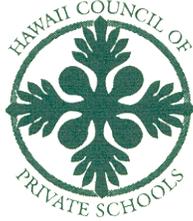


Hawaii Council of Private Schools



Standards and Procedures for the Approval of Hawaii Private Schools

2/2014 Edition

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Standards and Procedures for the Approval of Hawaii Private Schools

Historical Note

Until June 1995 the private schools in Hawaii were licensed by the State Department of Education in accord with procedures contained in a document known as "Rule 100." In 1993 the State Legislature began to explore the possibilities of releasing the Department of Education from its responsibilities for private schools in order to allow the Department to focus its resources on widely recognized needs of the public schools in Hawaii. Legislative initiatives included House bill #1819 and Senate Bill #995; after various modifications and refinements of these initiatives, Act 188 was signed into law by Governor Benjamin Cayetano on June 16, 1995. Act 188 repealed the laws that gave the State Department of Education the responsibility for both the licensing of private schools and the certification of private school teachers. Throughout the development of this legislation, the private school community was fully consulted by the Legislature. The State Department of Education was fully supportive in assisting private schools to take fuller responsibility for their own affairs.

After the passage of Act 188, a Task Force on Private School Governance was established to consider the implications of Act 188 and to develop a plan for private school self-regulation. The Task Force was composed of private school administrators representative of all private schools in Hawaii. In addition to its own separate meetings, the Task Force held several briefing meetings for private school in different locations around the State; in addition, it held a joint meeting with heads of private schools to share and discuss preliminary findings and proposals. With the concurrence of the private school community in Hawaii, the recommendations developed by the Task force resulted in :

- A. The formation of a new **Hawaii Council of Private Schools** to implement the provisions of the plan for private schools self-regulation, and
- B. The development of specific **standards and procedures**, fully described in this publication, for granting a license to private schools demonstrating adherence to these standards.

Hawaii Council of Private Schools (HCPS)

The membership of the Hawaii Council of Private Schools consists of all licensed schools. The affairs of the Council, including the approval of private schools, are managed by the Board elected by the membership within guidelines established to ensure that the Board is representative of the entire private school community. The purpose and scope of the Council are limited to those necessary for implementation of the private school self-regulatory program and essential communication with external groups to ensure its recognition.

It is the purpose of the Hawaii Council of Private Schools:

- A. To approve Hawaii private schools offering Kindergarten through grade 12 which meet the standards established by the Council.

- B. To approve accrediting associations which meet the requirements established by the Council for accrediting schools offering preschool through Grade 12.
- C. To serve as a liaison with the Hawaii Department of Education on issues of private school quality and accountability.
- D. To provide an ongoing relationship with the Hawaii Legislature on matters involving private schools.
- E. To assist private schools approved by the Council in gaining recognition of approval from colleges and universities and other institutions to which their students might apply.
- F. To foster excellence in private school education and cooperation between private schools, between private and public schools, and between private schools and the various branches of State and local governments.

Hawaii Association of Independent School (HAIS)

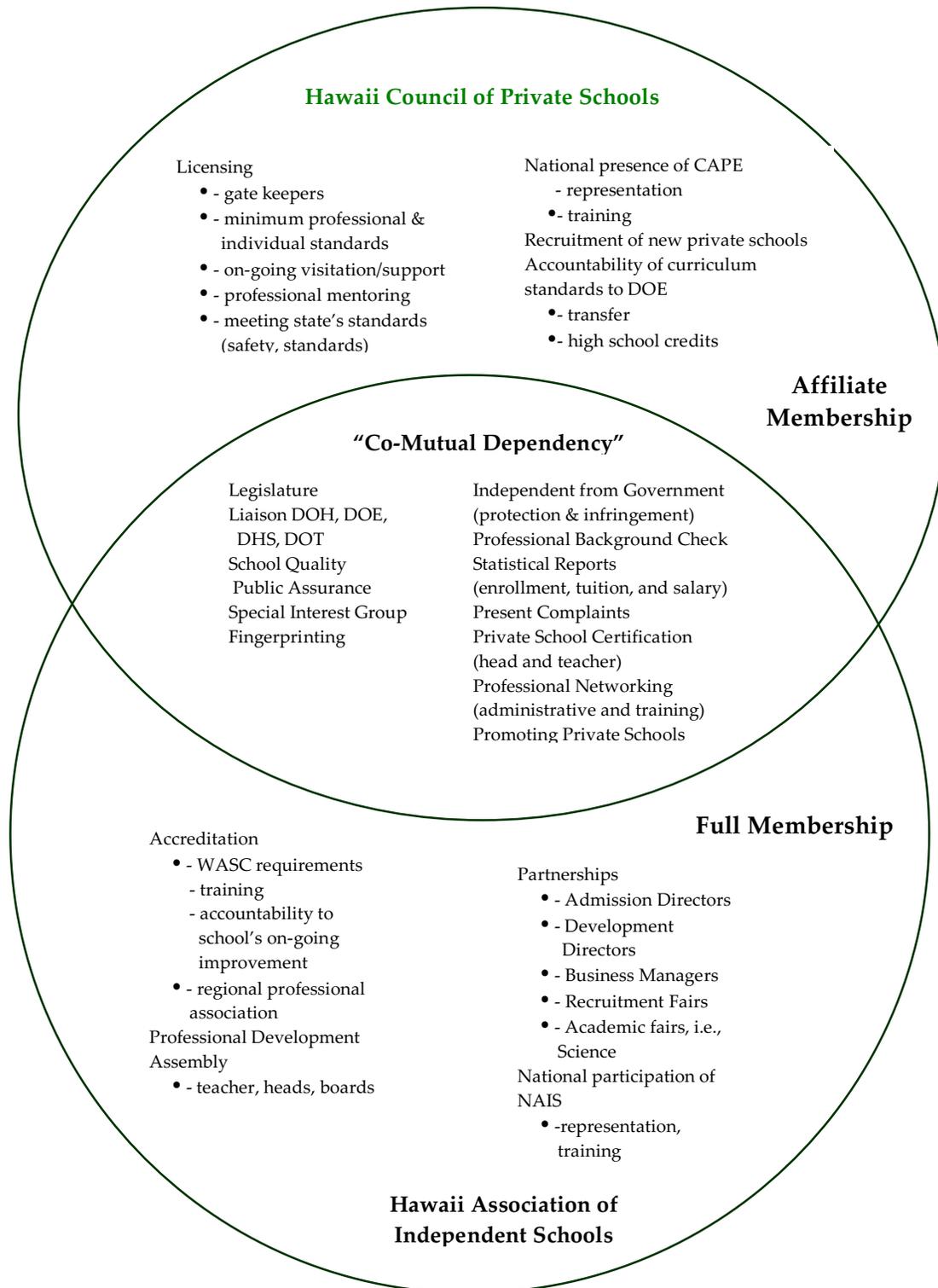
Founded in 1969, the Hawaii Association of Independent Schools is an organization of member schools that advocates on behalf of independent education in Hawaii and participates actively in the educational dialogue in our community. It provides services that strengthen our individual schools, and it supports their efforts to achieve educational quality and excellence for students. It facilitates collaborative efforts among member schools on issues of mutual concern as well as partnership to address shared needs.

To this end, HAIS assists member school by:

- promoting choice as an important community value and assisting parents in learning about independent education
- preserving independence by maintaining a vigilant presence at the legislature thus allowing member schools to pursue their missions unencumbered by undue regulations
- providing member resources
- perpetuating school renewal through accreditation
- proposing new models for teaching and learning
- promoting professionalism and collaboration
- presenting premium program

Functions of HAIS and HCPS

The diagram below outlines HAIS and HCPS functions to its member schools.



Introduction

Congratulations on your school's decision to begin steps toward possible licensure by the Hawaii Council of Private Schools. Private schools have been a significant part of the overall educational structure in Hawaii since the early development of the State. The following standards have been developed to balance the need to ensure the integrity of private schools and the need for private schools to be reasonably accountable to the larger society. These standards are to apply to all approved private schools for the purpose of providing a license for a school to operate.

Conditions of Eligibility

To be awarded a license from the Hawaii Council of Private Schools as a private school, a school must meet all of the following nine criteria:

1. Have developed and published a clear statement of purpose together with plans for a curriculum to carry out these purposes.
2. Have an organization, structure, course offerings, and staffing acceptable for the school's stage of development.
3. Have a properly functioning governing board.
4. Have employed a chief executive officer.
5. Offer instruction in all subject areas required by applicable law and have a written sequential curriculum.
6. Have developed an adequate financial base to give reasonable assurance of continuing financial stability
7. Have an admissions policy compatible with its stated objectives.
8. Have the facilities to adequately support the educational program.
9. Have developed a plan to insure the safety of students, faculty and staff.

Procedures for Approval of Private Schools

To prepare for the visit of the two-member committee, the school will complete the "Application for Initial Private School License" and return the application to the Hawaii Council of Private Schools office. The application asks for narrative and supporting documents.

Upon receipt of the application and related information, it shall be reviewed by the Council staff to ensure that it is complete and ready for the Council. If the application is not ready for review by the Council the staff will notify the applicant and seek the additional information that may be required.

Once the school has provided a completed application, HCPS will arrange for a two-member, one-day visit at school expense. The committee will prepare a report for the HCPS Board of Directors for action. The school will be notified by HCPS of their action.

If the action by HCPS is unfavorable and the school is not granted license status, the school may re-apply when, in its judgment, it meets the "Conditions of Eligibility."

If the action by HCPS is favorable, the school will be granted a license for a term to be determined by the HCPS Board but not longer than six years. It is expected that the school will apply for full accreditation before or during the third year.

Schools that are granted a license status are to submit a first-year progress report to HCPS noting any substantial changes in the organization or operation of the school.

If the action by HCPS is favorable, the school will be granted a license for a term to be determined by the HCPS Board but not longer than six years. It is expected that the school will apply for full accreditation before or during the third year.

Schools that are granted a license status are to submit a first-year progress report to HCPS noting any substantial changes in the organization or operation of the school.

Once a school has achieved a license status, it is a member of HCPS and subject to annual HCPS member dues. A school must be licensed if it wishes to pursue accreditation by the Hawaii Association of Independent Schools and the Western Association of Schools and Colleges.

Schools that are approved for a license status may use the following phrase in advertising and/or on student transcripts:

"Licensed by the Hawaii Council of Private Schools"

New License	\$1,000
\$500 upon application	
\$500 prior to receipt of license	
Includes processing of application, arrangements for visit (team expenses extra) issuance of license.	
Renewal of License	\$500
Includes application processing, arrangements for visit (team expenses extra), issuance of license.	
Team Visits	
School to pay all expenses for a two-team, and if needed a member of the HCPS staff.	
Annual HAIS Membership Dues	\$989 (2017-2018 school year)

Terms of Licensing

There are four broad categories of terms that may be awarded by HCPS. They are:

Six Years

A school is awarded a six-year term of licensing based upon compelling evidence that indicates that the school has met the nine criteria's and is well-organized, well-managed place of learning for students with clear purposes and plans. All schools receiving a six-year term are responsible for preparing a progress report on the major recommendations listed in the visiting committee report.

Some schools will be asked to submit a written report only to the HCPS governing board before the end of the third year of the term. Other schools who have been deemed to need additional support and feedback at the midpoint of their terms of licensing will be visited toward the end of the third year for a one day by a two-member committee. That committee will send a report of its findings regarding the school's progress on the major recommendations to the school, and the HCPS Board.

Note: After the one-day, on-site review, the review committee may recommend no additional action, an additional progress report, a shortening of the licensing term, or denial.

Denial of Licensure

A school may be denied licensing based on compelling evidence that the school is unable to address identified areas in need of strengthening, especially in student achievement and program, governance, finance and management. Any other term of licensing would be inappropriate because the school is not a trustworthy place for learning and the school is unable to accomplish, at this point in time, the required school improvement.

Note: After denial, a school may correct the deficiencies and request to begin the licensing process. Such a request would require the school to have an initial visit and follow all initial visit procedures.

Three Years

A school is awarded a three-year term of licensing based upon compelling evidence that the school needs strong additional support, feedback and encouragement in addressing identified areas in need of strengthening, especially in student achievement and program, governance, finance and management. It is not uncommon for young schools undergoing their first HCPS licensing to be awarded a three-year term. During the third year, the school will prepare a progress report on the major recommendations, critical areas of improvement and action plans.

Note: After the two-day visit, the revisit committee may recommend a term of three years, or a term of two years or one year, or denial of licensing.

Provisional

A term of one year or two years serves as a warning that, unless prompt attention is given to the major recommendations and critical areas, licensing may be denied. A one or two year term is awarded based upon compelling evidence that the school needs **extremely** strong additional support, feedback and encouragement in addressing identified areas in need of strengthening, especially in student achievement and program, governance, finance and management. The school will be required to prepare a complete progress report for a revisit committee visiting the school for two days.

Note: The revisit committee may recommend an additional one or two years, bringing the term up to three years. At that time, the school will adhere to the three-year term procedures or the revisit committee may recommend denial.

Schools Applying for Licensure

Any school applying for licensure for the first time will only be eligible for provisional status and a license for a term of one year. Following the first year, a school may qualify for whatever term the visiting team and HCPS determine to be appropriate.

Term Guidelines

A school that merits effective or highly in all areas will earn a six-year license. Most schools receiving a six-year license will have a one-day visit at the end of the third year to confirm on-going strength of operations. If a school achieves highly effective ratings for all nine criteria, there would be no third year visit.

If a school performance on any criterion is judged to be somewhat effective (and there are no areas judged to be ineffective), the school will earn a three year term of license. A three year term indicates that the school needs strong additional support, feedback and encouragement in addressing the area(s) in need of strengthening. It is not uncommon for young schools to achieve a three year license following their provisional status year.

If school performance on any criterion is judged to be ineffective, the term of licensure cannot exceed two years. The HCPS Board, based upon the recommendation of the visiting committee, will determine whether a two-year or one-year license is appropriate, or whether or not a school should be denied a license.

Rating Guidelines

Highly Effective: The results of the school report, supporting documents, and school visit provide evidence that this criterion has impacted to a *high degree* the effectiveness with which the school is meeting the licensing criteria.

Effective: The results of the school report, supporting documents, and school visit provide evidence that this criterion has impacted to a *satisfactory level* the effectiveness with which the school is meeting the licensing criteria.

Somewhat Effective:: The results of the school report, supporting documents, and school visit provide evidence that this criterion had *limited* impact on the effectiveness with which the school is meeting the licensing criteria.

Ineffective: The results of the school report, supporting documents, and school visit provide evidence that this criterion has *little or no* impact on the effectiveness with which the school is meeting the licensing criteria.

Initial Licensing/Relicensing Criteria Checklist

This licensing checklist is for the validation and approval of a private school's
Initial Application for Private School License

The visiting team conducting the school on-site visit for the purpose of validation and approval of the Private School License will determine the disposition of each item on the checklist and check the appropriate column. The issuance of a license will be based on **all** items on the checklist being determined to be "Approved" or "Waived/Not Applicable." "Incomplete" or "Pending" items must **all** be completed or corrected before a license is issued.

Final approval will be recommended by the visiting team to the Chair of the Hawaii Council of Private Schools (HPCS). The Council will take final action, and approve, defer, or deny this application.

Please submit the following documents in the order listed below:

License Fee (see page 5)

I. Criterion: Purpose and Philosophy

- Mission Statement and/or Statement of Philosophy and Goals
(if stated in any of the handbooks, state which handbook and page # ___)
- Catalog/Brochure
- Student Handbook
- Parent Handbook

II. Criterion: Organization

- Is the school participating in the criminal history record check program? (See attach into)
- Roster of faculty and staff /Qualifications/Degrees
- Organizational chart of operation (attach chart)
- Job Descriptions
- Employment Policies
- Schedule of instruction
- Faculty/Staff Handbook

III. Criterion: Properly Functioning Board

- Charter from Department of Commerce and Consumer Affairs
- State General Excise Tax License
- Character references of owners if school is privately owned and not incorporated
- If a corporation or partnership, a copy of the Articles & By-Laws
- Board of Directors—names and qualifications

Does the school have adequate insurance for the following: (attached copy of insurance policy)

- 1. liability ___Yes ___No
- 2. errors and omissions ___Yes ___No
- 3. directors and officers ___Yes ___No
- 4. student accident ___Yes ___No

IV. Criterion: Chief Administrative Officer

Describe the Board of Directors relationship and lines of communication with administration/head of school and personnel.

Principal/Head of School ___ # of years of experience ___ # of years in position

Describe evaluation system/procedure used by the principal in the evaluation of school personnel.

V. Criterion: Instructional Plan

School Hours and Number of School Days

	<u>School Hours</u>	<u>Number of School Days</u>
Preschool	___ a.m. to ___ p.m.	_____ days
Kindergarten	___ a.m. to ___ p.m.	_____ days
Elementary	___ a.m. to ___ p.m.	_____ days
High School	___ a.m. to ___ p.m.	_____ days

Curriculum (by grade level) (if stated in any of the handbooks, state handbooks and page #___)

___ Preschool	___ Grade 4	___ Grade 9
___ Kindergarten	___ Grade 5	___ Grade 10
___ Grade 1	___ Grade 6	___ Grade 11
___ Grade 2	___ Grade 7	___ Grade 12
___ Grade 3	___ Grade 8	

School Calendar

VI. Criterion: Financial Base

Tuition and Fees (if stated in any of the handbooks, state handbooks and page #____)

- a. Tuition/Fees
- b. Student loans/grants/scholarships
- c. Refund policy
- d. Other charges (describe) _____

Financing of the School

- a. Annual budget report
- b. Statement of projected fiscal operation (budget) for next school year
- c. Balance sheet showing capital assets, reserves and indebtedness

Describe sources of funding

- a. Trust/endowments (if stated in any of the handbooks, state handbooks and page #____)

- b. Fundraising (if stated in any of the handbooks, state handbooks and page #____)

VII. Criterion: Admissions

- Enrollment Count: (current school year)
 - _____ Preschool _____ Grade 4 _____ Grade 9
 - _____ Kindergarten _____ Grade 5 _____ Grade 10
 - _____ Grade 1 _____ Grade 6 _____ Grade 11
 - _____ Grade 2 _____ Grade 7 _____ Grade 12
 - _____ Grade 3 _____ Grade 8 _____ TOTAL

Student Records: (enclose sample copies)

- a. Enrollment form or contract
- b. Attendance form
- c. Report card
- d. Cumulative record folder
- e. Transcript of grades from secondary (high school) students
- f. Diploma or Certificate of Graduation
- g. Application for Admission

VIII. Criterion: Facilities

- a. Facilities to support program (describe)

- b. Maintenance of facilities (describe)

- c. Capital improvement (describe)

IX. Criterion: Safety

Inspection Reports (enclose most recent reports)

- County Building Department Occupancy Certificate
- Fire Department Fire Safety Inspection Report
- Department of Health Sanitation Inspection Report
- Department of Transportation Safety Inspection Report (if applicable)
- Department of Human Services Evaluation Report (if applicable)

Accreditation

- Is the school seeking accreditation status? ___ Yes ___ No

If yes, date of visit _____

Document to be used (re: WASC, ACSI, & HAIS)

Comments: _____

I confirm that all applicable items on this checklist are complete.

Submitted by: _____

Date: _____

Title: _____

Evaluation of School Effectiveness in Meeting Licensing Criteria

Visiting team members will assess the effectiveness with which a school's meeting the licensing criteria, using the factors on the Initial Visit checklist as evidence.

Evidence Supporting Effectiveness Rating

Criterion	Evidence	Rating
Purpose and Philosophy	<ul style="list-style-type: none"> • Clear, written statement of purpose • Purposes identified are appropriate for school size and type • Information available about the school setting 	<input type="checkbox"/> Highly effective <input type="checkbox"/> Effective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Ineffective
Organization	<ul style="list-style-type: none"> • Qualified staff adequately supervised evident (faculty/staff listing) • Clearly defined positions (job descriptions, organizational chart, etc.) • Written employment policies and schedule of instruction 	<input type="checkbox"/> Highly effective <input type="checkbox"/> Effective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Ineffective
Properly Functioning Board	<ul style="list-style-type: none"> • Documents and conversations that indicate clear lines of authority • Articles of Incorporation are extant • Clear selection process of directors/trustees • Board minutes are kept 	<input type="checkbox"/> Highly effective <input type="checkbox"/> Effective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Ineffective
Chief Administrative Officer	<ul style="list-style-type: none"> • A designated person in charge of all employees at school • The person in charge who reports to the Board • Board-administrative officer roles are clearly defined 	<input type="checkbox"/> Highly effective <input type="checkbox"/> Effective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Ineffective
Instructional Plan	<ul style="list-style-type: none"> • A written curriculum appropriate to the school's purposes • Adequate student records kept • Clarity regarding school's ability to accommodate special needs • Observation of classes in session 	<input type="checkbox"/> Highly effective <input type="checkbox"/> Effective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Ineffective
Financial Base	<ul style="list-style-type: none"> • Written budget and description of cash flow, surpluses, deficits • Development/fund-raising program • Tuition and fee statements • Long-term financial plans • Enrollment and enrollment projections 	<input type="checkbox"/> Highly effective <input type="checkbox"/> Effective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Ineffective
Admissions	<ul style="list-style-type: none"> • Written school policies and procedures for admissions • Policies and procedures consistent with school purposes 	<input type="checkbox"/> Highly effective <input type="checkbox"/> Effective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Ineffective
Facilities	<ul style="list-style-type: none"> • County/state inspection records • Tour of physical plant indicates adequate facility for purposes and maintenance • Facilities Master Plan (if any) 	<input type="checkbox"/> Highly effective <input type="checkbox"/> Effective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Ineffective
Safety	<ul style="list-style-type: none"> • County/state inspection records • Tour of physical plant to evaluate safety • Emergency response plans in evidence 	<input type="checkbox"/> Highly effective <input type="checkbox"/> Effective <input type="checkbox"/> Somewhat effective <input type="checkbox"/> Ineffective