessary adjustments to other components of the Academic Plan) in the event the BOE does not grant a waiver from its policy.

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~~9.8.~~ Virtual and Blended Learning. If the proposed school's plan contains a ~~Virtual or Blended Learning Program~~ virtual or blended learning program, as defined in the RFP, ~~the following questions must be answered:~~

- a. ~~Provide an~~ A clear overview of any virtual or blended learning program ~~that is adequate for the anticipated student population and clearly demonstrates that all students receive adequate support, including:~~
 - i. ~~Describe~~ A description of the level of instruction that uses Online Learning online learning methods (e.g., unit/lesson, single course, entire curriculum) ~~);~~
 - ii. ~~Describe~~ A description of the general organization of the Online Learning online learning schedule (e.g., fixed daily schedule, modified schedule, open entry/open exit) ~~);~~ including an adequate explanation of how schedules will be modified, if at all, for students that fail to meet learning goals;
 - iii. For Blended Learning Programs, ~~identify~~ blended learning programs, an explanation of whether and how the program enhances or transforms classroom instruction or does both ~~;~~
 - iv. ~~Describe~~ A description of the teacher's role (e.g., teacher leads instruction, teacher supports instruction, no teacher involvement), the student's role (e.g., teacher driven learning, teacher guided learning, independent learning), and the parent's role (e.g., are not support required, parent support recommended, no parent involvement) in any Online Learning online learning program ~~;~~
 - v. ~~Describe~~ A description of the degree of support provided to students using any Online Learning online learning program (e.g., little or no support, school based mentoring support, school or home mentoring support) ~~);~~ and

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- vi. ~~Describe~~ A description of the student to teacher ratio in the Online Learning online learning program (e.g., traditional classroom ratio, 2-3 times traditional classroom ratio, instructional helpdesk model).

~~(III.B.9.a.i-vi – 1,000 word limit)~~

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

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

- c. For Blended Learning Programs, ~~describe~~ blended learning programs, a reasonable and sound description of how classroom instruction will work with ~~and~~ the Online Learning online learning components will be seamlessly integrated to result in a coherent instructional program.

~~(III.B.9.c – 500 word limit)~~

- d. ~~How will~~ An explanation of how the proposed school will define, monitor, verify, and report student attendance (e.g., seat time, logins), student participation in a full course load, credit accrual, and course completion? ~~that provides sufficient evidence that all students will be accounted for and engaged in a complete and rigorous educational program.~~

~~(III.B.9.d – 500 word limit)~~

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

~~(III.B.9.e – 250 word limit)~~

- ~~f. Describe how federally~~ A sound plan for administering and proctoring mandated state assessments will be administered and proctored.

~~(III.B.9.f – 250 word limit)~~

- ~~f. Describe, including a reasonable budget that is reflected in, the proposed school's~~ Financial Plan Workbook.

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- g. A reasonable plan to uphold the academic integrity of the Virtual virtual or Blended Learning Program. ~~Describe~~ blended learning program that describes the systems and procedures for validating the authenticity of student work.

~~(III.B.9.g – 500 word limit)~~

- h. ~~How will~~ An adequate explanation of measures the proposed school will take to ensure student safety, both technologically and educationally, with consideration for compliance that are compliant with applicable federal privacy laws (FERPA, CIPPA, and COPPA)? ?

~~(III.B.9.h – 500 word limit)~~

- i. ~~How does~~ An adequate explanation of how the proposed model ensure ensures that there are minimal interruptions to learning, should technological challenges arise? ~~Describe,~~

including a description of the plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators.

(III.B.9.i – 500-word limit)

- j. ~~What are~~ A clear description of the platform dependencies for the proposed curricular materials and instructional strategies? How does and an adequate explanation of how the proposed technology selection support supports those dependencies?– (For example, the proposed curriculum runs a Microsoft Windows-based application, and therefore requires Windows-compatible laptops and tablets rather than iPads-.)

C. 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.

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

1. An outline of the overall plan to serve educationally disadvantaged students and students with special needs that demonstrates an understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to educationally disadvantaged students and students with special needs, including but not limited to the following subgroups: students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. The plan must identify any other special needs populations and at-risk subgroups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served, and describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.
2. For each of the aforementioned subgroups of students with special needs (and any other subgroups the applicant identifies), a comprehensive and compelling plan or explanation for:
 - a. The percentage of the anticipated student population that will likely have special needs and how the evidence or data that was used to make this determination was derived;
 - b. The curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students;

- c. Methods for appropriate identification of potential students with special needs, how these methods will be funded, and how misidentification will be avoided;
 - d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;
 - e. Monitoring, assessing, and evaluating the progress and success of students with special needs, including plans for ensuring each student with special education needs attains IEP goals and for exiting ELL students from ELL services;
 - f. For proposed schools that have a high school division, plans for promoting graduation;
 - g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and
 - h. If the proposed school's plan contains a virtual or blended learning program, a clear description of how the virtual component addresses students with special needs, which may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.
3. A clear illustration of how the proposed curriculum and academic plan will accommodate the academic needs of students performing below grade level and a clear description of the supports and instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards.
 4. A clear description of how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs, a clear illustration of how the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports and instructional strategies that will ensure these students are challenged and able to access the level of rigor that aligns with students' individualized needs.

D. School Culture

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

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

1. A clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school community, and a detailed plan describing how these shared beliefs, attitudes, customs, and behaviors will be developed and implemented and create a school culture that will promote high expectations and a positive academic and social environment that fosters intellectual, social, and emotional development for all students.
2. A sound plan for developing a proposed school culture that is conducive to a safe learning environment for all students and how the proposed school will adequately identify, assess, monitor, and address the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

3. A reasonable and sound plan for the school culture and staff that will intentionally expose students to post-secondary educational and career opportunities at all grade levels. The plan must identify the curricular or extracurricular programs that will provide students with access to college or career preparation and include research-based evidence that these programs increase educational aspirations for the anticipated student population.

4. A clear description, provided as Attachment E (1 page limit), of a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for school culture.

5. Student Discipline.

- a. A clear description of the proposed 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.
- b. 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.
- c. 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.
- d. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

E. 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.

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

1. Professional Culture

- a. A sound plan for the creation, implementation, and maintenance of a professional culture and clear explanation of how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation is covered in Criteria II.E.2 and should not be discussed here.
- b. If a high proportion of economically disadvantaged students is a part of the anticipated student population, a clear description of how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.

(III.BD.9.j – 250 word limit)

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- c. A clear description, provided as **Attachment F (1 page limit)**, of a typical school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for professional culture.

2. Professional Development

- a. A clear description of the appropriate goals and data-driven strategy of the proposed school for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. The description must explain how professional development topics will be identified and how the professional development plan will be driven by data to improve teaching and learning as well as school performance. The description must also include the process for evaluating the efficacy of the professional development.
- b. A description of professional development opportunities, leadership, and scheduling that effectively support the Academic Plan and are likely to maximize success in improving student achievement, including an adequate induction program. The description must explain what will be covered during the induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional framework and methods.
- c. A clear description of the expected number of days or hours for regular professional development throughout the school year that includes an explanation of how the proposed school's calendar, daily schedule, and staffing structure accommodate this plan; the time scheduled for common planning or collaboration; and an explanation for how such time will typically be used. The description must identify ways the professional development scheduling conflicts with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide an adequate contingency plan in the event such amendments cannot be negotiated under supplemental agreements.
- d. A description identifying the person or position with the time, capacity, and responsibility for coordinating professional development and a reasonable plan for identifying ongoing professional development needs, including sufficient funds and resources (Title II funds, etc.) for implementing the professional development plan.

3. Staff Structure

- a. A complete staffing chart for the proposed school, using the Staffing Chart Template (**Exhibit 2**) and provided as **Attachment G (required form)**, that clearly indicates all positions, is aligned with the Academic Plan, and proposes a salary structure that is in alignment with the proposed school's budget.
- b. A description of a reasonable rationale for the staffing plan, as demonstrated in the staffing chart, that clearly explains how the relationship between the proposed school's leadership or management team and the rest of the staff will be managed and includes justifiable teacher-student and total adult-student ratios for the proposed school.
- c. If the proposed school has a *virtual or blended learning program*, a clear description for the identification of the position(s) dedicated to IT support and a reasonable plan that clearly ensures sufficient capacity for deploying and managing technology inventory and

network needs with minimal interruptions to teaching and learning, including troubleshooting support for school staff and students.

4. Staffing Plans, Hiring, Management, and Evaluation

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- a. A clear description of the proposed school’s recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong teaching staff that meet “Highly Qualified” requirements in accordance with the Elementary and Secondary Education Act (“ESEA”) and are well-suited to the proposed school, including other key selection criteria and any special considerations relevant to the proposed school’s design. The description must also explain strategies, including compensation packages, that are likely to attract and retain high-performing teachers.
- b. If the proposed school offers a virtual or blended learning program, a clear description of the proposed school’s recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in strong online learning teachers that have the requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the online learning environment.
- c. A clear description of realistic and legally sound procedures for hiring and dismissing school personnel, including procedures for conducting criminal history record checks.
- d. A thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff, including a description of the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. The plan must cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. If already developed, the plan should provide any leadership evaluation tool(s) as **Attachment H (no page limit)** and any teacher evaluation tool(s) as **Attachment I (no page limit)** that are likely to be effective. 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.
- e. An effective plan that explains how the proposed school intends to promote or incentivize satisfactory and exceptional school director, management team, and teacher performance and handle unsatisfactory school director, management team, or teacher performance, including effective planning for turnover.
- f. A satisfactory explanation of 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.
- g. If developed, reasonable and legally sound personnel policies or an employee manual, provided as **Attachment J (no page limit)**.

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G.F. School Calendar, and Schedule, and Staff Structure

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside of the parameters of HRS §302A-251, must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.

Discuss an application that meets the annual academic schedule standard for the proposed approval will have the following elements:

1. A school. Explain how the calendar reflects the needs of the academic plan. In Attachment H (2 page limit), provide the calendar for the proposed school's calendar for the first year of operation, including total number of days and hours of instruction, provided as Attachment K (2 page limit), and a satisfactory explanation of how the calendar aligns with and clearly reflects the needs of the Academic Plan.

(III.C.1 – 250 word limit)

2. Describe a clear description of the structure of the proposed school's day and week that aligns with and clearly reflects the needs of the Academic Plan, including the following:

- a. A description of the length and schedule of the school week.
- b. A description of the length and schedule of the school day including start and dismissal times.
- c. The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.
- d. The number of instructional hours or minutes in a day for core subjects.
- e. A satisfactory explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
- f. The number of hours or minutes in a day for teacher planning time.

(III.C.2.a-f – 500 word limit)

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

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

4. Staff Structure.

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

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

(III.C.4.a-e — 1,000 word limit)

~~D.A. 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.~~

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- 1.— Describe the shared beliefs, attitudes, traditions, and behaviors of the proposed school, students, teachers, parents or guardians, and administrators and how these shared beliefs, attitudes, customs, and behaviors create a school culture that will promote high expectations and a positive academic and social environment that fosters students’ intellectual, social, and emotional development for all students.
(III.D.1 — 250 word limit)
- 2.— Explain how the proposed school will create, implement, and maintain this culture for students, teachers, parents or guardians, and administrators and describe the roles of students, teachers, parents or guardians, and administrators in creating, implementing, and maintaining this culture and how these roles are aligned.
(III.D.2 — 250 word limit)
- 3.— Describe the plan for enculturating students who enter the proposed school mid-year or in later grades.
(III.D.3 — 250 word limit)
- 4.— Describe how the proposed school culture is conducive to a safe learning environment for all students. Describe how the proposed school will identify, assess, and monitor the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.
(III.D.4 — 250 word limit)
- 5.— Describe how the school culture and staff will intentionally expose students to post-secondary educational and career opportunities at all grade levels. Identify the curricular or extracurricular programs that will provide students with access to college or career preparation and how these programs will reinforce a culture of high expectations. Cite any structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college and career readiness among students.
(III.D.5 — 500 word limit)

~~6.1 Student Discipline~~

- a.— Describe the proposed school’s philosophy on student behavior.

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

(III.D.6.a-c — 1,500 word limit)

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

(III.D.7 — 250 word limit)

- 8. Explain how the proposed school's culture will take account of and incorporate students with special needs, including students receiving special education services, English Language Learners ("ELL"), and any students at risk of academic failure, into the proposed school's general population. This answer should focus on school culture; a more detailed explanation of the proposed school's plans to service students with special needs will be covered in Section III.F.

(III.D.8 — 250 word limit)

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

(III.D.9 — 250 word limit)

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

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

- 11.g. In Attachment L (1 page limit), describe a typical school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation. 15 page limit.

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

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E.G. Supplemental Programs

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

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

1. If applicable, briefly describe a description of a sound plan for any summer school programs the proposed school will offer; that will meet anticipated student needs, including a clear explanation for how the programs are integral to the proposed school's academic plan; the, a

reasonable schedule and length of the program; ~~how the program will meet anticipated student needs;~~ and how sound funding plan for the programs ~~will be funded.~~ If the programs will not be implemented in the first year of operation, the plan must describe the timeline for implementation.

(III.E.1 – 500 word limit)

2. If applicable, ~~describe~~ well-designed plans and identified funding for any extracurricular or co-curricular activities or programs the proposed school will offer; ~~how they that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan.~~ The plans must describe how the activities and programs are integral to the proposed school's academic plan; how often they will occur; how they will meet anticipated student needs; and how they will be funded. If the activities or programs will not be implemented in the first year of operation, the plans must describe the timeline for implementation.

H. 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.

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

1. Service Provider Selection and Track Record

- a. A reasonable explanation of why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.
- b. A description of a thorough process that 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 M (no page limit), 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 N (no page limit)**, 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 O (no page limit)**, that demonstrates strong organizational health attributable to the Service Provider.

2. Legal Relationships

(III.E.2 – 500-word limit)

- 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 P (no page limit)**, 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 draft management agreement, provided as **Attachment Q (no page limit)**, that includes:

- i. The duration of the management agreement;
- ii. Clear roles and responsibilities of the parties;
- iii. A clear and well-defined scope of services and costs of all resources;
- iv. A clear compensation structure and payment schedule that identifies all fees, bonuses, and other compensation to be paid to the Service Provider;
- v. Reasonable conflict of interest provisions that adhere to state law;
- vi. Reasonable renewable provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal, how often will the management agreement be renewed, and the conditions that both the Service Provider and the proposed school must satisfy for the management agreement to be renewed;
- vii. Reasonable termination provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for termination and the grounds that the Service Provider or the proposed school may terminate the management agreement for cause as well as the grounds for termination without cause; and
- viii. Reasonable indemnification provisions in the event of default or breach by either party.

b. 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.

- c. 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.
- d. 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.
- e. 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.
- f. A comprehensive and adequate plan for the operation of the proposed school in the event of termination of the management agreement.

F.A. — 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.*~~

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~~1. Outline the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. For each of these types of students, describe the following:~~

~~a. The percentage of the anticipated student population that will likely have special needs and the evidence or data that was used to make this determination;~~

~~b. How the curriculum, daily schedule, staffing plans, instructional strategies, and resources will be designed to meet the diverse needs of all students;~~

~~c. Methods for identifying potential students with special needs, how these methods will be funded, and how misidentification will be avoided;~~

~~d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;~~

~~e. Plans for monitoring, assessing, and evaluating the progress and success of students with special needs. For students with special education needs, the plan should ensure the attainment of each student's IEP goals. For ELL students, plans should include how to exit students from ELL services;~~

~~f. For proposed schools that have a high school division, plans for promoting graduation;~~

~~g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and~~

~~h. If the proposed school's plan contains a virtual or blended learning program, include a description of how this program addresses students with special needs. This may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.~~

~~(III.F.1.a-h — 2,000 word limit)~~

~~2. Identify any other special needs populations and at-risk groups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served. For each of these other identified groups, describe the elements listed above in Section III.F.1.a-h. Describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.~~

~~(III.F.2 — 500 word limit)~~

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

~~(III.F.3 — 500 word limit)~~

~~4. Describe how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs. Illustrate how the proposed curriculum will accommodate those performing above grade level. Describe supports as~~

instructional strategies to ensure that these students are challenged and able to access the level of rigor that aligns with students' individualized needs.

(III.F.4—500 word limit)

G. Academic Plan Capacity

1. Identify the key members of the applicant's team that will play a substantial role in the successful implementation of the Academic Plan. These may include current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's development and operation.

2. Describe the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including capacity in areas such as:

a. School leadership, administration, and governance;

b. Curriculum, instruction, and assessment;

c. Performance management; and

d. Parent and community engagement.

(III.G.1-2—500 word limit)

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

(III.G.3—250 word limit)

4. Identify any organizations, agencies, or consultants that are essential partners in planning and establishing the proposed school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the proposed school's development. Include, as **Attachment M (no page limit)**, existing evidence of support from such entities and whether such entities are committed to an ongoing role with the proposed school, if applicable. Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.

(III.G.4—500 word limit)

5. Identify any organizations, agencies, or consultants that are essential to the successful implementation of the Academic Plan, along with a brief description of their current and planned roles. Include, as **Attachment N (no page limit)**, existing evidence of support from such entities and whether such entities are committed to an ongoing role with the proposed school, if applicable. Evidence would be letters of intent or commitment, memoranda of understanding, and/or contracts.

(III.G.5—500 word limit)

G.1. School Director

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

the recruiting and selection process used in selecting the school director and provide the criteria used.

~~6. (III.G.6.a – 500 word limit)~~

~~OR~~

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

~~(III.G.6.b – 250 word limit)~~

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

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

~~OR~~

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

~~(III.G.7.a or b – 250 word limit)~~

H.I. Conversion Charter School Additional Academic Information

~~**NOTE**: Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this section. Conversion Charter Schools, even after they convert to a charter school, continue to serve as the home school for the former DOE school's designated DOE geographic area. A Conversion Charter School must accept students living within its DOE geographic area. Students from outside the DOE geographic area may enroll at a Conversion Charter School in accordance with the school's admission and enrollment policy.~~

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

1. School Community

~~a. Submit, as Attachment S (no page limit), a certification and supporting documentation that this application was approved by a majority of the votes cast by existing administrative, support, and teaching personnel and parents or guardians of students at the existing DOE school. Include a breakdown of the number of administrative, support, and teaching personnel and parents or guardians of students who constitute the existing DOE school and the number of each of the aforementioned groups who actually participated in the vote.~~

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

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~~b. Discuss the evidence of support from faculty and families at the existing DOE school. Explain the process used to engage various stakeholder groups and collect evidence of support.~~

~~(III.H.1.b – 250 word limit)~~

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

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

~~2. Performance Record~~

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

~~Discuss the proposed school's academic performance. 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.~~

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

~~a. Performance Record. A clear explanation of the track 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.~~

~~b.1. Provide any additional evidence of improved. The explanation must satisfactorily demonstrate that the applicant adequately considered the DOE school's track 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.~~

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Organizational Plan (III.H.2.a-b — 500 word limit)

III. Student Recruitment

~~3.—A strong Organizational Plan is coherent overall and Enrollment~~

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

~~(III.H.3 — 250 word limit)~~

~~4.—Curriculum and Instructional Design~~

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

~~(III.H.4.a — 1,000 word limit)~~

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

- ~~i.—Recognizes the interest of the general public;~~
- ~~ii.—Incorporates or exceeds the academic content and performance standards developed by the department for the public school system;~~
- ~~iii.—Includes a system of faculty and staff accountability that holds faculty and staff individually and collectively accountable for their performance and that is at least equivalent to the average system of accountability in public schools throughout the State; and~~
- ~~iv.—Provides for program audits and annual financial audits.~~

~~(III.H.4.b.i-iv — 500 word limit)~~

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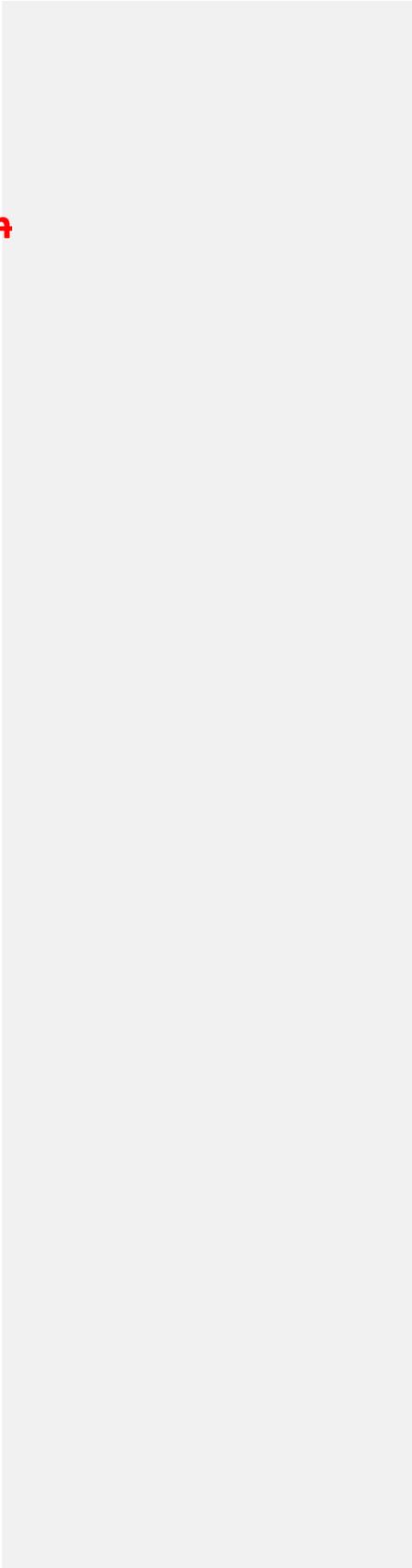
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**State Public Charter School Commission
2014 Final Application**

DRAFT



FINAL APPLICATION

VI. Initial Proposal Amendment

~~vision, Academic Plan-Design & Capacity Amendments, and Financial Plan.~~

~~(2,000-word limit)~~

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

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VII.—Identifying Information

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

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

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

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VIII. ~~Organizational Plan & Capacity~~

A. Governance

~~Describe~~The governing board's mission, vision, and philosophy are not separately rated by the evaluators. However, these mission and vision statements should align with the proposed school's mission and vision and other parts of the application.

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

~~1. A clear description of the mission and vision of the proposed school governing board that is aligned with the proposed school's mission and vision, if different from the proposed school's mission and vision. Provide, as Attachment U (no page limit), the proposed school governing board bylaws and any other governing policies (except the Code of Ethics and Conflict of Interest policy and Complaints Procedures, which will be provided separately), and as Attachment V (required form), the completed and signed Statement of Assurances (Exhibit 3).~~

~~2.1. Provide, and a clear and concise description of the governance philosophy that will guide the proposed school governing board, including the nature and extent of involvement by key stakeholder groups and any advisory bodies. proposed school governing board's bylaws and any other governing policies (except the Code of Ethics and Conflict of Interest policy, which will be provided separately) that are comprehensive and sound, provided as Attachment R (no page limit), and the completed and signed Statement of Assurances (Exhibit 3), provided as Attachment S (required form).~~

~~(VI.A.1.2 – 250 word limit)~~

~~2.2. Submit, Organizational charts, provided as Attachment W1 (no page limit), organization chart(s) that show 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 ~~organization~~organizational charts ~~should~~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 ~~should~~must also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

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

~~3. Describe the~~A description of an effective governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies. ~~Describe~~The description must include the size, current and desired composition, powers, and duties of the proposed school governing board. ~~Identify that will foster the proposed school's success; identify~~ key skills or areas of diverse expertise that are or will be effectively represented on the proposed school governing board. ~~Explain; and adequately 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

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success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents or guardians.

4. If the proposed school has a *virtual or blended learning program*, ~~describe a clear description of the role the governing board will play in such the online learning program that ensures the effective oversight of the online learning program, including a clear and any realistic description of the~~ requisite knowledge of online learning that the proposed governing board currently possesses or will endeavor to possess.

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(VI.A.4 – 500 word limit)

5. ~~List~~ *Demonstrated will, capacity, and commitment of current and proposed governing board members to govern the proposed school effectively by providing the following:*

a. ~~A list of~~ all current and identified proposed school governing board members and their intended roles. ~~Summarize;~~

b. ~~A clear summary of~~ members' qualifications for serving on the proposed school governing board. ~~Explain, including an adequate explanation of~~ how each member meets any of the considerations in HRS §302D-12. ~~In Attachment X (required form; no page limit), provide a completed and will contribute a wide range of knowledge, skills, and commitment needed to oversee a high-quality charter school, including academic, financial, legal, and community experience and expertise;~~

c. ~~Completed~~ and signed Board Member Information ~~Sheet~~ *Sheets* (Exhibit 4) and ~~resumes~~ *resumes* for each proposed governing board member. ~~If a governing board member's resume is attached elsewhere in this application, state so on the Board Member Information Sheet., provided as Attachment U (required form; no page limit), that demonstrates board members share a vision, purpose, and expectations for the proposed school; and~~

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5.d. ~~If not all board members have been identified, describe the a comprehensive and sound plan and timeline for identifying and recruiting governing board members and with the necessary skills and qualifications that these governing board members should possess, including a description of such skills and qualifications.~~

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(VI.A.5 – 250 word limit)

6. ~~If this application is being submitted by an existing nonprofit organization, respond to the following:~~

a. ~~Will the existing nonprofit board govern the proposed school, or will the proposed school form a separate governing board?~~

b. ~~If the nonprofit's current board will govern the proposed school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties as a school governing board? Describe the plan and timeline for completing the transition and orienting the nonprofit board to its new duties.~~

c. ~~If a new school governing board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit's board will be.~~

(VI.A.6.a-c – 500 word limit)

e. ~~Explain~~ if the current board will transition from an Applicant Governing Board to a more permanent governing board, a comprehensive and sound plan for such a transition, including a reasonable timeline for recruiting and adding new members; a brief description of the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12; a description of the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive; and identification of any bylaws, policies, or procedures changes that will be necessary for such a transition.

~~7.6.~~ A clear description of effective governance procedures, including an explanation of the procedure by which current proposed school governing board members were selected and how any vacancies will be filled. ~~Explain; an explanation of~~ how often the board will meet both during start-up and during the school year ~~and discuss;~~ any plans for a committee structure and identification of chairs for any proposed committee(s). ~~Describe;~~ 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).

~~(VI.A.7 – 500 word limit)~~

~~8.7.~~ Describe the proposed school governing board's ethical standards and procedures for identifying and addressing conflicts ~~clear description~~ of interest. Provide, as **Attachment Y (no page limit)**, the proposed school governing board's proposed Code of Ethics and Conflict of Interest policy. ~~Identify~~ any existing relationships that could pose actual or perceived conflicts if the application is approved; ~~discuss, the~~ specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts; ~~and appropriate Code of Ethics and Conflict of Interest policies or procedures, provided as~~ **Attachment V (no page limit)**, that will minimize real or perceived conflicts and align to applicable laws.

~~(VI.A.8 – 250 word limit)~~

~~9.8.~~ Describe ~~clear description of sound~~ plans for increasing the capacity of the proposed school governing board. ~~The plan for, orientation of new members, and ongoing~~ training and development ~~should include a timetable for members, including reasonable timelines,~~ specific ~~and thoughtful~~ topics ~~and capacities~~ to be addressed, and requirements for participation.

~~(VI.A.9 – 250 word limit)~~

~~10.9.~~ Describe ~~clear description of~~ any advisory bodies ~~or councils~~, including ~~the~~ ~~clear~~ roles and duties ~~of that body;~~ the planned composition ~~of the advisory body;~~ the strategy for achieving that composition; ~~and resumes of any individuals that have been identified to serve on these advisory bodies or councils, provided as~~ **Attachment W (no page limit)**. ~~The description must include an explanation of an effective relationship between the advisory bodies or councils and the proposed school governing board and the proposed school's leadership team or management team, including~~ the role of parents or guardians, students, and teachers; and the reporting structure as it relates to the proposed school's governing board and leadership. ~~If any individuals that will serve on these advisory bodies or councils have been identified, provide their resumes, as~~ **Attachment Z (no page limit)**.

~~(VI.A.10 – 250 word limit)~~

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B. Complaints Procedures

Explain the procedures that the proposed school governing board and proposed school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. Provide, as **Attachment AA (no page limit)**, the proposed school's Complaints Procedures.

(VI.B – 500 word limit)

C. Staffing Plans, Hiring, Management, and Evaluation

1. Describe the proposed school's strategy, criteria, timeline, and procedures for recruiting and hiring the teaching staff, including the proposed school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act ("ESEA"). Explain other key selection criteria and any special considerations relevant to the proposed school's design. If the proposed school offers a virtual or blended learning program, explain how the proposed school will ensure that all online learning teachers it hires have the requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the online learning environment.

(VI.C.1 – 500 word limit)

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

(VI.C.2 – 250 word limit)

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

(VI.C.3 – 250 word limit)

4. Explain how the school director and school management, if any, will be supported, developed, and evaluated each school year. If already developed, provide any leadership evaluation tool(s) as **Attachment BB (10 page limit)**. Describe the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. Explain what, if any, amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.

(VI.C.4 – 500 word limit)

5. Explain how teachers will be supported, developed, and evaluated each school year. If already developed, provide any teacher evaluation tool(s) as **Attachment CC (10 page limit)**. Describe the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching teachers. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. Explain what, if any, amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.

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(VI.C.5 — 500 word limit)

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

(VI.C.6 — 250 word limit)

7. Explain any deviations in staffing plans, including salaries, from any Master Collective Bargaining Agreements and identify what kinds of amendments will be needed in a supplemental agreement. Explain what is planned if such amendments cannot be negotiated under a supplemental agreement.

(VI.C.7 — 250 word limit)

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

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

D. Professional Development

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

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

(VI.D.1 — 500 word limit)

2. Provide a schedule and explanation of professional development that will take place prior to the proposed school's opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional framework and methods.

(VI.D.2 — 500 word limit)

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

(VI.D.3 — 500 word limit)

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

(VI.D.4 — 250 word limit)

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

(VI.D.5 — 250 word limit)

E.B. Performance Management

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

Applicants may propose to supplement Strive HI and the Academic Performance Framework evaluation frameworks with School-Specific Measures. School-Specific Measures are goals and measures that are specific to the proposed school and its unique mission. For further information and guidance, refer to Making the Mission Matter: Charting a Map to School Mission Success by Margaret Lin. It is recommended that applicants limit the number of School-Specific Measures to one or two, since too many goals can become difficult to develop, manage, and measure. Applicants may propose varying targets for years 1 to 5. Explain

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

1. A comprehensive and effective plans for evaluating and monitoring academic, financial, and organizational performance that explain how the proposed school will measure and evaluate performance data, including:
 - a. Academic performance—Academic Performance Data Evaluation Plan. A comprehensive and effective plan and system for:
 - a.i. Collecting, measuring, and analyzing student academic achievement data 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—including identification of the student information system to be used;
 - b. Financial performance—monthly, quarterly, annually and for the term of the Charter Contract.
 - c. Organizational performance—monthly, quarterly, annually and for the term of the Charter Contract.

(VI.E.1 — 1,000 word limit)

2. Identify the person(s), position(s), and/or entities that will be responsible for and involved in the collection and analysis of any assessment data for:

- a.i. Academic Data. Describe the Using the data to refine and improve instruction, including descriptions of training and support that school directors, any

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management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning; the qualified person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating data-driven professional development to improve student achievement. ~~Describe generally;~~ and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of data-driven professional development. ~~;~~ and

iii. Financial Data. Describe the Reporting the data to the school community.

- b. Financial Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting financial data monthly, quarterly, annually, and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board. ~~Describe generally and~~ how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.
- c. Organizational Performance Data. Describe the Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting organizational performance data monthly, quarterly, annually and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing board. ~~Describe generally and~~ how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

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~~(VI.E.2 – 1,000 word limit)~~

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

~~(VI.E.3 – 250 word limit)~~

- ~~4. Describe the~~ A clear description of thoughtful, appropriate corrective actions the proposed school will take if:

2. # it falls short of student:

- a. Student academic achievement expectations or goals at the school-wide, classroom, or individual student level. ~~Explain, including an explanation of~~ what would trigger such corrective actions, ~~and identify~~ the person(s), position(s), and/or entities that would be responsible for implementing them. ~~;~~
- b. ~~It fails to perform up to the~~ Financial performance standards set in the Financial Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the

Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties; and

- c. It fails to perform up to the Organizational performance standards set in the Organizational Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract; or if the proposed school has a corrective action plan approved by the Commission.

3. If already developed, School-Specific Measures, provided as Attachment X (no page limit) and using the School-Specific Measures Template (Exhibit 5), that propose reasonable assessments that are aligned with the Academic Plan.

C. Ongoing Operations

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

1. If the proposed school will provide daily transportation, a sound plan describing the transportation arrangements for prospective students, including a description of how the proposed school plans to meet transportation needs for field trips and athletic events.
2. Sound plans for safety and security for students, the facility, and property, including descriptions of policies and the types of security personnel, technology, and equipment that the proposed school will employ. If the proposed school has a virtual or blended learning program, the description must include physical or virtual security features to deter theft.
3. If the proposed school will provide food service, a sound plan describing the proposed school's plan for providing food to its students, including plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service that is in compliance with applicable laws.

D. Student Recruitment, Admission, and Enrollment

All student recruitment, admissions, and enrollment decisions must be made in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language. The Commission may grant enrollment preferences in accordance with HRS §302D-34.

1. An application that meets the standard for approval will have the following elements: A sound, thoughtful, and comprehensive plan for student recruitment and marketing that will provide equal access to interested students and families and specifically describes plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure, as well as plans for promoting socioeconomic and/or demographic diversity, including a description of how the proposed 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 free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity.
2. If applicable, the identification and description of any enrollment preferences that the proposed school would request that are in compliance with federal and state law and any Commission policies or guidelines, including a reasonable justification for the enrollment preference request.

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3. An admission and enrollment policy, provided as Attachment Y (no page limit), that complies with applicable laws and any Commission policies or guidelines, ensures the proposed school will be open to all eligible students, and includes:
 - a. A reasonable timeline and comprehensive plan for the application period, including admission and enrollment deadlines and procedures and an explanation of how the school will receive and process applications;
 - b. A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment;
 - c. Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements; and
 - d. Descriptions of reasonable pre-admission activities for students and parents or guardians, including an explanation of the purpose of such activities.

E. Parent Involvement and Community Outreach

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

1. A clear description of the proposed school's philosophy on parent and community involvement and the role of parents or guardians and the community in the proposed school, including a summary of what has been done to assess and build parent and community interest in the proposed school and the results achieved.
2. Sound parent engagement plans that are welcoming and accessible to all parents or guardians from the time that the proposed school is approved through opening and after the proposed school is opened, including plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.
3. Effective strategies describing how the proposed school will inform and engage parents or guardians and the community about the proposed school's development.
4. A description of any community resources and partnerships the proposed school has established with community organizations, businesses, or other educational institutions that will benefit students and parents or guardians, including the nature, purposes, terms, and scope of services of any partnerships and existing evidence of commitment and support from identified community partners, provided as Attachment Z (no page limit), such as letters of intent or commitment, memoranda of understanding, and/or contracts.

F. Nonprofit Involvement

Proposed schools are strongly encouraged to designate or establish an associated nonprofit organization to assist with fundraising and other support activities, especially during the start-up period (VI.E.1 – 500 word limit)

5. Applicants may propose to supplement Strive III and the Academic Performance Framework evaluation frameworks with School Specific Measures. School Specific Measures are goals and measures that are specific to the proposed school and its unique mission. For further information and guidance, refer to Making the Mission Matter: Charting a Map to School Mission Success by Margaret Lin. It is recommended that applicants limit the number of School Specific Measures to one or two, since too many goals can become difficult to develop, manage, and measure. Applicants may propose varying targets for years 1 to 5. If already developed,

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~~provide any School-Specific Measures using the School-Specific Measures Template (Exhibit 5), as Attachment EE (no page limit).~~

~~(VI.E.5 – word limit, but this is not a requirement.~~

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

- ~~1. If applicable, attachment only), 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.~~
- ~~2. A list of all current and identified nonprofit board members that is in compliance with the State Ethics Code and their intended roles and a description demonstrating that the nonprofit board members have the necessary experience and qualifications relevant to the above means of supporting the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, the description must explain a comprehensive plan to identify and recruit individuals with the necessary experience and capacity.~~

F.G. Geographic Location and Facilities

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

~~(VI.F.1.a-b – 500 word limit)~~

- ~~2. Facilities. Charter school facilities must comply with applicable state and county health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county planning review procedures and obtain all necessary certifications, permits, and inspections.~~

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

- ~~1. Geographic Location.
 - ~~a. A description, with reasonable specificity, of the geographic location of the proposed school's facility, including the DOE complex area(s) in which the proposed school will be located.~~~~

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b. A reasonable rationale for selecting the geographic location and a comprehensive description of the research conducted, if any, to support that rationale.

2. Facilities.

a. If the proposed school has obtained a facility, ~~describe a description of 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 reasonably adequate for the intended purposes, has a sound plan and the timeline for renovations/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 or blended learning program, or relies heavily on technology, ~~describe the description must adequately explain~~ how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity. ~~If the applicant currently holds a facility or has~~ **The description must reference and provide, as Attachment AA (no page limit),** a letter of intent, Memorandum of Understanding ("MOU"), or other proof of intent to secure a specific facility, ~~provide it as Attachment FF (no page limit).~~

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b. If the proposed school has not obtained a facility, ~~describe applicant's a comprehensive, reasonable, and sound plan and timeline for identifying and securing, renovating, and financing a facility, including identification any brokers or consultants the applicant is employing, timeline for securing a facility, renovations, and financing. Briefly 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 in Section VI.F Criterion III.G.1, including address addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring the each possible facility into compliance. If the proposed school has a virtual or blended learning program, or relies heavily on technology, describe how the the description must adequately explain how each possible facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.~~

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~~(VI.F.2.a or b — 1,000 word limit)~~

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

~~(VI.F.3 — 250 word limit)~~

G.H. Start-Up Period

~~In accordance with the Start-Up Charter School Process start-up charter school process, as shown in Figure 3, an approved applicant will not be able to hire employees who receive state benefits or receive funding until it completes its Pre-Opening Assurances. Generally, a Pre-Opening Charter School will not~~

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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~~charter school, once it has completed its Pre-Opening Assurances, is July 20th.

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

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

1. A comprehensive, reasonable, and sound project management plan, provided as Attachment GGBB (10 page limit), a detailed start-up plan for the school (which that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) Budgetbudget in the Financial Plan Workbook), specifying) and details the start-up plan for the proposed school, including specific tasks, timelines, and responsible individuals for each of the following areas:
 - a. ~~How the applicant plans~~Plans to obtain financing for the proposed school's facility- Highlight, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in Section VI.F. Criterion III.G.2;
 - b. ~~How the applicant plans~~Plans to fund the start-up period-~~Include, including~~ all plans for fundraising and grant writing-~~Describe and a description of~~ any specific fundraising opportunities and grants the applicant has identified-;
 - c. ~~How the applicant plans~~Plans to market the proposed school to the school's anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school's projected enrollment-~~Include, including~~ any other ways the applicant plans to achieve its projected enrollment-;
 - d. ~~How the applicant plans~~Plans to hire teachers, administrative staff, and support staff during the start-up period, if any-~~This plan should incorporate, incorporating~~ the ~~timelinetimelines~~ for hiring teachers, described in Section VI.C.1 Criteria II.E.4, and delivering the professional development, described in Section VI.D Criteria II.E.2;
 - e. ~~Describe how the proposed school board will transition from a founders' board to a more permanent governing board, including a timeline for recruiting and adding new members. Briefly describe the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12. Describe the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive. Describe any bylaw, policies, or procedures changes that will be necessary for such a transition.~~
 - e. Identify the individual(s)Plans to identify, recruit, select, and add or replace new governing board members that align with the recruitment plan described in Criterion III.A.5.d, the governing board transition plan described in Criterion III.A.5.e, and any governing board training described in Criterion III.A.8, as applicable; and

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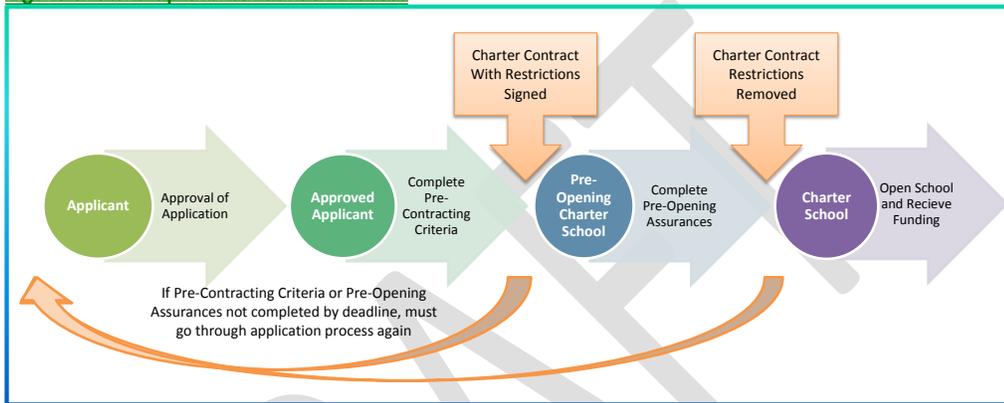
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f. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

f.2. A sound plan for leading the development of the school during its pre-opening phase, including identification of capable individuals who will work on a full-time or nearly full-time basis following approval of the application to lead development and implementation of the plan to open the proposed school and the description of a viable plan to obtain the funding necessary to compensate these individuals that is aligned with the budget.

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Figure 3: Start-Up Charter School Process

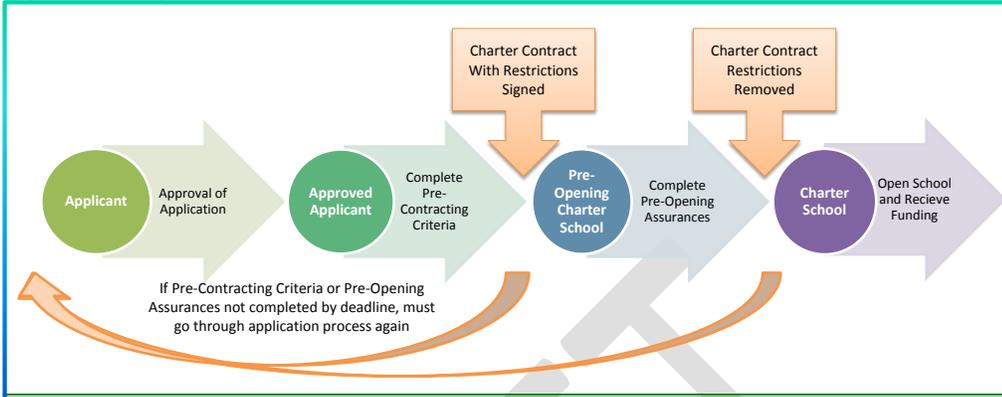


I. Conversion Charter School Additional Organizational Information

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.

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

Figure 2: Start-Up Charter School Process



II.A. Ongoing Operations

1. If the proposed school will provide daily transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the proposed school plans to meet transportation needs for field trips and athletic events. (VI.H.1—250 word limit)

Discuss the plan for safety and security for students; *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 facility standard for approval will have the following elements:

1. School Community

- a. A certification and supporting documentation, provided as **Attachment CC (no page limit)**, as verifiable evidence that this application was approved by a majority of the votes cast by existing administrative, support, and property. Describe the types of security, teaching personnel, technology, 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 (5 page limit)**, 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.

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

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- 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 (no page limit), 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.

IV. Financial Plan

A. Financial Oversight and Management

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

1. A clear description that gives reasonable assurance that the proposed school will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including an adequate explanation of how the proposed school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. The description must also explain the plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school that is in accordance with state law, including a reasonable annual cost estimate of the audit that is included in the Financial Plan Workbook.
2. A clear description of the roles and responsibilities that demonstrates a strong understanding of the appropriate delineation of such roles and responsibilities among the proposed school leadership team or management team and proposed school governing board regarding school financial oversight and management.
3. A description of sound criteria and procedures for selecting vendors or contractors for any administrative services, such as business services, payroll, and auditing services, including reasonable anticipated costs that are reflected in the Financial Plan Workbook.

B. Operating Budget

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 revenue projection: **\$6,500.**

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

1. Complete, realistic, and viable start-up and three-year operating budgets, provided through the Financial Plan Workbook (Exhibit 6) as Attachment FF (required form), that align to the Academic and Organizational Plans.
2. Budget Narrative. A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and revenue estimates, including but not limited to the basis for revenue 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 GG (no page limit), 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 sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where the official enrollment of the proposed school 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 revenue projections are not met in advance of opening.

2.c. If the proposed school has a *virtual or blended learning program*, describe any security features to deter theft. This may include physical and virtual solutions a clear and comprehensive description of the necessary costs for delivery of such program, including costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs, as applicable.

(VI.H.2 – 500 word limit)

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V. Applicant Capacity

A. Academic Plan Capacity

An application that meets the proposed school standard for approval will provide food service, describe how the following elements:

1. Evidence that the key members of the proposed school's plan for providing food to its students include academic team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Academic Plan successfully. The evidence must include a description that:

- a. Clearly identifies the key members of the applicant's academic team that will play a substantial role in the successful implementation of the Academic Plan, including current or proposed governing board members, school leadership or management, and any plans essential partners who will play an important ongoing role in the proposed school's development and operation; and
- b. Describes the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement.

2. A description of the academic team's clear ties to and/or knowledge of the community in the geographic area where the facility with a certified kitchen, transporting foods or will be and/or areas where the anticipated student population will come from a certified kitchen, or other means of providing food service. Any food service must be provided in compliance with applicable laws.

(VI.H.3 — 250 word limit)

I. Student Recruitment, Admission and Enrollment

~~All student recruitment, admissions, and enrollment decisions must be made in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language. The Commission may grant enrollment preferences in accordance with HRS §302D-34.~~

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically, describe any plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure, as well as any plans for achieving socioeconomic and/or demographic diversity. If the proposed school is projecting a high percentage of free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity, describe how the proposed school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education.

(VI.I.1 — 500 word limit)

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~~2. Identify and describe any enrollment preferences that the proposed school would request, including the reasoning and justification for such preference request. (VI.I.2—250-word limit)~~

~~3. Provide a description that identifies any organizations, agencies, or consultants that are essential partners to the successful planning and establishing of the proposed school and/or implementation of the Academic Plan; explains the current and planned roles of such essential partners and any resources they have contributed or plan to contribute to the proposed school's development; and includes evidence of support, provided as **Attachment HH (no page limit),** the proposed school's admission and enrollment policy, which should include the following:~~

~~a. Tentative dates for application period and admission and enrollment deadlines and procedures, including an explanation of how the school will receive and process applications;~~

~~b. A timeline and plan for student recruitment or engagement and enrollment;~~

~~c. Procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers; and~~

~~d. Descriptions of any pre-admission activities for students, parents, or guardians, along with an explanation of the purpose of such activities.~~

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

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J. Parent and Community Involvement

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

~~(VI.J.1—250-word limit)~~

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

~~(VI.J.2—250-word limit)~~

~~3. Describe how parents or guardians and the community will be informed about and be engaged in the proposed school, in addition to any proposed governance roles described below. Describe plans for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.~~

~~(VI.J.3—250-word limit)~~

~~4.3. Describe any partnerships the proposed school has established with community organizations, businesses, or other educational institutions, including the nature, purposes, terms, and scope of services of any partnerships. Include, as **Attachment II (no page limit),** existing evidence of support from such community partners, (such as letters of intent or commitment, memoranda of understanding, and/or contracts), from such essential partners demonstrating these partners are committed to an ongoing role with the proposed school, if applicable.~~

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4. School Director.

(VI.J.4—250 word limit)

K.A. Nonprofit Involvement

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

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

(VI.K.1—250 word limit)

- ~~2. Specifically identify ways that the proposed school's associated nonprofit organization, if any, will support the proposed school. Examples of ways a nonprofit can support a school include, but are not limited to, community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources. Identify and describe any specific grants or programs that the nonprofit is planning to use.~~

(VI.K.2—250 word limit)

~~List all current and identified nonprofit board members and their intended roles. Describe the if the school director is known, a description that:~~

- ~~a. Identifies the school director;~~
- ~~b. Summarizes the school director's academic and organizational leadership record and includes this individual's resume, provided as **Attachment II (no page limit)**;~~
- ~~c. Discusses and demonstrates evidence of the proposed school director's experience in and ability to design, launch, and lead the proposed school in achieving its mission and effectively serving the anticipated student population, as well as evidence that the proposed school director is well qualified to implement the Academic Plan.~~
- ~~d. Describes a thorough recruiting and qualifications of the nonprofit board members that are relevant to the above means of supporting selection process for selecting the school director, including the rigorous criteria used for screening and selecting candidates based on experience and ability to design, launch, and lead a high-quality charter school.~~

OR

~~If the school director is not known, a description that:~~

- ~~3.e. Discusses the characteristics of the school director that the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, discuss how the nonprofit and proposed school plans to identify and will seek and an appropriate job description or qualifications and rigorous criteria, provided as **Attachment JJ (no page limit)**, that is designed to recruit individuals a school director with the requisite experience and capacity, ability to design, launch, and lead a high-quality charter school that will effectively serve the anticipated student population and implement the Academic Plan; and~~
- ~~f. Explains a clear and appropriate timeline that aligns with the proposed school's start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.~~

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5. Management Team. A description of the positions that will make up the proposed school's leadership or management team beyond the school director, if any, including appropriate responsibilities and qualifications for such positions. The description must:

a. If known, identify the individuals who will fill these positions and provide, as Attachment KK (no page limit), the resumes for these individuals as evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

OR

(VI.K.3 – 250 word limit)

b. If not known, provide sound job descriptions or qualifications and criteria that will be used to select these positions, as Attachment LL (no page limit), as well as describe a sound timeline, recruiting, and selection process for recruiting and hiring these individuals.

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B. Organizational Plan Capacity

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

1. Evidence that the key members of the proposed school's organization team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Organizational Plan successfully. The evidence must include a description that:

a. Clearly identifies the key members of the applicant's organization team that will play a substantial and ongoing role in the successful implementation of the Organizational Plan. These may include, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the Organizational Plan; and

b. Describes the organization team's individual and collective qualifications for implementing the proposed school's Organizational Plan successfully, including sufficient capacity in areas such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Organizational Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Organizational Plan; and includes evidence of support, included in Attachment HH (also referenced in Criterion V.A.3), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Organizational Plan.

C. Financial Management Capacity

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

1. Evidence that the key members of the proposed school's financial team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as

demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Financial Plan successfully. The evidence must include a description that:

- 1—**Clearly identifies the key members of the applicant's financial team that will play a substantial role in the successful implementation of the Financial Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's Organizational Plan.
- 2—**Describe the applicant's organization team's individual and collective qualifications for implementing the Organizational Plan successfully, including capacity in areas such as:
 - a.** Staffing;
 - b.** Professional development;
 - c.** Performance management; and
 - d.** General operations.

(VI.M.1-2—500 word limit)
- 3—**Describe the applicant's organization team's individual and collective capacity and experience in facilities development, acquisition, and management, including financing and managing build-out and/or renovations, as applicable.

(VI.M.3—250 word limit)
- 4—**Identify any organizations, agencies, or consultants that are essential partners in planning and establishing the proposed school's Organizational Plan, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the proposed school's development of its Organizational Plan.

(VI.M.4—250 word limit)
- 5—**Explain who will lead implementation of the proposed school's Organizational Plan and the experience or abilities that the individual or team has in implementing organizational plans.

(VI.M.5—250 word limit)

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

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

- 1— Service Provider Selection**
 - a.** Explain why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.

(VI.L.1.a—250 word limit)
 - b.** Explain how and why the Service Provider was selected, including when and how the applicant learned of the Service Provider, which other Service Providers were considered,

why the Service Provider was selected over other Service Providers, and what due diligence was conducted.

(VI.L.1.b — 250 word limit)

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

(VI.L.1.c — 250 word limit)

2. — Service Provider's Track Record

~~a. — Explain the Service Provider's success in serving student populations similar to the anticipated population of the proposed school. Describe the Service Provider's demonstrated academic track record as well as successful management of non-academic school functions (for example, back-office services, school operations, extracurricular programs). Provide specific evidence that demonstrates the Service Provider's success in serving the aforementioned student populations and successful management of non-academic functions.~~

(VI.L.2.a — 500 word limit)

~~b. — List and explain any management contract terminations, charter revocations, non-renewals or withdrawals or non-openings that the proposed Service Provider has experienced in the past five years.~~

(VI.L.2.b — 250 word limit)

3.1. Legal Relationships

~~a. — Describe evidence that the proposed school governing board is independent from the Service Provider and is self-governing, including evidence of independent legal representation and arm's-length negotiating.~~

(VI.L.3.a — 500 word limit)

~~b. — Explain any existing or potential conflicts of interest between the proposed school governing board, proposed school's employees, proposed Service Provider, and any affiliated business entities.~~

(VI.L.3.b — 250 word limit)

~~c. — List all subsidiaries or related entities that are affiliated or owned in whole or in part by the Service Provider, and identify the nature of those entities' business activities. Explain whether the proposed school has or will have any relationship with or receive any services from any of those entities.~~

(VI.L.3.c — 250 word limit)

~~d. — Explain the supervisory responsibilities of the Service Provider, if any, including which school employees the Service Provider will supervise, how the Service Provider will supervise these employees, and how the proposed school governing board will oversee the Service Provider's supervisory responsibilities.~~

(VI.L.3.d — 250 word limit)

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

~~(VI.L.3.e – 250 word limit)~~

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

~~(VI.L.3.f – 250 word limit)~~

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

~~(VI.L.3.g – 250 word limit)~~

4. Service Provider's Organizational Structure

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

~~(VI.L.4.a – 500 word limit)~~

~~b. Provide a list of current and past clients and track record of the service provided to each client. If the Service Provider has a large number of clients, provide a list of current and past clients and track record for ten of the most similar clients.~~

~~(VI.L.4.b – 500 word limit)~~

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

~~(VI.L.4.c – 250 word limit)~~

~~d. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the Service Provider.~~

~~(VI.L.4.d – 250 word limit)~~

~~e. Discuss the oversight and evaluation methods that the proposed school governing board will use to oversee the Service Provider. What are the school-wide and student achievement results that the management organization is responsible for achieving? How often, and in what ways, will the proposed school governing board review and evaluate the Service Provider's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the Service Provider's performance? What are the conditions, standards, and procedures for the proposed school governing board intervention, if the management organization's performance is deemed unsatisfactory?~~

(VI.L.4.e—500 word limit)

f. Describe the respective financial responsibilities of the proposed school governing board and the Service Provider. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the Service Provider submit to the proposed school governing board on financial performance and on what schedule? How will the proposed school governing board provide financial oversight?

(VI.L.4.f—500 word limit)

g. Summarize the terms of the proposed management agreement. What is the duration of the management agreement? Explain the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the Service Provider and the proposed school must satisfy for the management agreement to be renewed. On what grounds may the Service Provider or the proposed school terminate the management agreement for cause and without cause? List any indemnification provisions in the event of default or breach by either party. Provide, as **Attachment KK (no page limit)**, a draft of the proposed management agreement with the Service Provider.

(VI.L.4.g—500 word limit)

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

(VI.L.4.h—500 word limit)

N.A.—Conversion Charter School Additional Organizational Information

NOTE: Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this section. Conversion Charter Schools, even after they convert to a charter school, continue to serve as the home school for the former DOE school's designated DOE geographic area. A Conversion Charter School must accept students living within its DOE geographic area. Students from outside the DOE geographic area may enroll at a Conversion Charter School in accordance with the school's admission and enrollment policy.

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

1.—Staff Plans and Evaluation

a. Describe the rights and management issues of employees at the existing DOE schools. Provide a detailed framework to address any issues and protect the rights of such employees.

(VI.N.1.a—500 word limit)

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

(VI.N.1.b—250 word limit)

- ~~c.~~ Describe the applicant's plan for the assessment of administrative support and teaching personnel performance that:
- i. Recognizes the interest of the general public;
 - ii. Incorporates or exceeds the academic content and performance standards developed by the DOE for the public school system;
 - iii. Includes a system of faculty and staff accountability that holds faculty and staff individually and collectively accountable for their performance and that is at least equivalent to the average system of accountability in public schools throughout the State;
 - iv. Provides for program audits and annual financial audits; and
 - v. Provides for an evaluation tool that aligns with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. Include an explanation of what, if any, such amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.

(VI.N.1.c.i-v—500 word limit)

~~2—Governance~~

- ~~a.~~ Describe the governance structure for the proposed school that incorporates a Conflict of Interest policy and a plan for periodic training to carry out the duties of governing board members.

(VI.N.2.a—250 word limit)

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

(VI.N.2.b—250 word limit)

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

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

(VI.K.4.a—250 word limit)

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

(VI.K.4.b – 250 word limit)

- c. Provide, as **Attachment LL (no page limit)**, the nonprofit organization's bylaws or policies that describe the manner in which business is conducted and policies that relate to the management of potential conflict of interest situations.

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

- d. Describe the nonprofit organization's experience in the management and operation of public or private schools or any agreement to obtain services from another entity or entities possessing such experience.

(VI.K.4.d – 250 word limit)

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

(VI.K.4.e – 250 word limit)

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IX.—Financial Plan & Capacity

~~0.—Financial Plan~~

- ~~1.—Describe the systems, policies, and processes the proposed school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.~~

~~(VII.A.1—500 word limit)~~

- ~~2.—Describe the roles and responsibilities of the proposed school leadership team or management team and proposed school governing board with regard to school finances, and distinguish between each.~~

~~(VII.A.2—250 word limit)~~

- ~~3.—Describe the proposed school's plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school. An estimate of the cost of the audit should be included in the Financial Plan Workbook.~~

~~(VII.A.3—250 word limit)~~

- ~~4.—Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such vendors.~~

~~(VII.A.4—500 word limit)~~

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

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

- ~~6.—Budget Narrative. As **Attachment NN (5 page limit)**, present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include the following:~~

- ~~a.—Indicate the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through banks, lending institutions, corporations, foundations, grants, donations, and any other potential funding sources. Note which are secured and which are anticipated, and include at the end of **Attachment OO (no page limit)** evidence of commitment for any funds on which the proposed school's core operation depends (e.g., grant award letters, MOUs). Describe any restrictions on any of the aforementioned funds.~~

- ~~b.—Discuss the proposed school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.~~

- ~~c.—Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.~~

- ~~d.—If the proposed school has a virtual or blended learning program, describe the necessary costs for delivery of such program. This may include costs associated with hardware,~~

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

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

P. Financial Management Capacity

~~1.a. Identify the key members of the financial team that will play a substantial and ongoing role in the successful implementation of the Financial Plan. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the proposed school's Financial Plan;~~ and

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~~2. Describe~~Describes the applicant's financial team's individual and collective qualifications for implementing the proposed school's Financial Plan successfully, including sufficient capacity in areas such as:

~~a. Financial~~ financial management;

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~~b. Fundraising,~~ fundraising and development;

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~~c. Accounting;~~ accounting, and

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~~d.b. Internal~~internal controls.

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(VII.B.1-2— 500 word limit)

~~3.2. Identify~~A description that identifies any organizations, agencies, or consultants that are essential partners in planning and, establishing, or implementing the proposed school's Financial Plan, along with a brief description of their; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan; and includes evidence of support, included in Attachment HH (also referenced in Criterion V.A.3), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Financial Plan.
(VII.B.3— 250 word limit)

~~4. Explain who will lead development of the proposed school's Financial Plan and the experience or abilities that the individual or team has in implementing organizational plans.~~

(VII.B.4— 250 word limit)

Q. Conversion Charter School Financial Plan and Facilities

NOTE: Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this section. Conversion Charter Schools, even after they convert to a charter school, continue to serve as the home school for the former DOE school's designated DOE geographic area. A Conversion Charter School must accept students living within its DOE geographic area. Students from outside the DOE geographic area may enroll at a Conversion Charter School in accordance with the school's admission and enrollment policy.

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

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

(VII.C.1 – 500 word limit)

- 2.** Describe the applicant's facilities plan.

(VII.C.2 – 500 word limit)

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Exhibits

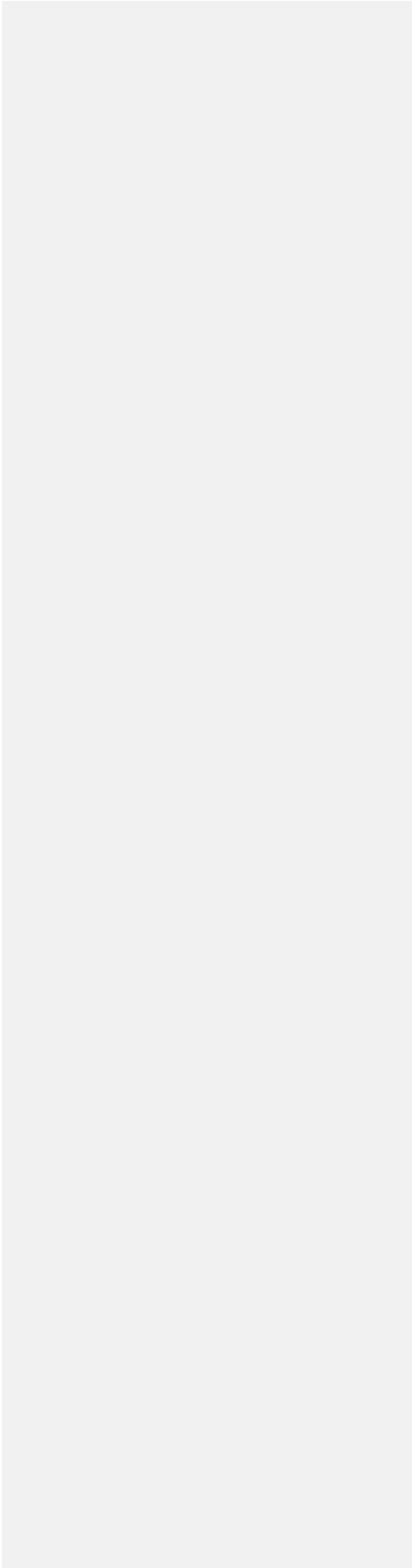
- Exhibit 1: Enrollment Plan
- Exhibit 2: Staffing Chart Template
- Exhibit 3: Statement of Assurances Form
- Exhibit 4: Board Member Information Form
- Exhibit 5: School-Specific Measures Template
- Exhibit 6: Financial Plan Workbook

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Exhibit 1: Enrollment Plan

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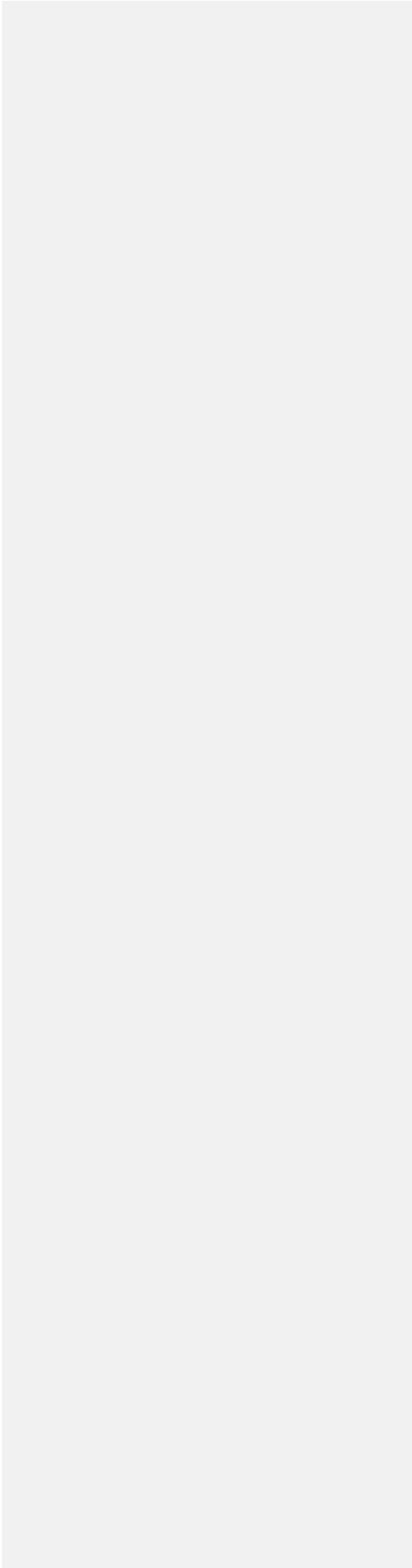
Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	20__ 2017		20__ 2018		20__ 2019		20__ 2020		20__ 2021		20__	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual								
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Subtotals												
Totals												

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Exhibit 2: Staffing Chart Template

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Staffing Chart

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

Elementary School Staffing Model and Rollout

Title	<u>Salary and FTE Per Position Per Year</u>					Capacity	Salary Range
	Year 1	Year 2	Year 3	Year 4	Year 5		
	20__-20__ 17	20__-20__ 18	20__-20__ 19	20__-20__ 20	20__-20__ 21		
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							

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Middle School Staffing Model and Rollout

Title	<u>Salary and FTE Per Position Per Year</u>					Capacity	Salary Range
	Year 1	Year 2	Year 3	Year 4	Year 5		
	20__-20__ 17	20__-20__ 18	20__-20__ 19	20__-20__ 20	20__-20__ 21		
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)							

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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	Salary Range
	Year 1 20 —20	Year 2 20 —20	Year 3 20 —20	Year 4 20 —20	Year 5 20 —20		
School Director	17	18	19	20	21	20__	
Assistant School Director							
Dear(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							

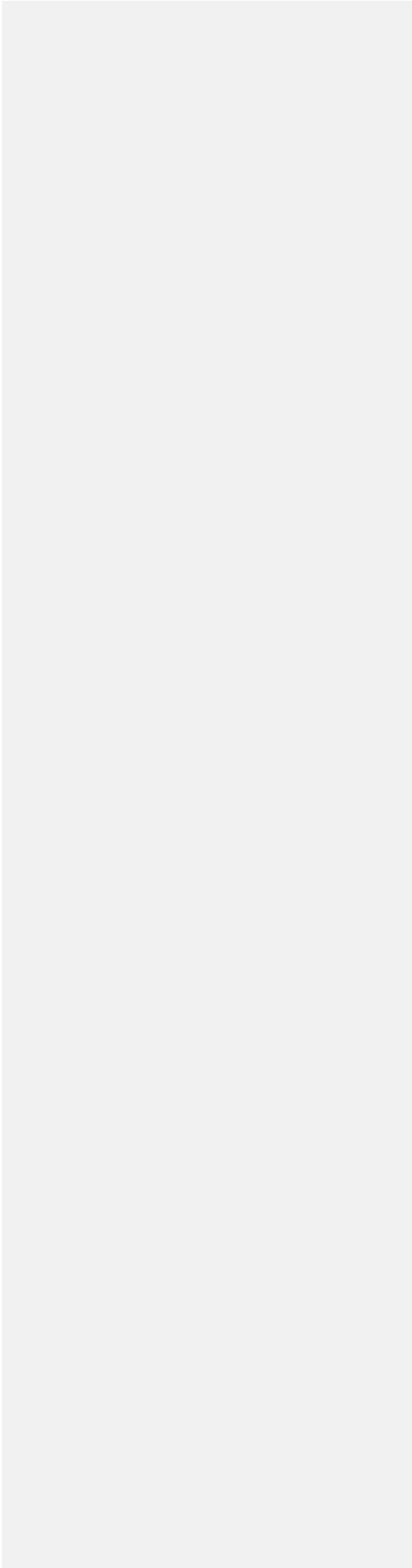
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Exhibit 3: Statement of Assurances Form

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Statement of Assurances

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

The ~~charter school governing board~~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 ~~collective bargaining agreements~~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 Elementary and Secondary Education Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];
- will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- will follow any federal and state court orders in place in the local school district;
- will comply with federal and state applicable health and safety standards;

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

Certification

Name of Proposed School: _____

Name of Authorized Representative: _____

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

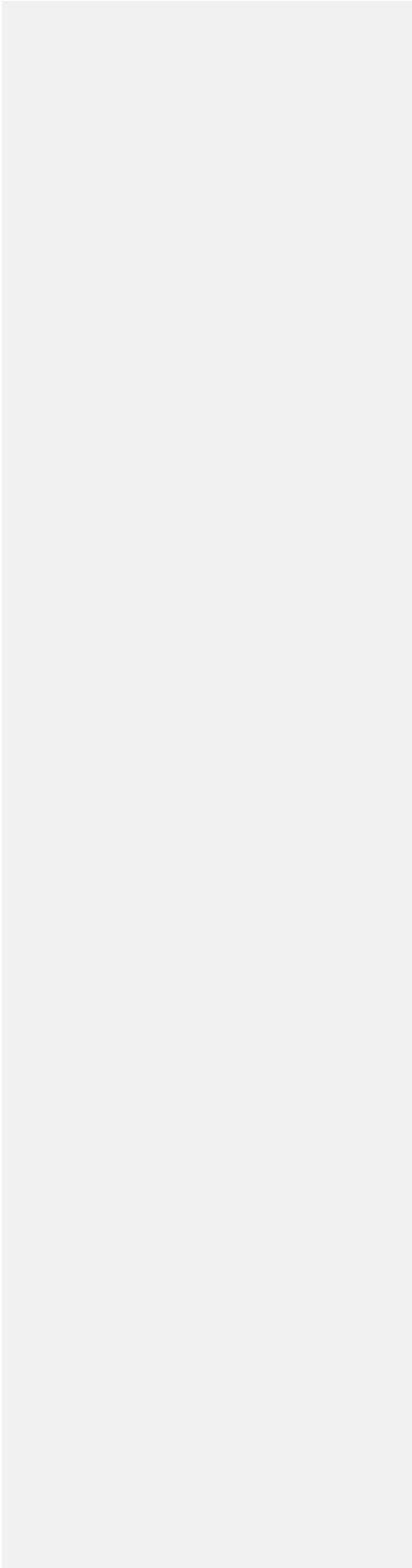
Signature of Authorized Representative

Date

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Exhibit 4: Board Member Information Form

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Board Member Information

To be completed individually by each ~~proposed school governing board~~ 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 requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background

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

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School Mission and Plan

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

Governance

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

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other

immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I/we have no such interest Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes
9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 None Yes

Certification

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

Signature

Date

|

Exhibit 5: School-Specific Measures Template

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School-Specific Measures

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

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

|

Exhibit 6: Financial Plan Workbook

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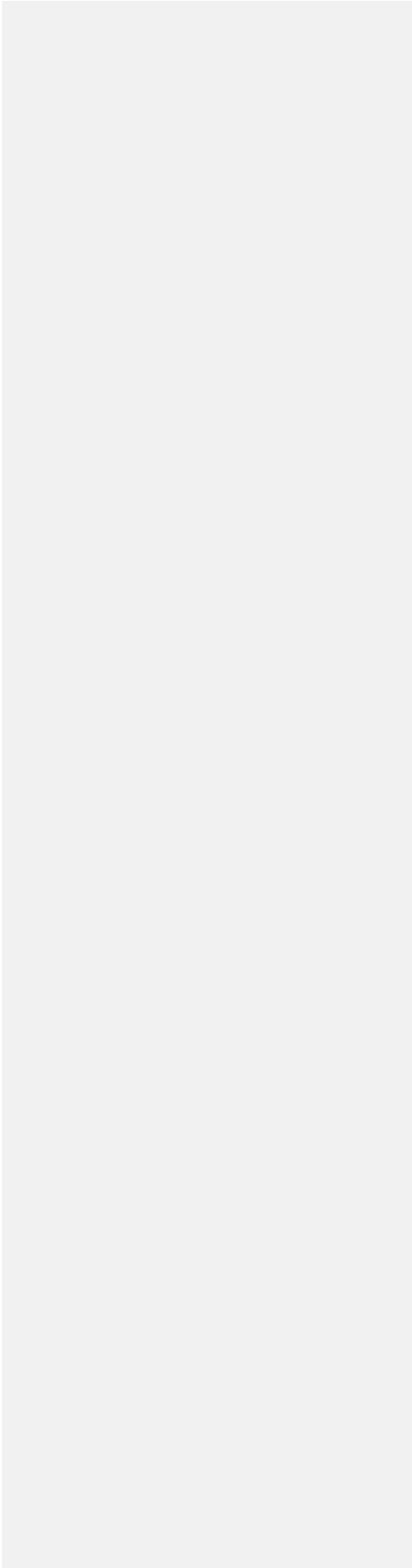


Exhibit E

**Redlined Changes to 2015-2016 Request for Proposals from Version Presented at August 27, 2015
Applications Committee Meeting**



State Public Charter School Commission 2015-2016 Request for Proposals

Issued: September 18, 2015

Intent to Apply Packet Due: October 16, 2015

Applications Due: ~~January 29~~ February 12, 2016

For questions, please contact:

Kenyon Tam

Operations and Applications Specialist

Email: kenyon.tam@spscsc.hawaii.gov

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

Message to prospective applicants from the Hawaii State Board of Education

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

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

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

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

Aloha,

/S/

~~Donald Horner~~ Lance A. Mizumoto
Chairperson

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

DAVID Y. IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

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

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

Message to prospective applicants from the State Public Charter School Commission

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

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

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

Reflecting the importance of this undertaking, the Commission employs a rigorous and transparent application process, based on national best practices. The process is arduous and its rules stringently observed, but it has been carefully designed to be fair and to help ensure that any successful application results in a school of excellence. As you embark upon this process, please feel free to contact the Commission ~~staff~~ with any questions you might have regarding the application or the application review. Please direct all questions to Kenyon Tam, Operations and Applications Specialist, at kenyon.tam@spcsc.hawaii.gov.

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

Aloha,

A handwritten signature in cursive script that reads "Catherine H Payne".

Catherine Payne
Chairperson

REQUEST FOR PROPOSALS

I. Introduction

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

A. Applicant Types

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

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

- Start-up Charter School means a new charter school established under HRS §302D-13 that is not a Conversion Charter School.
- Conversion Charter School means:
 - (1) Any existing school operated by the Department of Education (“**DOE**”) that converts to a charter school in accordance with HRS §302D-134; or
 - (2) Any existing DOE school that converts to a charter school and is managed and operated by a nonprofit organization in accordance with HRS §302D-134.

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

B. Autonomy and Accountability

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

A charter school has substantial operational autonomy over a number of areas, including governance, design and delivery of its academic plan, school management and operations, finances, and, if applicable, Charter Management Organization (“**CMO**”), Educational Management Organization

~~("EMO"), or Education Service Provider ("ESP") and Charter Management Organization ("CMO")~~ agreements.

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

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

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

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

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

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 particularly welcomes proposals that would address the following Priority Needs:

1. New schools that would provide additional school capacity in geographic areas where existing public schools are already exceeding, have already reached, or are projected to reach or exceed full enrollment capacity; and
2. 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.

It is important to emphasize that every application, even one that proposes to address either or both of these 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. Neither will applications that do not propose to address these Priority Needs be disfavored. 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.

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II. Eligibility and Legal Requirements

1. Applicant Governing Boards must have members with strong academic management, financial management, human resources, and fundraising expertise. 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.
- ~~1.2.~~ 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.
- ~~2.3.~~ 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.
- ~~3.4.~~ Nonprofit organizations that ~~intend to submit an application~~ 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.
- ~~4.5.~~ Applicant Governing Boards proposing a Conversion Charter School must submit all documentation required by HRS Chapter 302D.
- ~~5.6.~~ 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

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

September 11, 2015	Pre-Request for Proposals (“RFP”) Orientation
September 18, 2015	Release of RFP
September 25, 2015	RFP Orientation
October 16, 2015	Deadline for prospective applicants to submit Intent to Apply Packets
October 23, 2015	Prospective applicants are notified of their eligibility to submit an application
January 29 <u>February 12</u> , 2016	Deadline for eligible applicants to submit applications
February 19 <u>5</u> , 2016	Applicants receive notifications of completeness
February 21 <u>7</u> , 2016	Deadline for applicants to submit missing information (if applicable)
February 22 <u>8</u> to March 11 <u>April 1</u> , 2016	Application initial evaluation window
March 14-18 <u>April 4-8</u> , 2016	Evaluation Team interviews applicants
April 22 <u>4</u> , 2016	Requests for Clarification are distributed to applicants
April 15 <u>May 6</u> , 2016	Deadline for applicants to submit responses to Requests for Clarification
May 12, 2016	Commission holds public hearing on charter school applications
May 20 <u>June 24</u> , 2016	Applicants receive Recommendation Reports
June 3 <u>July 8</u> , 2016	Deadline for applicants to submit written responses to Recommendation Reports
June 23 <u>July 28</u> , 2016	Application Committee Meeting on application decisions
July 14 <u>August 11</u> , 2016	Commission General Business Meeting on final application decisions
July 15 <u>August 12</u> , 2016	Applicants are notified of the Commission’s decision
July <u>August</u> 2016 to July 2017	New charter school start-up period for approved applications
July 2017	Opening of new charter school

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IV. Application Guidelines

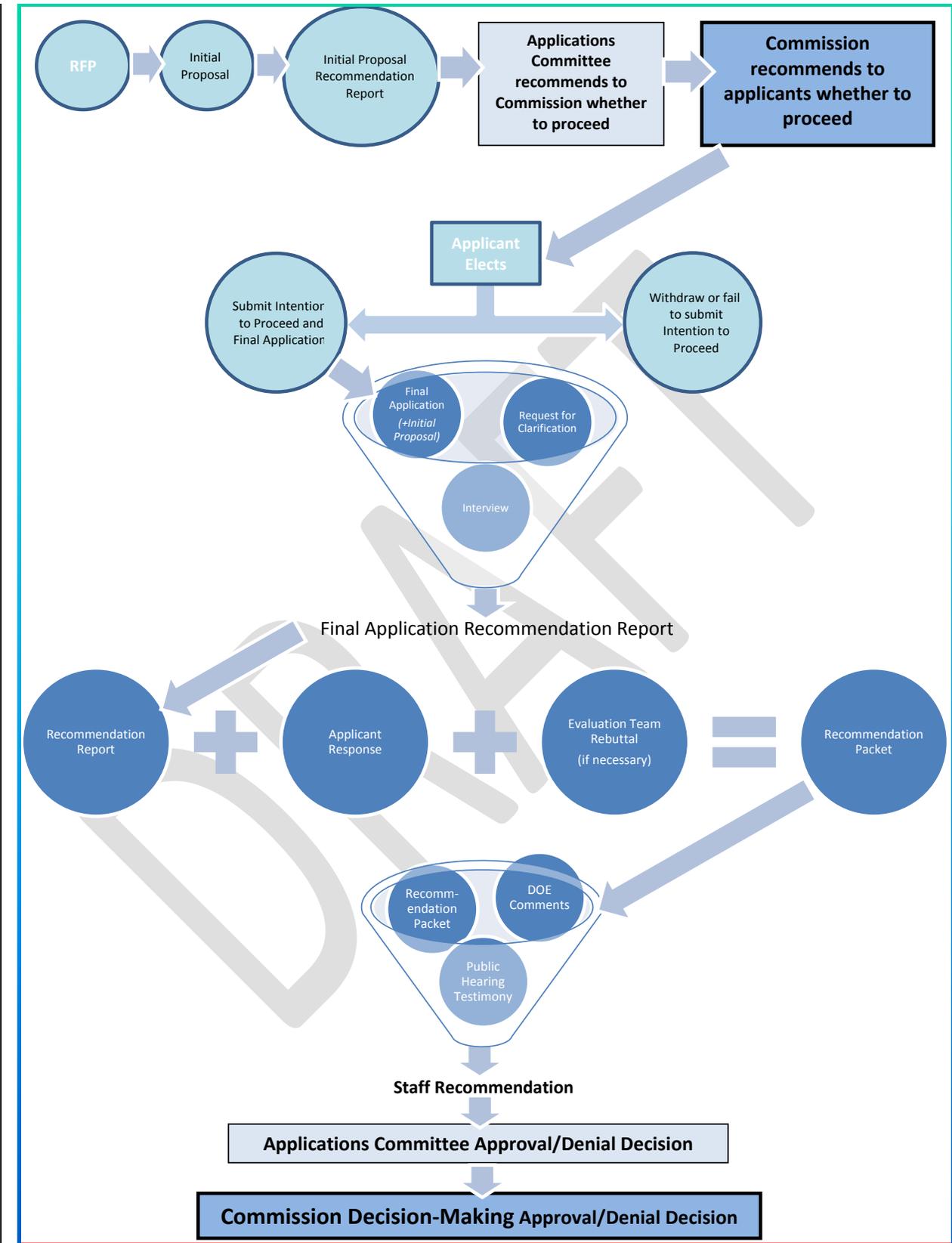
The Commission is pleased to invite proposals for new high-quality public charter schools. Prior to developing your application, please be sure to read this entire document.

A. Components of the Application

Note: All information that an applicant plans to submit must be contained within the Components of the Application, as described below. ~~Applicants will be permitted to make minor amendments to applications at specific points in the application process, as explained in Section IV.G.~~

Public hearing testimony on the application, DOE comments, and the Applicant's Response (as defined in [Section IV.K](#)) are not considered Components of the Application that will be evaluated by the Evaluation Team. However, the Commission can consider these elements, as described in [Section IV.F](#). How all of these components fit into the Commission's Evaluation Process is set forth in [Figure 1](#). The following are the Components of the Application:

1. **Intent to Apply Packet.** All applicants **must** submit the Intent to Apply Packet, including all applicable documentation listed on the ~~2014~~ Intent to Apply Packet Cover Sheet. The completed Intent to Apply Packet will be reviewed by Commission staff, and applicants will be notified of the findings within ~~five business days~~ a timely manner. Applicants deemed ineligible will not be permitted to submit an ~~Initial Proposal~~ application or continue with the application process.
- ~~2. Initial Proposal.~~ ~~The Initial Proposal is the first phase of the formal application to the Commission and is a comprehensive description of the proposed school's academic plan, with some initial supporting information on the organizational and financial plans.~~
- ~~3.2. Final Application Narrative Proposal.~~ ~~The Final Application is part of the second phase of Narrative Proposal is the formal application to the Commission and is a comprehensive description of the proposed school's academic, organizational, and financial plans, which build upon the academic plan submitted in the Initial Proposal. The Initial Proposal is considered part of and is holistically evaluated with the Final Application during the second phase.~~
- 4.3. **Attachments.** Throughout the ~~Initial Proposal and Final Application~~ application, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless requested. A list of the attachments is provided in these guidelines. ~~No additional attachments to those listed are permitted.~~
- ~~5.4. Interview.~~ Applicants will demonstrate their ability to open and maintain a *high-quality charter school, as defined in [Section IV.J](#)*, and to answer specific questions about their ~~Final Application~~ application.
- ~~6.5. Request for Clarification.~~ Applicants will have the opportunity to respond in writing to specific questions from the Evaluation Team reviewing their proposal by responding to a Request for Clarification.
- ~~7.6. Other Information.~~ These may include reports, documentation, or other data relating to information contained in the Components of the Application.



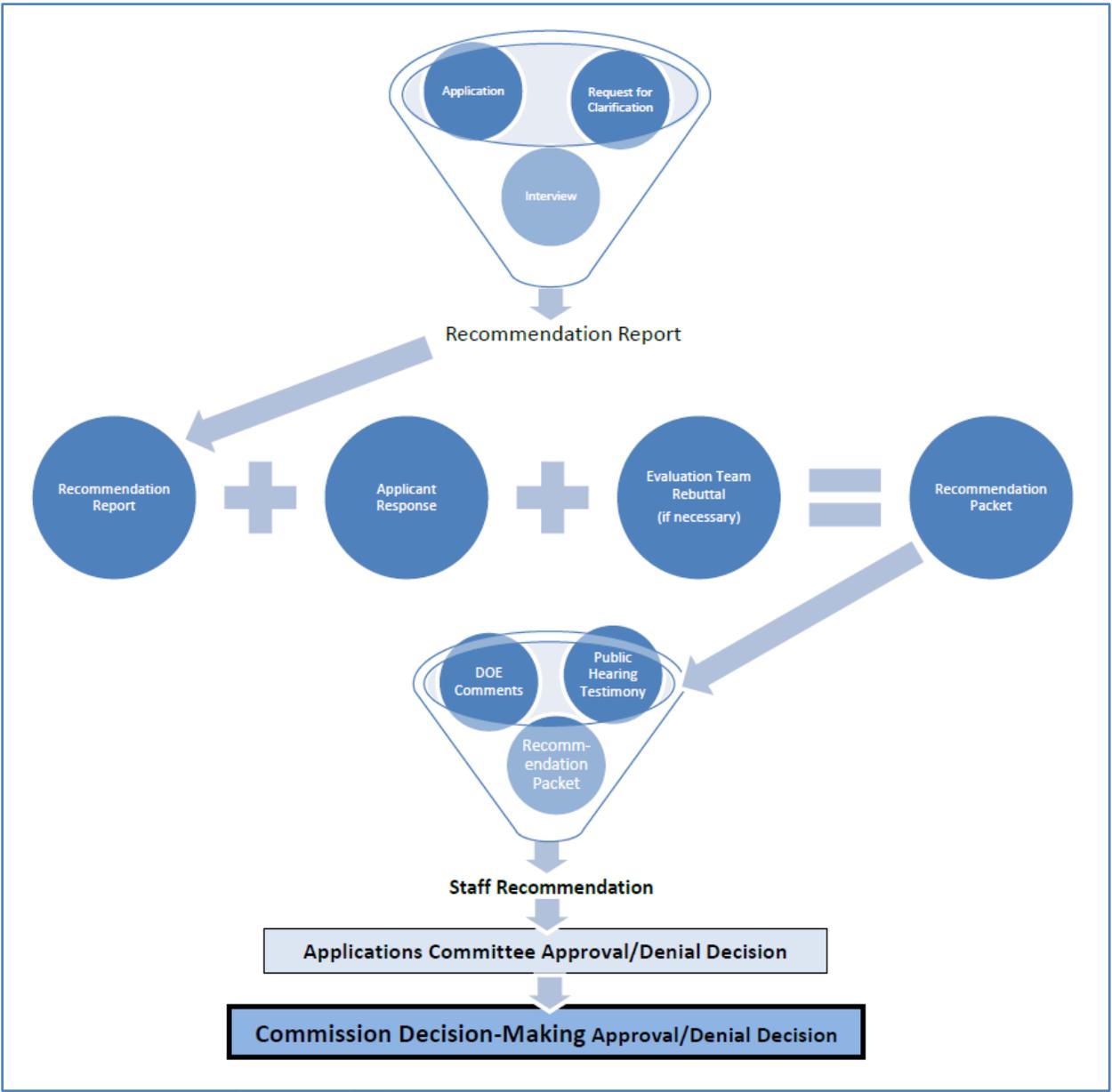


Figure 1: Commission’s Evaluation Process

B. Specifications

The Intent to Apply Packet, ~~Initial Proposal, and Final Application~~ and Applicant Information Sheet are all web-based forms administered through a web-based application management system. The formatting of these web-based forms may be displayed differently from what is contained in this RFP, but all of the content will be the same. Attachments are separate electronic files, not web-based forms, and should be uploaded as specified in the web-based application management system. Please keep in mind that your application ~~should be~~ is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. The members of the Evaluation Team will be able to navigate well-organized, effectively-edited documents more easily, enabling them to focus their energy on reviewing the content of the application. Grammar, spelling, and formatting all

make an impression on an evaluator. Applications that are not clear and concise or are not easily discernible risk denial.

- 1. Do not delete or modify questions, tables, or sections (including changing font sizes) in the templates provided unless specifically instructed in this document.**
- ~~2. Follow Adhere to the page and word limits for each narrative response and page limits for each attachment where applicable. The Narrative Proposal without attachments is limited to 100 pages. The web-based application management system will not allow you to exceed word limits in the narrative response.~~ Pages in excess of the page limit for 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 without penalty toward the maximum page limit.
- ~~2.3.~~ The structure of the Narrative Proposal must include each application requirement and criterion followed by the respective narrative response. Each application requirement and criterion must be typed exactly as it appears in this document. Each major section (e.g., School Overview, Academic Plan, etc.) must begin on a separate page. It is highly recommended that applicants use the Narrative Proposal template provided separately from this document to ensure correct formatting.
- ~~3.4.~~ All elements of the application attachments must be typed with 1-inch page margins and 12-point font, single-spaced, unless otherwise specified.
- ~~4.5.~~ Every page of the Narrative Proposal must have a page number and the full name of the proposed school. All attachments must have the full name of the proposed school and a page number that specifically identifies the attachment (e.g., "Attachment AA, Page 3" or "AA-3").
- ~~5.6.~~ If a particular question does not apply to your proposed school or plan, simply respond "Not Applicable," and state the reason this question is not applicable to the proposed school or plan.
- ~~6.7.~~ When submitting resumes, label each document with the individual's affiliation with the proposed school (e.g., board member, school director, teacher).
- ~~7.8.~~ Review all elements of your application for completeness before submitting. Late, incomplete, or incorrectly formatted submissions will not be accepted. Applicants will not be permitted to submit new information, as detailed in **Section IV.G**.
- ~~8.9.~~ Staff will review all written elements of the application for completeness before they are accepted and distributed to the Evaluation Team. Additionally, the web-based application management system will not accept incomplete submissions unless all required attachments are included. Staff will conduct an additional review of all written elements of the Final Application for completeness before they are accepted and distributed to the Evaluation Team. If an element of the application is found to be incomplete or incorrectly formatted, the applicant will have forty-eight (48) hours from the time notice of the error is sent out to rectify the identified issues and resubmit the application.
- ~~9.~~ All attachments must be typed with 1-inch page margins and 12-point font, single-spaced, unless otherwise specified.

- ~~10. All attachments must have the full name of the proposed school and a page number that specifically identifies the attachment (e.g., "Attachment AA, Page 3" or "AA-3").~~
- ~~11. If a particular question does not apply to your proposed school or plan, simply respond "Not Applicable," and state the reason this question is not applicable to the proposed school or plan.~~
- ~~12. When submitting resumes, label each document with the individual's affiliation with the proposed school (e.g., board member, school director, teacher).~~

~~13.10.~~ Complete all sheets in the Financial Plan Workbook.

~~14.11.~~ The following is a list of templates and forms. Applicants **must** use the following templates where applicable:

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

~~15.12.~~ The following is a list of attachments to accompany the **Initial Proposal or Final Application Narrative Proposal**. Note that not all attachments will be mandatory for all applicants. It is the responsibility of the applicant to ensure it submits all required and relevant attachments. The items in bold print have a Commission template or form that applicants **must** use. The section of the application where the attachment is described is in parentheses. All required attachments should be clearly labeled.

- Attachment A. Enrollment Plan (Criterion I.B.1)**
- Attachment B. Description, citations, or copies of data sources justifying Enrollment Plan (Criterion I.B.3)**
- Attachment C. Listing of DOE complex areas and public and private schools (Criterion II.A.3)**
- Attachment D. Map or list of each standard for each course in each grade (Criterion II.B.2)**
- Attachment E. Student's typical school day (Criterion II.D.4)**
- Attachment F. Teacher's typical school day (Criterion II.E.1.c)**
- Attachment G. Staffing Chart Template (Criterion II.E.3.a)**
- Attachment H. Leadership evaluation tool (Criterion II.E.4.d)**
- Attachment I. Teacher evaluation tool (Criterion II.E.4.d)**
- Attachment J. Employee manual or personnel policies (Criterion II.E.4.g)**
- Attachment K. First year school calendar (Criterion II.F.1)**
- Attachment L. Daily and weekly schedule (Criterion II.F.2.g)**
- Attachment M. Academic performance data for each charter school client of Service Provider (Criterion II.H.1.c)**
- Attachment N. List of charter schools operated or managed by Service Provider (Criterion II.H.1.d)**

- Attachment O.** Accreditation report from one school operated or managed by Service Provider (Criterion II.H.1.e)
- Attachment P.** Service Provider agreement evidence (Criterion II.H.2.d)
- Attachment Q.** Management agreement with Service Provider (Criterion II.H.3.a)
- Attachment R.** Governing board bylaws and governing policies (Criterion III.A.1)
- Attachment S.** **Statement of Assurances** (Criterion III.A.1)
- Attachment T.** School governance, management, and staffing organizational charts (Criterion III.A.2)
- Attachment U.** **Board Member Information Forms** for each member (Criterion III.A.5.c)
- Attachment V.** Governing board’s Code of Ethics and Conflict of Interest policies (Criterion III.A.7)
- Attachment W.** Advisory body member’s resume and professional biography (Criterion III.A.9)
- Attachment X.** **School-Specific Measures Template** (Criterion III.B.3)
- Attachment Y.** Admission and enrollment policy (Criterion III.D.3)
- Attachment Z.** Evidence of community partner support (Criterion III.E.4)
- Attachment AA.** Proof specific facility secured (Criterion III.G.2.a)
- Attachment BB.** Start-up project management plan (Criterion III.H.1)
- Attachment CC.** Certification and supporting documentation for conversion application approval (Criterion III.I.1.a)
- Attachment DD.** Additional evidence of support of or opposition to conversion (Criterion III.I.1.c)
- Attachment EE.** Nonprofit organization’s bylaws or policies (business and conflict of interest) (Criterion III.I.3.b)
- Attachment FF.** **Financial Plan Workbook** (Criterion IV.B.1)
- Attachment GG.** Evidence of commitment for funds (Criterion IV.B.2.a)
- Attachment HH.** Evidence of support from essential planning and implementation partners (Criterion V.A.3)
- Attachment II.** School director’s resume (Criterion V.A.4.b)
- Attachment JJ.** School director’s job description or qualifications (Criterion V.A.4.e)
- Attachment KK.** School leadership and management team’s resumes (Criterion V.A.5.a)
- Attachment LL.** School leadership and management team’s job descriptions or qualifications (Section V.A.5.b)
- ~~Attachment A.~~** ~~**Enrollment Plan** (Section II.B.1)~~
- ~~Attachment B.~~** ~~Description, citations, or copies of data sources justifying Enrollment Plan (Section II.B.3)~~
- ~~Attachment C.~~** ~~Listing of DOE complex areas and public and private schools (Section III.B.3)~~
- ~~Attachment D.~~** ~~Quantifiable goals (Section III.B.2)~~
- ~~Attachment E.~~** ~~Assessment plan (Section III.B.3)~~
- ~~Attachment F.~~** ~~Course scope and sequence and curriculum map and/or pacing plan (Section III.B.5)~~

- Attachment G.** — Curriculum development plan ([Section III.B.6.b](#))
- Attachment H.** — First year school calendar ([Section III.C.1](#))
- Attachment I.** — Daily and weekly schedule ([Section III.C.3](#))
- Attachment J.** — **Staffing Chart Template** ([Section III.C.4](#))
- Attachment K.** — Student’s typical school day ([Section III.D.9](#))
- Attachment L.** — Teacher’s typical school day ([Section III.D.10](#))
- Attachment M.** — Evidence of support from planning partners ([Section III.G.4](#))
- Attachment N.** — Evidence of support from essential implementation partners ([Section III.G.5](#))
- Attachment O.** — School director’s resume ([Section III.G.6.a](#))
- Attachment P.** — School director’s job description or qualifications ([Section III.G.6.b](#))
- Attachment Q.** — School leadership and management team’s resumes ([Section III.G.7.a](#))
- Attachment R.** — School leadership and management team’s job descriptions or qualifications ([Section III.G.7.b](#))
- Attachment S.** — Certification and supporting documentation for conversion application approval ([Section III.H.1.a](#))
- Attachment T.** — Additional evidence of support of or opposition to conversion ([Section III.H.1.c](#))
- Attachment U.** — Governing board bylaws and governing policies ([Section VI.A.1](#))
- Attachment V.** — **Statement of Assurances** ([Section VI.A.1](#))
- Attachment W.** — School governance, management, and staffing organizational charts ([Section VI.A.3](#))
- Attachment X.** — **Board Member Information Forms** for each member ([Section VI.A.5](#))
- Attachment Y.** — Governing board’s Code of Ethics and Conflict of Interest policies ([Section VI.A.8](#))
- Attachment Z.** — Advisory body member’s resume and professional biography ([Section VI.A.10](#))
- Attachment AA.** — Complaints Procedures ([Section VI.B](#))
- Attachment BB.** — Leadership evaluation tool ([Section VI.C.4](#))
- Attachment CC.** — Teacher evaluation tool ([Section VI.C.5](#))
- Attachment DD.** — Employee manual or personnel policies ([Section VI.C.8](#))
- Attachment EE.** — **School Specific Measures Template** ([Section VI.E.5](#))
- Attachment FF.** — Proof specific facility secured ([Section VI.F.2.a](#))
- Attachment GG.** — Start-up plan ([Section VI.G.1](#))
- Attachment HH.** — Admission and enrollment policy ([Section VI.I.3](#))
- Attachment II.** — Evidence of community partner support ([Section VI.J.4](#))
- Attachment JJ.** — Service Provider agreement evidence ([Section VI.M.3.e](#))
- Attachment KK.** — Management agreement with Service Provider ([Section VI.M.4.g](#))
- Attachment LL.** — Nonprofit organization’s bylaws or policies (business and conflict of interest) ([Section VI.N.3.c](#))
- Attachment MM.** — **Financial Plan Workbook** ([Section VII.A.5](#))
- Attachment NN.** — Budget Narrative ([Section VII.A.6](#))

~~Attachment 00. Evidence of commitment for funds (Section VII.A.6.a)~~

C. Submission Instructions

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

The Narrative Proposal and attachments are individual files, not web-based forms, and need to be uploaded to FluidReview in the proper file format.

1. Prepare the application using the templates and online submission process established by the Commission. The **primary contact** of the applicant ~~group governing board~~ needs to register and log into the Commission's FluidReview site at <http://app.chartercommission.hawaii.gov>. The Intent to Apply Packet, ~~Initial Proposal~~ Applicant Information Sheet, ~~Final Application~~ Narrative Proposal, and attachments will be submitted through this account.
2. The Intent to Apply Packet must be completed and submitted through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on October ~~31~~16, 20154.
3. Upon submitting the Intent to Apply Packet and being deemed eligible to apply, the applicant will be given access to complete the ~~Initial Proposal~~ Applicant Information Sheet and submit the Narrative Proposal and attachments.
4. Ensure all required fields within the ~~Initial Proposal~~ Applicant Information Sheet are completed and the Narrative Proposal and all required attachments are uploaded, and submit the ~~Initial Proposal~~ application through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on ~~December 1, 2014~~ February 12, 2016. **Once the Initial Proposal application is submitted, no changes may be made to the submittal.**
- ~~5. If the applicant elects to proceed with the application process after receiving its Initial Proposal Recommendation Report, the applicant must indicate its intentions to proceed by 12:00 p.m., Hawaii Standard Time, on January 28, 2015. A proceeding applicant will be given access to complete the Final Application through FluidReview.~~
- ~~6. Ensure all required fields within the Final Application are completed and all required attachments are uploaded, and submit the Final Application through the Commission's FluidReview site by 12:00 p.m., Hawaii Standard Time, on March 6, 2015. **Once the Final Application is submitted, no changes may be made to the submittal.**~~

7.5. The Narrative Proposal must be submitted through the Commission’s FluidReview site as a .pdf file. All other attachments must be submitted through the Commission’s FluidReview site, as specified.

8.6. The Commission will notify applicants of the process of submitting other necessary documentation throughout the application process. Applicants that do not submit other required Components of the Application by the deadlines set by the Commission risk their applications being disqualified or denied.

D. Applicant Code of Conduct

Commissioners and the Evaluation Team are obligated to make decisions and recommendations in the best interests of the students and the public, free from personal or political influences. Similarly, applicants have the responsibility of respecting and upholding the integrity of the charter school application process. Specifically, applicants shall **not**:

1. Direct any communications, including application documents, to any Commissioner or Evaluation Team member. All communications from applicants should be directed to Commission staff; or
2. Initiate, or attempt to initiate, any activity with any Commissioner or member of the Evaluation Team that may be prohibited by HRS Chapter 84, Standards of Conduct.

If the Commission determines that an applicant has violated any of these requirements, the applicant’s application may be deemed ineligible for further consideration, and the application may be disqualified or denied. 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 may be deemed ineligible for further consideration, and the application may be disqualified or denied.

E. Academic Integrity of the Application

The Commission defines plagiarism as copying words, concepts, or ideas from any source and submitting the material as one’s own without acknowledging the source by the use of footnotes, quotation marks, and/or parenthetical references.¹ Individuals and groups seeking the responsibility to educate public school children with public funds should be accountable to the highest standards of academic integrity. The Commission considers plagiarism, including the copying of language from any other charter application without proper attribution and citation, as grounds for disqualification or denial.

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

F. Application Evaluation Process

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

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

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

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

Each complete application (which includes all Components of the Application, as described in [Section IV.A](#)) will be evaluated by an independent Evaluation Team that may include Commission staff, external national charter school evaluators, and external local evaluators. Commission staff may also observe the evaluation and interview processes. The Evaluation Team will be assembled by Commission staff. The Evaluation Team may receive training on best practices in application evaluation, applying the evaluation criteria in application review, and chartering in Hawaii. In the interest of consistency and transparency, the Evaluation Team will use standardized forms and reports. Each complete application or parts of the application may also be independently evaluated by a peer review team assembled by Commission staff and comprised of individuals, such as educators and administrators, from charter schools. Commission staff may also request comments from the DOE.

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

- The Evaluation Team evaluates each application on its own merits against the published evaluation criteria and develops recommendations to the Commission based on written application materials and interviews. In developing its recommendations, the Evaluation Team considers only the Components of the Application listed in [Section IV.A](#). ~~The Evaluation Team may also use the Initial Proposal Recommendation Report to inform its evaluation.~~
- While the duty of the Evaluation Team is to recommend approval or denial of each application based on its merits, the responsibility of the Commission is to decide whether to approve or deny each application.

The Evaluation Team will evaluate the Components of the Application. Based on the Components of the Application, the Evaluation Team will submit a recommendation for approval or denial as part of its **Final**

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

The Commission’s Application Committee will consider the staff recommendation, Recommendation Packet, and public hearing testimony, DOE comments, and any other relevant information and make a recommendation to the full Commission regarding approval or denial of each application. At its General Business Meeting, the Commission will consider the staff recommendation, Recommendation Packet, public hearing testimony, DOE comments, any other relevant information, and the recommendations of the Commission’s Application Committee and decide whether to approve or deny each application.

G. New Information ~~and Minor Amendments~~

~~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 ~~Initial Proposal, Final Application, Narrative Proposal~~ and attachments should be a complete and accurate depiction of the proposed plan. However, the Evaluation Team may consider additional information ~~and amendments made to the application through the Initial Proposal Amendment and provided in the response to the Request for Clarification, provided that the Evaluation Team determines that the applicant has information provided enough information to clearly, fully describe the amendment and the amendment’s any impacts on to the entire application, and such amendments does not significantly alter the proposed plan. Limited space is allowed for amendments, so applicants should limit any changes to minor amendments. If an applicant submits a major amendment, the applicant will have difficulty fully explaining the amendment and its impacts on all parts of the application to the Evaluation Team’s satisfaction within the space provided. Generally, a minor amendment will not:~~~~

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

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

³ ~~Excerpt from the National Association of Charter School Authorizers’ *Principles & Standards for Quality Charter School Authorizing, 2012 Edition* (page 13).~~

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

H. Evaluation Criteria Overview

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

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

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

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

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

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for material weakness in another. Therefore, in order to receive a recommendation for approval, the application must demonstrate evidence of capacity to implement the proposed plan and must, meet the criteria for all main sections of the application (Academic Plan, Organizational Plan, ~~and~~ Financial Plan, Applicant Capacity), and present an overall proposal that is likely to result in the successful opening of a high-quality charter school, as defined in Section IV.J—.

The complete evaluation criteria are ~~included within a separate document called the State Public Charter School Commission 2014 Evaluation Criteria~~ incorporated into the Application Requirements and Criteria document.

I. Public Documents Notification

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

J. Definitions

The following terms are used in the RFP (and displayed in italics where applicable) as specifically defined below:

1. *Blended learning program*: A program that combines an *online learning* model with face-to-face instruction in a manner such that the *online learning* activities enhances and/or transforms the instructional model.
2. *Educationally disadvantaged students*: Economically disadvantaged students, students with disabilities, migrant students, English language learners, neglected or delinquent students, or homeless students.

3. High-quality charter school: A charter school that shows evidence of strong academic results, based on the following factors:
- 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 *educationally disadvantaged students* served by the charter school;
 - b. Either—
 - i. Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school:
 - 1. Economically disadvantaged students;
 - 2. Students from major racial and ethnic groups;
 - 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 *educationally disadvantaged students* served by the charter school that are above the average academic achievement results for such students in Hawaii;
 - d. Results on the Academic Performance Framework that meet or surpass the average performance of public schools statewide; and
 - e. No significant compliance issues (*i.e.*, 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.
4. Online learning: A form of distance education that uses the Internet and computer technologies to connect teachers and students and deliver curriculum.⁴
5. Virtual learning program: A program that uses an *online learning* model with students typically receiving fewer than five hours per week of face-to-face instruction.

J.K. Definitions Glossary of Terms

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

Academic Performance Framework	The Academic Performance Framework described in the Charter Contract.
Academic Plan	The academic plan described in Section III of the Initial Proposal <u>Application Requirements and Criteria</u> .
<u>Applicant Governing Board</u>	<u>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.</u>

⁴ Definition used by the International Association for K-12 Online Learning.

<u>Applicant Information Sheet</u>	<u>The cover page to the formal application that includes basic information about the applicant.</u>
Applicant Response	The applicant's written response to the Evaluation Team's Final Application Recommendation Report.
<u>Application Requirements and Criteria</u>	<u>The formal requirements of the application that the Narrative Proposal and relevant attachments must address, as well as the evaluation criteria to which the Evaluation Team compares the Components of the Application.</u>
<u>Blended Learning Program</u>	<u>A program that combines an online learning model with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model.</u>
Board Member Information Sheet	The form attached as <u>Exhibit 4</u> .
BOE	The Hawaii State Board of Education.
Charter Contract	The State Public Charter School Contract between the Commission and a charter school.
CIPA	Children's Internet Protection Act.
CMO	Charter Management Organization, specifically an a nonprofit organization that has started and/or provides administrative support to a group of <u>charter</u> 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 -134.
DES	District/Complex Area Special Education Office.
DOE	The Hawaii Department of Education.
ELL	English Language Learners.
<u>EMO</u>	<u>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.</u>
Enrollment Plan	The form attached as <u>Exhibit 1</u> .
ESEA	The federal Elementary and Secondary Education Act.
ESP	Education Service Provider, specifically an organization, <u>either nonprofit or for-profit</u> , that provides educational design, implementation, or comprehensive management services.
Evaluation Team	An independent team of evaluators assembled by Commission staff.
Evaluation Team Rebuttal	The Evaluation Team's rebuttal to the Applicant Response to the Evaluation Team Final Application Recommendation Report.
FERPA	Family Educational Rights and Privacy Act.
FAPE	Free and Appropriate Public Education.

Final Application	An applicant's formal application to the Commission. The Final Application focuses on the proposed school's organizational and financial plans but also incorporates the academic plan submitted in the Initial Proposal together with any amendments.
Final Application Recommendation Report	A report recommending approval or denial of the application, which is generated by the Evaluation Team. The report evaluates the Components of the Application on its own merits against the published evaluation criteria.
Financial Plan	The financial plan described in Section IVH of the Final Application Application Requirements and Criteria .
Financial Plan Workbook	The form attached as Exhibit 6 .
FluidReview	The web-based application management system applicants must use to submit Intent to Apply Packets and various Components of the Application.
HRS	Hawaii Revised Statutes.
IEP	Individualized Education Program defining the learning objectives of a student who has been found to have a disability, as defined by federal law.
Initial Proposal	An applicant's first substantive, formal submittal to the Commission, focusing on the proposed school's academic plan.
Initial Proposal Amendment	An applicant's formal amendment to its Initial Proposal.
Initial Proposal Recommendation Report	A report generated by Commission academic performance staff recommending to the Commission either that it recommend that the applicant proceed to submitting a Final Application or that it voluntarily withdraw from the application cycle.
Intent to Apply Packet	The completed and signed Intent to Apply School Summary together with all applicable documentation listed on the 2014 Intent to Apply Packet Cover Sheet.
Master Collective Bargaining Agreements	The master agreement between the Hawaii State Teachers Association and BOE, July 1, 2013 – June 30, 2017, and any agreements between the DOE or BOE and United Public Workers and Hawaii Government Employees Association and any other unions.
MOU	Memorandum of Understanding.
NACSA	National Association of Charter School Authorizers.
Narrative Proposal	An applicant's formal application to the Commission.
Online Learning	A form of distance education that uses the Internet and computer technologies to connect teachers and students and deliver curriculum.⁵
Organizational Plan	The organizational plan described in Section VIII of the Final Application Application Requirements and Criteria .
Pre-Opening Assurances	The criteria a Pre-Opening Charter School must satisfactorily fulfill before its Charter Contract is fully effectuated, thereby establishing it as a charter school.

⁵ Definition used by the International Association for K-12 Online Learning.

<u>Pre-Opening Charter School</u>	<u>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.</u>
<u>Priority Need</u>	<u>The Commission's strategic priorities for authorizing new charter schools as described in Section I.C—.</u>
Recommendation Packet	A packet containing the Evaluation Team Final Application Recommendation Report, Applicant Response, and Evaluation Team Rebuttal, as applicable.
<u>Final Application Recommendation Report</u>	<u>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.</u>
Request for Clarification	A request generated by the Evaluation Team after reviewing an applicant's Final Application <u>Narrative Proposal</u> and interviewing the applicant.
School-Specific Measures Template	The form attached as <u>Exhibit 5</u> .
Service Provider	The term used to collectively refer to <u>CMOs, EMOs, and ESPs</u> and CMOs .
Staffing Chart Template	The form attached as <u>Exhibit 2</u> .
Start-up Charter School	A new school established under HRS §302D-13 <u>that is not a Conversion Charter School</u> .
Statement of Assurances Form	The form attached as <u>Exhibit 3</u> .
Strive HI	Hawaii's Strive HI Performance System.
UIPA	Uniform Information Practices Act, HRS Chapter 92F.
<u>Virtual Learning Program</u>	<u>A program that uses an online learning model with students typically receiving fewer than five hours per week of face-to-face instruction.</u>



State Public Charter School Commission 2015-2016 Intent to Apply Packet

DRAFT

INTENT TO APPLY PACKET

I. Cover Sheet

	Proposed School <u>Name</u>
Name:	
Primary Contact Information	
Name:	
Mailing Address:	
Phone:	
Email:	

Type of charter school (select one)

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

Type of applicant group to establish an Applicant Governing Board (select one)*

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

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

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

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

**Only nonprofit organizations that provide components 3-6 are eligible to establish an Applicant Governing Board.

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

School Enrollment Projection

Academic Year	Projected # of Students	Grade Levels Served
Year 1 (<u>specify 2017-2018</u>)		
Year 2 (<u>2018-2019</u>)		
Year 3 (<u>2019-2020</u>)		
Year 4 (<u>2020-2021</u>)		
Year 5 (<u>2021-2022</u>)		
At Capacity (specify year): _____		

Do any of the following describe ~~your the~~ applicant group governing board or ~~any of~~ the school to be(s) proposed in ~~this 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 ~~this the~~ applicant ~~group of,~~ any members of the applicant group 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 ~~this the~~ applicant ~~group or~~, any members of the applicant ~~group governing board, or any partners 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

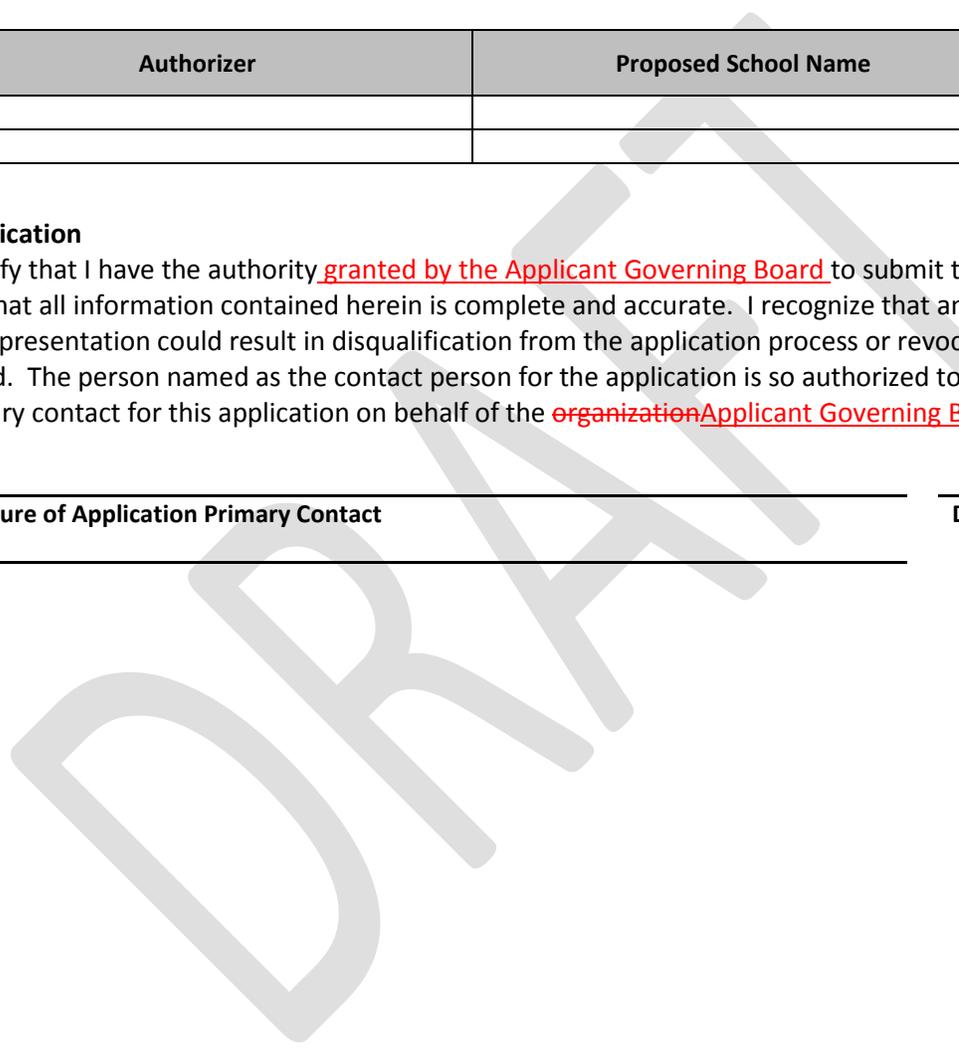
Certification

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. I recognize that any misrepresentation could result in disqualification from the application process or revocation after award. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the ~~organization~~ Applicant Governing Board.

Signature of Application Primary Contact

Date

Title





State Public Charter School Commission
2015-20164 Initial Proposal Applicant
Information Sheet

DRAFT

APPLICANT INFORMATION SHEET

I. Applicant Summary

Proposed School

<u>Name:</u>	
<u>Opening Year:</u>	
<u>Geographic Location:</u>	
<u>Grades Served Year 1:</u>	
<u>Grades Served at Capacity:</u>	

Proposed School Description

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

If the applicant is contracting or partnering with a Service Provider, fill out the table below.

Service Provider Information (if applicable)

<u>Service Provider (includes existing charter school operators)</u>	<u>Name:</u> <u>Primary Contact:</u> <u>Mailing Address:</u> <u>Phone:</u> <u>Email:</u>
--	--

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

III. Identifying Information

The following questions are intended to identify whether certain ~~questions~~ **requirements and criteria** within the ~~Final Application~~ **Requirements and Criteria** need to be ~~answered~~ **addressed**.

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

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

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

Yes No

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

Yes No

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

Yes No

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

INITIAL PROPOSAL

I. Identifying Information

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

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

~~Yes No~~

~~**If the answer is to question 1 "Yes," the applicant must answer all questions specifically for Conversion applicants only.**~~

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

~~Yes No~~

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

~~Yes No~~

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

~~Yes No~~

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



State Public Charter School Commission
2015-2016 Application Requirements
and Criteria

DRAFT

APPLICATION REQUIREMENTS AND CRITERIA

I. School Overview

Note: The School Overview section must not exceed five (5) pages.

The School Overview section is not separately rated by evaluators. However, the Evaluation Team will consider each section of the application to assess its alignment with the statements in the School Overview section, as it provides the foundation for the entire application.

A. Executive Summary

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

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

(H.A.1 – 100 word limit)

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

(H.A.2 – 200 word limit)

3. **Geographic Location.** Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use.

(H.A.3 – 200 word limit)

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

(H.A.4 – 300 word limit)

5. Community Engagement. Briefly describe how the applicant has assessed demand and/or solicited support for the proposed school. Include a description of any significant relationships or partnerships established to generate community engagement in and support for the proposed school.

~~6. (H.A.5 – 300 word limit)~~

~~7. —~~

~~8.6. Contribution to Public Education System~~. Describe any anticipated contribution the proposed school would make to Hawaii’s public education system as a whole, including, if applicable, the Priority Needs identified in Section I.C— of the RFP. If the proposed school would address either or both Priority Needs, provide an analysis, with relevant data, about that Priority Need and how the school would help address it. In addition to the Priority Needs, the Examples of contributions to the public education system could include things like adding school capacity where existing schools are already at or nearing capacity, serving student demographic groups populations that the existing system has had challenges serving or is not serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

~~(H.A.6 – 500 word limit)~~

~~9.7. 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.

~~(H.A.7 – 500 word limit)~~

~~10.8. 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.

~~(H.A.8 – 500 word limit)~~

B. Enrollment Summary

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

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

2. Enrollment Plan Rationale. Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the attachment. Include

a discussion of the rationale for including non-entry level grades. Entry level grades are generally kindergarten, sixth grade, and ninth grade.

(II.B.2 – 500 word limit)

- 3. Enrollment Plan Justification.** Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment B (20 no page limit)**.

(II.B.3 – 500 word limit)

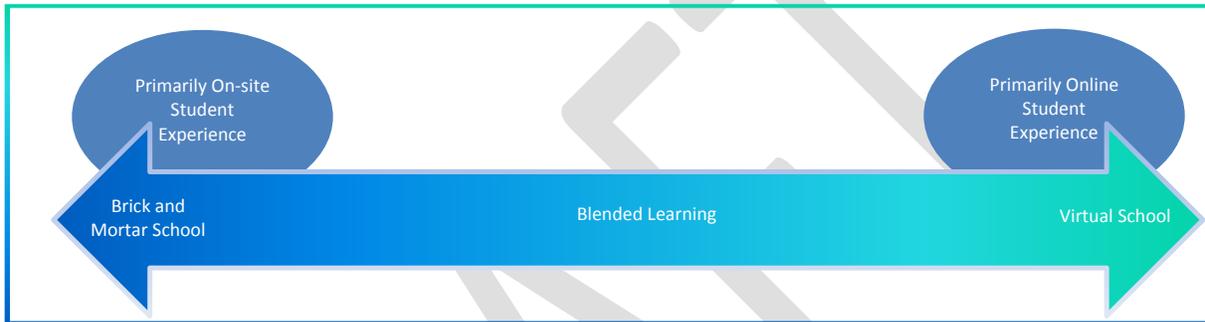


Figure 2: Virtual and Blended Learning Continuum

II. Academic Plan

A strong Academic Plan is coherent overall and aligned internally with the proposed school's mission and vision; Organizational Plan; and Financial Plan.

A. Academic Plan Overview, Academic Philosophy, and Student Population

This section is not separately rated by the evaluators. However, a strong Academic Plan will demonstrate consistent alignment with the Academic Plan Overview, Academic Philosophy, and Student Population.

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

~~B. Third-Party Education Service Providers and Charter Management Organizations~~

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

~~1. Service Provider Selection and Track Record~~

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

- ~~a. A reasonable explanation of why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.~~

~~(VI.L.1.a – 250 word limit)~~

~~b. A description of a thorough process that 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.~~

~~(VI.L.1.b—250 word limit)~~

~~c. If the Service Provider is providing academic services, evidence demonstrating academic success, 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 this RFP. Provide, as Attachment , 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 (i.e., low income students, students with disabilities, migrant students, English language learners, neglected or delinquent students, or homeless students) 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.~~

~~(VI.L.2.a—500 word limit)~~

~~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.~~

~~(VI.L.2.b—250 word limit)~~

~~2. Legal Relationships~~

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

- ~~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.~~

~~(VI.L.3.b—250 word limit)~~

- ~~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.~~

~~(VI.L.3.c—250 word limit)~~

- ~~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 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.~~

~~(VI.L.3.d—250 word limit)~~

- ~~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 H** (no page limit), 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.~~

~~(VI.L.3.e—250 word limit)~~

- ~~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.~~

~~(VI.L.3.f—250 word limit)~~

~~3. Service Provider's Organizational Structure~~

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

- ~~a. A draft management agreement, provided as Attachment K1 (no page limit), that includes:~~
- ~~i. The duration of the management agreement;~~
 - ~~ii. Clear roles and responsibilities of the parties;~~
 - ~~iii. A clear and well-defined scope of services and costs of all resources;~~
 - ~~iv. A clear compensation structure and payment schedule that identifies all fees, bonuses, and other compensation to be paid to the Service Provider;~~
 - ~~v. Reasonable conflict of interest provisions that adhere to state law;~~
 - ~~vi. Reasonable renewable provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal, how often will the management agreement be renewed, and the conditions that both the Service Provider and the proposed school must satisfy for the management agreement to be renewed;~~
 - ~~vii. Reasonable termination provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for termination and the grounds that the Service Provider or the proposed school may terminate the management agreement for cause as well as the grounds for termination without cause; and~~
 - ~~viii. Reasonable indemnification provisions in the event of default or breach by either party.~~

~~(VI.L.4.g—500 word limit)~~

- ~~b. 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.~~

~~(VI.L.4.a—500 word limit)~~

- ~~c. 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.~~

~~(VI.L.4.a—500 word limit)~~

- ~~d. 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.~~

~~(VI.L.4.e — 500 word limit)~~

~~e. 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.~~

~~(VI.L.4.f — 500 word limit)~~

~~f. A comprehensive and adequate plan for the operation of the proposed school in the event of termination of the management agreement.~~

~~(VI.L.4.h — 500 word limit)~~

C.B. Curriculum and Instructional Design

The components of this section should culminate in a comprehensive framework for rigorous, high-quality instructional design that reflects both the needs of the proposed school's anticipated population and its alignment to academic standards.

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

1. A clear description of course outcomes for each course ~~/ at each~~ grade level.

~~(III.B.1 — 1,500 word limit)~~

2. A clear description of the rigorous academic standards that will be used at the proposed school, ~~including a clear description of the adoption process, and a reasonable rationale for their conclusion.~~ The description must include, provided as Attachment —D (no page limit), a map or list of ~~the each~~ standards that will be addressed in each course ~~and~~ at each grade level and demonstrates vertical alignment from grade level to grade level. The description must also include a rationale for inclusion each set of standards that proposed school plans to adopt that demonstrates an understanding of how each set of standards will contribute to the success of student learning under the Academic Plan.

~~(III.B.2 — 500 word limit)~~

- ~~3.~~ A description that demonstrates how the academic standards are aligned from grade level to grade level.

~~(III.B.3 — 1,500 word limit)~~

- ~~4.~~3. A description of ~~curriculum the~~ materials, ~~if that have been~~ selected, ~~or~~ and an explanation that clearly demonstrates how the materials support the Academic Plan. For grade levels and courses that do not have curriculum materials selected, a reasonable and sound timeline and description of how the materials will be developed or selected and a description list of who individuals that will be involved in the development or selection process. If the proposed Academic Plan includes a virtual or blended learning program, include a clear description of the online learning curriculum program(s) and a reasonable rationale for the selection of the curriculum program(s).

~~(III.B.4 — 1,000 word limit)~~

~~5.4. A clear list of academic goals and targets and a description of how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified goals and targets. The description must clearly explain the how the identified assessments will accurately measure progress toward the identified goals and targets. A description of clear academic and mission-specific goals and metrics for the proposed school that details the school's goals and the metrics that will be used to measure the success in achieving those goals. The description must include the plan for how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified metrics. The description must also clearly explain the rationale for selecting and developing each of the identified assessments; include a clear description of each assessments' purpose, design, and format; and adequately demonstrate the validity and reliability of any non-standardized assessments.~~

~~(III.B.5 – word limit not applicable; attachment only)~~

~~6.5. A clear and comprehensive description for 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 school components. The description must clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals and targets and clearly describe the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.~~

~~7.6. A clear description of the instructional strategies that the proposed school will use that adequately explains how these strategies support the mission, vision, and academic philosophy of the proposed school and are well-suited to the anticipated student population. A clear The description of must also include the interventions and modifications that will be made to instructional strategies if students are not meeting identified goals and targets. If the proposed school's Academic Plan contains a *virtual or blended learning program*, the description must adequately explain how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.~~

~~(III.B.7 – 2,000 word limit)~~

8.7. Graduation Requirements.

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.

- a. A clear description of the course and credit requirements for graduation, including a description of how GPA will be calculated, that meets BOE's graduation requirements.
- b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, an explanation of how they will differ (including exceeding BOE graduation requirements), including the compelling reasons and justification for the differences.

and a reasonable and sound plan for adjusting graduation requirements (including any necessary adjustments to other components of the Academic Plan) in the event the BOE does not grant a waiver from its policy.

~~(III.B.8.a-b – 1,000 word limit)~~

~~9.8. Virtual and Blended Learning.~~ If the proposed school's plan contains a ~~V~~virtual or ~~B~~blended ~~L~~learning ~~P~~program, as defined in the RFP:

- a. A clear overview of any *virtual or blended learning program* that is adequate for the anticipated student population and clearly demonstrates that all students receive adequate support, including:
 - i. A description of the level of instruction that uses ~~O~~online ~~L~~learning methods (e.g., unit/lesson, single course, entire curriculum);
 - ii. A description of the general organization of the ~~O~~online ~~L~~learning schedule (e.g., fixed daily schedule, modified schedule, open entry/open exit), including an adequate explanation of how schedules will be modified, if at all, for students that fail to meet learning goals;
 - iii. For ~~B~~blended ~~L~~learning ~~P~~programs, an explanation of whether and how the program enhances or transforms classroom instruction or does both;
 - iv. A description of the teacher's role (e.g., teacher leads instruction, teacher supports instruction, no teacher involvement), the student's role (e.g., teacher driven learning, teacher guided learning, independent learning), and the parent's role (e.g., are not support required, parent support recommended, no parent involvement) in any ~~O~~online ~~L~~learning program;
 - v. A description of the degree of support provided to students using any ~~O~~online ~~L~~learning program (e.g., little or no support, school based mentoring support, school or home mentoring support); and
 - vi. A description of the student to teacher ratio in the ~~O~~online ~~L~~learning program (e.g., traditional classroom ratio, 2-3 times traditional classroom ratio, instructional helpdesk model).

~~(III.B.9.a.i-vi – 1,000 word limit)~~

- b. A video demonstration, as a URL to a video on a browser-viewable video platform (like YouTube), of the proposed ~~V~~virtual or ~~B~~blended ~~L~~learning Program curriculum that adequately clearly portrays the student and teacher experience with the ~~O~~online ~~L~~learning curriculum, including both the student and teacher user interfaces.

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

- c. For ~~B~~blended ~~L~~learning ~~P~~programs, a reasonable and sound description of how classroom instruction will work with and the ~~O~~online ~~L~~learning components will be seamlessly integrated to result in a coherent instructional program.

~~(III.B.9.c – 500 word limit)~~

- d. An explanation of how the proposed school will define, monitor, verify, and report student attendance (e.g., seat time, logins), student participation in a full course load, credit accrual,

and course completion that provides sufficient evidence that all students will be accounted for and engaged in a complete and rigorous educational program.

(III.B.9.d – 500 word limit)

- e. A description of ~~how~~ the proposed school’s online attendance policy that adheres to state and federal reporting requirements.

(III.B.9.e – 250 word limit)

- f. A ~~description of how~~ federally-sound plan for administering and proctoring mandated state assessments ~~will be administered and proctored, including a reasonable budget that is reflected in the Financial Plan Workbook.~~

(III.B.9.f – 250 word limit)

- g. A ~~reasonable~~ plan to uphold the academic integrity of the ~~virtual~~ or ~~Blended Learning~~ Program that describes the systems and procedures for validating the authenticity of student work.

(III.B.9.g – 500 word limit)

- h. An adequate explanation of how measures the proposed school will take to ensure student safety, both technologically and educationally, ~~with consideration for compliance~~ that are compliant with applicable federal privacy laws (FERPA, CIPPA, and COPPA).

(III.B.9.h – 500 word limit)

- i. An adequate explanation of how the proposed model ensures that there are minimal interruptions to learning, should technological challenges arise, including a description of the plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators.

(III.B.9.i – 500 word limit)

- j. A clear description of the platform dependencies for the proposed curricular materials and instructional strategies and an adequate explanation of how the proposed technology selection supports those dependencies. (For example, the proposed curriculum runs a Microsoft Windows-based application, and therefore requires Windows-compatible laptops and tablets rather than iPads.)

(III.B.9.j – 250 word limit)

D.C. Special Populations and At-Risk Students

NoteOTE: 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.

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

1. An outline of the overall plan to serve educationally disadvantaged students and students with special needs that demonstrates an understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to educationally disadvantaged students and students with special needs, including but not limited to the following subgroups: students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. The plan must identify any other special needs populations and at-risk subgroups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served, and describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.
2. For each of the aforementioned subgroups of students with special needs (and any other subgroups the applicant identifies), a comprehensive and compelling plan or explanation for:
 - a. The percentage of the anticipated student population that will likely have special needs and how the evidence or data that was used to make this determination was derived;
 - b. The curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students;
 - c. Methods for appropriate identification of potential students with special needs, how these methods will be funded, and how misidentification will be avoided;
 - d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;
 - e. Monitoring, assessing, and evaluating the progress and success of students with special needs, including plans for ensuring each student with special education needs attains IEP goals and for exiting ELL students from ELL services;
 - f. For proposed schools that have a high school division, plans for promoting graduation;
 - g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and
 - h. If the proposed school's plan contains a *virtual or blended learning program*, a clear description of how the virtual component addresses students with special needs, which may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.

(III.F.1.a-h – 2,000 word limit)

3. A clear illustration of how the proposed curriculum and academic plan will accommodate the academic needs of students performing below grade level and a clear description of the supports and instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards.

~~(III.F.3 – 500 word limit)~~

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

~~(III.F.4 – 500 word limit)~~

E.D. School Culture

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

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

1. A clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school community, students, teachers, parents or guardians, and administrators and a detailed plan describing how these shared beliefs, attitudes, customs, and behaviors will be developed and implemented and create a school culture that will promote high expectations and a positive academic and social environment that fosters intellectual, social, and emotional development for all students.

~~(III.D.1 – 250 word limit)~~

- ~~2. A coherent plan for creating, implementing, and maintaining the intended culture for students, teachers, parents or guardians, and administrators that includes a clear description of the roles of students, teachers, parents or guardians, and administrators in creating, implementing, and maintaining this culture and how these roles are aligned.~~

~~(III.D.2 – 250 word limit)~~

- ~~3.2. A clear description of how the sound plan for developing a~~ proposed school culture that is conducive to a safe learning environment for all students and how the proposed school will adequately identify, assess, ~~and monitor,~~ and address the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

~~(III.D.4 – 250 word limit)~~

- ~~4.3. A clear description of how~~ reasonable and sound plan for the school culture and staff that will intentionally expose students to post-secondary educational and career opportunities at all grade levels. The description plan must identify the curricular or extracurricular programs that will provide students with access to college or career preparation and how these programs will reinforce a culture of high expectations include research-based evidence that these programs increase educational aspirations for the anticipated student population. ~~-If applicable, the~~

~~description must cite any structured programs or supports, tracking systems, and individuals responsible for helping promote and monitor college and career readiness among students.~~

~~(III.D.5 – 500 word limit)~~

~~5.4.~~ A clear description, provided as **Attachment EK (1 page limit)**, of a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for school culture.

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

~~6.5.~~ Student Discipline.

- a. A clear description of the proposed 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.
- b. 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.
- c. 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.
- d. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

~~(III.D.6.a-c – 1,500 word limit)~~

~~F.E.~~ **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.

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

1. Professional Culture

- a. A sound plan for the creation, implementation, and maintenance of a professional culture and clear explanation of how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation is covered in **Criteria II.E.2** and should not be discussed here.

~~(III.D.7 – 250 word limit)~~

- ~~b. A well-designed plan to take into account and incorporate students with special needs, including students receiving special education services, English Language Learners (“ELL”), and any students at risk of academic failure, into the proposed school's general population. The plan should focus on school and professional culture; a more detailed~~

~~explanation of the proposed school's plans to service students with special needs is covered in **Criterion**~~

~~(III.D.8 – 250 word limit)~~

- ~~c.b.~~ If a high proportion of economically disadvantaged students is a part of the anticipated student population, a clear description of how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.

~~(III.D.9 – 250 word limit)~~

- ~~c.c.~~ A clear description, provided as **Attachment F (1 page limit)**, of a typical school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for professional culture.

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

2. Professional Development

- a. A clear description of the appropriate goals and data-driven strategy of the proposed school for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. The description must explain how professional development topics will be identified and how the professional development plan will be driven by data to improve teaching and learning as well as school performance. The description must also include the process for evaluating the efficacy of the professional development.

~~(VI.D.1 – 500 word limit)~~

- b. A description of professional development opportunities, leadership, and scheduling that effectively support the Academic Plan and are likely to maximize success in improving student achievement, including an adequate induction program. The description must explain what will be covered during the induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional framework and methods.

~~(VI.D.2 – 500 word limit)~~

- c. A clear description of the expected number of days or hours for regular professional development throughout the school year that includes an explanation of how the proposed school's calendar, daily schedule, and staffing structure accommodate this plan; the time scheduled for common planning or collaboration; and an explanation for how such time will typically be used. The description must identify ways the professional development scheduling conflicts with **Master c** Collective **b** Bargaining **a** Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide an adequate contingency plan in the event such amendments cannot be negotiated under supplemental agreements.

~~(VI.D.3 – 500 word limit)~~

- d. A description identifying the person or position with the time, capacity, and responsibility for coordinating professional development and a reasonable plan for

identifying ongoing professional development needs, including sufficient funds and resources (Title II funds, etc.) for implementing the professional development plan.

~~(VI.D.5 – 250 word limit)~~

3. Staff Structure

- a. A complete staffing chart for the proposed school, using the Staffing Chart Template (**Exhibit 2**) and provided as **Attachment G (required form)**, that clearly indicates all positions, is aligned with the Academic Plan, and proposes a salary structure that is in alignment with the proposed school's budget.
- b. A description of a reasonable rationale for the staffing plan, as demonstrated in the staffing chart, that clearly explains how the relationship between the proposed school's leadership or management team and the rest of the staff will be managed and includes justifiable teacher-student and total adult-student ratios for the proposed school.
- c. If the proposed school has a *virtual or blended learning program*, a clear description for the identification of the position(s) dedicated to IT support and a reasonable plan that clearly ensures sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning, including troubleshooting support for school staff and students.

~~(III.C.4.a-e – 1,000 word limit)~~

4. Staffing Plans, Hiring, Management, and Evaluation

- a. A clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong teaching staff that meet "Highly Qualified" requirements in accordance with the Elementary and Secondary Education Act ("ESEA") and are well-suited to the proposed school, including other key selection criteria and any special considerations relevant to the proposed school's design. The description must also explain strategies, including compensation packages, that are likely to attract and retain high-performing teachers.
- b. If the proposed school offers a *virtual or blended learning program*, a clear description of the proposed school's recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in strong online learning teachers that have the requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the online learning environment.

~~(VI.C.1 – 500 word limit)~~

- c. A clear description of realistic and legally sound procedures for hiring and dismissing school personnel, including procedures for conducting criminal history record checks.

~~(VI.C.3 – 250 word limit)~~

- d. A thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff, including a description of the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. The plan must cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. If already developed, the plan should provide any leadership evaluation

tool(s) as **Attachment HBB (10-no page limit)** and any teacher evaluation tool(s) as **Attachment ICC (10-no page limit)** that are likely to be effective. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master eCollective bBargaining aAgreements, 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.

~~(VI.C.4 – 500 word limit)~~

- e. An effective plan that explains how the proposed school intends to promote or incentivize satisfactory and exceptional school director, management team, and teacher performance and handle unsatisfactory school director, management team, or teacher performance, including effective planning for turnover.

~~(VI.C.6 – 250 word limit)~~

- f. A satisfactory explanation of any deviations in staffing plans, including salaries, from Master eCollective bBargaining aAgreements, 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.

~~(VI.C.7 – 250 word limit)~~

- g. If developed, reasonable and legally sound personnel policies or an employee manual, provided as **Attachment JDD (no page limit)**.

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

G.F. School Calendar and Schedule

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside of the parameters of HRS §302A-251, must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.

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

1. A school calendar for the proposed school's first year of operation, including total number of days and hours of instruction, provided as **Attachment KH (2 page limit)**, and a satisfactory explanation of how the calendar aligns with and clearly reflects the needs of the Academic Plan.

~~(III.C.1 – 250 word limit)~~

2. A clear description of the structure of the proposed school's day and week that aligns with and clearly reflects the needs of the Academic Plan, including the following:
 - a. A description of the length and schedule of the school week.

- b. A description of the length and schedule of the school day including start and dismissal times.
- c. The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.
- d. The number of instructional hours or minutes in a day for core subjects.
- e. A satisfactory explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
- f. The number of hours or minutes in a day for teacher planning time.
- g. A sample daily and weekly schedule for each division of the proposed school, provided as **Attachment L (150 page limit)**.

(III.C.2.a-f – 500 word limit)

H.G. Supplemental Programs

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

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

1. If applicable, a description of a sound plan for any summer school programs the proposed school will offer that will meet anticipated student needs, including a clear explanation for how the programs are integral to the proposed school's academic plan, a reasonable schedule and length of the program, and sound funding plan for the programs. If the programs will not be implemented in the first year of operation, the plan must describe the timeline for implementation.

(III.E.1 – 500 word limit)

2. If applicable, well-designed plans and identified funding for any extracurricular or co-curricular activities or programs the proposed school will offer that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan. The plans must describe how the activities and programs are integral to the proposed school's academic plan, how often they will occur, how they will meet anticipated student needs, and how they will be funded. If the activities or programs will not be implemented in the first year of operation, the plans must describe the timeline for implementation.

(III.E.2 – 500 word limit)

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

Note OTE: This section is required of any applicant intending to contract with an ESP or CMO a Service Provider. An ESP or CMO 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. ESPs and CMOs will be collectively referred to as "Service Providers." 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.

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

1. Service Provider Selection and Track Record

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

~~e~~-a. A reasonable explanation of why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.

(VI.L.1.a – 250 word limit)

~~f~~-b. A description of a thorough process that 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.

(VI.L.1.b – 250 word limit)

~~g~~-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 this the RFP. Provide, as Attachment M (no page limit) —, 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, (i.e., low-income students, students with disabilities, migrant students, English language learners, neglected or delinquent students, or homeless students) 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.

(VI.L.2.a – 500 word limit)

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 N (no page limit)—, 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.

h.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 O (no page limit)—, that demonstrates strong organizational health attributable to the Service Provider.

(VI.L.2.b – 250 word limit)

2. Legal Relationships

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

f.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.

(VI.L.3.b – 250 word limit)

g.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.

(VI.L.3.c – 250 word limit)

h.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 eCollective hBargaining aAgreements 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.

(VI.L.3.d – 250 word limit)

i.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 PJJ (no page limit), 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.

(VI.L.3.e – 250 word limit)

j.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.

(VI.L.3.f – 250 word limit)

3. Service Provider's Organizational Structure

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

g-a. A draft management agreement, provided as Attachment QKK (no page limit), that includes:

- i. The duration of the management agreement;
- ii. Clear roles and responsibilities of the parties;
- iii. A clear and well-defined scope of services and costs of all resources;
- iv. A clear compensation structure and payment schedule that identifies all fees, bonuses, and other compensation to be paid to the Service Provider;
- v. Reasonable conflict of interest provisions that adhere to state law;
- vi. Reasonable renewable provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for renewal, how often will the management agreement be renewed, and the conditions that both the Service Provider and the proposed school must satisfy for the management agreement to be renewed;
- vii. Reasonable termination provisions that describe the conditions and procedures (including timeframes, notice, and decision-making procedures) for termination and the grounds that the Service Provider or the proposed school may terminate the management agreement for cause as well as the grounds for termination without cause; and
- viii. Reasonable indemnification provisions in the event of default or breach by either party.

(VI.L.4.g – 500 word limit)

h.b. 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.

(VI.L.4.a – 500 word limit)

i.c. 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.

(VI.L.4.a – 500 word limit)

j.d. 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.

(VI.L.4.c – 500 word limit)

k.e. 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.

(VI.L.4.f – 500 word limit)

h.f. A comprehensive and adequate plan for the operation of the proposed school in the event of termination of the management agreement.

(VI.L.4.h – 500 word limit)

h.i. Conversion Charter School Additional Academic Information

Note OTE: 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. Conversion Charter Schools, even after they convert to a charter school, continue to serve as the home school for the former DOE school's designated DOE geographic area. A Conversion Charter School must accept students living within its DOE geographic area. Students from outside the DOE geographic area may enroll at a Conversion Charter School in accordance with the school's admission and enrollment policy.

If an applicant believes that a particular question-criterion in this section is not applicable to their-its proposal, the applicant should so state and explain why the applicant believes the particular question-criterion does not apply. If an applicant believes that a particular question-criterion in this section has been answered-addressed thoroughly in the-main-application-narrative 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. Submit, as **Attachment S (no page limit)**, a certification and supporting documentation that this application was approved by a majority of the votes cast by existing administrative, support, and teaching personnel and parents or guardians of students at the existing DOE school. Include a breakdown of the number of administrative, support, and teaching personnel and parents or guardians of students who constitute the existing DOE school and the number of each of the aforementioned groups who actually participated in the vote.~~

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

~~b. Discuss the evidence of support from faculty and families at the existing DOE school. Explain the process used to engage various stakeholder groups and collect evidence of support.~~

~~(III.H.1.b — 250 word limit)~~

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

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

2.1. Performance Record. A clear explanation of the track 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 satisfactorily demonstrate that the applicant adequately considered the DOE school's track 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.

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

~~a. Discuss the proposed school's academic performance track record under Strive HI and its bearing on the decision to apply for conversion to the charter school model.~~

~~b. Provide any additional evidence of improved student achievement outcomes.~~

~~(III.H.2.a-b — 500 word limit)~~

~~3. Student Recruitment and Enrollment~~

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

~~(III.H.3 — 250 word limit)~~

4. Curriculum and Instructional Design

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

(III.H.4.a – 1,000 word limit)

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

i. Recognizes the interest of the general public;

ii. Incorporates or exceeds the academic content and performance standards developed by the department for the public school system;

iii. Includes a system of faculty and staff accountability that holds faculty and staff individually and collectively accountable for their performance and that is at least equivalent to the average system of accountability in public schools throughout the State; and

iv. Provides for program audits and annual financial audits.

(III.H.4.b.i-iv – 500 word limit)

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~~III. Identifying Information~~

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

~~8. Is the applicant proposing to convert an existing DOE school into a charter school?~~

~~Yes No~~

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

~~9. Does the proposed school offer a program that uses an online learning model, as defined in the RFP, with students typically receiving fewer than five hours per week of face-to-face instruction?~~

~~Yes No~~

~~10. Does the proposed school offer a program that combines an online learning model, as defined in the RFP, with face-to-face instruction in a manner such that the online learning activities enhances and/or transforms the instructional model?~~

~~Yes No~~

~~11. Does the proposed school use online learning in any way, either during or after the school day?~~

~~Yes No~~

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

~~12. Does the applicant currently operate charter schools in Hawaii or any other state?~~

~~Yes No~~

~~13. Will there be a third party that provides a significant amount of assistance with educational services to the proposed school?~~

~~Yes No~~

~~14. Will there be a third party that provides a significant amount of business services (back-office services, school operations, etc.) to the proposed school?~~

~~Yes No~~

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

IV.III. Organizational Plan

A strong Organizational Plan is coherent overall and aligned internally with the school's mission and vision, Academic Plan, and Financial Plan.

A. Governance

The governing board's mission, vision, and philosophy are not separately rated by the evaluators. However, these mission and vision statements should align with the proposed school's mission and vision and other parts of the application.

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

1. A clear description of the mission and vision of the proposed school governing board that is aligned with the proposed school's mission and vision, if different from the proposed school's mission and vision, and a clear and concise description of the governance philosophy that will guide the proposed school governing board, including proposed school governing board's bylaws and any other governing policies (except the Code of Ethics and Conflict of Interest policy ~~and Complaints Procedures~~, which will be provided separately) that are comprehensive and sound, provided as **Attachment RU (no page limit)**, and the completed and signed Statement of Assurances (Exhibit 3), provided as **Attachment SV (required form)** .

~~(VI.A.1-2 – 250 word limit)~~

2. Organizational charts, provided as **Attachment TW (no page limit)**, 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.

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

3. A description of an effective governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies. The description must include the size, current and desired composition, powers, and duties of the proposed school governing board that will foster the proposed school's success; identify key skills or areas of diverse expertise that are or will be effectively represented on the proposed school governing board; and adequately 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.

~~(VI.A.4 – 500 word limit)~~

4. If the proposed school has a *virtual or blended learning program*, a clear description of the role the governing board will play in the online learning program that ensures the effective oversight of the online learning program, including a clear and realistic description of the requisite knowledge of online learning that the proposed governing board currently possesses or will endeavor to possess.

~~(VI.A.4 — 500 word limit)~~

5. Demonstrated will, capacity, and commitment of current and proposed governing board members to govern the proposed school effectively by providing the following:
 - a. A list of all current and identified 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 an adequate explanation of how each member meets any of the considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a *successful high-quality charter school*, including academic, financial, legal, and community experience and expertise;
 - c. Completed and signed Board Member Information Sheets (**Exhibit 4**) and resumes for each proposed governing board member, provided as **Attachment UX (required form; no page limit)**, that demonstrates board members share a vision, purpose, and expectations for the proposed school; and
 - d. If not all board members have been identified, a comprehensive and sound plan and timeline for identifying and recruiting governing board members with the necessary skills and qualifications, including a description of such skills and qualifications.
 - e. If the current board will transition from an **a**Applicant **g**Governing **b**Board to a more permanent governing board, a comprehensive and sound plan for such a transition, including a reasonable timeline for recruiting and adding new members; a brief description of the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12; a description of the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive; and identification of any bylaws, policies, or procedures changes that will be necessary for such a transition.

~~(VI.A.5 — 250 word limit)~~

6. A clear description of effective governance procedures, including an explanation of the procedure by which current proposed 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 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).

~~(VI.A.7 — 500 word limit)~~

7. A clear description of any existing relationships that could pose actual or perceived conflicts if the application is approved, the specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts, and appropriate Code of Ethics and Conflict of Interest policies or procedures, provided as **Attachment VY (no page limit)**, that will minimize real or perceived conflicts and align to applicable laws.

~~(VI.A.8 – 250 word limit)~~

8. 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.

~~(VI.A.9 – 250 word limit)~~

9. A clear description of any advisory bodies or councils, including clear roles and duties, the planned composition, the strategy for achieving that composition, and resumes of any individuals that have been identified to serve on these advisory bodies or councils, provided as **Attachment WZ (no page limit)**. The description must include an explanation of an effective relationship between the advisory bodies or councils and the proposed school governing board and the proposed school's leadership team or management team, including the role of parents or guardians, students, and teachers and the reporting structure as it relates to the proposed school's governing board and leadership.

~~(VI.A.10 – 250 word limit)~~

B. Performance Management

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

Applicants may propose to supplement Strive HI and the Academic Performance Framework evaluation frameworks with School-Specific Measures. School-Specific Measures are goals and measures that are specific to the proposed school and its unique mission. For further information and guidance, refer to Making the Mission Matter: Charting a Map to School Mission Success by Margaret Lin. It is recommended that applicants limit the number of School-Specific Measures to one or two, since too many goals can become difficult to develop, manage, and measure. Applicants may propose varying targets for years 1 to 5.

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

1. A comprehensive and effective plans for evaluating and monitoring academic, financial, and organizational performance that explain how the proposed school will measure and evaluate performance data, including:
 - a. Academic Performance Data Evaluation Plan. A comprehensive and effective plan and system for:

- i. Collecting, measuring, and analyzing student academic achievement data 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—including identification of the student information system to be used;
 - ii. Using the data to refine and improve instruction, including descriptions of training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning; the qualified person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating data-driven professional development to improve student achievement; and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of data-driven professional development; and
 - iii. Reporting the data to the school community.
- b. Financial Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting financial data monthly, quarterly, annually, and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.
 - c. Organizational Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting organizational performance data monthly, quarterly, annually and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

(VI.E.1—1,000 word limit)

- 2. A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:
 - a. Student academic achievement expectations or goals at the school-wide, classroom, or individual student level, including an explanation of what would trigger such corrective actions and the person(s), position(s), and/or entities that would be responsible for implementing them;
 - b. Financial performance standards set in the Financial Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties; and

- c. Organizational performance standards set in the Organizational Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract or if the proposed school has a corrective action plan approved by the Commission.

(VI.E.1 — 500 word limit)

3. If already developed, School-Specific Measures, provided as **Attachment XEE** (no page limit) and using the School-Specific Measures Template (**Exhibit 5**), that propose reasonable assessments that are aligned with the Academic Plan.

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

C. Ongoing Operations

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

1. If the proposed school will provide daily transportation, a sound plan describing the transportation arrangements for prospective students, including a description of how the proposed school plans to meet transportation needs for field trips and athletic events.

(VI.H.1 — 250 word limit)

2. Sound plans for safety and security for students, the facility, and property, including descriptions of policies and the types of security personnel, technology, and equipment that the proposed school will employ. If the proposed school has a *virtual or blended learning program*, the description must include physical or virtual security features to deter theft.

(VI.H.2 — 500 word limit)

3. If the proposed school will provide food service, a sound plan describing the proposed school's plan for providing food to its students, including plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service that is in compliance with applicable laws.

(VI.H.3 — 250 word limit)

D. Student Recruitment, Admission, and Enrollment

All student recruitment, admissions, and enrollment decisions must be made in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language. The Commission may grant enrollment preferences in accordance with HRS §302D-34.

1. An application that meets the standard for approval will have the following elements: A sound, thoughtful, and comprehensive plan for student recruitment and marketing that will provide equal access to interested students and families and specifically describes plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure, as well as plans for promoting socioeconomic and/or demographic diversity, including a description of how the proposed 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 free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity.

(VI.I.1 – 500 word limit)

2. If applicable, the identification and description of any enrollment preferences that the proposed school would request that are in compliance with federal and state law and any Commission policies or guidelines, including a reasonable justification for the enrollment preference request.

(VI.I.2 – 250 word limit)

3. An admission and enrollment policy, provided as **Attachment YHH (no page limit)**, that complies with applicable laws and any Commission policies or guidelines, ensures the proposed school will be open to all eligible students, and includes:
 - a. A reasonable timeline and comprehensive plan for the application period, including admission and enrollment deadlines and procedures and an explanation of how the school will receive and process applications;
 - b. A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment;
 - c. Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements; and
 - d. Descriptions of reasonable pre-admission activities for students and parents or guardians, including an explanation of the purpose of such activities.

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

E. Parent Involvement and Community Outreach

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

1. A clear description of the proposed school's philosophy on parent and community involvement and the role of parents or guardians and the community in the proposed school, including a summary of what has been done to assess and build parent and community interest in the proposed school and the results achieved.

(VI.J.1 – 250 word limit)

2. Sound parent engagement plans that are welcoming and accessible to all parents or guardians from the time that the proposed school is approved through opening and after the proposed school is opened, including plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.

(VI.J.2 – 250 word limit)

3. Effective strategies describing how the proposed school will inform and engage parents or guardians and the community about the proposed school's development.

(VI.J.3 – 250 word limit)

4. A description of any community resources and partnerships the proposed school has established with community organizations, businesses, or other educational institutions that will benefit students and parents or guardians, including the nature, purposes, terms, and scope of services of any partnerships and existing evidence of commitment and support from identified community partners, provided as **Attachment ZH (no page limit)**, such as letters of intent or commitment, memoranda of understanding, and/or contracts.

~~(VI.J.4 – 250 word limit)~~

F. Nonprofit Involvement

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

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

1. 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.

~~(VI.K.2 – 250 word limit)~~

2. A list of all current and identified nonprofit board members that is in compliance with the State Ethics Code and their intended roles and a description demonstrating that the nonprofit board members have the necessary experience and qualifications relevant to the above means of supporting the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, the description must explain a comprehensive plan to identify and recruit individuals with the necessary experience and capacity.

~~(VI.K.3 – 250 word limit)~~

G. Geographic Location and Facilities

The proposed school's geographic location will determine things such as the DOE complex area(s) in which the proposed school is included and the DES that the proposed school will be assigned to for special education purposes. 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.

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

1. Geographic Location.
 - a. A description, with reasonable specificity, of the geographic location of the proposed school's facility, including the DOE complex area(s) in which the proposed school will be located.
 - b. A reasonable rationale for selecting the geographic location and a comprehensive description of the research conducted, if any, to support that rationale.

~~(VI.F.1.a-b – 500 word limit)~~

2. Facilities.

- a. If the proposed school has obtained a facility, a description of 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 reasonably 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 or 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. The description must reference and provide, as **Attachment AAFF (no page limit)**, a letter of intent, Memorandum of Understanding (“MOU”), or other proof of intent to secure a specific facility.

OR

If the proposed school has not obtained a facility, a comprehensive, reasonable, and sound plan and timeline for identifying, securing, renovating, and financing a facility—including identification 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 in **Criterion VIII.FG.1**, 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 or 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.

(VI.F.2.a or b — 1,000 word limit)

- b. If the proposed school plans to add students or grade levels during the first five years, a reasonable and sound 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 to implement the facility growth plan.

(VI.F.3 — 250 word limit)

H. Start-Up Period

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

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

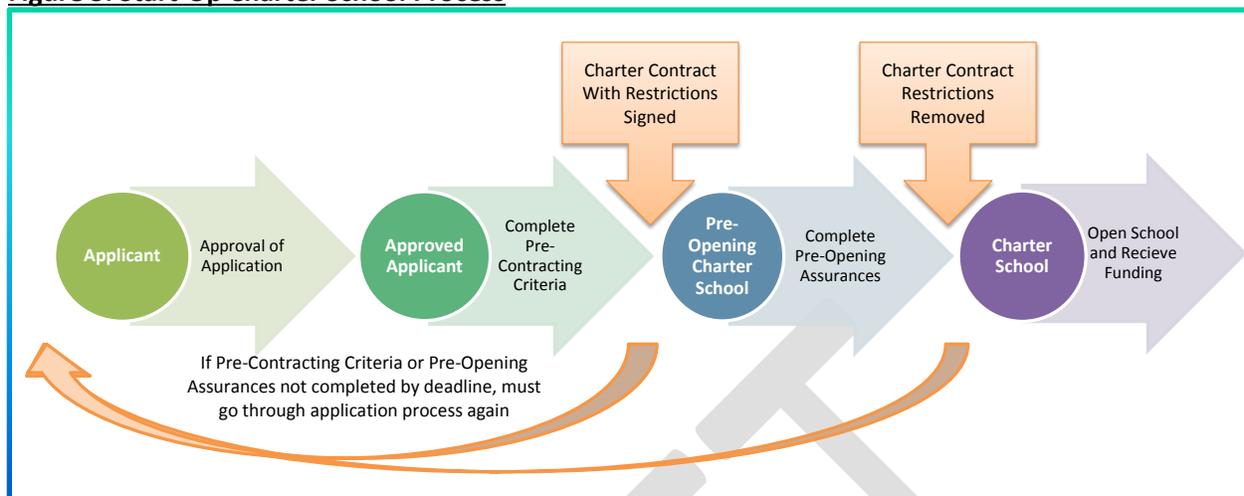
An application that meets the standard for approval will have the following elements:

1. A comprehensive, reasonable, and sound project management plan, provided as **Attachment BBGG (10 page limit)**, that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook) and details the start-up plan for the proposed school, including specific tasks, timelines, and responsible individuals for each of the following areas:
 - 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, as described in **Criterion VIII.FG.2**;
 - 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, if any, incorporating the timelines for hiring teachers, described in **Criteria VII.CE.41**, and delivering the professional development, described in **Criteria VII.DE.2**;
 - e. Plans to identify, recruit, select, and add or replace new governing board members that aligns ~~to with~~ the recruitment plan described in **Criterion III.A.5.d**, the governing board transition plan described in **Criterion III.A.5.e**, and any governing board training described in **Criterion III.A.8**, 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.

~~(VI.G.1.a-f – word limit not applicable; attachment only)~~
2. A sound plan for leading the development of the school during its pre-opening phase, including identification of capable individuals who will work on a full-time or nearly full-time basis following approval of the application to lead development and implementation of the plan to open the proposed school and a description of a viable plan to obtain the funding necessary to compensate these individuals that is aligned with the budget.

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

Figure 3: Start-Up Charter School Process



I. 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 question-criterion in this section is not applicable to their-its proposal, the applicant should so state and explain why the applicant believes the particular question-criterion does not apply. If an applicant believes that a particular question-criterion in this section has been answered thoroughly in the-main-application-narrative/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

d.a. A certification and supporting documentation ~~Submit, provided as Attachment CCS (no page limit), a certification and supporting documentation 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.~~

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

e.b. Discuss the evidence of support from faculty and families at the existing DOE school. Explain 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.

(III.H.1.b – 250 word limit)

f.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, ~~Provide~~including, provided as Attachment DD† (5 page limit), 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.

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

2. Staff Plans and Evaluation

~~a. Describe~~A clear description of the rights and management issues of employees at the existing DOE schools. ~~Provide, and~~ a detailed framework ~~to that~~ addresses any issues and protects the rights of such employees.

(VI.N.1.a – 500 word limit)

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

(VI.N.1.b – 250 word limit)

~~c. Describe~~ the applicant's plan for the assessment of administrative support and teaching personnel performance that:

~~i. Recognizes the interest of the general public;~~

~~ii. Incorporates or exceeds the academic content and performance standards developed by the DOE for the public school system;~~

~~iii. Includes a system of faculty and staff accountability that holds faculty and staff individually and collectively accountable for their performance and that is at least equivalent to the average system of accountability in public schools throughout the State;~~

~~iv. Provides for program audits and annual financial audits; and~~

~~v. Provides for an evaluation tool that aligns with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. Include an explanation of what, if any, such amendments would be needed, how they would or would not align with the criteria outlined in BOE Policy 2055, and what is planned if such amendments cannot be negotiated under a supplemental agreement.~~

(VI.N.1.c.i-v – 500 word limit)

3. GovernanceFacilities

~~a. Describe~~ the governance structure for the proposed school that incorporates a Conflict of Interest policy and a plan for periodic training to carry out the duties of governing board members.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.

(VI.N.2.a – 250 word limit)

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

(VI.N.2.b – 250 word limit)

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

a. ~~Describe~~ 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, describe the description must include the organizational structure and scope of jurisdiction for each advisory group.

(VI.K.4.a – 250 word limit)

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

(VI.K.4.b – 250 word limit)

~~c.b. The nonprofit organization's bylaws or policies~~ Provide, provided as Attachment EELL (no page limit), the nonprofit organization's bylaws or policies 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.

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

c. Describe A clear description that demonstrates that the nonprofit organization's possess sufficient experience in the management and operation of public or private schools or any 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.

(VI.K.4.d – 250 word limit)

e. Describe 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.

(VI.K.4.c—250 word limit)

DRAFT

V-IV. Financial Plan

A. Financial Oversight and Management

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

1. A clear description that gives reasonable assurance that the proposed school will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including an adequate explanation of how the proposed school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. The description must also explain the plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school that is in accordance with state law, including a reasonable annual cost estimate of the audit that is included in the Financial Plan Workbook.

(VII.A.1—500 word limit)

2. A clear description of the roles and responsibilities that demonstrates a strong understanding of the appropriate delineation of such roles and responsibilities among the proposed school leadership team or management team and proposed school governing board regarding school financial oversight and management.

(VII.A.2—250 word limit)

3. A description of sound criteria and procedures for selecting vendors or contractors for any administrative services, such as business services, payroll, and auditing services, including reasonable anticipated costs that are reflected in the Financial Plan Workbook.

(VII.A.4—500 word limit)

B. Operating Budget

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 revenue projection: **\$6,500.***

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

1. Complete, realistic, and viable start-up and three-year operating budgets, provided through the Financial Plan Workbook ([Exhibit 6](#)) as **Attachment FFMM (required form)**, that align to the Academic and Organizational Plans.

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

2. Budget Narrative. A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and revenue estimates, including but not limited to the basis for revenue 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 ~~banks, lending institutions,~~ 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 GG00 (no page limit)**, 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 sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where the official enrollment of the proposed school 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 revenue projections are not met in advance of opening.
- c. If the proposed school has a *virtual or blended learning program*, a clear and comprehensive description of the necessary costs for delivery of such program, including costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs, as applicable.

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

~~C. Conversion Charter School Financial Plan and Facilities~~

~~NOTE: Any applicant planning to open a Conversion Charter School, as described in HRS Chapter 302D, must complete this section. Conversion Charter Schools, even after they convert to a charter school, continue to serve as the home school for the former DOE school's designated DOE geographic area. A Conversion Charter School must accept students living within its DOE geographic area. Students from outside the DOE geographic area may enroll at a Conversion Charter School in accordance with the school's admission and enrollment policy.~~

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

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

~~(VII.C.1 – 500 word limit)~~

- ~~2. Describe the applicant's facilities plan.~~

~~(VII.C.2 – 500 word limit)~~

~~VI.V.~~ Applicant Capacity

A. Academic Plan Capacity

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

1. Evidence that the key members of the proposed school's academic team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Academic Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant's academic team that will play a substantial role in the successful implementation of the Academic Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's development and operation; and
 - b. Describes the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement.

(III.G.1.2 – 500 word limit)

2. A description of the academic team's clear ties to and/or knowledge of the community in the geographic area where the facility is or will be and/or areas where the anticipated student population will come from.

(III.G.3 – 250 word limit)

3. A description that identifies any organizations, agencies, or consultants that are essential partners to the successful planning and establishing of the proposed school and/or implementation of the Academic Plan; explains the current and planned roles of such essential partners and any resources they have contributed or plan to contribute to the proposed school's development; and includes evidence of support, provided as **Attachment HHA (no page limit)** (such as letters of intent or commitment, memoranda of understanding, and/or contracts), from such essential partners demonstrating these partners are committed to an ongoing role with the proposed school, if applicable.

(III.G.4 – 500 word limit)

4. School Director.

If the school director is known, a description that:

- a. Identifies the school director;

- b. Summarizes the school director’s academic and organizational leadership record and includes this individual’s resume, provided as **Attachment IIQ (no page limit)**;
- c. Discusses and demonstrates evidence of the proposed school director’s experience in and ability to design, launch, and lead the proposed school in achieving its mission and effectively serving the anticipated student population, as well as evidence that the proposed school director is well qualified to implement the Academic Plan.
- d. Describes a thorough recruiting and selection process for selecting the school director, including the rigorous criteria used for screening and selecting candidates based on experience and ability to design, launch, and lead a *high-quality charter school*.

(III.G.6.a – 500 word limit)

OR

If the school director is not known, a description that:

- e. Discusses the characteristics of the school director that the proposed school will seek and an appropriate job description or qualifications and rigorous criteria, provided as **Attachment JJP (no page limit)**, that is designed to recruit a school director with the experience and ability to design, launch, and lead a *high-quality charter school* that will effectively serve the anticipated student population and implement the Academic Plan; and
- f. Explains a clear and appropriate timeline that aligns with the proposed school’s start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.

(III.G.6.b – 250 word limit)

- 5. **Management Team.** A description of the positions that will make up the proposed school’s leadership or management team beyond the school director, if any, including appropriate responsibilities and qualifications for such positions. The description must:

- a. If known, identify the individuals who will fill these positions and provide, as **Attachment KKQ (no page limit)**, the resumes for these individuals as evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

OR

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

(III.G.7.a or b – 250 word limit)

B. Organizational Plan Capacity

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

- 1. Evidence that the key members of the proposed school’s organization team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated

with running a charter school) to implement the school's Organizational Plan successfully. The evidence must include a description that:

- a. Clearly identifies the key members of the applicant's organization team that will play a substantial role in the successful implementation of the Organizational Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the Organizational Plan; and
- b. Describes the organization team's individual and collective qualifications for implementing the proposed school's Organizational Plan successfully, including sufficient capacity in areas such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.

~~(VI.M.1.2 – 500 word limit)~~

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Organizational Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Organizational Plan; and includes evidence of support, included in ~~Attachment HH~~ (also referenced in ~~Criterion V.A.3~~), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Organizational Plan.

~~(VI.M.4 – 250 word limit)~~

C. Financial Management Capacity

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

1. Evidence that the key members of the proposed school's financial team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a charter school) to implement the school's Financial Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant's financial team that will play a substantial role in the successful implementation of the Financial Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's Financial Plan; and
 - b. Describes the financial team's individual and collective qualifications for implementing the proposed school's Financial Plan successfully, including sufficient capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

~~(VII.B.1.2 – 500 word limit)~~

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Financial Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan;

and includes evidence of support, included in **Attachment HH—** (also referenced in **Criterion V.A.3—**), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Financial Plan.

(VII.B.3—250 word limit)

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Exhibits

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

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Exhibit 1: Enrollment Plan

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Enrollment Plan

Grade Level	Number of Students											
	Year 1		Year 2		Year 3		Year 4		Year 5		Capacity	
	20 <u>17</u>		20 <u>18</u>		20 <u>19</u>		20 <u>20</u>		20 <u>21</u>		20__	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Subtotals												
Totals												

Exhibit 2: Staffing Chart Template

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Staffing Chart

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

Elementary School Staffing Model and Rollout

Title	<u>Salary and FTE Per Position Per Year</u>					Capacity 20__
	Year 1 <u>20__17</u>	Year 2 <u>20__18</u>	Year 3 <u>20__19</u>	Year 4 <u>20__20</u>	Year 5 <u>20__21</u>	
School Director						
Assistant School Director						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						
Total Salaries						

Middle School Staffing Model and Rollout

Title	<u>Salary and FTE Per Position Per Year</u>					Capacity 20__
	Year 1 <u>20__17</u>	Year 2 <u>20__18</u>	Year 3 <u>20__19</u>	Year 4 <u>20__20</u>	Year 5 <u>20__21</u>	
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__17	Year 2 20__18	Year 3 20__19	Year 4 20__20	Year 5 20__21	
School Director						
Assistant School Director						
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						
Total Salary						

Exhibit 3: Statement of Assurances Form

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Statement of Assurances

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

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

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

Certification

Name of Proposed School:

Name of Authorized Representative:

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

Signature of Authorized Representative

Date

Exhibit 4: Board Member Information Form

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Board Member Information

To be completed individually by each ~~proposed school~~ 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 requests that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background

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

School Mission and Plan

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

Governance

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

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management

interest in the provider. For any interest indicated, provide a detailed description.

N/A. I/we have no such interest Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I/we or my family do not anticipate conducting any such business Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

9. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

None Yes

Certification

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

Signature

Date

Exhibit 5: School-Specific Measures Template

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School-Specific Measures

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

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

Exhibit 6: Financial Plan Workbook

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