

# **Proud to Partner Leadership Academy**



**A Charter Application submitted to  
Putnam City Schools Board of Education  
Oklahoma City, Oklahoma**

**on behalf of the  
Proud to Partner Leadership Academy, Inc.  
Board of Directors**

**Ms. Dawn Bowles, School Founder**

**Dr. Sharri Coleman, Chair**

**Ms. Rachel Brainard, Vice Chair**

**Ms. Gemma Bernardino, Secretary**

**Mrs. Charlesetta Jossell**

## Table of Contents

<b>I. Attachment A - Description of Applicant and Related Information</b>	<b>2</b>
• Applicant Information	3
• (A-1) Articles of Incorporation	4
• (A-2) By-laws	5
• (A-3) List of Officers/Directors	9
• (A-4) 501(c)(3) Certificate Copy	10
<b>II. Attachment B - Statement and Program Definition</b>	<b>11</b>
• (B-1) Mission, Program Description	12
• (B-2) Curriculum	18
• (B-3) Extracurricular Activities	25
• (B-4) Admission Policy and Procedures	26
• (B-5) Recruitment of Students	28
<b>III. Attachment C - Governance and Operations</b>	<b>29</b>
• (C-1) Powers and Authority of the Governing Body	30
• (C-2) Board Member Information	35
• (C-3) Administration	41
<b>IV. Attachment D - Facilities and Personal Property</b>	<b>43</b>
• (D-1) Description of Facilities	44
• (D-2) Disposal of Facilities	44
<b>V. Attachment E - Financial Matters</b>	<b>45</b>
• (E-1) Financial Plan	46
• (E-2) Financial	47
<b>VI. Attachment F - Personnel</b>	<b>48</b>
• (F-1) Hiring Policy, Personnel Policies, Personnel Qualifications	49
• (F-2) Participation in Retirement System	55
<b>VII. Attachment G - Accountability</b>	<b>56</b>
• Statement of Accountability	56
• (G-1) Criteria to measure academic effectiveness of charter school	57
• (G-2) Criteria to measure operational effectiveness of charter school	60
• (G-3) Criteria to measure the financial effectiveness of charter school	61
<b>VIII. Attachment H - Demonstration of Support</b>	<b>62</b>
• (H-1) Demonstration of support (letters, survey, petitions, etc.)	63
<b>IX. Attachment I - Requested Services</b>	<b>64</b>
• (I-1) Requested services	64

## **Attachment A - Description of Applicant and Related Information**

- Applicant Information
- (A-1) Applicant's Articles of Incorporation
- (A-2) Applicant's Current By-Laws
- (A-3) List of Applicant's Officers and Directors
- (A-4) Copy of Applicant's §501 (c)(3) Certificate

**Applicant Information:** Provided in this section is the requested information about the legal entity that will sign the charter school contract and will directly operate the charter school.

**Legal Name of Applicant:** Dawn D.Bowles

**Address of Principal Office of Applicant:** 4305 Idylbreeze Drive, Oklahoma City, OK 73179

**Applicant's Telephone Number:** (860) 966-5537

**Applicant's Facsimile Number:** (405) 926-8323

**Applicant's E-mail Address:** dawn.bowles@opsrc.net

**Date of Applicant's Incorporation:** September 1, 2023

**Applicant's Federal Identification Number:** 93-2089927

**Information about Applicant's Representative:** This Application is being submitted by the Charter School Applicant, not by a representative of the Applicant.

**The Charter Applicant is going to receive continuing assistance in the operation of the charter school from an entity ("Participant") which is not going to be a party to the charter school contract. Please see the following information for each participant:**

**Legal Name of Participant:** Oklahoma Public School Resource Center (OPSRC)

**Address of Principal Office of Participant:** 309 NW 13th Street, Oklahoma City, OK 73103

**Participant's Telephone Number:** (405) 212-4802

**Participant's Facsimile Number:** (405) 926-8323

**Participant's e-mail Address:** susan.baldwin@opsrc.net

**Name of Participant's Principal Contact:** Susan T. Baldwin

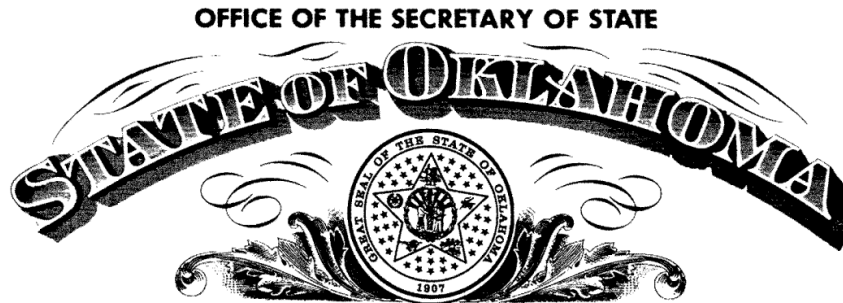
**Describe the nature of the Participant's assistance in specific detail, including the names and functions of individuals to be provided by Participant as part of such assistance:**

Charter Applicant is a member of the Oklahoma Public School Resource Center (OPSRC) and the School Design Center (SDC) Cohort. As a cohort member and SDC Fellow, the Charter Applicant is able to receive supports in every area of charter school start-up, as well as supports after authorization, throughout the implementation process, and beyond. Additionally, planning during the cohort fellowship allows for a school design model supportive of a five year plan.

Four Founding Members have completed the State Charter School Training and Certification. Certificated members are as follows: Dawn Bowles, Sharri Coleman, Rachel Brainard, and Charlesetta Jossell. Certificates are included at the end of the Application.



**(Attachment A-1) Articles of Incorporation**



**NOT FOR PROFIT  
CERTIFICATE OF INCORPORATION**

*WHEREAS, the Not For Profit Certificate of Incorporation of*

**PROUD TO PARTNER LEADERSHIP ACADEMY INC**

*has been filed in the office of the Secretary of State as provided by the laws of the State of Oklahoma.*

*NOW THEREFORE, I, the undersigned, Secretary of State of the State of Oklahoma, by virtue of the powers vested in me by law, do hereby issue this certificate evidencing such filing.*

*IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the Great Seal of the State of Oklahoma.*



*Filed in the city of Oklahoma City this  
1st day of September, 2023.*

A handwritten signature in black ink, appearing to read "Brian T. Blanton".

*Secretary of State*

## **(Attachment A-2) Current Bylaws**

### FIRST AMENDED BYLAWS

Proud To Partner Leadership Academy, Inc.

#### ARTICLE I

##### Name and Purpose

Section 1.1 Name. The name of this corporation is Proud To Partner Leadership Academy, Inc., an Oklahoma not-for-profit corporation (the "Corporation").

Section 1.2 Mission. The mission of the Proud to Partner Leadership Academy (PTPLA) (the "School") is to transform the lives of high school students through leadership development in a culturally relevant experience fostering academic excellence, community partnership, and social and emotional accountability, so that they are empowered to believe in themselves and prepared to lead beyond today.

Section 1.3 Purposes. The Corporation was created to operate, manage, and control the Proud To Partner Leadership Academy (the "School") through its Board of Directors (the "Board" or "Directors"). The School is an Oklahoma charter school established pursuant to the Oklahoma Charter School Act, 70 O.S. §3-130 *et. seq.*

Section 1.4 Location. The principal office of the School will be located in the Putnam City Schools District residential zone in Southwest Oklahoma City, OK. The School may also have offices at such other places as the School's Board may determine.

Section 1.5 Registered Agent and Office. The Registered Agent is LEGALCORP SOLUTIONS, LLC. Office - 624 S. Denver Suite 300, Tulsa, Oklahoma 74119

Section 1.6 Fiscal Year. The Fiscal Year shall be July 1st - June 30th of each year.

Section 1.7 Governing Law. The business of the School shall be conducted under and be compliant with applicable Federal and Oklahoma laws.

#### ARTICLE II

##### Board of Directors

Section 2.1 Directors. The oversight, management, and control of the property and affairs of the School shall be vested in the Board, who shall have the powers and authority vested to it by Federal and Oklahoma law. The Board may delegate authority to the Head of School as it may deem necessary, including the power to conduct, manage, and control the routine affairs and activities of the School; provided, however, that the affairs of the School are carried out under

the Board's ultimate jurisdiction.

Section 2.2 No Members. The Corporation shall have no members apart from the Directors.

Section 2.3 Qualifications. Any natural person who supports the enumerated goals and policy of the School shall be eligible to serve as a Director so long as in compliance with applicable law.

Section 2.4 Number of Directors. The Board may consist of no less than five (5) and no more than seven (7) voting directors, referred to individually as "Director." It is the intent of the Board to have no more than one Board member that has a student(s) attending the School. Putnam City Schools, as sponsor of the School, shall not have a seated board member.

Section 2.5 Term. The terms of the Directors shall be one to three -years with an equal number of directors serving one, two, and three years as determined by the Board. There will be no limitations on the number of terms that a Director may serve.

Section 2.6 Reserved.

Section 2.7 Vacancies and Removal. When a vacancy occurs in one of the seats, a majority vote by the Directors currently seated at that time shall select and appoint a new Director(s). Any Director may be removed with or without cause. Reasons for removal include but are not limited to (1) conduct inconsistent with the missions, goals, and/or policy of the School; and/or (2) failure to attend meetings of the Board and participate in activities of the Board.

Section 2.8 Resignation. A Director may resign by giving thirty (30) days prior written notice to the Chair of the Board.

Section 2.9 Voting. Except as may otherwise be provided herein, each Director shall be entitled to one (1) vote on all matters coming before the Board, unless the Director must recuse himself/herself. There shall be no voting by proxy by any Director and a Director must be present at a lawful open meeting to vote.

Section 2.10 Compensation. Directors shall serve on the Board without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting school business.

Section 2.11 Officers: Officers of the Board shall be annually elected at the last meeting of the current fiscal year in order to serve in the next following fiscal year and shall consist of a President (the "Chair"), Vice -President ("Vice-President"), a Secretary, and Assistant Secretary.

- A. Chair. The Chair, if present, shall preside at Board meetings and establish the meeting agenda.
- B. Vice-President. If the Chair is absent or unable to preside, the Vice-President shall perform all of the Chair's duties.

- C. Secretary. The Secretary shall a) keep or cause to be kept, at the School's principal's office, a book of minutes of all meetings of the Board and Board committees; b) keep or cause to be kept a copy of the School's Bylaws with any amendments; c) give or cause to be given notice of the Board and committee meetings; and d) have such other powers and perform such other duties as the board may prescribe.
- D. Assistant Secretary. If the Secretary is absent or unable to perform the duties of Secretary, the Assistant Secretary shall be empowered to perform said duties.

Section 2.12 Indemnification. Except as otherwise may be provided by law, the School shall indemnify any Director or officer, whether past or present, and any committee member, to the extent he/she has been successful on the merits or otherwise in the defense or proceeding, for all reasonable expenses incurred in the proceeding if the person was a party because he or she is or was a Director, officer, or committee member.

### ARTICLE III

#### Board Meetings

Section 3.1 Regular Meetings. Regular meetings will be held as determined by the majority vote of the Board and in compliance with the Oklahoma Open Meetings Act.

Section 3.2 Special and Emergency Meetings. The Board may have special or emergency meetings as authorized by applicable law.

Section 3.3. Location. Board meetings will be held at such places as the Board may designate.

Section 3.4 Notice. Notice of Board Meetings shall be in accordance with the Oklahoma Open Meetings Act.

Section 3.5 Quorum. A quorum consists of a majority of the then-seated Directors of the Board.

Section 3.6 Action by the Board. The actions taken and decisions made by a majority of the Board present at a meeting are the actions and decisions of the Board.

Section 3.7 Committees. The Board may establish one or more committees consisting of Directors and/or such other persons as may from time to time be appointed. The authority of a committee shall be to make recommendations for action to the Board within the scope of the committee's assigned task(s).

### ARTICLE IV

## Finance

Section 4.1 Fiscal Year. The fiscal year of the School shall commence on July 1 of each year and end on June 30 of the following year.

Section 4.2 Contracts. All contracts must have Board approval; provided, however, the Board may authorize the Head of School with certain contractual authority, to include the negotiation and/or execution of contracts that do not exceed \$10,000 or as directed by the Board through its purchasing/ contracting policies.

Section 4.3 Funds Deposit. All funds of the School shall be deposited to the credit of the School under such conditions and in such banks or depositories as shall be designated by the Board.

Section 4.4 Financial Reporting. A summary report of the financial operations of the School shall be conducted monthly and presented to the Board at each regularly scheduled board meeting.

Section 4.5 Books and Records. The School shall keep correct and complete books and records of accounts and minutes of meetings of the Board. Said records shall be maintained and available for inspection as may be required by law.

## ARTICLE V

### Amendment of Bylaws

Section 5.1 Bylaws. These Bylaws may be reviewed as necessary, and any proposed amendment(s) shall be presented in writing to the Board, who may at its next regularly scheduled meeting take action to amend these Bylaws.

Section 5.2 Certificate. The undersigned does hereby certify that the foregoing Bylaws were duly and regularly adopted as such by the Board and that the above and foregoing Bylaws are in full force and effect.

THESE FIRST AMENDED BYLAWS ARE ACCEPTED AND APPROVED BY A MAJORITY VOTE OF THE BOARD ON SEPTEMBER 11, 2023 WITH AN EFFECTIVE DATE OF OCTOBER 9, 2023.

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Dr. Sharri Coleman, Board Chair

**(Attachment A-3) Officers and Directors**

<b>Officers and Directors</b>	<b>Address</b>	<b>Phone</b>
Ms. Dawn Bowles, Director	4305 Idylbreeze Drive Oklahoma City, OK 73179	(860) 966-5537
Dr. Sharri Coleman, Chair	616 NE 19th Street Oklahoma City, OK 73105	(405) 501-4284
Ms. Rachel Brainard, Vice Chair	2343 NW 20th Street Oklahoma City, OK 73107	(402) 309-4230
Ms. Gemma Bernardino, Secretary/Clerk	737 SW 34th Street Oklahoma City, OK 73109	(405) 287-0652
Mrs. Charlesetta Jossell, Community Outreach Chair	610 South Post Road Arcadia, OK 73007	(405) 249-1796

**(Attachment A-4) Copy of Applicant's §501 (c)(3) Certificate**

The 501(c)(3) for the Proud to Partner Leadership Academy is in process and the entity is awaiting receipt of certificate.

## **Attachment B - Statement and Program Definition**

- (B-1) Mission, Program Description
- (B-2) Curriculum
- (B-3) Extra-curricular Activities
- (B-4) Admission Policy and Procedures
- (B-5) Recruitment of Students



## **(Attachment B-1) Mission, Program Description**

**Mission:** The mission of the Proud to Partner Leadership Academy (PTPLA) is to transform the lives of high school students through leadership development in a culturally relevant experience fostering academic excellence, community partnership, and social and emotional accountability, so that they are empowered to believe in themselves and prepared to lead beyond today.

**Vision:** To build a premier high school model for leadership, academic excellence, and social and emotional accountability, that prepares students for post-secondary success through community partnerships.

The founding team of Proud to Partner Leadership Academy (PTPLA) is proposing to open a high school in Southwest Oklahoma City. We desire that students and parents feel a sense of family and ownership in their school. We embrace and are dedicated to meeting the academic and Social and Emotional Learning (SEL) needs of high school students and their families. Regardless of background or level of preparedness, we are “Proud” to “Partner” with families on this journey to excellence. The PTPLA schoolwide education plan was developed based on the following foundational Pillars: **Post-Secondary Leadership, Academic Excellence, Community Partnership, Social and Emotional Learning (PACS)**.

*Post-Secondary Leadership:* Through building and fostering a climate of leadership development, we will provide a viable post-secondary track for all students. We will increase the high school graduation rate, thus increasing and improving the college and career readiness opportunities for all students. All students will participate in the John Maxwell iLead leadership curriculum during a daily 25-minute advisory session. All students will receive a community mentor/partner aligned to their post-secondary area of interest. All students will develop a Post-secondary Leadership portfolio. All students and families will have access to the PTPLA Leadership Center.

*Academic Excellence:* Through targeted instruction we will improve learning outcomes in curriculum and assessment, while incorporating multiple learning styles and intelligences in daily instruction. We will require a measurement of student learning and create different and innovative forms of measuring student learning outcomes, with an emphasis on growth. We will practice and model life-long learning for school leaders and staff through targeted professional development designed to address the needs of our students. All students will engage with data on a weekly basis, as related to their individual growth targets. All students will be required to participate in tutoring and/or intervention if growth targets are not met. All students will be required to participate in ACT elective courses. All students will be required to understand the various learning styles and capitalize on the strengths of their identified learning style, within the

context of daily instruction. All students will participate in the PTPLA Cultural Performing Arts programming.

*Community Partnership:* Through relevant and timely community partnerships we will increase both community in-reach and community out-reach. We will foster a one-to-one student/community mentoring program aligned to each student’s post-secondary goals. We will also establish a norm for community-based student recognition opportunities. All students will engage with a minimum of one community partner. All students will participate in a minimum of one community service project per semester. All students will participate in off-site learning activities with their community partner.

*Social and Emotional Learning:* Through a reflective process using culturally relevant pedagogies, we will encourage student individuation, accountability, and advocacy. We will provide restorative alternatives to suspension, supportive of continued academic achievement and SEL as measured through the Collaborative for Academic, Social, and Emotional Learning (CASEL). We will provide a visual cultural representation of teacher leaders, while cultivating norms for behavioral outcomes. All students will participate in the BASE Education social and emotional learning curriculum during a daily 25 minute advisory session. All students will be required to participate in Restorative Practices and Circles as a means to establishing and sustaining positive relationships within the climate and culture of the school.

### **Program Description**

#### **Grades to be served, including a description of any anticipated expansion during the term of the charter-school contract:**

PTPLA will serve high school families located in a heavily industrialized area of Southwest Oklahoma City, with residence and zoning in the Putnam City Schools District. See zoning map below, as well as student demographics for the Putnam City School District.



The student population for PTPLA will consist of grades nine through twelve, and enrollment will progress in the following manner over five years:

	<b>SY 2024-2025 Year One</b>	<b>SY 2025-2026 Year Two</b>	<b>SY 2026-2027 Year Three</b>	<b>SY 2027-2028 Year Four</b>	<b>SY 2028-2029 Year Five</b>
<b>Minimum Enrollment</b>	100 students	200 students	350 students	375 students	400 students
<b>Maximum Enrollment</b>	125 students	250 students	375 students	400 students	400 students
<b>Grade Level</b>	11th & 12th	10th - 12th	9th - 12th	9th - 12th	9th -12th

**Anticipated Challenges:** Pursuant to Oklahoma statutes, The PTPLA believes that there is an urgent need to be solution oriented and address the following challenges for high school students and families in the Southwest Oklahoma City school zone of the Putnam City School District:

1. To create different and innovative forms of measuring student learning outcomes
2. To improve student learning outcomes in curriculum and state assessment
3. To build and foster leadership development for high school students
4. To increase the high school graduation rate
5. To provide a viable post-secondary track for high school students, by increasing and improving the college and career readiness opportunities, inclusive of Historically Black Colleges and Universities.

A targeted anticipated educational need will be for Putnam City West students, as this school in the secondary schools in the Putnam City Schools District, has been classified in the CSI (Comprehensive Support and Improvement) category by the Oklahoma State Department of Education. Other high schools in the immediate area have subgroups identified in the ATSI (Additional Targeted Support and Improvement) category. Additionally, proper structures and instructional supports for ELL students will be required that they might successfully meet exit requirements as measured by the World-class Instructional Design and Assessment (WIDA).

PTPLA will address these challenges by providing the following:

- Staff training on culturally relevant pedagogies
- A collaborative model (inclusive of staff, student, parent, and community partner) to determine short term and long term student growth targets
- Academic tutoring and intervention supports
- Alignment with Oklahoma Association for Bilingual Education (OABE)

An anticipated challenge will be attendance, due to the transient nature of the student population. Roughly 50% of the student population is considered highly mobile and 15%-20% of students are chronically absent from school.

PTPLA will address this challenge by providing the following:

- A collaborative model (inclusive of staff, student, parent, and community partner) to determine short and long term student attendance goals
- A collaborative model (inclusive of staff, student, parent, and community partner) to determine barriers contributing to poor attendance, and solutions to best support improved attendance
- Blended learning opportunities for online credit
- Individualized learning for pacing
- Attendance incentives for both student and family
- Relevant internship and industry engagement inclusive of both academic credit and generated income

The founding team's capacity to address these challenges is backed by a combined 50 plus years of classroom, counseling, youth development, community, and site and district level administrative leadership, along with 25 plus years of School Turnaround experience. Additionally, the team has experienced first hand the challenges in the secondary schools of Southwest Oklahoma City and has successfully worked together to address the areas of concern with exemplary academic and behavioral outcomes.

PTPLA will make every effort to guarantee an open enrollment, school of choice, option for all families, thus meeting our progressive yearly enrollment caps, until reaching full capacity of 400 students. See Section B-4: Admission Standards/Procedures for details about process and procedures.

**Ages to be served, including a description of any anticipated expansion during the term of the charter-school contract:**

PTPLA will serve students in the bracketed ages of 13-21, as associated with the identified graduation cohort years four through six.

**Instructional Day and Year**

PTPLA will operate on an 182 day annual calendar that will meet the state minimum of 180 days or 1,080 hours. It is the intent that the annual school calendar will closely mirror the local district's (PCS) 182 days. The variance of additional days may represent a combination of

instructional days, parent teacher conferences, and staff professional development aligned to Core, ELL, SPED, Leadership, and SEL Curriculum. This is more than 50% greater than the staff professional development provided in PCS or neighboring school districts. PTPLA will offer four Report Card Pick Up days for Parent-Teacher Conferences. This is twice the number of conferences offered by PCS. We believe that the frequency by which we meet with parents and engage them in our academic intervals will provide a cohesiveness in student and family accountability to meet goals within the Academic Excellence Pillar. PTPLA will allocate a tremendous amount of time to Professional development, as we are committed to continuous improvement and developing a relevant instructional staff that is aligned to the foundational Pillars of our school, and capable of executing rigorous pedagogy and excellence for all students. We will make every effort to align the PTPLA school calendar to that of the PCS calendar in conformity with holidays and semester breaks. PTPLA will service a Block Schedule (A Day/B Day), two semester school year.

<b>Annual Schedule</b>	<b>SY 2024-2025</b>	<b>SY 2025-2026</b>	<b>SY 2026-2027</b>
<b>Start/End Times (Staff)</b>	8:30AM - 4:00PM	8:30AM - 4:00PM	8:30AM - 4:00PM
<b>Start/End Times (Students)</b>	8:30AM-3:48PM	8:30AM-3:48PM	8:30AM-3:48PM
<b>Instructional Minutes</b>	370 minutes	370 minutes	370 minutes
<b>Instructional Days</b>	171 days	171 days	171 days
<b>Annual Calendar Days</b>	182	182	182

<b>Daily Schedule</b>	<b>Start Time</b>	<b>End Time</b>	<b>Total Minutes</b>
Intake/Breakfast <ul style="list-style-type: none"> <li>Ambassador Check-in and Celebrations 8:45-9:00 on Monday ONLY</li> </ul>	8:30 AM	9:00 AM	30 Minutes
Transition	9:00 AM	9:03 AM	3 Minutes
1st Session A Day/B Day	9:03 AM	10:26 AM	83 Minutes
Transition	10:26 AM	10:33 AM	7 Minutes
2nd Session A Day/B Day	10:33 AM	11:56 AM	83 Minutes
Transition	11:56 AM	11:59 AM	3 Minutes
<b>Mid-Day Meet Up</b>	<b>11:59 AM</b>	<b>1:04 PM</b>	<b>65 Minutes</b>
<i>1st Lunch - Seniors Leadership/SEL Lab 1 - Juniors</i>	<i>11:59 AM</i>	<i>12:24 AM</i>	<i>25 Minutes</i>
<i>Social Set Combined</i>	<i>12:24 AM</i>	<i>12:39 PM</i>	<i>15 Minutes</i>
<i>2nd Lunch - Juniors Leadership/SEL Lab 2 - Seniors</i>	<i>12:39 PM</i>	<i>1:04PM</i>	<i>25 Minutes</i>
Transition	1:04 PM	1:07 PM	3 Minutes
3rd Session A Day/B Day	1:07 PM	2:30 PM	83 Minutes
Transition	2:30 PM	2:37 PM	7 Minutes
4th Session A Day/B Day	2:37 PM	4:00 PM	83 Minutes
Dismissal	4:00 PM		

## **(Attachment B-2) Curriculum**

PTPLA will support four rigorous curricular resources for each of the four Pillars: Core (Academic Excellence), CTE, & Elective (Community Partnership); Social and Emotional Learning (Social and Emotional Learning); and Leadership (Post-Secondary Leadership), allowing students to meet state requirements for general, advanced, and distinguished diplomas. All curricular programming is aligned with the PTPLA Pillars (PACS).

The PTPLA Curriculum is aligned to the Mission and Vision of the school, and is designed to meet the needs of all learners. In advance of the school year, teachers and leaders will participate in training that is directly aligned to the Edmentum Courseware curriculum, Edmentum Testpacks and Assessments, BASE Education SEL programming, and iLead and Boy Scouts of America Leadership program. Additionally, there will be site-led professional development in the areas of data-driven decision making, culturally relevant pedagogy, teaching in trauma-informed schools, and Restorative Practices and Circles. During the school year, professional development and coaching sessions will also be provided onsite on a bi-weekly schedule from our Edmentum Instructional Coach. Properly equipped and authentically trained adults is our first line of defense in remaining consistent with the outcomes for the school and student body. The three curricular models are in direct alignment with our four PTPLA Pillars, **Post-secondary Leadership, Academic Excellence, Community Partnership, and Social and Emotional Learning**. The three curricular models are also supportive of our Differentiated, Individualized, and Personalized Learning tracks designed to promote academic excellence. Each curricular model is focus driven in pursuit of excellence in Post-secondary Leadership. Additionally, the curricular models are embedded in the day-to-day operations of the school, and can/will be used simultaneously. All curriculum allows for data-driven decision making, supports for blended learning, community and family engagement, and is college and career focused on providing students with the tools needed today, in order to have a plan for success after graduation.

### **High Quality Curricular Models**

***Post-secondary Leadership:*** PTPLA will engage with John Maxwell's values-based student leadership development model, iLEAD, as provided through the Maxwell Leadership Foundation. We will combine subject matter content with a peer-to-peer process that allows students to practice leadership as they are learning it. We will use the iLead instructional model with small groups of 4-6 students, in a once-twice per week course. PTPLA Professor of Learning (PALs) will serve as a Sponsor for the course who train students to be facilitators. We will access instruction through both print and digital formats. Students will be required to take the pre and post assessment for each unit of study. Lessons will progress in three volumes: iChoose, iDo, and iLead. These three volumes represent the entire content of iLead. The content will be adjusted based on a student's year of entry to the school. iLead will be embedded in our

“Mid-Day Meet Up”, where students will participate in a 25 minute Leadership class, occurring on alternating days. Mid-Day Meet Up is a 70 minute structured activity block consisting of a 25 minute lunch, a 20 minute social set (friend zone), and a 25 minute alternating Leadership/SEL class.

***Academic Excellence:*** PTPLA Core and Elective curricular programming will utilize research-based digital educational solutions and tools to support teachers in creating successful student outcomes, no matter the educational setting using Edmentum Courseware. We will ensure Academic Excellence through Rigorous Standards-aligned Curriculum, Instructional Delivery and Teaching Methods, and a daily Pedagogical Structure (The 3-1-1).

- *Rigorous Standards-aligned Curriculum:* PTPLA instructional strategies and methods are aligned to Edmentum’s six foundational learning design principles:
  - Mastery Learning
  - Active, Engaging Learning
  - Deliberate Practice
  - Explicit Scaffolding
  - Metacognitive Strategies

Additionally the instructional model supports opportunities for social learning with collaborative and reflective teacher-student interaction, a rigorous state approved curriculum and assessment platform, aligned to the Oklahoma Academic Standards (OAS), as well as personalized learning strategies to increase student motivation and achievement. We will use Individualized learning and pacing to encourage students to be self-directed in their acquisition of knowledge. The PTPLA data-driven platform will offer visibility to course progress and pacing data that is designed to give the teacher, parent, and students guidance toward course completion. The intuitive data views on individual students and group performance will provide the insight needed to make instructional decisions that impact student achievement and our academic excellence.

- *Instructional Delivery/Teaching Method:* Foundationally, the PTPLA instructional staff will use the Gradual Release Model as the primary teaching method. The Gradual Release Model is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey). PTPLA will utilize the four phases of the Gradual Release Model of teaching:
  - I DO- where the teacher models the lesson objective in a focus lesson
  - WE DO- guided instruction with both input from the teacher and the students
  - YOU DO TOGETHER (of which PTPLA will refer to as Y’ALL DO): Collaborative learning in small groups or partners



- YOU DO ALONE- independent practice, thus leading to formative data for final mastery of the concept or standard.

***Community Partnership:*** PTPLA will engage with the Boy Scouts of America Last Frontier Council, which provides a peer-to-peer process in an environment for students to develop authentic relationships while being intentional to learn and live good leadership values. The Frontier Council will align a database of community partners with our students in order to provide the one-to-one Post-secondary Leadership mentor. This creative approach to community partnership will allow for background cleared professionals to work with PTPLA students. The Frontier Council will be supervised by the PTPLA Dean of Leadership, and students will formally meet on a monthly basis with their community partner. Students will also generate one community service project each semester, with the help of their community partner.

***Social and Emotional Learning:*** PTPLA will engage with the BASE Education, Social and Emotional Learning Curriculum as supported and recommended by the Collaborative Association for Social and Emotional Learning (CASEL). BASE Education is a comprehensive student mental health platform that provides a psychologically safe, interactive, and evidence-based curriculum. Developed by mental health professionals, BASE Education is designed to help students understand and articulate their emotions, develop self-regulation skills, and build healthy relationships with peers and adults. BASE Education also provides a parent/guardian/caregiver companion curriculum, to assist adults in areas that they may be overwhelmed, or to assist with the mental health crisis that their child or children are facing.

PTPLA will use BASE Education to provide the following:

- Flexible curriculum modules for personalized learning
- Journalistic introspection for student processing and sharing
- IEP compliance through screening, data capture, and personalized modules
- BASEline Assessment Screener for social and emotional growth assessment
- Built-in crisis-alert system with “Firewords” for immediate intervention

PTPLA will embed BASE Education in our “Mid-Day Meet Up”, where students will participate in a 25 minute SEL class, occurring on alternating days. Mid-Day Meet Up is a 70 minute structured activity block consisting of a 25 minute lunch, a 15 minute social set (friend zone), and a 25 minute alternating Leadership/SEL class.

## High Quality Curriculum at PTPLA

Grades/Subject	Curriculum	Rationale
9-12 Required Core Programming (English, Math, Science, History, World Languages, Electives)	Edmentum Courseware	Aligned to Oklahoma Academic Standards (OAS), Learn Anywhere Oklahoma, the Oklahoma State Textbook Committee, the Oklahoma Supplemental Online Course Program (OSOCP), and is an approved Oklahoma Benchmark option for OSTP. Programming also provides a Learning Prescription for each student based on BOY & MOY Benchmarks, which is also aligned to daily course instruction. Supportive of Tier 1, Tier 2, and Tier 3 Intervention
SEL Lab (Mid-Day Meet-UP)	BASE Education	Aligned to CASEL Standards, provides curriculum for students and parents, and developed by mental health professionals with clinical and research-based practices for teens.
Leadership Lab (Mid-Day Meet-Up)	iLEAD, John Maxwell	Supports weekly small groups, peer-to-peer led models, teacher and student curriculum, comprehensive scaled delivery, supportive of whole school implementation
CTE & Electives 9-12	Edmentum Courseware	Aligned to Learn Anywhere Oklahoma, the Oklahoma State Textbook Committee, the Oklahoma Supplemental Online Course Program (OSOCP), and an approved Oklahoma Benchmark option for OSTP.

The PTPLA Core, Career Technical Education, and Electives curriculum is a blended-learning model provided via Edmentum Courseware for all grade levels, allowing for traditional and online learning. The curriculum is aligned to the Oklahoma Academic Standards (OAS), Learn Anywhere Oklahoma, the Oklahoma State Textbook Committee, the Oklahoma Supplemental Online Course Program (OSOCP), and an approved Oklahoma Benchmark option for OSTP. Course options by subject and suggested grade level are attached to this application. This curriculum is aligned with Pillar two: Academic Excellence.

## Different Curriculum Opportunities for Students

All PTPLA students will engage in leadership, and social and emotional coursework. PCS district and neighboring districts in SW OKC do not utilize a required leadership or social and emotional learning curriculum.

- **Approaches to Curriculum and Instruction:** PTPLA will utilize Differentiated, Individualized, and Personalized Learning, in our approaches to curriculum delivery. *Differentiation* will allow for an awareness of and active response to students' varied learning styles. Additionally, we will exercise flexibility in assessment, classroom instruction, and groupings in order to create the best learning experience for students and teachers.  
*Individualization* will allow for calibrated instruction designed to meet the unique pace of various students. PTPLA students will be able to meet academic goals while progressing through the curriculum at different speeds, based on their own particular learning needs. Our students will benefit from Credit Recovery, as well as Credit Advancement. Credit Recovery is only available to students in alternative settings in the PCS district, and credit advancement is not offered in the PCS district.  
*Personalization* will allow for students to capitalize on their preferences and interests, as well as gain a better understanding and alignment for their Post-secondary Leadership goals. Most importantly, PTPLA students will be involved in the creation of culturally relevant learning activities, based upon their backgrounds and interests.
- **Leadership Coursework:** PTPLA affords all students with the opportunity to participate in the iLead leadership curriculum. There is no application process, or prerequisite to be accepted to the class. PTPLA will engage all students in our Pillar One leadership curriculum, and it is the premise by which the school will operate. We intend to not only find leaders, but build leaders for today and tomorrow, while equipping each student for excellence. All students will be scheduled in a leadership course in each year of attendance. This is not required in PCS district.
- **Community Mentors:** Additionally, all PTPLA students will participate in the one-to-one community mentoring program of Pillar Three, thus providing 100% participation in the Internship and Industry Post-secondary track supportive of the Oklahoma State School Report Card indicator. All students will be afforded the opportunity to participate in on-site and off-site learning experiences. Participating in a Post-secondary Internship and Industry track is not required in PCS district. Community partnering on a one-to-one basis is not required in PCS district.
- **Social and Emotional Learning:** PTPLA affords all students the opportunity to participate in the BASE Education social and emotional learning curriculum, and will engage all students in our Pillar Four, Social and Emotional Learning. Students will be guided through the SEL curriculum and daily practices as a means for behavioral

accountability. PTPLA students and staff will participate in Restorative Practices and Circles as the means to handling conflict, as well as alternatives to suspension, neither of which is used or required in PCS district.

### High School Course Requirements for Graduation

	<b>State of Oklahoma High School Requirements</b>	<b>PTPLA High School Requirements</b>
<b>Language Arts</b>	4 English	4 English
<b>History/Social Sciences</b>	1 U.S. History .5 U.S. Government .5 Oklahoma History 1 History/Citizenship	1 U.S. History .5 U.S. Government .5 Oklahoma History <b>1 Cultural History</b>
<b>Math</b>	3 Including Algebra I	3 Including Algebra I
<b>Science</b>	3 Including Biology I	3 Including Biology I
<b>Mandated Electives</b>	1 Fine Art 1-2 Computer Technology or 1-2 World Language	1 Fine Art <b>2 Computer Technology</b> <b>2 World Language</b> <b>1 Leadership</b>
<b>Additional Electives</b>	8 of choice	<b>4 of choice</b>
<b>Additional Graduation Requirements</b>	CPR/AED Training, Personal Financial Literacy, ICAP	CPR/AED Training, Personal Financial Literacy, ICAP, <b>SEL Lab (each semester)</b>
<b>State Assessments</b>	ACT/SAT 11th Grade Science 11th Grade U.S. History (Once during 9th-12th grades)	ACT/SAT 11th Grade Science 11th Grade U.S. History (Once during 9th-12th grades)
<b>Community Service</b>	At least once during 4 years 9th-12th grades	One service learning project per semester

**Note:** PTPLA Core Graduation Requirements exceed those of the Oklahoma Core (General Diploma) Graduation Requirements in that they satisfy the Oklahoma College Prep (Advanced Diploma) Graduation Requirements, with the exception of one credit of Concurrent Enrollment. Any student interested in fulfilling all areas of the Oklahoma College Prep (Advanced Diploma)

Graduation Requirements would need to satisfy at least one additional credit in a Concurrent Enrollment course.

A Distinguished Diploma would satisfy all of the aforementioned requirements, as well as the following:

- Hold a student leadership position within the school at the time of graduation
- Serve on a community board
- Achieve a Grade Point Average (GPA) of 3.5 or higher in the graduating year.

### **(Attachment B-3) Extracurricular Programming**

PTPLA will offer extracurricular programming, including Cultural Arts in Theatre (Dual Language), Dance, Percussive Instrumentation, and Choral Music. Students may have the opportunity to participate in athletics: Girls Softball, Boys Baseball, Girls Volleyball, and Boys Volleyball.

## **(Attachment B-4) Admission Policy and Procedures**

PTPLA will begin accepting applications on February 1, 2024, for the 2024-2025 school year. Applications will be available in English and Spanish, and will be translated to other languages on an as needed basis. Applications can be submitted in digital format or hard copy. Both digital and hard copy applications can be accessed and printed from our school website, or retrieved from the school office @ 4149 Highline Drive, Oklahoma City, OK 73179.

- October 1, 2023: Begin full scale marketing and promotion of PTPLA
- February 1, 2024: Open Application Window
- March 1, 2024: Close Application Window
- March 15, 2024: Lottery Event and Begin Notification Process
- March 29, 2024: Notification Process Finalized
- April 26, 2024: Registration and Enrollment Deadline
- July 29-31, 2024: Family Vision Conference

**A.** In compliance with 70 O.S. 2011, § 3-140, the PTPLA shall have an open enrollment and freedom of choice and shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability.

**B.** The boundaries of the PTPLA are those of the Putnam City Schools District and would be closest to that of Putnam City West High School.

**C.** The PTPLA will publish an application packet for parents and students describing eligibility for admission.

**D.** Timeline

- a. Establish and publish a deadline for the receipt of applications.
  - i. Students who reside within the Putnam City Schools District will be accepted at any time and will be given priority for admissions. Applications for admission from students who reside outside of the District's boundaries and who desire to transfer to the School shall be submitted with appropriate transfer documents in accordance with the timelines set forth in the Education Open Transfer Act, 70 O.S. 2011, § 8-101.1, et seq.
  - ii. Applications for Emergency Transfers may be considered at any time in accordance with the law.
- b. Applications will be received by the Head of School, who shall review and consider applications for approval.
- c. The Head of School will notify parents/students in writing of approval or denial not later than 45 days of the close of application window.
- d. Once admitted, the parent must complete the appropriate transfer documents in accordance with the law and District policy.

e. If the number of eligible and qualified applicants exceeds the capacity of the PTPLA, to include but not necessarily limited to, program capacity, the PTPLA will conduct a lottery in compliance with the applicable law. Those students that reside in the Putnam City Schools District will be designated Priority Level #1 and will be given priority for admission. Priority Level #1 also includes any student of a sibling currently attending the PTPLA, or the child of a teacher and/or staff working at the PTPLA, or the child of a Board member. The next consideration will be given to Priority Level #2, which includes any child who resides outside of the Putnam City Schools District, but specifically in the Putnam City Schools District Public School District. Priority Level #3 includes any child who resides outside of the Putnam City Schools District. The PTPLA will conduct a public lottery for any families desiring admission from the applicable Priority Level that are oversubscribed. The lottery may be conducted by grade, or any other applicable capacity limiting reason as approved by PTPLA Board.



## **(Attachment B-5) Recruitment of Students**

PTPLA will make every effort to recruit families from Southwest Oklahoma City, Oklahoma. As noted, PTPLA intends to have a student body, representative of the Southwest Oklahoma City community; therefore, we will promote and market primarily in the zip codes of 73179, 73127, and 73108, these zones also represent Academic Enterprise Zones (AEZ). We have a marketing team committed to the mission and vision of PTPLA. Isolated recruitment and marketing began in June of 2023. Full scale marketing will begin upon receiving charter authorization and a school number. Our recruitment and marketing plan is inclusive of the following:

- Develop a clear and identifiable school brand/logo
- Invest in a digital application tracking system, in addition to printed applications
- Ensure that advertisement visuals are reflective of population demographics
- Ensure that advertisements, audio and visual, are representative at a minimum of dual languages (English and Spanish) and provide additional translations when needed.
- Develop marketing materials designed to speak to different audiences (Parent/Student, as well as Business/Community Partners)
- Employ social media sites to target intended market
- Host small scale monthly community engagement events in targeted neighborhoods and apartment complexes
- Host informational meetings at churches, community centers, and local family owned restaurants in the target neighborhoods

## **Attachment C - Governance and Operation**

- Governing Body
- Attachment C-1: Powers and Authority of the Governing Body
- Attachment C-2: Board Member Information
- Attachment C-3: Administration

### **Governing Body**

Is the charter school going to be governed by the board of directors of a corporation described as the Applicant in Attachment A? YES

## **(Attachment C-1) Powers and Authority of the Governing Body**

The Governing Board of PTPLA will be responsible for holding the charter, and, therefore, is legally and ethically responsible for the fiscal, organizational, and academic health of our school and its adherence to our mission and the accountability goals outlined within the charter agreement. The PTPLA Board has three major duties: Duty of Care, Duty of Loyalty, and Duty of Obedience.

*Duty of Care:* A Board Member is expected to act as would an ordinary, prudent person in similar circumstances. This requires diligent, attentive, informed participation, i.e., reasonable care when making decisions in stewardship of PTPLA. The duty of care is evident in the following activities:

- The Board holds regularly scheduled meetings
- Board Members have received and read the bylaws and policies
- Information is provided to the Board in a timely manner and in advance of meetings
- Board Members arrive at meetings prepared, having read the minutes and advance material
- Financial reports are furnished on a regular schedule and are reviewed by the Board
- The Board makes informed decisions based on information provided
- Minutes accurately reflect Board votes and decisions, including dissent

*Duty of Loyalty:* A Board Member is expected to act in good faith, giving undivided allegiance to PTPLA, when making decisions that affect it, and should not operate for personal gain against the best interests of the school. When a conflict arises between the interests of a Board Member and the well-being of the PTPLA, the Board Member should immediately disclose the matter, and recuse from both the discussion and the decision making. If the matter proceeds, the terms of any transaction with a Board Member must be at least as favorable to the school as that which could be obtained from a party with no ties to the school. Board Members should observe confidentiality regarding the Board's deliberations and decision-making, and respect and adhere to all Board decisions, regardless of whether they voted in favor of the motion. Only designated spokespersons (usually the Chair) may speak publicly on behalf of PTPLA.

*Duty of Obedience:* A Board Member is expected to act in a manner that ensures that PTPLA operates in keeping with its mission and bylaws and in accordance with the laws and regulations governing its formation and status. In order to maintain the public's trust as a nonprofit, public school, Board Members must be fully conversant and compliant with the school's mission, bylaws and policies and ensure that the policies, goals and activities (including competent management of the school funds and other resources) are executed in accordance with the mission.

Among its specific responsibilities will be the following:

- Strategic planning to ensure alignment between the school's mission and vision in addition to the formulation of new policies. The school's mission and vision will guide every decision made by the Board to provide a high quality, high school education geared toward preparing students to serve as leaders in their chosen paths to college and careers.
- Financial oversight to ensure the school's financial stability, to review and approve annual budgets, to adhere to the school's financial health, and to advise the preparation of and conduct oversight of annual financial auditing. All members of the Board will participate in fundraising to contribute to the school's financial health.
- Legal and regulatory compliance to ensure compliance with all federal and state charter laws and regulations, review laws regularly, and file all necessary documentation in accordance to the law. Management oversight to select the Head of School at the appropriate time and subsequently manage, support and evaluate the Head of School agreed-upon and clearly outlined performance criteria, set annual compensation for Head of School, and offer specific guidance and support to the Head of School regarding day-to-day management of the school.
- Promotion and accountability to the public to promote the school to the Southwest Oklahoma City community, expand the school's relationships with various networks and organizations, and participate actively in the proposed location's neighborhood on behalf of the school.

The Governing Board will elect a Board Chair, Vice-Chair, Treasurer, and Secretary, and will establish standing committees focused on, including but not limited to, Academic Achievement, Finance, Development, and Governance. The Head of School will serve on the Governing Board as an ex officio, non voting member. No other PTPLA staff member will serve on the Governing Board.

The Board will hire the Head of School. It is ultimately the Board's responsibility to find and hire a new Head of School should there be a vacancy in this position. Much like the onboarding process for board members, the board will cultivate a list of potential Head of School candidates; this search will be done on a local and nationwide level. The Board will reach out to those candidates and invite them to apply for the position. The position will also be public and any individuals interested may apply for the position. The Governance sub-committee will select top applicants and invite them to a phone interview. After hosting phone interviews, the sub-committee will once again select the top candidates and invite them to an in-person interview. After all in-person interviews have been conducted, the subcommittee will present to the board their recommendation to hire for the Head of School position. The entire board will vote on the recommendation and will be ultimately responsible for maintaining leadership sustainability.

The Head of School will be responsible for hiring all other PTPLA staff members. While the Head of School is responsible for hiring staff, the Board is responsible for ensuring that new hires are appropriately licensed as required (subjects, grades, special groups, ELL learners), and that there is an administrative team in place to support the Head of School. Background checks must be conducted and verified as clean for all staff before the start of school. Staff must be enrolled in retirement systems as required, and have health insurance and other insurance policies. The Board should expect monthly management reports on all staff items as outlined here.

### **Creation and Monitoring of Policies for Operational Decisions**

Governance encompasses legal responsibilities, general oversight, planning and policy-making, and meeting fiduciary requirements. The PTPLA Board will ensure the following best practices for nonprofit boards.

#### **Ten Responsibilities of Nonprofit Boards**

1. Defines and refines organization's mission, vision, and direction
2. Recruits, supports, and evaluates the School Leader
3. Ensures effective organizational planning
4. Ensures adequate resources
5. Manages resources effectively
6. Determines, monitors, and strengthens the organization's program and services
7. Enhances the organization's public standing
8. Ensures legal and ethical integrity and maintains accountability
9. Recruits and orientates new Board members
10. Assesses Board performance

The operational and managerial decisions will be made by the Head of School and the rest of the Administrative Leadership team as governed by the PTPLA Board. See Bylaws as Attachment C1-A.

### **Communication of Planned Meeting Schedule of the Governing Board**

As outlined in PTPLA Bylaws, and as detailed below, meetings of the governing Board include:

#### **Board Meetings**

Section 3.1 Regular Meetings. Regular meetings will be held as determined by the majority vote of the Board and in compliance with the Oklahoma Open Meetings Act.

Section 3.2 Special and Emergency Meetings. The Board may have special or emergency

meetings as authorized by applicable law.

Section 3.3. Location. Board meetings will be held at such places as the Board may designate.

Section 3.4 Notice. Notice of Board Meetings shall be in accordance with the Oklahoma Open Meetings Act.

Section 3.5 Quorum. A quorum consists of a majority of the then-seated Directors of the Board.

Section 3.6 Action by the Board. The actions taken and decisions made by a majority of the Board present at a meeting are the actions and decisions of the Board.

Section 3.7 Committees. The Board may establish one or more committees consisting of Directors and/or such other persons as may from time to time be appointed. The authority of a committee shall be to make recommendations for action to the Board within the scope of the committee's assigned task(s).

### **Conflict of Interest Requirements under Oklahoma Law**

The Board will adhere to the same Conflict of Interest Policy as required by Oklahoma State statute Title 70 Section 3- 136. In addition adhering to these policies, the PTPLA Board and staff members will be expected to adhere to the PTPLA Conflict of Interest Policy.

Overarching principles include:

- No Board member should use affiliation with Proud to Partner Leadership Academy for private or personal advantage.
- The Board will not enter into any contract with a Board member or any company, individual, business concern, or other entity in which any Board member is directly or indirectly interested, except as otherwise provided by Oklahoma law.
- Annually, the Board Secretary will request each Board member to provide a statement of companies, individuals, business concerns, or other entities in which the new Board member has an interest. These statements will be provided to PTPLA. Any listed entity will be placed on a “no bid” list as long as the Board member continues on the Board or until the Board member notifies the Board Secretary that the affiliation no longer exists.
- A Board member shall not seek any gift, payment, or other consideration from any person or business organization that does, or seeks to do business with PTPLA.
- No Board member shall accept or convert anything of value in exchange for referral of third parties to any such person or business organization.

- A Board member shall not accept gifts or favors from any person or business organization where these might tend, or appear to tend, in any way to impair independent judgment concerning the Board and school's operations.
- A Board member shall not give, or promise to give any property, gift, business favor, or anything of value to another person or entity if the giving of such items is, or appears to be improper or unethical.

### **Understanding of Assumption of Liabilities**

To protect PTPLA from tort liability, we will purchase and maintain Directors and Officers Liability Insurance (often called D&O), liability insurance payable to the directors and officers of a corporation, or to the organization(s) itself, as indemnification (reimbursement) for losses or advancement of defense costs in the event an insured suffers such a loss as a result of a legal action brought for alleged wrongful acts in their capacity as directors and officers. Such coverage can extend to defense costs arising out of criminal and regulatory investigations/trials as well; in fact, often civil and criminal actions are brought against directors/officers simultaneously.

- In compliance with Oklahoma State statute Title 70, Section 3-136, the Board acknowledges that:
- The school is considered a district for the purposes of tort liability under The Governmental Tort Claims Act.
- The Board may enter into contracts.
- The Board may sue and be sued.
- The Board may not levy taxes or issue bonds.

### **Method for Resolving Conflict between Charter Board and Board of Education**

The Board expects that the charter contract will include a conflict resolution provision between the PTPLA Board and the State Board of Education.

**(Attachment C-2) Board Member Information**

All pertinent information for PTPLA Board Members is provided. Documents are inclusive of the following: Name, Address, Phone, Bio, and Length of Term. PTPLA Board will consist of no less than five seats and no more than seven seats.

<b>Name of Board Member</b>	<b>Address/Phone</b>	<b>Board Position/Length of Term</b>
Ms. Dawn Bowles	4305 Idylbreeze Drive Oklahoma City, OK 73179 (860) 966-5537	Director 1-3 years as determined by the Board
Dr. Sharri Coleman	616 NE 19th Street Oklahoma City, OK 73105 (405) 501-4284	Chair 1-3 years as determined by the Board
Ms. Rachel Brainard	2343 NW 20th Street Oklahoma City, OK 73107 (402) 309-4230	Vice Chair 1-3 years as determined by the Board
Ms. Gemma Bernardino	737 SW 34th Street Oklahoma City, OK 73109 (405) 287-0652	Recording Secretary/Clerk 1-3 years as determined by the Board
Mrs. Charlesetta Jossell	610 South Post Road Arcadia, OK 73007 (405) 249-1796	Community Outreach Committee Chair 1-3 years as determined by the Board



## **Ms. Dawn Bowles Biography**

Ms. Dawn Bowles is a native of Petersburg, Virginia, and a product of the Petersburg Public School System. She has served in the fields of both education and the Gospel ministry, for more than twenty-five years, and her educational and ministerial careers have allowed her to be used by God throughout the United States.

As a proud HBCU graduate, Rev. Bowles attended Hampton University and Virginia State University, earning a Bachelor's Degree in Music and Education. Post graduate studies enabled her to attend Yale Divinity School, University of Missouri, American Intercontinental University, and Walden University, earning a Master's Degree in Education with a concentration in Curriculum and Instruction. She is currently pursuing the Doctor of Education Degree in Educational Leadership and Administration.

Ms. Bowles is a champion for equity and student rights, and a true practitioner of varied pedagogical techniques. She has served education through the arts, as an acclaimed Director of Bands, and she holds years of classroom and administrative education experience, ranging from primary to collegiate levels. Noted as a transformational leader and school turnaround specialist with an emphasis on Social and Emotional Learning, Ms. Bowles has successfully worked to change the trajectory of life for trauma-informed students and families, as well as challenge the status quo in defining what true academic excellence can look like and how it can be achieved. In addition to being a dedicated and caring educator, Ms. Bowles is the founder of the Proud to Partner Community in Schools Initiative, having received multiple leadership and community service accolades across the U.S., viewing every opportunity to work with people as her ministry. Most recently, she was awarded the "Outstanding Women in Our Community" Award from the Oklahoma City Chapter of Chums, Incorporated.

As an Ordained Minister of the Gospel, Rev. Bowles has allowed her calling to be the foundation for her life. She has served as Minister of Music, Sunday School and Bible Study teacher, Director of Christian Education, Youth Pastor, Assistant Pastor, and Senior Pastor, working diligently with the Nursing Home, Prison, Music, Women's, Children's, Youth, and Young Adult Ministries.

Rev. Bowles currently serves as a Youth Pastor in Oklahoma City, Oklahoma. She has three brothers and one sister, and she is a proud Auntie and Godmother. Her belief is that she has been called to live a life of sacrifice, so that others might see and experience true love and transformative power, while being educated in the movement of the moment.

**Dr. Shari L. Coleman**  
**Biography**

A dynamic speaker, life-motivator, published author, blogger, professor, and trained podiatrist, Dr. Sharri is dedicated to empowering individuals to identify the link between the soul and their soles to take the necessary actions to “walk out” their life’s purpose. She bridges the gap between her medical background and spirituality by encouraging individuals to be spiritually, mentally, and emotionally faithful to themselves. Whether she stands before a church audience, in an academic setting, or with a medical/health agenda, she is enthusiastically committed to empowering individuals to rest, refocus, and realize their strengths.

Born and raised in Edgewater Park, New Jersey, Dr. Sharri graduated from Philadelphia High School for Girls (1989) in Philadelphia, PA, and received a Bachelor of Arts degree in Chemistry/ Pre-Medicine from Spelman College in Atlanta, GA, in 1993. In 1998, she obtained a Doctor of Podiatric Medicine (DPM) degree from Temple University School of Podiatric Medicine.

Combining her thirst for education and mentorship, Dr. Coleman deviated from her career in medicine, opting to teach. She taught Science and Chemistry in the Oklahoma City Public School system for seven years. In 2006, while still teaching high school Chemistry, Dr. Coleman began teaching at the University of Oklahoma in the Clara Luper African and African American Studies program (AFAM). Currently, Dr. Coleman serves as an Adjunct Professor of several departmental courses. A builder of community relationships and partnerships, she served as an internship counselor for three years and as a school counselor at a local 9th-grade center.

Not only does she assist young people in the educational system, but Dr. Coleman also encourages and mentors people of all ages at her church, where her husband serves as Pastor. She serves as Minister of Music, leads the Women’s Ministry, regularly serves as a local guest radio host, has interviewed on local television broadcasts, and has been the keynote speaker for various women’s conferences, luncheons, and services throughout the United States and Canada. Dr. Sharri is a current board member for Infant Crisis Services. Former positions include the Millwood Enrichment Foundation, Board of Visitors for Casady School, Diabetes education instructor, Board member of the Oklahoma City American Red Cross, and Chaplain of the Oklahoma City Chapter of Jack and Jill. Dr. Coleman is a member of the National Speakers Association (NSA) and the National Association of Professional Women.

She is a lifelong learner pursuing a Master of Theological Studies at Phillips Theological Seminary in Tulsa, Oklahoma. Dr. Coleman is the author of the book, *Gained Everything Without Giving up Anything: Lessons Learned during My 40-day Family-focused Journey*, creator of “Parenting on Purpose University” Facebook Group, and blogger, [www.soul2soledoctor.blogspot.com](http://www.soul2soledoctor.blogspot.com). Dr. Coleman has been married to college sweetheart Rev. A. Byron Coleman III since July 1997 and is blessed with two sons, Chandler Avery, and Courtland Alexander.

## **Rachel M. Brainard**

### **Biography**

Rachel Brainard was born and raised on a dairy farm near Enid, Oklahoma. She is the daughter of Brad and Lisa Brainard and is the oldest of three children. She attended the Oklahoma School of Science and Math Regional Center in Enid and graduated high school from Oklahoma Bible Academy as Valedictorian. Rachel matriculated to Concordia University in Nebraska where she spent four years earning bachelor's degrees in Chemistry and Biology, with minors in Math and Physical Science, graduating with highest distinction. While actively engaged in her Concordia studies, Rachel was the first chair clarinetist in the Concordia Symphonic Band, and a policy maker as Vice President of the Student Senate.

Rachel was also involved in youth programs, spending her summers mentoring youth at camps in the states of Iowa, California, Oklahoma and Washington. Upon earning her undergraduate degrees she continued her education at the University of Oklahoma Health Science Center, where she ultimately discovered that medicine was not her passion nor was it how she was called to serve. Continuing in her pursuit of life-long learning, Rachel then gained experience as a property technician at the Oklahoma Bureau of Narcotics where she managed evidence, vehicles, buildings and gear. It was after this that she began to really search for her true purpose, which led her back to her roots of working with youth and adolescents.

Ms. Brainard, as she is now known by her students and families, is a dedicated secondary educator with a passion for math and science. In her five years of positively impacting public education she has discovered that one of the most important influences in any classroom is social and emotional learning. She attributes her classroom success to building a positive culture rooted in relationships, transparency, and shared experiences. Additionally, her experiences as a youth leader have allowed her to impact the lives of young people outside of the public school classroom. Her commitment to building community relationships aligned to student needs and interests has aided many students and families in discovering their true paths to success.

Ms. Brainard is involved with Immanuel Lutheran Church and spends her free time geocaching and professionally smoking various meats and cheeses. She is also heavily involved in education outside of her classroom as she is a tutor with the Oklahoma Math Tutoring Corps, is a member of the Amplifying Math Pathways through the Launch Years task force with the Oklahoma State Regents, speaks at various conferences including the Oklahoma Council for Teachers of Mathematics, is trained as a Bootstrap instructor, and is a graduate of the Sarkey's Summer Math Institute. Rachel is also enrolled as a student at Southern Nazarene University and will graduate with a Master's degree in Educational Leadership in May of 2024.

## **Gemma Bernardino Biography**

A native of Los Angeles, California, having served in a U.S. Marine Corps Program, Ms. Gemma Bernardino is a hard worker, multitasker, and invested in the development of young minds. Responsible for a variety of tasks related to providing support in an educational and administrative setting, she often acts as a primary contact for inquiries from parents, students, and other individuals. As a model young professional, Gemma has become a staple in the dual language communities, in Southwest Oklahoma City, OK. Gemma has successfully impacted students and families in secondary schools with her attention to details and also to the needs of assisting families with the challenges of mobility.

Holding the Associate Degree in Business, and as a Certified Nursing Assistant, Gemma is well-versed in managing the tasks of the front office, and showcasing decision-making skills while maintaining the care and treatment of those in need. Additionally, she is bilingual and has learned how to seamlessly navigate varying cultures and languages.

She has worked successfully with at-risk and trauma-informed teens and families, and is an advocate for Social and Emotional Learning. Gemma is called both an advocate and a friend, but is most proud to be called Mom.

## **Charlesetta M. Jossell Biography**

Distinguished by a vibrant tapestry of leadership, community engagement, and entrepreneurial triumphs, Charlesetta Jossell is a seasoned professional. With an adept hand, she has led fundraising campaigns to fuel school expansion while wholeheartedly engaging in Medical Mission trips across Africa and Haiti, showcasing her unwavering dedication to global service and improvement.

Her diverse career history showcases her proficiency in a range of skills, from administrative tasks and human resource support to budgeting, vendor management, and exceptional customer service management. This background has led Charlesetta to entrepreneurship. She founded “God’s Natural Touch” which specializes in natural solutions, and her deftly managed pop-up shop booths cultivating growth of her business nationwide.

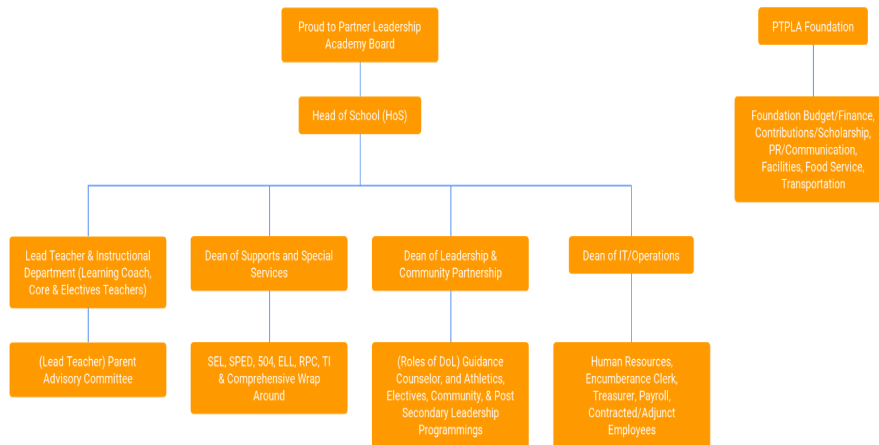
Charlesetta's dedication to education shines through her role as a teacher during the pandemic, expertly facilitating remote learning while leading a college team. Her global passion for education is further demonstrated in her previous role as an Educator with VIPKids, where she adeptly imparts English language skills to Chinese children through engaging online lessons.

Charlesetta's multifaceted journey embodies her passion for community, education, entrepreneurship, and impactful leadership. Her remarkable adaptability and excellence across various domains underscore her commitment to making a positive difference in every endeavor. With an unwavering aspiration to see everyone succeed, she's driven to create lasting impact.

Beyond her professional pursuits, Charlesetta's profound love extends to her cherished family and close friends. Celebrating 27 years of marriage to her husband, Keith, she finds profound joy in nurturing their three sons: David, Jonathan, and Nathan. This deep-rooted bond serves as an unwavering source of inspiration that fuels her dedication to serving others.

## (Attachment C-3) Administration

The PTPLA Administrative Leadership Team will consist of the following: Head of School, Dean of Leadership and Community Partnership, Dean of Instructional Technology and Operations, and Dean of Supports and Special Services. The PTPLA Foundation will be established to function as a separate entity, and will service areas as notated on side chart.



### Job Descriptions

**Head of School (FT):** Responsible for overseeing school performance, management, and ensuring viability; report to the authorizer; manage the administrative team; oversee curriculum development and effective execution; ensure alignment with academic initiatives; manage benchmark assessments and data; observe and provide feedback to other leaders; and plan and implement professional development. The Head of School will be hired by, report to, and be evaluated by the PTPLA Board and be the primary instructional and operational leader of the school; serve as Dean of Curriculum and Instruction and Dean of Discipline in Y1-Y2 (see job description); oversee Dean of Supports and Special Services, Dean of Technology, Dean of Leadership, all contracted employees, and teachers.

**Dean of Leadership & Community Partnership (FT):** Responsible for all aspects of Post-Secondary Leadership, Pillar Two, inclusive of community partnering, and Post-Secondary student culture, behavior, and discipline; establish and maintain relationships with students and families to support the school's academic and leadership expectations; keep records of reports, incidents, and communications with students, families, community partners and administration; coordinate special student events and community service projects internally and externally; coordinate non-academic meetings and ensure communications and confidentiality regarding student and family incidents; report to and be evaluated by the Principal. Management of all partnerships with local, regional, state and national partnerships; work closely with the Head of

School in organizing college and career visits; create a post-secondary portfolio preparing students for life skills necessary for college and career independence; advise students in college, financial aid, and scholarship applications; manage the infrastructure of Boy Scouts of America Frontier Council Leadership Program, and the iLead Curriculum; serve as Coordinator of Leadership Center; be hired by, report to, and be evaluated by the Head of School.

**Dean of Instructional Technology & Operations (FT):** Responsible for overseeing security of systems, networks, and enterprise information. Facilitates IT security audits or investigations. Develops and maintains relationships with external IT vendors and service providers. Coordinates multisite IT systems via enterprise resource planning (ERP). Setting short- and long-term IT implementation goals, planning and directing new hardware and software deployments, Calculating the costs of current and future IT systems, managing other IT professionals, including tech support staff, software developers, etc. Manage the operations of all facilities, buildings and grounds, as well as outsourced contractors, to include the Human Resources Department.

**Dean of Supports and Special Services (FT):** Responsible for all aspects of wraparound services; to include but not limited to areas necessary to manage chronic absenteeism, truancy, substance abuse, bullying, mental health and wellness; referring or securing of psychological and other counseling or mentoring services; serve as lead for Social and Emotional Learning, Pillar One; manage the infrastructure of the BASE Education SEL Curriculum; work closely with Dean of Leadership to ensure that supports and services align to and are supportive of students Post-Secondary goals; serve as liaison between Special Education and English Language Learner services.

## **Attachment D - Facilities and Personal Property**

- (D-1) Description of Facilities
- (D-2) Disposal of Real and Personal Property of Facilities



## **(Attachment D-1) Description of Facilities**

The PTPLA has yet to secure a facility; however, we have begun a facilities search in SW Oklahoma City, with Brixx Realty. Provided below is representation of desired facilities for PTPLA.

*Overall Square Footage:* PTPLA at full capacity (400 high school students) with approximately 85-100 square feet per scholar would require an overall approximate square footage of 34,000-40,000 sqft. In Year One, servicing approximately 125 students would require an overall approximate square footage of 10,625-12,500 sqft.

*Number of Classrooms:* Year 1 - PTPLA will need four (4) general education classrooms servicing Math, English, Science, and History; one (1) large classroom/space servicing Cultural Arts; one (1) large classroom/space servicing online Electives; and two (2) pullout/resource rooms servicing English Language Learners and Special Education. Year 3 - PTPLA will need twelve (10-12) general education classrooms servicing Math, English, Science, and History. All else remains the same.

*Common Areas:* PTPLA will need the following common areas: Cafeteria, Teacher Work Room, Teacher Resource Room, two (2) female restrooms, two (2) male restrooms, one (1) Conference Room, and one (1) Leadership Office/Suite.

## **(Attachment D-2) Disposal of Real and Personal Property of Facilities**

PTPLA will complete a complete inventory of all real or personal property immediately upon possession or acquisition. Such inventory shall include an itemized listing of all appliances, fixtures, and other severable items; a statement of the location or site of each piece of realty, structure, or severable item; and the serial number assigned to each. Copies of each inventory shall be filed in the district office in which the property is located. Such inventory shall be carried forward to show the final disposition of each item of property, both real and personal.

## **Attachment E - Financial Matters**

- (E-1) Financial Plan
- (E-2) Financial

## **(Attachment E-1) Financial Plan**

The PTPLA will, to the extent possible and required by law, comply with the same reporting requirements, financial audits, audit procedures, and audit requirements as a school district. The State Department of Education or State Auditor and Inspector may conduct financial, program, or compliance audits. The PTPLA will use the Oklahoma Cost Accounting System to report financial transactions to the sponsoring school district. No later than September 1st of each year, the Board of the PTPLA will prepare a statement of actual income and expenditures for the School for the fiscal year that ended on the preceding June 30th, in a manner compliant with 70 O.S. §5-135. The statement of expenditures shall include functional categories as defined in rules adopted by the State Board of Education to implement the Oklahoma Cost Accounting System pursuant to 70 O.S. §5-145. The PTPLA has developed a budget for the first five (5) years of operation. The budget is attached to this Application.

### **Fundraising Efforts**

The Proud to Partner Leadership Academy will apply for several grants to support the school, including, but not limited to, the Walton Family Foundation, Charter School Program (CSP) Grant, the Inasmuch Foundation, and the newly announced Career-Connected High School Grant from the U.S. Department of Education. When fully established, the Proud to Partner Leadership Academy Foundation will pursue funding opportunities from those interested in advancing youth leadership and academic excellence in inner-city, trauma-informed, economically disadvantaged, and dual language families in Oklahoma education. In addition to grant funding, The Foundation will set the said fundraising goals.

## **(Attachment E-2) Financial**

**Finance Expertise:** The PTPLA will contract with an accounting firm or employ a macro school treasurer for fiduciary oversight and the implementation of the financial systems and processes of collecting revenue and reporting expenditures. The accounting firm will utilize separate staff for Treasurer and Payroll, and the PTPLA shall employ a separate Encumbrance Clerk to fully distribute duties. The Accounting staff shall have more than four (4) years of experience working in school finance and shall have an intimate knowledge of federal and state laws regarding processing of payroll, revenue receipts, and expenditure process and reporting, as well as the state audit cycle. The School Treasurer shall be independent from the PTPLA and employed under the financial contract as described above. The Treasurer shall have more than four (4) years of experience serving in school finance with direct experience as a school treasurer or auditor.

PTPLA will provide evidence that the treasurer has demonstrated experience in school finance or the equivalent thereof.

**Audit & Reporting:** The PTPLA shall contract with an auditor to complete the annual school audit. The auditor shall be approved by the State Auditor and Inspector. The audit shall be completed and reported to the OSDE as required by law. The PTPLA shall comply with all financial reporting requirements throughout the year. The PTPLA recognizes that the OSDE uses a variety of reporting requirements to collect data used in the State Aid Funding Formula, including the Application for Accreditation (bilingual counts), Gifted Education Report (gifted student count), IDEA Child Count (weighted Special Education counts), National School Lunch Program (Low Income Child counts/Economically Disadvantaged counts, also used to calculate federal funding under Title I, Title II, and IDEA), First Quarter Statistical and Annual Statistical Reports (Weighted Average Daily Membership and Average Daily Attendance for the State Aid Formula). Furthermore, the PTPLA understands the FR3 report of revenue and expenditures as well as the Estimate of Needs must be submitted annually.

The PTPLA will implement a standard cost accounting system in compliance with Oklahoma statutes and OSDE regulations and will utilize an OSDE approved OCAS system to track and report revenue and expenditures. Furthermore, the Board will adopt financial policies and a standard process for the approval of expenditures as required by the law.

## **Attachment F - Personnel**

- (F-1) Hiring Policy, Personnel Policies, Personnel Qualifications
- (F-2) Participation in retirement system [See guidelines for participation in retirement system]

## **(Attachment F-1) Hiring Policy, Personnel Policies, Personnel Qualifications**

It is the policy of the PTPLA to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, disability, alienage, handicap, disability, genetic information, veteran's status, or parental, family or marital status. It is further the policy of the PTPLA to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, layoff and termination. The PTPLA complies with all applicable equal opportunity laws and regulations administered by the U.S. Department of Education, the U.S. Department of Labor and the U.S. Equal Employment Opportunity Commission. Qualified disabled individuals will not be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any program or activity operated by or through the PTPLA solely by reason of disability. Administrators will make reasonable accommodations to the known physical or mental limitations of otherwise qualified disabled applicants or employees unless such accommodations impose undue hardship on the operation of PTPLA programs and activities.

### **Hiring Policies**

Employees may be hired as regular full-time employees, regular part-time employees, or contract employees. Employees may be placed on the PTPLA payroll and be eligible for benefits, or the PTPLA may contract with a third party for services. To the extent applicable, the employee benefits packages for each employee will be administered by the School.

*Procedures:* The following procedures generally describe the procedures for the hiring of regular full-time or regular part-time employees.

#### **1. Declaration of Available Position.**

A. The Head of School will declare a regular full-time or regular part-time faculty position to be available.

B. After a position vacancy has been declared, the Head of School will decide if the position will be offered to one of the existing faculty members.

C. If the position is not offered to an existing faculty member, then the Head of School will report the position vacancy to the Board.

#### **2. Notice and Review of Applications.**

A. If the position is to be filled, the Board will direct the Head of School to file notice of the position vacancy with various sources to attract the best-qualified applicant.

B. The Head of School will review applications and resumes and will determine which applicants will be interviewed.

C. The employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, PTPLA or a prospective employee's likelihood of being hired.

- D. Interviews will be declared closed by the Head of School. He/she will evaluate all applicants.
3. Recommendation, Background Check, and Fingerprinting.
- A. The Head of School will recommend the best-qualified applicant for the position to the Board.
- B. The Board will vote on the recommendation and the applicant will be notified in writing of the Board's decision.
- C. If the Board votes to offer the job to the applicant, the applicant will be asked to submit to an OSBI background check and allow fingerprinting as required by Oklahoma Statutes.
4. Employment Agreement.
- A. Pending the results of the OSBI background check, the Head of School will discuss the terms of employment, including salary, hours, benefits and working conditions with the applicant.
- B. If the applicant passes the background check and accepts the proposed salary and benefits, the applicant will be given a reporting date.
- C. Employees may be hired as regular full-time employees or regular part-time employees. Employees who are not regular full-time or regular part-time will be contracted on an individual basis.
- D. All terms and conditions of employment will be evidenced in a mutually executed Employment Contract in conformance with applicable law.
- E. On or before the date of hire of an employee, the employee will complete any and all necessary financial forms and benefit applications as deemed necessary by the PTPLA or its designee.

### **Personnel Employment Policies**

It is the policy of the School to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, disability, alienage, handicap, disability, genetic information, veterans status, or parental, family or marital status. It is further the Academy's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, layoff and termination. The Academy complies with all applicable equal opportunity laws and regulations administered by the U.S. Department of Education, the U.S. Department of Labor and the U.S. Advance Rural Education November 10, 2016 Equal Employment Opportunity Commission. Qualified disabled individuals will not be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any program or activity operated by or through the School solely by reason of disability. Administrators will make reasonable accommodations to the known physical or mental limitations of otherwise qualified disabled applicants or employees unless such accommodations impose undue hardship on the operation of School's programs and activities.

### **Employment of Faculty and Administration**

The employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with the Academy or a prospective employee's likelihood of being hired. Upon employment by the Academy, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the Academy or its designee.

### **Employment Status**

During her/his first year of teaching at the Academy, the faculty member will be a probationary employee, regardless of years of experience. If the faculty member is not notified in writing by June 30th of the school year that their contract will not be renewed, the teacher will be re-employed for the following year pursuant to a continuing contract.

### **Certification**

Every attempt will be made by PTPLA to place fully certified teachers according to State's Teacher Certification requirements, or highly qualified teachers in accordance with applicable law. Finally, the Academy will attempt to employ experienced teachers when possible, experienced teachers will have more than three years of classroom teaching experience.

### **Employed "At-Will"**

All employees of PTPLA are at-will employees.

### **Faculty Orientation**

An orientation program will be formulated by the Head of School and will be conducted for new employees within two weeks of their employment or at the beginning of the school term. The program will provide general orientation concerning the Academy, its mission, goals and governance structure, as well as policies and procedures of PTPLA.

### **Employee Resignations**

In the event that an employee finds it necessary to resign during the school term, the employee will give written notice to the Head of School and the Board not less than two weeks before the effective date of the resignation, unless the Directors make an exception. In the event of termination of employment prior to the end of an employment contract, the employee will be only entitled to the prorated salary and benefits earned through the last date of employment. If an employee fails to give a minimum of two weeks' notice prior to the desired resignation date, that employee will forfeit compensation for any unused accrued vacation leave and benefits as it pertains to Supplemental Compensation or Leave Days. Such an employee remains eligible for any salary due, prorated to the date of resignation. Any employee may submit a grievance



regarding dismissal, discipline, and termination pursuant to the grievance process outlined in the approved Policy and Procedure.

### **Duties**

Faculty may be assigned before/after school duties, playground duties, and lunch duties, and transportation duties on a rotating basis by the Head of School, or designee, as the need for such duties are determined.

### **Reduction in Staff Workforce**

PTPLA believes the needs of the students should be given first consideration in the event that it becomes necessary to reduce the number of employees. Other factors that will be considered are training, experience, special qualifications, interest and evaluations.

### **Professional Development**

PTPLA will provide professional development, which may include, but not be limited to, the following: Classroom Management, Blood Borne Pathogens, Recognition and Reporting Requirements of Child Abuse and Neglect, School Safety, Bullying, Family Educational Rights and Privacy Act (FERPA), CPR, State Standards, School Policies and Procedures, the Oklahoma State Testing Program Act, English Language Learners, Special Needs and Services, Trauma-informed practices, Social and Emotional Learning, Curriculum and Instruction, and various Leadership models.

### **Personnel protection against retribution and retaliation**

No employee of the School shall prohibit or discipline any other employee for

- a. Refusing to act in violation of an established and well-defined public policy or for performing an act consistent with a clear and compelling public policy;
- b. Reporting a violation of the Constitution or laws of the United States, the Constitution or laws of the State of Oklahoma, and reporting violations of the ordinances or Code of PTPLA;
- c. Reporting violations of School Policy or Regulations;
- d. Reporting intentional misuse or destruction of the assets of this the School;
- e. Reporting inappropriate conduct of any employee toward students, patrons or employees of this School; or
- f. Reporting such information without giving prior notice to the employee's supervisor or anyone else in the employee's chain of command.

### **Employee grievance procedure**

The Board is committed to providing a process by which employees may file a grievance concerning the nature of their employment. The Board and Head of School shall do whatever is practicable to provide the proper environment for the positive

resolution of employee concerns. In the event of a dispute involving employment or the implementation of the personnel policies, and after a good faith effort with the Head of School to thoroughly resolve the dispute, all employees may submit their complaint following the procedures outlined below. The good faith effort will include problem identification, possible solutions, selection of resolution, time-line for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file. Failure to follow the procedures and time-lines below constitutes a waiver of the employee's right to grieve.

- a. The employee shall submit a statement in writing to the Head of School stating clearly the nature of their grievance. All pertinent facts and details shall be provided in this report that will assist the Head of School in his/her determination.
- b. The Head of School will make a determination concerning the grievance and shall submit a written response to the employee.
- c. If it is determined that a plan of action is required to resolve the grievance, this shall be stipulated in the response.
- d. If the employee does not agree with the decision of the Head of School, the employee may appeal the decision of the Head of School to the Board or a Committee of the Board.
- e. The Committee or the Board will review the original complaint and will determine if the Head of School followed proper procedure in determining a response to the grievance. The Committee or Board, in making its determination, may also review any written information, or logs of interviews or conversations with individuals that are submitted by the employee and the Head of School.

### **Personnel Qualifications**

*Professional Standards:* (PTPLA classroom teachers and leadership must hold a minimum of a Bachelor's Degree. Teaching Certificate is preferred but not required.) All employees must possess the following professional standards:

- Genuine love for learning/life-long learning
- Passion for serving economically disadvantaged and trauma-informed students and families
- Excellent presentation and communication skills
- Believer in a TEAM approach to success
- Willingness to engage in collaborative, and active and exploratory classroom pedagogies
- Willingness to serve as a role model/student mentor
- Resourcefulness and technological savviness
- Organizational and leadership skills
- Respect and appreciation for cultural relevance
- Understanding or awareness of need for Social and Emotional Learning

- Service in a previous role of leadership
- Attitude aligned to having a Growth Mindset
- Desire to serve as a change agent
- Commitment to diversity and inclusion
- Commitment to doing whatever it takes to motivate a student to meet graduation requirements
- Minimum of two years prior experience working with children ages 12-19

## **(Attachment F-2) Participation in Teacher Retirement System (TRS)**

Employees of the PTPLA may participate as members of the Teachers' Retirement System of Oklahoma in accordance with applicable statutes and rules, if otherwise allowed pursuant to law, and determined by the PTPLA Board. If TRS membership is not a desire of the Board, employees will be provided with a determined 401K retirement plan. PTPLA may participate in all health and related insurance programs available to the employees of the sponsor of the charter school.

## **Attachment G - Accountability**

- Statement of Accountability
- (G-1) Criteria to measure academic effectiveness of charter school
- (G-2) Criteria to measure operational effectiveness of charter school
- (G-3) Criteria to measure the financial effectiveness of charter school

PTPLA will measure the effectiveness of the school using academic, operational, and financial guidelines as determined by the State of Oklahoma. PTPLA will respond to requests for data supportive of Operational and Academic Effectiveness. Required Accreditation documents will be gathered on an ongoing basis and kept in a digital format designed for uploading, as well as a secured filing portfolio system of printed documentation. All testing and academic measurement data will be kept in like fashion. All requested information will then be uploaded to the State Office of Accountability as found on the SDE Wave Portal.

## **(Attachment G-1) Criteria to measure the academic effectiveness of charter school**

**Academic Effectiveness:** Academic effectiveness will be measured by the five State Indicators of the Oklahoma School Report Card, as well as the Oklahoma Model Academic Framework. The Oklahoma Model Academic Framework is included as Attachment G-1. In each area, measurement outcomes are designed to project that PTPLA either 1) Exceeds, 2) Meets the Standard, 3) Approaching the Standard, or 4) Needs Improvement. The Oklahoma School Report Card will measure the following:

- Academic Achievement
- Chronic Absenteeism
- Post-Secondary Opportunities
- Graduation
- English Language Proficiency Assessment Progress

Data collected from each indicator provides meaningful and actionable information as shown:

Score	Definition
Exceeds	<i>Every subgroup Meets or Exceeds the standard</i>
Meets	The majority of subgroups Meet or Exceed the standard with none scoring at “Needs Improvement”
Approaching	Every subgroup scores at the approaching level or above, with none at “Needs Improvement”
Needs Improvement	One or more subgroup scores at “Needs Improvement”

- **Academic Achievement (OSTP):** In grade 11, how well are we supporting groups of students to be ready for the next grade, course or level based on their performance on state tests in English language arts (ELA), math and science? PTPLA will determine the number of students in each priority student group meeting, not meeting or exceeding academic scale score targets or proficiency levels. Targets differ by priority student group and grade for each content. Priority groups are students with disabilities, economically disadvantaged students, English learners (EL), Black/African American students, Hispanic students, Native American/American Indian students, Asian/Pacific Islander students, students who identify two or more races and White students. In accordance with the Oklahoma School Report Card Guide for measures, indicators, and actions, we will do the following:
  - Analyze performance trends across student groups and/or grade levels
  - Consider curricular alignment and program coherence across grades
  - Monitor effectiveness of instructional supports for different student groups
  - Align needs for professional learning
  - Connect site and/or district level data
  - Compare where we are with others (state, district, like schools)

- **Chronic Absenteeism:** How well are we lessening the impact of lost instructional time based on the percentage of students in regular attendance meaning that they are in school at least 90% of the instructional days offered through our school calendar? PTPLA will determine the percentage of students in good attendance who are present 90% or more of instructional days based on the school calendar. (i.e., school calendar has 175 instructional days, students counted absent less than 17.5 days show good attendance). In accordance with the Oklahoma School Report Card Guide for measures, indicators, and actions, we will do the following:
  - Analyze attendance trends across groups of students and/or grade levels
  - Identify students who may be at risk of falling behind and barriers they may have to regular attendance
  - Determine how well strategies and supports in place are working to minimize lost instructional time for ALL students
  - Ensure students on IEPs and 504s with chronic conditions have needs identified in their plan
- **Post-Secondary Opportunities:** How well are we preparing our students for life after high school based on the percentage of students successfully participating in at least one opportunity including internships, AP/IB coursework, dual/concurrent enrollment or Career and Technical Education (CTE) coursework leading to certification? PTPLA will determine the number of students that successfully completed at least one postsecondary opportunity by earning a D or higher. Students may participate in multiple opportunities, but are only eligible for one point. In accordance with the Oklahoma School Report Card Guide for measures, indicators, and actions, we will do the following:
  - Know where ALL students want to go when they leave high school
  - Inventory opportunities and identify barriers to expand access to opportunities aligned with student's career goals
  - Identify needs for business partnerships
  - Compare where we are to others (state, district, school)
- **Graduation:** In grades 9-12, how well are we supporting our students in graduating with a diploma in 4, 5, or 6 years based on adjusted cohort graduation rates? PTPLA will determine the percentage of students in a 4-year adjusted cohort graduating with a diploma in 4, 5 or 6 years. Pursuant to federal regulations, the term four-year adjusted cohort graduation rate is the number of students who graduate within four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. PTPLA students will be assigned a cohort year upon entering high school, generally four years after their initial enrollment. The student will remain in this cohort even if transferred to another diploma-issuing school or district. In accordance with the Oklahoma School Report Card Guide for measures, indicators, and actions, we will do the following:
  - Analyze trends across groups of students

- Identify barriers and/or access for students not graduating to determine what personalized paths may need to be added or adjusted
- Ensure that students are coded correctly during the Comprehensive Exit Report and ACGR reporting review windows
- Compare where we are with others (state, district schools).
- **English Language Proficiency Assessment Progress (ELPA):** How well are we supporting our English learners in gaining proficiency in English language based on their WIDA ACCESS Scores? PTPLA will determine the number of English learners (ELs) meeting or not meeting their interim growth targets based on their WIDA ACCESS test scores, and the number of ELs that have exited via their scores or committee and the number of 1st - 4th year proficient ELs. We will use both initial and interim growth targets. Initial growth targets will be based on the student's baseline score that determines the number of years they have to exit. Interim targets will be recalculated each year using the student's current score to support an on-time exit within the prescribed time frame. In accordance with the Oklahoma School Report Card Guide for measures, indicators, and actions, we will do the following:
  - Analyze performance trends across groups of students and/or grade levels
  - Identify strengths and gaps in your English language acquisition programs and supports
  - Align needs for professional learning
  - Connect site and/or district level data
  - Compare where we are to others (state, district, school)

### **Meeting the Reporting Requirements of the OSTP and SDE**

PTPLA will meet the reporting requirements of the Oklahoma School Testing Program and the State Department of Education by providing relevant and timely courses aligned to Oklahoma Academic Standards, and Beginning, Middle, and End of Year Assessments for all grade levels, with targeted reporting to those of eleventh grade students. The following assessments will be reported to the State Department of Education on the The SDE Wave reporting portal:

- 11th Grade Science (tested and submitted in Junior cohort year)
- 11th Grade History (tested and submitted in Junior cohort year)
- ACT/SAT (tested and submitted in Junior cohort year)



**(Attachment G-2) Criteria to measure the operational effectiveness of charter school**

**Operational Effectiveness:** PTPLA will use the Oklahoma State Department of Accreditation Charter School Checklist to measure the operational effectiveness of the school. This Charter School Checklist is included as Attachment G-2.

### **(Attachment G-3) Criteria to measure the financial effectiveness of charter school**

PTPLA will use the Oklahoma Financial Framework for evaluating the financial viability of the school. The Oklahoma Financial Framework is included as Attachment G-3. In each area, measurement outcomes are designed to project that PTPLA either 1) Meets the Standard, or 2) Does Not Meet the Standard. Areas of consideration in the framework include the following:

- Near-term Financial Health
- Longer-term financial Sustainability
- Financial Management and Oversight

Near-term Financial Health indicators are designed to depict the financial position and viability of PTPLA in the upcoming year. A school, meeting the standards, demonstrates a low risk of financial distress in the coming year. Schools that fail to meet one or more of the standards may currently be experiencing financial difficulties and/or are at higher risk for financial hardship in the near term. A school may require additional review and immediate intervention on the part of the authorizer.

Longer-Term Financial Stability indicators are designed to depict the financial position and viability of PTPLA over time. A school meeting the desired standards demonstrates a lower risk of financial distress in the future. Schools that fail to meet the standards may be at higher risk for financial hardship in the future.

Financial Management and Oversight indicators are designed to depict the ability of PTPLA to manage and oversee its finances to a high degree. Schools that meet the desired standards demonstrate a lower risk of financial distress. Schools that fail to meet the standards may be at higher risk for financial hardship in the near future and can have a lasting effect.

## **Attachment H - Demonstration of Support**

- (H-1) Demonstration of support (letters, survey, petitions, etc.)

## **(Attachment H-1) Demonstration of Support**

The PTPLA has and will continue to demonstrate strong community need for secondary school aged student and family support in the Putnam City Schools District, as well as in the surrounding area as an educational choice for SW Oklahoma City students and families. This includes signatures of support and positive survey results for the PTPLA model, letters from parents, community and business leaders, churches, teachers, students, institutions of higher ed, and local civic organizations expressing their full support of PTPLA and the likely positive impact it will have on families in SW Oklahoma City, Oklahoma, as well as surrounding areas of Oklahoma City, Oklahoma. Additionally, we are generating a database of community businesses and partners committed to partnering with PTPLA, in alignment with Leadership projects through the Internship and Industry, as well as additional College and Career readiness models. PTPLA is scheduled to host monthly town hall meetings beginning in October 2024, in local housing and apartments communities, churches, and community centers of families in SW OKC, distribute direct mailing to local residents, establish social media accounts, generate strategic marketing and communications projects, and other similar efforts to build even more public awareness and support, as directed by our media buyer.

## **Attachment I - Requested Services**

- (I-1) Requested services

### **(Attachment I-1) Requested Services**

The physical location of PTPLA shall be within the Putnam City Schools District's boundaries. Admission to PTPLA Charter School shall be in compliance with the Act. According to PCS Board Policy, PTPLA is requesting that Transportation services are provided by contract on a cost reimbursement and availability basis. Upon conclusion of the PTPLA enrollment process, names and addresses of PTPLA students in need of transportation shall be provided to Putnam City Schools.

## Proud to Partner Leadership Academy Budget

Year	Planning			Year 2	Year 3
Revenue	-	-	-	-	-
<b>State Aid</b>					
State Aid based on WADM	\$	-	\$ 872,827.46	\$ 1,621,588.08	\$ 2,432,382.12
Authorizer Fee (Deduction off of income)	\$	-	\$ (26,184.82)	\$ (48,647.64)	\$ (72,971.46)
State Textbook	\$	-	\$ -	\$ -	\$ -
Reading Sufficiency	\$	-	\$ -	\$ -	\$ -
Remediation	\$	-	\$ -	\$ -	\$ -
Professional Development	\$	-	\$ -	\$ -	\$ -
Flex Benefit	\$	-	\$ 87,000.00	\$ 94,250.00	\$ 116,000.00
ACE Technology	\$	-	\$ -	\$ -	\$ -

Federal Programs	-	-	-	-	-
Title I	\$	-	\$ -	\$ -	\$ -
Title II	\$	-	\$ -	\$ -	\$ -
Grants (of \$900k applied for)	\$	300,000.00	\$ -	\$ -	\$ -
Indian Ed	\$	-	\$ -	\$ -	\$ -
Title VI	\$	-	\$ -	\$ -	\$ -
IDEA Funds	\$	-	\$ -	\$ -	\$ -

Local Funds	-	-	-	-	-
Balance Forward from Previous Fiscal Year (Carryover)	\$	-	\$ -	\$ 35,092.63	\$ 530,288.07
Fundraising	\$	-	\$ -	\$ -	\$ -
<b>Income Total</b>	<b>\$</b>	<b>300,000.00</b>	<b>\$ 933,642.63</b>	<b>\$ 1,702,283.07</b>	<b>\$ 3,005,698.73</b>

Expenses	-	-	-	-	-
<b>Salary Cost</b>					
Administrative Salary	\$	65,000.00	\$ 147,000.00	\$ 153,900.00	\$ 172,368.00

Instructional Salary	\$	-	\$	351,675.00	\$	477,675.00	\$	753,522.00
Benefits	\$	23,750.00	\$	145,675.00	\$	182,680.00	\$	261,345.20
<b>Total Salary and Benefit</b>	<b>\$</b>	<b>88,750.00</b>	<b>\$</b>	<b>644,350.00</b>	<b>\$</b>	<b>814,255.00</b>	<b>\$</b>	<b>1,187,235.20</b>
Payroll % (=Total Salary and Benefits/Income Total) Target 65%		69.01%		47.83%		39.50%		

### Facility Expenses

Building Lease	\$	-	\$	110,000.00	\$	110,000.00	\$	110,000.00
Renovation Costs	\$	-	\$	-	\$	-	\$	-
Janitorial	\$	-	\$	12,000.00	\$	24,000.00	\$	30,000.00
Insurance	\$	-	\$	20,000.00	\$	24,000.00	\$	29,040.00
Furniture Purchase	\$	-	\$	-	\$	35,000.00	\$	35,000.00
Purchased Services (lawn care, waste and trash re	\$	-	\$	3,500.00	\$	3,500.00	\$	4,000.00
Repairs and Maintenance	\$	-	\$	12,000.00	\$	7,500.00	\$	7,500.00
Utilities (including gas, electric, water, ISP/phone)	\$	-	\$	38,000.00	\$	44,000.00	\$	49,000.00
<b>Facility Total</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>195,500.00</b>	<b>\$</b>	<b>248,000.00</b>	<b>\$</b>	<b>264,540.00</b>

### Other Expenses

Transportation (including field trips)	\$	5,000.00	\$	9,000.00	\$	12,000.00
Professional Services (Legal, Accountant, Audit, etc.)	\$	25,000.00	\$	25,000.00	\$	25,000.00
Professional Services (Student Supports - speech, social work, psych)	\$	10,700.00	\$	13,910.00	\$	17,160.00
Postage and Mailing	\$	1,800.00	\$	2,000.00	\$	2,200.00
Professional Development (Workshops and Conferences)	\$	4,000.00	\$	5,000.00	\$	7,000.00
Student Information System	\$	8,200.00	\$	10,700.00	\$	15,000.00
Assessment Program	\$	4,000.00	\$	5,350.00	\$	6,336.00
Text Books	\$	-	\$	4,280.00	\$	5,280.00
Teaching Supplies	\$	-	\$	7,500.00	\$	10,000.00
Copier and Printers	\$	-	\$	12,000.00	\$	14,000.00
Computers/pads/Chromebooks, etc...	\$	-	\$	15,000.00	\$	15,000.00
<b>Other Expense Total</b>	<b>\$</b>	<b>88,750.00</b>	<b>\$</b>	<b>898,550.00</b>	<b>\$</b>	<b>1,171,995.00</b>
<b>Expense Total</b>	<b>\$</b>	<b>88,750.00</b>	<b>\$</b>	<b>1,171,995.00</b>	<b>\$</b>	<b>1,580,751.20</b>



Previous Year Carryover	\$ -	\$ -	\$ 35,092.63	\$ 530,288.07
New Income Total	\$ 300,000.00	\$ 933,642.63	\$ 1,667,190.44	\$ 2,475,410.66
Income Total	\$ 300,000.00	\$ 933,642.63	\$ 1,702,283.07	\$ 3,005,698.73
Expense Total	\$ (88,750.00)	\$ (898,550.00)	\$ (1,171,995.00)	\$ (1,580,751.20)
Carryover	\$ 511,250.00	\$ 35,092.63	\$ 530,288.07	\$ 1,424,947.53
Carryover % (=Carryover/Income Total) Target 10%+		3.76%	31.15%	47.41%

100's	Salaries	\$ 498,675.00	\$ 631,575.00	\$ 925,890.00
200's	Burdens	\$ 145,675.00	\$ 182,680.00	\$ 261,345.20
300-500's	Services	\$ 71,900.00	\$ 95,960.00	\$ 113,536.00
600's	Supplies	\$ 51,800.00	\$ 65,280.00	\$ 73,980.00
700's	Capitol Expenditu	\$ 113,500.00	\$ 113,500.00	\$ 114,000.00



2024 WADM Projections			
	Projected	ADM	Student
PK 3	1.2	0	0
PK H	0.7	0	0
PK F	1.3	0	0
K	1.5	0	0
1	1.351	0	0
2	1.351	0	0
3	1.051	0	0
4	1	0	0
5	1	0	0
6	1	0	0
7	1.2	0	0
8	1.2	0	0
9	1.2	0	0
10	1.2	0	0
11	75	90	90
12	60	72	72
TOTAL	135	162	162

Year One WADM Projections			
	Projected	ADM	Student
ADM Grade Weight	135	27	27
G/T (.35)	8%	10.8	3.78
Econ Disadv (.25)	80%	108	27
Spec Ed (.4)	17%	21.25	8.5
Bilingual (.25)	25%	33.75	8.4375
Student Weights		74.7175	74.7175
SUM Total	135	209.7175	209.7175
Small School	0	0	0
Isolation	0	0	0
Teacher Index	0	0	0
TOTAL	135	209.7175	209.7175
State Aid Factor		\$4,161.92	\$4,161.92
State Aid		\$ 872,827.46	\$ 872,827.46

2025 Projections			
	ADM	Weight	WADM
PK 3	1.2	0	0
PK H	0.7	0	0
PK F	1.3	0	0
K	1.5	0	0
1	1.351	0	0
2	1.351	0	0
3	1.051	0	0
4	1	0	0
5	1	0	0
6	1	0	0
7	1.2	0	0
8	1.2	0	0
9	1.2	0	0
10	75	90	90
11	75	90	90
12	100	120	120
TOTAL	250	300	300

Year Two Projections			
	Projected	ADM	Student Weight
ADM Grade Weight	250	50	50
G/T (.35)	8%	20	7
Econ Disadv (.25)	80%	200	50
Spec Ed (.4)	17%	42.5	17
Bilingual (.25)	25%	62.5	15.625
Student Weights		139.625	139.625
SUM Total	250	389.625	389.625
Small School	0	0	0
Isolation	0	0	0
Teacher Index	0	0	0
TOTAL	250	389.625	389.625
State Aid Factor		\$4,161.92	\$4,161.92
State Aid		\$ 1,621,588.08	\$ 1,621,588.08

2026 Projections			
	ADM	Weight	WADM
PK 3	1.2	0	0
PK H	0.7	0	0
PK F	1.3	0	0
K	1.5	0	0
1	1.351	0	0
2	1.351	0	0
3	1.051	0	0
4	1	0	0
5	1	0	0
6	1	0	0
7	1.2	0	0
8	1.2	0	0
9	100	120	120
10	75	90	90
11	100	120	120
12	100	120	120
TOTAL	375	450	450

Year Three Projections			
	Projected	ADM	Student Weight
ADM Grade Weight	375	75	75
G/T (.35)	8%	30	10.5
Econ Disadv (.25)	80%	300	75
Spec Ed (.4)	17%	63.75	25.5
Bilingual (.25)	25%	93.75	23.4375
Student Weights		209.4375	209.4375
SUM Total	375	584.4375	584.4375
Small School	0	0	0
Isolation	0	0	0
Teacher Index	0	0	0
TOTAL	375	584.4375	584.4375
State Aid Factor		\$4,161.92	\$4,161.92
State Aid		\$2,432,382.12	\$2,432,382.12

Year Three

		Base Salary Calculation					Total Payroll				
		Base Salary	Health	Benefits	Extra Duty	Total	Employees	Base Salary	Extra Duty	Benefits	Total Salary
Admin/Head of School		\$ 77,168.00	\$ 7,500.00	\$ 19,292.00		\$ 103,960.00	1.00	\$ 77,168.00	\$ -	\$ 26,792.00	\$ 103,960.00
Admin/Dean of IT/Operations		\$ 59,360.00	\$ 7,500.00	\$ 14,840.00		\$ 81,700.00	1.00	\$ 59,360.00	\$ -	\$ 22,340.00	\$ 81,700.00
Secretary		\$ 35,840.00	\$ -	\$ 8,960.00		\$ 44,800.00	1.00	\$ 35,840.00	\$ -	\$ 8,960.00	\$ 44,800.00
Teacher		\$ 47,040.00	\$ -	\$ 13,171.20		\$ 60,211.20	11.00	\$ 517,440.00	\$ -	\$ 144,883.20	\$ 662,323.20
ELL Teacher's Aide		\$ 30,240.00	\$ -	\$ 7,560.00		\$ 37,800.00	1.00	\$ 30,240.00	\$ -	\$ 7,560.00	\$ 37,800.00
Special Education Teacher		\$ 52,040.00	\$ -	\$ 13,010.00	\$ 2,602.00	\$ 67,652.00	1.00	\$ 52,040.00	\$ 2,602.00	\$ 13,010.00	\$ 67,652.00
Dean of Leadership/Community Partnership, Dean of Supports and Special Services		\$ 50,400.00	\$ -	\$ 12,600.00		\$ 63,000.00	3.00	\$ 151,200.00	\$ -	\$ 37,800.00	\$ 189,000.00
							16.00	\$ 923,288.00	\$ 2,602.00	\$ 261,345.20	\$ 1,187,235.20
							Total				



Year One

		Base Salary Calculation					Total Payroll				
		Base Salary	Health Insurance	Benefits	Extra Duty	Total	Employees	Base Salary	Extra Duty	Benefits	Total Salary and Benefits
Admin/Head of School		\$ 65,000.00	\$ 7,500.00	\$ 16,250.00		\$ 88,750.00	1.00	\$ 65,000.00	\$ -	\$ 23,750.00	\$ 88,750.00
Admin/Dean of IT/Operations		\$ 50,000.00	\$ 7,500.00	\$ 12,500.00		\$ 70,000.00	1.00	\$ 50,000.00	\$ -	\$ 20,000.00	\$ 70,000.00
Secretary		\$ 32,000.00	\$ -	\$ 8,000.00		\$ 40,000.00	1.00	\$ 32,000.00	\$ -	\$ 8,000.00	\$ 40,000.00
Teacher		\$ 42,000.00	\$ -	\$ 11,760.00		\$ 53,760.00	5.00	\$ 210,000.00	\$ -	\$ 58,800.00	\$ 268,800.00
ELL Teacher's Aide		\$ 27,000.00	\$ -	\$ 6,750.00		\$ 33,750.00	1.00	\$ 27,000.00	\$ -	\$ 6,750.00	\$ 33,750.00
PT/Special Education Teacher		\$ 23,500.00	\$ -	\$ 5,875.00	\$ 1,175.00	\$ 30,550.00	1.00	\$ 23,500.00	\$ 1,175.00	\$ 5,875.00	\$ 30,550.00
Dean of Leadership/Community Partnership, Dean of Supports and Special Services		\$ 45,000.00	\$ -	\$ 11,250.00		\$ 56,250.00	2.00	\$ 90,000.00	\$ -	\$ 22,500.00	\$ 112,500.00
	Total						12.00	\$ 497,500.00	\$ 1,175.00	\$ 145,675.00	\$ 644,350.00

Year Two

		Base Salary Calculation					Total Payroll				
		Base Salary	Health Insurance	Benefits	Extra Duty	Total	Employees	Base Salary	Extra Duty	Benefits	Total Salary and Benefits
Admin/Head of School		\$ 68,900.00	\$ 7,500.00	\$ 17,225.00		\$ 93,625.00	1.00	\$ 68,900.00	\$ -	\$ 24,725.00	\$ 93,625.00
Admin/Dean of IT/Operations		\$ 53,000.00	\$ 7,500.00	\$ 13,250.00		\$ 73,750.00	1.00	\$ 53,000.00	\$ -	\$ 20,750.00	\$ 73,750.00
Secretary		\$ 32,000.00	\$ -	\$ 8,000.00		\$ 40,000.00	1.00	\$ 32,000.00	\$ -	\$ 8,000.00	\$ 40,000.00
Teacher		\$ 42,000.00	\$ -	\$ 11,760.00		\$ 53,760.00	8.00	\$ 336,000.00	\$ -	\$ 94,080.00	\$ 430,080.00
ELL Teacher's Aide		\$ 27,000.00	\$ -	\$ 6,750.00		\$ 33,750.00	1.00	\$ 27,000.00	\$ -	\$ 6,750.00	\$ 33,750.00
PT/Special Education Teacher		\$ 23,500.00	\$ -	\$ 5,875.00	\$ 1,175.00	\$ 30,550.00	1.00	\$ 23,500.00	\$ 1,175.00	\$ 5,875.00	\$ 30,550.00
Dean of Leadership/Community Partnership, Dean of Supports and Special Services		\$ 45,000.00	\$ -	\$ 11,250.00		\$ 56,250.00	2.00	\$ 90,000.00	\$ -	\$ 22,500.00	\$ 112,500.00
	Total						13.00	\$ 630,400.00	\$ 1,175.00	\$ 182,680.00	\$ 814,255.00



# Office of State Superintendent



State of Oklahoma

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RECOGNIZES AND APPLAUDS

DAWN BOWLES

UPON SUCCESSFUL COMPLETION OF CHARTER SCHOOL TRAINING FOR EXEMPLIFIED  
EXCELLENCE AND COMMITMENT TO ACADEMIC ACHIEVEMENT AND STUDENT SUCCESS, AND  
SERVES AS A MODEL FOR QUALITY VALUES AND ESTEEMED CHARACTER IN OUR COMMUNITY  
AND THROUGHOUT THE GREAT STATE OF OKLAHOMA.

AUGUST 31, 2023

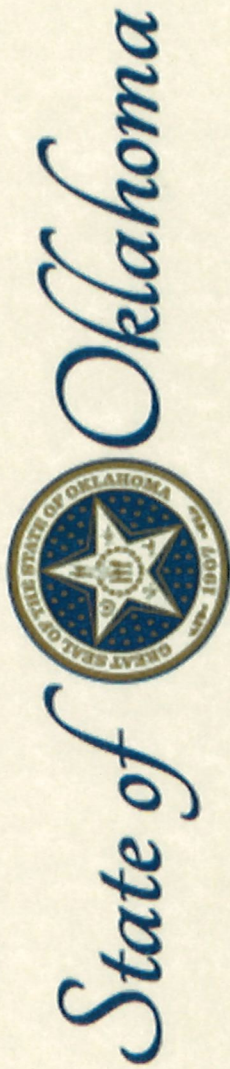
DATE

A handwritten signature in dark ink, appearing to read 'Ryan Walters', written over a horizontal line.

RYAN WALTERS  
STATE SUPERINTENDENT of PUBLIC INSTRUCTION



# Office of State Superintendent



State of Oklahoma

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RECOGNIZES AND APPLAUDS

SHARRI COLEMAN

UPON SUCCESSFUL COMPLETION OF CHARTER SCHOOL TRAINING FOR EXEMPLIFIED  
EXCELLENCE AND COMMITMENT TO ACADEMIC ACHIEVEMENT AND STUDENT SUCCESS, AND  
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AUGUST 31, 2023

DATE

A handwritten signature in black ink, appearing to read "Ryan Walters".

RYAN WALTERS  
STATE SUPERINTENDENT of PUBLIC INSTRUCTION



# Office of State Superintendent



State of Oklahoma

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RECOGNIZES AND APPLAUDS

RACHEL BRAINARD

UPON SUCCESSFUL COMPLETION OF CHARTER SCHOOL TRAINING FOR EXEMPLIFIED  
EXCELLENCE AND COMMITMENT TO ACADEMIC ACHIEVEMENT AND STUDENT SUCCESS, AND  
SERVES AS A MODEL FOR QUALITY VALUES AND ESTEEMED CHARACTER IN OUR COMMUNITY  
AND THROUGHOUT THE GREAT STATE OF OKLAHOMA.

AUGUST 31, 2023

DATE

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RYAN WALTERS  
STATE SUPERINTENDENT of PUBLIC INSTRUCTION



# Office of State Superintendent



State of Oklahoma

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RECOGNIZES AND APPLAUDS

CHARLESETTA JOSSELL

UPON SUCCESSFUL COMPLETION OF CHARTER SCHOOL TRAINING FOR EXEMPLIFIED  
EXCELLENCE AND COMMITMENT TO ACADEMIC ACHIEVEMENT AND STUDENT SUCCESS, AND  
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AND THROUGHOUT THE GREAT STATE OF OKLAHOMA.

AUGUST 31, 2023

DATE

A handwritten signature in black ink, appearing to read 'R Walters', written over a horizontal line.

RYAN WALTERS  
STATE SUPERINTENDENT of PUBLIC INSTRUCTION







## CHARTER SCHOOLS

Pursuant to the provisions of the Oklahoma Charter Schools Act ("Act"), the District will sponsor charter schools in the manner set forth in this Policy and the Act. Any persons or entities desiring to apply for a charter school contract ("Contract") with the District ("Applicant") shall submit an application ("Application") in a form prescribed by the Administration. Such Application shall contain all information and documentation required by the Act and the District for an application. In conjunction with the submission of an Application, the applicant shall also submit a proposed charter for the charter school ("Charter") which shall contain all provisions and documentation required by the Act and the District for a charter.

Upon receipt of an Application and Charter by the District, the Administration shall determine if the documents comply with applicable laws, rules, policies and regulations. If the Administration determines that the documents are not in compliance, the Administration shall notify the Applicant of the deficiencies and afford the Applicant an opportunity to revise the documents before their submission to the Board of Education. If the Application and proposed charter are determined to be in compliance with legal authority, a proposed Contract shall be prepared and tentatively agreed to by the Applicant and the Administration. The Contract shall contain all provisions required by the Act.

The Application, Charter and Contract shall be submitted to the Board of Education for consideration and a vote to accept or reject the proposed charter school, which vote shall be taken within ninety (90) days of initial receipt of the Application. The Administration shall also provide the Board of education with its recommendation to either accept or reject the Application and the basis for such recommendation. Bases for recommending rejection shall include the applicant's failure or refusal to correct any deficiencies in the Application and/or Charter or to agree to the terms of a Contract. If the Application is rejected by the Board of Education, the Applicant shall be entitled the procedures provided in the Act.

Initial contracts for a Sponsored Charter School shall not exceed two years in length. The term of all charter-school contracts shall terminate on June 30. After the performance of initial Contracts, subsequent Contracts may be for up to three (3) fiscal years. Termination of a Contract during its term shall be in accordance with the Act.

The physical location of any charter school sponsored by the District ("Sponsored Charter School") shall be within the District's boundaries. Admission to any Sponsored Charter School shall be in compliance with the Act. Transportation will not be provided by the District to students attending a sponsored Charter School, unless such services are provided by contract on a cost reimbursement and availability



# Putnam City Schools

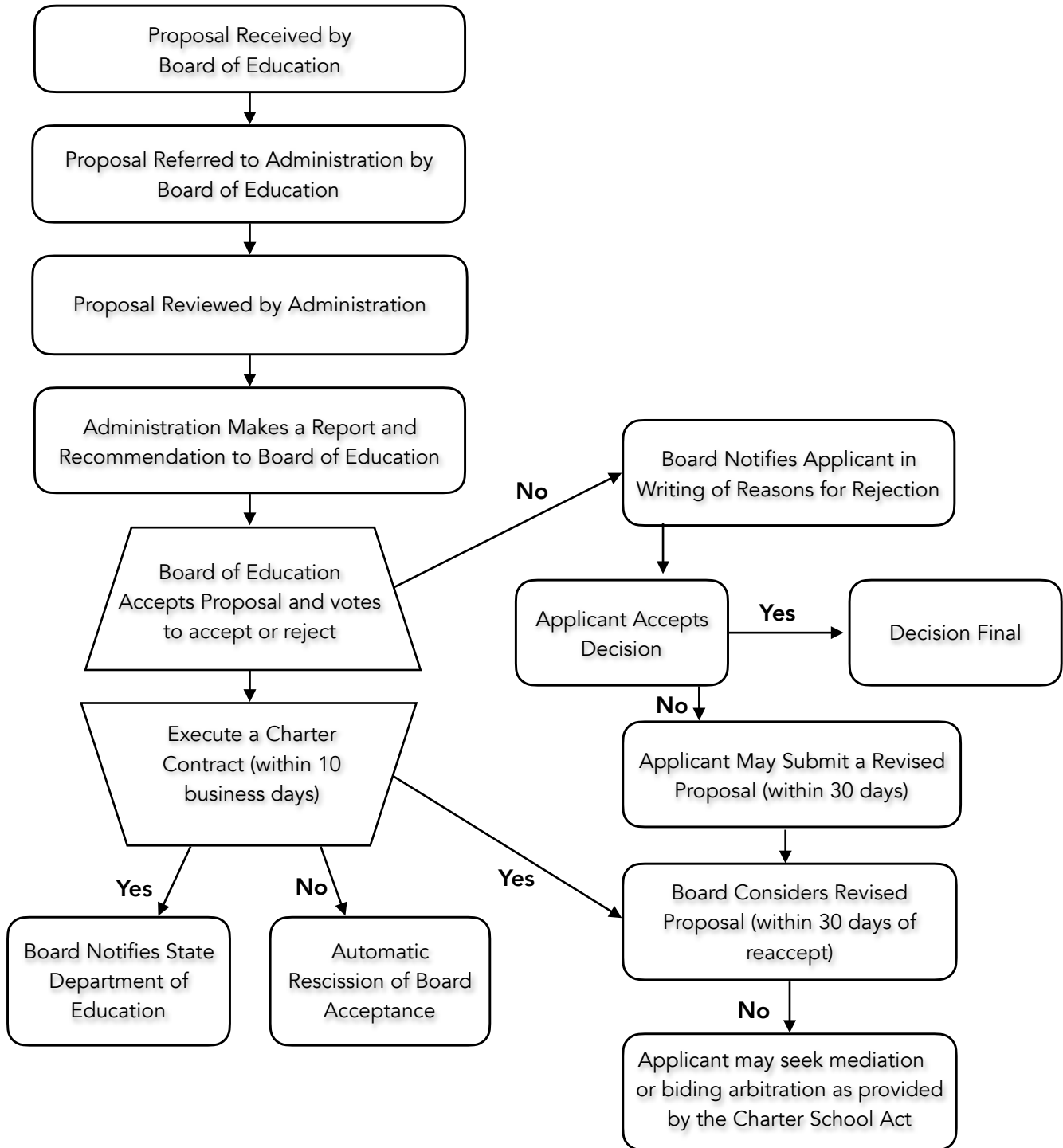
## DISTRICT POLICY

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basis. Funding shall be as provided by the Act and rules of the State Board of Education. Any teacher who is employed by a Sponsored Charter School, was previously employed by the District immediately prior to such employment, and who was in good standing when such teacher's district and charter school employment's were terminated, shall not lose any right of salary status or any other benefit provided by law upon reemployment by the District due to teaching at the Sponsored Charter School. Such teacher's right to reemployment shall be in accordance with the Act. A decision to not reemploy shall be for a good cause.



### CHARTER SCHOOL PROPOSAL PROCESS





### CHARTER SCHOOL APPLICATION

This is an application for a contract and charter to form a charter school sponsored by Independent School District No. 001 of Oklahoma County, Oklahoma, also known as the Putnam City Public Schools ("District"). This application is submitted pursuant to the Oklahoma Charter School Act, Title 70, O.S. Supp.1999, §3-130, et seq. ("Act").

#### DESCRIPTION OF THE APPLICANT AND RELATED INFORMATION

The Act provides that a board of education of a public school district, public body, public or private college or university, private person, or private organization may contract with the District to establish a charter school. The District anticipates that charter schools within its boundaries will be initiated by persons or entities, which will form nonprofit corporations to actually operate the charter schools. Complete Attachment A which will describe the Applicant and the Applicant's representative and other participating entities, if any.

#### STATEMENT AND PROGRAM DEFINITION

The Act requires a statement of a charter school's mission and a definition of its program. Complete Attachment B which will contain your charter school's mission statement and program elements required by the Act.

#### GOVERNANCE AND OPERATION

The Act requires a governing body for the operation of a charter school, which shall be responsible for its policies, operational decisions, management and administration. Complete Attachment C which will describe the charter school's organizational structure and provide related information concerning the organization and governance of the charter school.

#### FACILITIES AND PERSONAL PROPERTY

The Act requires a description of the facilities and location of the charter school. The Act further requires that the charter school to provide for the disposal of its real and personal property upon the expiration or termination of its charter or failure to continue its operation. Complete Attachment D which will describe the facilities, provide related information about the facilities, and describe the method of disposing of property.

#### FINANCIAL MATTERS

The Act requires the submission of a three-year financial plan and information on the charter school's financial personnel. Complete Attachment E which will provide this information.

#### PERSONNEL

The Act requires a description of the charter school's hiring policy, personnel policies and personnel qualifications. The Act provides for discretionary participation of charter school personnel in the Teacher Retirement System of Oklahoma and the health and related insurance programs available to the employees of the District. Complete Attachment F which will provide the required information and preferences for discretionary participation.

#### AFFIRMATION OF LEGAL REQUIREMENTS

The Act imposes a number of legal obligations on a charter school. By signing this application, Applicant acknowledges and agrees to perform the following legal obligations imposed upon the charter school by the Act:

1. The charter school shall comply with all federal regulations and state and local rules relating to health, safety, civil rights and insurance;
2. The charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations;
3. The charter school shall participate in the testing and the reporting of testing required of a school district as required by the Oklahoma School Testing Program Act;
4. The charter school shall provide any necessary data to the Office of Accountability.
5. The charter school shall not be affiliated with a nonpublic sectarian school or religious institution.
6. The charter school, to the extent possible, shall be subject to the same reporting requirements, financial audits, audit procedures, and audit requirements as a school district;
7. The charter school shall use the Oklahoma Cost Accounting System to report financial transactions to the District;
8. The charter school shall comply with all federal and state laws relating to the education of children with disabilities in the same manner as a school district;
9. The charter school shall not be used as a method of generating revenue for students who are being home schooled;



10. The charter school shall not charge tuition or fees for curricular credit;
11. The charter school shall provide instruction for at least the number of days required in Title 70, O.S. Supp. 1999, Section 1-109;
12. The charter school shall comply with the student suspension requirements provided for in Title 70, O.S. Supp. 1999, Section 24-101.3;
13. The charter school shall be considered a school district for the purposes of tort liability under the Government Tort Claims Act.
14. The charter school shall comply with the Oklahoma Open Meeting Act and the Oklahoma Open Records Act;
15. The charter school shall be subject to the same conflict of interest requirements as a member of a board of education of an Oklahoma school district;
16. The charter school may enter into contracts and sue or be sued;
17. The charter school may not levy taxes or issue public bonds;
18. The charter school shall, in writing, disclose employment rights of its employees in the event the charter school closes or the charter is not renewed;
19. The charter school's admission policy shall be in accordance with Title 70, O.S. Supp. 1999, Section 42.22;
20. The charter school assumes all liability imposed by law; and
21. The charter school's transportation of students shall be in accordance with Title 70, O.S. Supp. 1999, Sections 9-101 through 9-118.

### ACCOUNTABILITY

The charter school is required by the Act to provide an outline of criteria designed to measure the effectiveness of the charter school. Complete Attachment G which will outline such criteria.

The charter school agrees to be subject to such audits of programs and financial conditions as may be imposed by state or federal law or by the terms of its contract with District. The charter school shall provide District with access to facilities and records to verify and audit its operations as provided by the Act and the contract between the parties.

**DEMONSTRATION OF SUPPORT**

Attach demonstrations of support in the form of letters, petition(s) and/or survey(s) as Attachment H.

**REQUESTED SERVICES**

The District will provide oversight and assistance to the extent required by law. Any specific services the charter school desires to be provided by the District must be agreed to by the District and set forth in the contract between the parties for a charter school. Complete Attachment I which shall provide a description of any services which the charter school desires the District to consider providing.

**TERM OF CONTRACT**

The Applicant acknowledges that the initial term of a charter-school contract shall be for the remainder of the current fiscal year and the ensuing fiscal year.

**SUBMISSION**

This Application is formally submitted pursuant to the Oklahoma Charter School Act as of this \_\_\_\_\_ day of \_\_\_\_\_ 20 \_\_\_\_\_

**Applicant**

By \_\_\_\_\_

Signature

Title: \_\_\_\_\_

Address \_\_\_\_\_

Telephone: \_\_\_\_\_

Date: \_\_\_\_\_



**ATTACHMENT A**

**DESCRIPTION OF APPLICANT AND RELATED INFORMATION**

**Information about Applicant:**

Please provide in this section, the requested information about the legal entity that will sign the charter school contract and will directly operate the charter school. If all requested information is not available at the time of application, provide all available information.

Legal Name of Applicant: \_\_\_\_\_

Address of Principal Office of Applicant: \_\_\_\_\_

Applicant's Telephone Number: \_\_\_\_\_

Applicant's Facsimile Number: \_\_\_\_\_

Applicant's E-mail Address: \_\_\_\_\_

Date of Applicant's Incorporation: \_\_\_\_\_

Applicant's Federal Identification Number: \_\_\_\_\_

**Please attach the following to this Attachment:**

Applicant's Articles of Incorporation (Attachment A-1)

Applicant's Current By-Laws (Attachment A-2)

List of Applicant's Officers and Directors (Attachment A-3)  
(Include name, address and telephone.)

Copy of Applicant's §501 (c)(3) Certificate (Attachment A-4)





# Putnam City Schools

## DISTRICT FORM

**Information about Applicant's Representative:**

If this Application is being submitted by a representative of the Applicant described above ("Representative"), please provide in this section the requested information about the Representative that will sign this application on behalf of the Applicant. Please provide all requested information relevant to the Representative.

Legal Name of Representative: \_\_\_\_\_

Address of Principal Office of Representative: \_\_\_\_\_

Representative's Telephone Number: \_\_\_\_\_

Representative's Facsimile Number: \_\_\_\_\_

Representative's e-mail Address: \_\_\_\_\_

Name of Representative's Principal Contract: \_\_\_\_\_

Date of Representative's Incorporation: \_\_\_\_\_

**Please attach the following to this Attachment:**

- Representative's Articles of Incorporation (Attachment A-1)
- Representative's Current By-Laws (Attachment A-2)
- List of Representative's Officers and Directors (Attachment A-3)  
(Include name, address and telephone.)
- Copy of Representative's 501 (c)(3) Certificate (AttachmentA-4)



# Putnam City Schools

## DISTRICT FORM

BP-F1

### Information on Applicant's Participants, if any:

If Applicant is going to receive any continuing assistance in the operation of the charter school from any other entity ("Participant") which is not going to be a party to the charter school contract, please provide the following information for each participant by copying this page for additional participants;

Legal Name of Participant: \_\_\_\_\_

Address of Principal Office of Participant: \_\_\_\_\_

Participant's Telephone Number: \_\_\_\_\_

Participant's Facsimile Number: \_\_\_\_\_

Participant's e-mail Address: \_\_\_\_\_

Name of Participant's Principal Contact: \_\_\_\_\_

Describe the nature of the Participant's assistance in specific detail, including the names and functions of individuals to be provided by Participant as part of such assistance:

**ATTACHMENT B**

**Mission Statement**

Attach a mission statement describing the purpose of the charter school and the goals sought to be accomplished by its operation as Attachment B1.

**Program Description**

Grades to be served, including a description of any anticipated expansion during the term of the charter-school contract: \_\_\_\_\_

Ages of students to be served, including a description of any anticipated expansion during the term of the charter-school contract: \_\_\_\_\_

Instructional Day, including hours of instruction and scheduling of classes: \_\_\_\_\_

Instructional Year, providing number of days of instruction and beginning and ending dates: \_\_\_\_\_

**Curriculum:**

Attach a description of the curriculum to be provided by the charter school as Attachment B-2. Describe in what way, if any, the curriculum will differ from programs currently offered by the Sponsor.

**Extracurricular Activities:**

Attach a description of the extracurricular activities to be provided by the charter school as Attachment B-3.

**Admission Policy and Procedures:**

Attach a description of the charter school's admission policy and procedures as Attachment B-4.

**Recruitment of Students:**

Attach a description of the methods the charter school will use to recruit students for admission.



**ATTACHMENT C**

**Governing Body**

Is the charter school going to be governed by the board of directors of a corporation described as the Applicant in Attachment A? \_\_\_\_\_Yes \_\_\_\_\_No

If not, provide the following information about the Governing Body:

Name: \_\_\_\_\_

Number of members: \_\_\_\_\_

Term of members: \_\_\_\_\_

Method of selecting members: \_\_\_\_\_

Method of filling vacancies: \_\_\_\_\_

Qualifications for members: \_\_\_\_\_

Provide a description of the powers and authority of Governing Body in Attachment C-1.

\_\_\_\_\_  
\_\_\_\_\_

Provide the names, addresses, telephone numbers, and lengths of term and biographical information on current members of the current Governing Body in Attachment C-2.

**Administration**

Describe the organizational structure of the charter schools' administration in Attachment C-3, including a description of the qualifications for and duties of each position and the names, addresses, telephone numbers, and biographical information on any persons expected to fill such positions.

## ATTACHMENT D

### FACILITIES AND PERSONAL PROPERTY

#### Street Address, Purpose, Legal Description and Ownership

For each location of facilities to be utilized by the charter school, provide its street address, purpose for which it will be used, its legal description and identification of its ownership in Attachment D-1.

#### Lawful Use of Premises for Charter School Purposes

Provide certification from the appropriate authorities that the use of the premises identified in No. 1 above comply with all applicable local, state and federal laws and regulations relating to their use for the operation of a charter school. Attach such certification as Attachment D-2.

#### Site and Floor Plans

If site and floor plans of the premises identified in No. 1 are available, please provide copies as Attachment D-3.

#### Conveyance of Use of Property to Charter School

If Applicant is not the owner of the premises identified in No. 1, provide a copy of the contract or instrument that transfers the use of the premises to Applicant for use as a charter school as Attachment D-4.

#### Disposal of Real and Personal Property

The Act requires the charter school to provide for the disposal of its real and personal property upon the expiration or termination of its charter or failure to continue its operation. The District anticipates that title to such real and personal property will be transferred to the District, unless otherwise agreed by the parties. Any real or personal property purchased with state or local funds are required by the Act to be retained by the District. If Applicant requests a different disposition for the remaining property, please request the method of disposition in Attachment D-5.

**ATTACHMENT E**  
**FINANCIAL MATTERS**

**Financial Plan**

The Act requires the submission of a three-year financial plan for the charter-school. Attach the plan as Attachment E-1.

**Financial Personnel**

Provide the following information on the treasurer of the charter school, any personnel having primary responsibility for accounting and/or budgeting of the charter school's finances, and any personnel with the authority to authorize the expenditure of funds, if such personnel are known at time of application. If not known, provide the qualifications of any such vacant position.

- A. Name, address, telephone number and current employment;
- B. Biographical information indicating employment and educational history; and
- C. Any other information that demonstrates experience in school finance or the equivalent thereof.

Attach this information as Attachment E-2.



**ATTACHMENT F**

**PERSONNEL**

**Description of Personnel Documents**

The Act requires descriptions of the charter school's hiring policy, personnel policies and personnel qualifications. Provide such descriptions as Attachment F-1.

The Act provides for discretionary participation of charter school personnel in the Teacher Retirement System of Oklahoma and the health and related insurance programs available to the employees of the District. Provide the charter school's preferences for discretionary participation in these programs in Attachment F-2.



# Putnam City Schools

## DISTRICT FORM

BP-F1

### ATTACHMENT G

### ACCOUNTABILITY

The charter school is required by the Act to provide an outline of criteria designed to measure the effectiveness of the charter school. Provide such outline below:





**ATTACHMENT H**  
**DEMONSTRATION OF SUPPORT**

The charter school is required by the Act to provide a demonstration of support for the charter school from residents of the District which may include, but is not limited to, a survey of the District's residents or a petition signed by residents of the District.

Provide such demonstration of support as Attachment H-1.



# Putnam City Schools

## DISTRICT FORM

BP-F1

### ATTACHMENT I

### REQUESTED SERVICES

Describe and services which the charter school desires the District to consider providing:



## **REGULAR BOARD OF EDUCATION MEETING**

**Monday, December 4, 2023**

The Putnam City Schools Board of Education of Independent School District No. One of Oklahoma County, State of Oklahoma, met in regular session Monday, December 4, 2023, at 5:00 p.m. in the Board room at the Administration Building, 5401 NW 40th, Oklahoma City, Oklahoma. The agenda and meeting notice were posted on Friday, December 1, 2023, at 4:30 p.m. in accordance with 25 O.S. § 311.

Members present: Board President, Charity Avery; Board Vice President, Gail LoPresto; and members, Jay Sherrill, Steve Burger and Judy Mullen Hopper; Superintendent, Dr. Fred Rhodes; Stephanie Knox, Board Clerk; and others.

### **ITEM #1 – MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE – DR. JASON MEMOLI – CHIEF OF STAFF**

Chief of Staff, Dr. Jason Memoli, led the Pledge of Allegiance and the Moment of Silence.

### **ITEM #2 – STAFF REPORTS – BE PRESENT BE BOLD – DR. JASON MEMOLI, CHIEF OF STAFF AND AJ GRAFFEO, DIRECTOR OF COMMUNICATIONS**

Dr. Jason Memoli, Chief of Staff, and AJ Graffeo, Director of Communications, provided an overview of the upcoming proposed Districtwide attendance policy changes and the “Be Present Be Bold” attendance campaign.

### **ITEM #3 – PUBLIC PARTICIPATION**

There was none.

### **ITEM #4 – SUPERINTENDENT’S REPORT**

Dr. Fred Rhodes, Superintendent, provided a general update to the Board and presented celebrations and announcements.

### **ITEM #5 – COMMENTS BY BOARD MEMBERS**

Judy Mullen Hopper provided comments during the meeting.

Jay Sherrill provided comments during the meeting.

Steve Burger provided comments during the meeting.

Gail LoPresto provided comments during the meeting.

Charity Avery provided comments during the meeting.

ITEM #6 – CONSENT AGENDA: ALL OF THE FOLLOWING ITEMS, WHICH CONCERN REPORTS AND ITEMS OF A ROUTINE NATURE NORMALLY APPROVED AT BOARD MEETINGS, WILL BE APPROVED BY ONE VOTE UNLESS ANY BOARD MEMBER DESIRES TO HAVE A SEPARATE VOTE ON ANY OR ALL OF THESE ITEMS. THE CONSENT AGENDA CONSISTS OF THE DISCUSSION, CONSIDERATION, AND APPROVAL OF THE FOLLOWING ITEMS:

- a. Minutes for regular board meeting on November 27, 2023
- b. Purchase orders dated November 16, 2023 through November 29, 2023 inclusive for the 2023-2024 school year
- c. Site Contracts
- d. Out-of-State Trips
- e. Overnight Travel
- f. Retirements and Resignations as listed on Attachment A

Steve Burger made a motion to approve the consent agenda. Gail LoPresto seconded the motion. Vote: Mullen Hopper, aye; Sherrill, aye; Burger, aye; LoPresto, aye; Avery, aye.

Final Resolution: Motion Carries 5-0

ITEM #7 – DISCUSSION AND POSSIBLE MOTION REGARDING RECOMMENDATION OF EMPLOYMENT OF NEW PERSONNEL AND REASSIGNMENTS AS LISTED ON ATTACHMENT A.

Judy Mullen Hopper made a motion to approve the employment of new personnel and reassignments as listed on attachment A. Steve Burger seconded the motion. Vote: Mullen Hopper, aye; Sherrill, aye; Burger, aye; LoPresto, aye; Avery, aye.

Final Resolution: Motion Carries 5-0

ITEM #8 – DISCUSSION AND POSSIBLE MOTION REGARDING THE QUARTERLY DISTRICT TRANSFER CAPACITIES FOR THE 2023-2024 SCHOOL YEAR.

Gail LoPresto made a motion to approve the Quarterly District Transfer Capacities for the 2023-2024 year. Judy Mullen Hopper seconded the motion. Vote: Mullen Hopper, aye; Sherrill, aye; Burger, aye; LoPresto, aye; Avery, aye.

Final Resolution: Motion Carries 5-0

ITEM #9 – DISCUSSION AND POSSIBLE MOTION REGARDING THE SUBSTITUTE STIPEND FOR SECOND SEMESTER – JANUARY 8, 2024 THROUGH MAY 17, 2024. (NOT TO EXCEED \$500,000.00 – ESSER FUNDS 24-11-795)

Gail LoPresto made a motion to approve the substitute stipend for second semester. Judy Mullen Hopper seconded the motion. Vote: Mullen Hopper, aye; Sherrill, aye; Burger, aye; LoPresto, aye; Avery, aye.

Final Resolution: Motion Carries 5-0

ITEM #10 – DISCUSSION AND POSSIBLE MOTION REGARDING THE CLASS COVERAGE STIPEND FOR SECOND SEMESTER – JANUARY 8, 2024 THROUGH MAY 17, 2024. (NOT TO EXCEED \$400,000.00 – ESSER FUNDS (24-11-795)

Judy Mullen Hopper made a motion to approve the class coverage stipend for second semester. Steve Burger seconded the motion. Vote: Mullen Hopper, aye; Sherrill, aye; Burger, aye; LoPresto, aye; Avery, aye.

Final Resolution: Motion Carries 5-0

ITEM #11 – DISCUSSION AND POSSIBLE MOTION REGARDING THE REVISION(S) OF DISTRICT POLICY AH – COMMUNICATION WITH BOARD.

Gail LoPresto made a motion to approve the revision(s) of District Policy AH – Communication with Board. Jay Sherrill seconded the motion. Vote: Mullen Hopper, aye; Sherrill, aye; Burger, aye; LoPresto, aye; Avery, aye.

Final Resolution: Motion Carries 5-0

ITEM #12 – DISCUSSION AND POSSIBLE MOTION REGARDING THE REVISION(S) OF DISTRICT POLICY BL – SEXUAL HARASSMENT.

Gail LoPresto made a motion to approve the revision(s) of District Policy BL – Sexual Harassment. Judy Mullen Hopper seconded the motion. Vote: Mullen Hopper, aye; Sherrill, aye; Burger, aye; LoPresto, aye; Avery, aye.

Final Resolution: Motion Carries 5-0

ITEM #13 – DISCUSSION AND POSSIBLE MOTION REGARDING THE REVISION(S) OF DISTRICT POLICY BM – CIVIL RIGHTS POLICY.

Gail LoPresto made a motion to approve the revision(s) of District Policy BM – Civil Rights. Jay Sherrill seconded the motion. Vote: Mullen Hopper, aye; Sherrill, aye; Burger, aye; LoPresto, aye; Avery, aye.

Final Resolution: Motion Carries 5-0

ITEM #14 – DISCUSSION AND POSSIBLE MOTION REGARDING THE PROUD TO PARTNER LEADERSHIP ACADEMY CHARTER SCHOOL APPLICATION.

Judy Mullen Hopper made a motion to approve the Proud to Partner Leadership Academy Charter School Application. Jay Sherrill seconded the motion. Vote: Mullen Hopper, nay; Sherrill, nay; Burger, nay; LoPresto, nay; Avery, nay.

Final Resolution: Motion Failed 5-0

ITEM #15 – DISCUSSION AND POSSIBLE MOTION TO ENTER INTO EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING EMPLOYMENT/APPOINTMENT OF ELEMENTARY PRINCIPAL PURSUANT TO 25 O.S. § 307 (B) (1) AND (B) (7).

At 5:37 p.m., Judy Mullen Hopper made a motion to enter into executive session to discuss employment/appointment of Elementary Principal. Jay Sherrill seconded the motion. Vote: Mullen Hopper, aye; Sherrill, aye; Burger, aye; LoPresto, aye; Avery, aye.

Final Resolution: Motion Carries 5-0

ITEM #16 – ACKNOWLEDGE RETURN TO OPEN SESSION AND TO REQUEST THE BOARD CLERK TO RECORD THE MINUTES OF THE EXECUTIVE SESSION.

At 5:54 p.m., Charity Avery acknowledged the board returned to open session and to request the Board Clerk to record the minutes of the executive session.

MINUTES OF EXECUTIVE SESSION: Board Members, Gail LoPresto, Steve Burger, Judy Mullen Hopper, and Jay Sherrill; Superintendent, Dr. Fred Rhodes; Chief Human Capital Officer, Nancy Ingle; and Chief Elementary Officer, Barbara Crump met in executive session for the purpose of discussing employment/appointment of Elementary Principal pursuant to 25 O.S. § 307 (B) (1) and (B) (7).

No action was taken.

ITEM #17 – DISCUSSION AND POSSIBLE MOTION REGARDING EMPLOYMENT - APPOINTMENT OF ELEMENTARY PRINCIPAL.

The administration recommends Jennifer Meacham as Elementary Principal of Wiley Post Elementary.

Steve Burger made a motion to approve Jennifer Meacham as Elementary Principal. Judy Mullen Hopper seconded the motion. Vote: Mullen Hopper, aye; Sherrill, aye; Burger, aye; LoPresto, aye; Avery, aye.

Final Resolution: Motion Carries 5-0

ITEM #18 – DISCUSSION AND POSSIBLE MOTION REGARDING NEW BUSINESS

There was none.

ITEM #19 – DISCUSSION AND POSSIBLE MOTION TO ADJOURN



At 5:55 p.m., Judy Mullen Hopper made a motion to adjourn. Jay Sherrill seconded the motion. Vote: Mullen Hopper, aye; Sherrill, aye; Burger, aye; LoPresto, aye; Avery, aye.

Final Resolution: Motion Carries 5-0

ITEM OF INFORMATION – DISTRICT POLICY DA – GENERAL PERSONNEL POLICIES

ITEM OF INFORMATION – DISTRICT POLICY EJ – STUDENT SEARCHES

ITEM OF INFORMATION – DISTRICT POLICY EF – ATTENDANCE POLICY





December 7, 2023

To Proud to Partner Leadership Academy,

On Monday, December 4, 2023, the Board of Education of Putnam City Schools considered the charter school application of Proud to Partner Leadership Academy. The Putnam City Schools Board of Education voted 5-0 to deny the charter school application. It was the administration's recommendation that the application not be approved based on the attached evaluation which identifies elements of the application which were incomplete, missing, or failed to meet expectations. In accordance with Oklahoma law, you have 30 days from the date of this letter to submit a revised application which will be reviewed by the administration and submitted to the Board for consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Jason Memoli". The signature is fluid and cursive, with a long horizontal line extending to the right.

Dr. Jason Memoli  
Chief of Staff



**Proposed Charter School: Proud to Partner Leadership Academy**

**Reviewer(s) Name/Department:**

- Dr. Jason Memoli Chief of Staff
- Dr. Keely Frayzer Chief Academic Officer
- Mr. Ryan Spilman Chief Financial Officer
- Mr. Shbrone Brookings Chief Operations Officer
- Dr. Matthew Flinton Chief Secondary Officer
- Mrs. Nancy Engle Chief Human Capital Officer

**Charter School Proposal Rubric and Evidence Collection 2023-2024**

**Instructions for Review Team:**



This template guides reviewers through the quality review of new charter school proposals consistent with the Oklahoma Charter Schools Act and the 2023-24 Charter School Application. Reviewers will score key categories within three main domains: **Educational Program Design, Operations, and Finance.**

For each category, key characteristics of a “Meets Expectations” response are outlined. Applications that “Meet All Expectations” outlined can earn 4 points; applications that “Meet at Least Half of Expectations” can earn 3 points; applications that “Meet Less Than Half of Expectations” can earn 2 points and applications that “Do Not Meet/Address Expectations” can earn 0-1 points. Using these standards, reviewers should score each category based on the evidence found in the application. For each domain, there are empty boxes for reviewers to share evidence to support your category ratings. Be sure to include evidence on each category in that domain for which you provided a score. Evidence should be as factual and objective as possible (i.e., “there are 30 signatures in support of the school, but no mention of intent to enroll forms from parents” instead of “there is insufficient community support for the school”).

## School Overview

“Meets all Expectations:” 4 points; “Meet at Least Half of Expectations:” 3 points; “Meet Less Than Half of Expectations:” 2 points; “Does not meet/address Expectations:” 0-1 points					
School Overview	Meets Expectations Characteristics	Strengths Noted	Weaknesses Noted	Questions	Score
Mission, Vision, and Educational Philosophy	<ol style="list-style-type: none"> <li>1. A clearly stated and easily understood mission for the new charter school, particularly as it relates to innovative and creative approaches for the delivery and improvement of instruction substantially different from those opportunities currently available for students.</li> <li>2. The mission statement articulates guiding purposes and priorities that are meaningful, measurable, and attainable.</li> </ol>	Organization articulates a mission, vision, and educational philosophy.		How does this differ from what is offered already from PC Schools? P.12	4
Educational Need and Student Population	<ol style="list-style-type: none"> <li>1. Clear descriptions of the anticipated student population in terms of grade levels and/or ages being sought.</li> <li>2. A strong rationale for the inclusion of such student populations for the creation of the school.</li> <li>3. Firm statements relative to extraordinary efforts that will be/have been taken that will guarantee an open enrollment school of choice option for all interested students.</li> </ol>	A statement has been provided addressing each of these areas.	The application states that the targeted population rationale is due to CSI/ATSI designation. A CSI/ATSI designation has multiple aspects, including subgroups and metrics. The applicant does not specify past the identification—no strong rationale for the students	How does the applicant plan to address specifics pertaining to CSI/ATSI?	2

			targeted.		
Education Plan/School Design	<ol style="list-style-type: none"> <li>1. A clearly stated and easily understood educational program, including non-negotiables of the school model.</li> <li>2. Clear evidence of a plan for instructional goals and attainment of those goals within the first five (5) years of operation.</li> </ol>	School Design is outlined.	Instructional goals are not clear and/or not delineated over a five year plan.	How does PTPL plan to achieve a 50% greater PD with a 182 calendar? P.16	<b>2</b>
Community Engagement	<ol style="list-style-type: none"> <li>1. Evidence of meaningful community involvement that indicates both a central group of founders and a broader array of stakeholders.</li> </ol>	A central group of founders is established with multiple years of educational experience.	No evidence of a commitment for community involvement other than what is planned.	What community partnerships are/will be established? P.13	<b>2</b>
Leadership and Governance	<ol style="list-style-type: none"> <li>1. The application demonstrates that the Board thoroughly understands its role to oversee the schools' operations.</li> <li>2. The board understands its role in reference to governance versus management.</li> </ol>	PTPLA Bylaws are established, and a statement of Powers and Authority of the Governing Body P.30 Board members have completed required State charter school training.	A brief outline of Board roles and responsibilities. No individual statements from Board members regarding support for this charter school.	A letter of intent or support from individual proposed Board members would help strengthen this section's score.	<b>3</b>

## Section 1: Educational Program Design and Capacity

“Meets all Expectations:” 4 points; “Meet at Least Half of Expectations:” 3 points; “Meet Less Than Half of Expectations:” 2 points; “Does not meet/address Expectations:” 0-1 points

Educational Program		Meets Expectations Characteristics	Strengths Noted	Weaknesses Noted	Questions	Score
1.A	Consistency with the purpose(s) of the Act	<ol style="list-style-type: none"> <li>1. Evidence that the descriptions of the programs, services and activities proposed are consistent with the purposes identified.</li> <li>2. Evidence that the proposed programs, services and activities are distinctively different from those currently available for students in other public schools.</li> <li>3. Evidence that the proposed programs, services and activities are potentially more successful than those currently available for students in other public schools.</li> <li>4. Conformity to the non-sectarian requirement under the law.</li> </ol>	There is evidence that the overall program is consistent with the purposes identified, such as intended structure and curriculum delivery.	The programs and services do not provide how they are distinctly different than what is provided currently through PC Schools, such as ICAP, MTSS, Tech Ed, and Vocational programs and internships. There is also no information or evidence that would show this program as being more successful.	How would this program meet the requirements specifically with ICAP and the other stated career objectives?	2
1.B	Educational Program	<ol style="list-style-type: none"> <li>1. Innovative teaching methods supported by research.</li> <li>2. Creative approaches backed by data reflecting their respective potential for success.</li> <li>3. Informed descriptions of models, techniques, and strategies.</li> <li>4. (<i>High Schools Only</i>) Thorough understanding of state and local graduation requirements.</li> </ol>	Articulated four pillars for the educational model with support. Described graduation course requirements.	Did not support with research or data to show potential for success (example - success rate of all coursework taken online). Not all state graduation requirements are listed.	What is the model for using edmentum as the only instructional course offering?	2

1.C	Curriculum Instruction and Design	<ol style="list-style-type: none"> <li>1. High quality curriculum description.</li> <li>2. Distinctly different curriculum approaches and supporting techniques and materials from those currently in use within Putnam City Public Schools.</li> <li>3. The curriculum proposed is consistent with the mission and vision and the needs and aspirations of the proposed student body.</li> <li>4. Knowledge of programs/services required and compliance standards for regulations regarding limited English proficient students, special education students, and gifted students.</li> </ol>	Some curriculum was described (Edmentum, iLEAD). English language learners and support was described.		<p>What resources and strategies will be used for students who do not meet weekly goals?</p> <p>What curriculum will be used for ELD students?</p> <p>How will WIDA standards be taught for ELD students?</p>	<b>2</b>
1.D	Admission Standards/ Procedures	<ol style="list-style-type: none"> <li>1. Admissions standards and procedures consistent with the mission of the school.</li> <li>2. A clear and easily understood open enrollment, school of choice, and non-discriminatory admission process.</li> <li>3. Reasonable timelines and fair and equitable procedures for admitting students.</li> <li>4. Understanding of the requirements for compliance with the Oklahoma Charter School Law as it relates to admissions standards, requirements and procedures.</li> </ol>		<p>Student Applicant Packet, describing eligibility and criteria for student admissions, is not included for PCS review.</p> <p>Equitable procedures for admitting students is not clearly described.</p>		<b>1</b>



1.E	Student Discipline	<ol style="list-style-type: none"> <li>1. The discipline policy contains clear suspension procedures, appeal process, and an explanation of how expectations will be communicated to parents/guardians and students.</li> <li>2. The policy clearly aligns with the systems, practices, and traditions the school intends to use to promote the educational mission and vision.</li> <li>3. The application details why the proposed policy will equitably serve students of color, students with disabilities, different genders, English language learners, and other students traditionally “at risk” for discipline disproportionality.</li> </ol>		<p>Discipline Policy not included for PCS review.</p> <p>One paragraph outlining Social and Emotional Learning Process, including restorative alternatives to suspension. However, specific student behaviors are not identified throughout the application.</p>		<b>1</b>
1.F	Student Assessment	<ol style="list-style-type: none"> <li>1. Commitment to high academic standards for all students.</li> <li>2. Competent assessment strategies, techniques, processes and procedures.</li> <li>3. Understanding of the Oklahoma School Testing Program.</li> </ol>	The OSTP for high school is outlined in the plan. A plan to use BOY and EOY assessments is outlined.	Provide more details on the processes and strategies that will be utilized.	What will be utilized for the benchmark assessments?	<b>2</b>
1.G	School Accountability	<ol style="list-style-type: none"> <li>1. Commitment to high performance standards for the school.</li> <li>2. Competent accountability strategies, techniques, processes and procedures.</li> <li>3. Understanding of the role of the state Office of Accountability.</li> </ol>	Financial audit and reporting is addressed.	The application does not address or define the roles of the proposed charter school and District administration regarding accountability and compliance.	A section defining the roles and responsibilities for accountability, communication, and compliance between the charter school and the sponsoring district would be helpful.	<b>1</b>

## Section 2: Operations Plan and Capacity

“Meets all Expectations:” 4 points; “Meet at Least Half of Expectations:” 3 points; “Meet Less Than Half of Expectations:” 2 points; “Does not meet/address Expectations:” 0-1 points

Operations		Meets Expectations Characteristics	Strengths Noted	Weaknesses Noted	Questions	Score
2.A, B, C	Governance	<ol style="list-style-type: none"> <li>1. Stable board membership.</li> <li>2. Evidence of effective and comprehensive governance model.</li> <li>3. Consistency of governance plan with the school’s mission.</li> <li>4. Clearly-defined roles of the governing board relative to its interaction with staff.</li> <li>5. Well developed and easily understood bylaws and policy documents.</li> <li>6. Clear details regarding fingerprinting and other background checks and verifications.</li> </ol>	A Board membership is established along with bylaws. The governance plan with the school’s stated purpose is defined.	Policy documents are not provided and need critical procedural practices such as background checks, grievance procedures, etc.		3
2.D	Parent and Community Involvement	<ol style="list-style-type: none"> <li>1. Robust methods are described to build family school partnerships to strengthen support for learning and encourage parental involvement in the school’s culture and operations.</li> <li>2. Demonstrated knowledge of and planned compliance with open records, open meetings, and conflict of interest requirements.</li> <li>3. Appropriate opportunity for parental input relative to board decision-making.</li> </ol>	<p>Extra meetings for parent conferences were added.</p> <p>Conflict of interest addressed.</p>	Plan for building partnerships and parent input.		3
2. E	Administration / Leadership	<ol style="list-style-type: none"> <li>1. Evidence of a clear understanding of organizational planning.</li> </ol>	Administrative Team identified with specific roles and responsibilities outlined.	Minimal professional standards and qualifications for administrators and classroom teachers.		2

		<ol style="list-style-type: none"> <li>2. Complete job descriptions with qualifications clearly stated.</li> <li>3. An understanding of the demands for opening a school with the necessary components in place to support students and families.</li> </ol>		Minimum of Bachelor's Degree. Teaching Certificate preferred but not required. (Admin and Teachers)	
2. F	Personnel	<ol style="list-style-type: none"> <li>1. Professional standards for teachers and other staff.</li> <li>2. Commitment to continuing professional development for staff.</li> <li>3. Appropriate and reasonable working conditions and compensation packages sufficient to attract quality staff.</li> <li>4. An understanding of the requirements for compliance with labor law.</li> <li>5. Planned fingerprinting and background checks for all school employees.</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional Standards are listed.</li> <li>2. Professional Development days are included in the instructional days count (171) vs. calendar days (182). Subject matter for possible professional development topics are listed.</li> <li>4. ADA and EEO summary is included.</li> <li>5. Applicants may be hired pending the OSBI background check.</li> </ol>	<p>-A detailed plan for Professional Development Rollout, Implementation, and accountability is not included.</p> <p>-There is no mention of compensation packages to attract quality staff nor description of working conditions beyond hours/time of day.</p> <p>-No details are listed of how to ensure there is compliance with ADA or EEO. Also, there is nothing included for reporting of non compliance besides filing a grievance.</p>	<b>2</b>

2.G	Facilities	<ol style="list-style-type: none"> <li>1. Clearly identified facilities for the operation of the school to include detailed floor plans and property plats.</li> <li>2. Evidence of appropriate spaces for school activities consistent with the ages and grade levels of the students.</li> <li>3. Competent financial plans and reasonable timelines for renovations and/or other improvements.</li> <li>4. If applicable, copies of inspection certificates or plans for inspections to include occupancy and use permits.</li> </ol>	The PTPLA financial plan for facilities seems competent and reasonable for the projected number of students.	The school has yet to secure a space and cannot provide evidence of any expectations.	When will the school secure a building?	<b>1</b>
2.H	Transportation	<ol style="list-style-type: none"> <li>1. Strong rationale for the decision relative to the provision of transportation.</li> <li>2. Clear understanding of the necessities for effective home to school transportation services.</li> <li>3. Competent estimates of time constraints and costs of effective transportation.</li> </ol>	PTPLA is aware that the Putnam City School Board Policy allows for the possibility of entering into a contract on a cost reimbursement and availability basis for Transportation Services.	Since the COVID-19 Pandemic, Putnam City Schools has not possessed the adequate resources and additional drivers to assist any private schools. There is no availability at this time.	Does PTPLA have an alternative plan?	<b>2</b>
2.I	Child Nutrition Services	<ol style="list-style-type: none"> <li>1. The application provides a description of a food program that will meet student needs and is financially viable.</li> <li>2. The application describes how the food program will comply with state and federal rules and regulations.</li> <li>3. Demonstrated knowledge about compliance with free/reduced lunch processes and procedures including proper distribution and collection of applications.</li> <li>4. Planned incorporation of the necessary basic equipment for serving and/or properly preparing meals (Serving lines, refrigeration, serving</li> </ol>	PCS could enter into an agreement to furnish food service with PTPLA. Putnam City would use the OSDE-approved agreement for this service. PCS could bill PTPLA monthly for food service. PTPLA must provide all	There is no plan for Child Nutrition Services attached to the application.	What is the Child Nutrition Service plan?	<b>0</b>

		temperature controls, etc.).	regulatory oversight of the child nutrition program for all audits and reviews.			
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2.J	School Calendar	<p><b>1.</b> The application clearly details the total number of days and hours of instruction that students will receive; the length of the school day, including start and dismissal times; and the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade for core subjects, such as language arts, mathematics, science, and social studies.</p> <p><b>2.</b> The school calendar, including the amount of instructional time and the identified number of in-service days for teachers, aligns with the intended educational program and will support the stated goals of the educational program.</p>	<p>1. Instructional days for annual schedule is 171; Annual Calendar days for annual schedule is 182. Start and end times are included as well as instructional minutes. Proposal is to follow a Block Schedule with 83 minutes devoted to 4 core subjects/sessions per day.</p> <p>2. The school day minutes include time for Midday Meet Up for Leadership/SEL.</p>	<p>-The In-service days may represent a combination of instructional days, parent teacher conferences, and staff professional development aligned to Core, ELL, SPED, Leadership and SEL curriculum but is not specified towards goals or outcomes.</p>		<b>2</b>
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### Section 3: Financial Plan and Capacity

"Meets all Expectations:" 4 points; "Meet at Least Half of Expectations:" 3 points; "Meet Less Than Half of Expectations:" 2 points; "Does not meet/address Expectations:" 0-1 points						
Finance		Meets Expectations Characteristics	Strengths Noted	Weaknesses Noted	Questions	Score
3.A, B, C, D	Finance	<ol style="list-style-type: none"> <li>Evidence of sound financial planning and expertise.</li> <li>Evidence of fiscal viability of the school.</li> </ol>	A plan is provided.	Only a 3-year plan is provided. The State Charter School Act requires five years, which supersedes district policy. Financials are contingent on 100% enrollment, and carryover is built on that percentage. Weighted ADM adds to the overall budget but is only projected.		2

### Additional Documentation

"Meets all Expectations:" 4 points; "Meet at Least Half of Expectations:" 3 points; "Meet Less Than Half of Expectations:" 2 points; "Does not meet/address Expectations:" 0-1 points						
Additional Documentation		Meets Expectations Characteristics	Strengths Noted	Weaknesses Noted	Questions	Score
Demonstration of Support		<ol style="list-style-type: none"> <li>Evidence that the founders have inspired the confidence of their targeted community of interest.</li> <li>Evidence that the program provides an attractive educational alternative for students and parents by the levels of support secured.</li> <li>The breadth and depth of community support extending well beyond the core group of founders.</li> </ol>		No demonstration of support provided.		0

[Link to Revised PTPLA Application](#)  
**Proud To Partner Leadership Academy (PTPLA)**  
 Amended Charter Application 2023  
 Locator and Summary Sheet  
 School Founder, Ms. Dawn Bowles

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
<b>Indicators</b>			
3	<p>A financial plan for the first five (5) years of operation of the charter school and a description of the treasurer or other officers or persons who shall have primary responsibility for the finances of the charter school. Such person shall have demonstrated experience in school finance or the equivalent thereof</p> <p>Note: Provides only three (3) years. PC Policy and SDE website state "3", law state "5".</p>	<p>All Budget information can be found in Attachment E: Financial Matters. PTPLA Budget has been updated from PCS request of 3 years, to charter statute of 5 years. It is inclusive of the general budget, personnel, and student weights.</p>	5-Year Budget pp. 111-118
6	<p>A description of the facility and location of the charter school</p> <p>Note: No location from the date of application.</p>	<p>All facilities information can be found in Attachment D: Facilities &amp; Personal Property. This is inclusive of Description of Facilities, Letters of Intent (LOI), and Occupation and Acquisition Plans</p>	Facilities pp. 96-108
9	<p>A demonstration of support for the charter school from residents of the school</p> <p>Note: None provided.</p>	<p>Demonstrations of support can be found in Attachment H: Demonstration of Support. This is inclusive of Community Interest/Support Surveys, Community Partnership Commitments, Petitions/signatures, Letters of Support from Board Members</p>	Demonstration of Support pp. 156-178

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
15	<p>The plan for using internal and external assessments to measure and report student progress on the performance framework developed by the applicant in accordance with subsection C of Section 3-135 of this title;</p> <p>Note: No plan was provided for internal and external assessments.</p>	<p>Internal and External Assessments can be found in Attachment G: Accountability, Criteria for measuring academic performance</p>	<p>Assessments pp. 144-148</p>
16	<p>The plans for identifying and successfully serving students with disabilities.</p> <p>Note: No plan was provided for serving students with disabilities.</p>	<p>The plan for serving students with disabilities can be found in Attachment B-3 Special Services Programming.</p>	<p>Serving SWD pp. 32-35</p>
17	<p>A description of co-curricular or extracurricular programs and how they will be funded and delivered Note: Co-curricular funding?</p>	<p>The plan for extracurricular programming can be found in Attachment B-5 Extracurricular Activities.</p>	<p>Extracurricular pp. 42-43</p>
19	<p>The student discipline policies for the charter school, including those for special education students; Note: No plan was provided.</p>	<p>The Student Discipline Policy can be found in Attachment B-7 Discipline Policy. This is inclusive of a Discipline Matrix, Discipline Ladder, and Intervention Plan, speaking specifically to special education on p. 52.</p>	<p>Discipline Policy pp. 48-71</p>
25	<p>The plans for providing transportation, food service, and all other significant operational or ancillary services; Oklahoma Statutes - Title 70. Schools Page 167 Note: No plan provided.</p>	<p>Updated Transportation and Child Nutrition can be found in Attachment I: Requested Services &amp; Food Services.</p>	<p>Transportation p. 180, &amp; Child Nutrition pp. 181-185</p>
27	<p>A detailed school start-up plan that identifies tasks, timelines, and responsible individuals; Note: Needs more detail.</p>	<p>The detailed School start-up plan can be found in Attachment G-5 School Startup Plan.</p>	<p>School Start-up Plan p. 154</p>



Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
28	A description of the financial plan and policies for the charter school, including financial controls and audit requirements; Note: No plan provided.	The description of the financial plan and policies can be found in Attachment E: Financial Matters.	Financial pp. 109-119
29	[ ] A description of the insurance coverage the charter school will obtain; Note: No plan provided.	Attachment C-4 Insurance/Liabilities/Compensation	Insurance pp. 83-84
30	Start-up and five-year budgets with clearly stated assumptions; Note: Only a three-year budget plan.	All Budget information can be found in Attachment E: Financial Matters. PTPLA Budget has been updated from PCS request of 3 years, to charter statute of 5 years. It is inclusive of the general budget, personnel, and student weights.	5-Year Budget pp. 111-118
33	Start-up and five-year budgets with clearly stated assumptions; Note: Only a three-year budget plan.	All Budget information can be found in Attachment E: Financial Matters. PTPLA Budget has been updated from PCS request of 3 years, to charter statute of 5 years. It is inclusive of the general budget, personnel, and student weights.	5-Year Budget pp. 111-118
34	A requirement that the charter school governing board meet at a minimum quarterly in the state and that for those charter schools outside of counties with a population of five hundred thousand (500,000) or more, that a majority of members are residents within the geographic boundary of the sponsoring entity; Note: No Board meeting schedule reflecting a minimum of quarterly meetings.	Board meeting cycle can be found in Attachment C-2 Powers and Authority of the Governing Body.	Board meeting cycle p. 76

Rubric: School Overview

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
<p>Educational Need and Student Population</p>	<p>Clear descriptions of the anticipated student population in terms of grade levels and/or ages being sought. 2. A strong rationale for the inclusion of such student populations for the creation of the school. 3. Firm statements relative to extraordinary efforts that will be/have been taken that will guarantee an open enrollment school of choice option for all interested students.</p> <p>The application states that the targeted population rationale is due to CSI/ATSI designation. A CSI/ATSI designation has multiple aspects, including subgroups and metrics. The applicant does not specify past the identification—no strong rationale for the students targeted. How does the applicant plan to address specifics pertaining to CSI/ATSI?</p>	<p>Clear descriptions of the anticipated student population, rationale for creation of the school, and efforts to be taken can be found in Attachment B-1 Mission</p> <p>Past descriptions of CSI/ATSI identification can be found in Attachment B-3 Special Services Programming.</p>	<p>Description for population. 15-17</p> <p>CSI/ATSI pp. 37-41</p>
<p>Rubric: Educational Program</p>			

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
<p>Education Plan/School Design</p>	<p>A clearly stated and easily understood educational program, including non-negotiables of the school model. 2. Clear evidence of a plan for instructional goals and attainment of those goals within the first five (5) years of operation.</p> <p>Instructional goals are not clear and/or not delineated over a five year plan. How does PTPL plan to achieve a 50% greater PD with a 182 calendar? P.16</p> <p>Did not support with research or data to show potential for success (example - success rate of all coursework taken online). Not all state graduation requirements are listed. What is the model for using edmentum as the only instructional course offering?</p>	<p>The Educational Program can be found in Attachment B-i Mission.</p> <p>The Comparison of PCS to PTPLA Professional Development calendar days can be found in Attachment</p> <p>The PTPLA School Calendar and chart supportive of Instructional Days and Annual Calendar Days can be found in Attachment B-i Mission.</p> <p>PTPLA's model does not include taking all coursework online. See description of Edmentum usage on provided pages. PTPLA is not an onsite online/virtual school.</p>	<p>pp. 13-15</p> <p>PD Days pp. 125-126, 129-134</p> <p>Calendar, Chart pp. 17-20</p> <p>Potential for Success p. 28</p> <p>Edmentum pp. 24-25</p>

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
Curriculum Instruction and Design	<p>High quality curriculum description. 2. Distinctly different curriculum approaches and supporting techniques and materials from those currently in use within Putnam City Public Schools. 3. The curriculum proposed is consistent with the mission and vision and the needs and aspirations of the proposed student body. 4. Knowledge of programs/services required and compliance standards for regulations regarding limited English proficient students, special education students, and gifted students.</p> <p>What resources and strategies will be used for students who do not meet weekly goals? What curriculum will be used for ELD students? How will WIDA standards be taught for ELD students?</p>	<p>Approaches to Curriculum and Instruction</p> <p>ELL and WIDA information can be found in Attachment B-2 Curriculum.</p>	<p>Strategies used for students to meet weekly goals. p. 14, 26</p> <p>ELL/WIDA pp. 35-36</p>

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
Admission Standards/ Procedures	<p>1. Admissions standards and procedures consistent with the mission of the school. 2. A clear and easily understood open enrollment, school of choice, and non-discriminatory admission process. 3. Reasonable timelines and fair and equitable procedures for admitting students. 4. Understanding of the requirements for compliance with the Oklahoma Charter School Law as it relates to admissions standards, requirements and procedures.</p> <p>Student Applicant Packet, describing eligibility and criteria for student admissions, is not included for PCS review. Equitable procedures for admitting students is not clearly described</p>	<p>Attachment B-5 Admission Policies and Procedures Attachment B-7: Recruitment of Students</p>	<p>Application p. 47 Admissions with Enrollment Timeline and Eligibility and equitable procedures pp. 44-46 Recruiting and Admitting p. 72</p>

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
<p>Student Discipline</p>	<p>1. The discipline policy contains clear suspension procedures, appeal process, and an explanation of how expectations will be communicated to parents/guardians and students. 2. The policy clearly aligns with the systems, practices, and traditions the school intends to use to promote the educational mission and vision. 3. The application details why the proposed policy will equitably serve students of color, students with disabilities, different genders, English language learners, and other students traditionally “at risk” for discipline disproportionality.</p> <p>Discipline Policy not included for PCS review. One paragraph outlining Social and Emotional Learning Process, including restorative alternatives to suspension. However, specific student behaviors are not identified throughout the application.</p>	<p>The Student Discipline Policy can be found in Attachment B-7 Discipline Policy. This is inclusive of a Discipline Matrix, Discipline Ladder, and Intervention Plan, speaking specifically to special education on p. 52.</p>	<p>Discipline Policy pp. 48-71</p> <p>Restorative Practice pp. 49-50</p> <p>Specific Student behaviors/conduct pp.54-59</p>
<p>Student Assessment</p>	<p>1. Commitment to high academic standards for all students. 2. Competent assessment strategies, techniques, processes and procedures. 3. Understanding of the Oklahoma School Testing Program.</p> <p>Provide more details on the processes and strategies that will be utilized. What will be utilized for the benchmark assessments?</p>	<p>Benchmark assessments will be administered using Edmentum Testpacks and NWEA for Beginning, Middle, and End of Year testing continuum and information can be found in Attachment G: Accountability.</p>	<p>Benchmarks and Assessments pp. 144, 147-148</p>

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
School Accountability	<p>1. Commitment to high performance standards for the school. 2. Competent accountability strategies, techniques, processes and procedures. 3. Understanding of the role of the state Office of Accountability.</p> <p>The application does not address or define the roles of the proposed charter school and District administration regarding accountability and compliance. A section defining the roles and responsibilities for accountability, communication, and compliance between the charter school and the sponsoring district would be helpful.</p>	The improved Statement of Accountability can be found in Attachment G: Accountability.	Statement of Accountability pp. 137-138
<b>Rubric: Operations</b>			
Governance	<p>1. Stable board membership. 2. Evidence of effective and comprehensive governance model. 3. Consistency of governance plan with the school's mission. 4. Clearly-defined roles of the governing board relative to its interaction with staff. 5. Well developed and easily understood bylaws and policy documents. 6. Clear details regarding fingerprinting and other background checks and verifications.</p> <p>Policy documents are not provided and need critical procedural practices such as background checks, grievance procedures, etc.</p>	Hiring Policy, Personnel Policies, Personnel Policies, Personnel Qualifications, inclusive of background checks and grievance procedures can be found in Attachment F-1.	Fingerprinting, Background checks p. 122, Grievance p. 127

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
<p>Parent and Community Involvement</p>	<p>1. Robust methods are described to build family school partnerships to strengthen support for learning and encourage parental involvement in the school's culture and operations. 2. Demonstrated knowledge of and planned compliance with open records, open meetings, and conflict of interest requirements. 3. Appropriate opportunity for parental input relative to board decision-making.</p> <p>Plan for building partnerships and parent input.</p>	<p>Community Partnership video with attached partnership form (using the JotForm data collection tool) has been disseminated on social media and to personal contacts of Board/Team members. Full scale outreach will begin January 1, 2024, under the leadership and program management of The Bloomwell Marketing Group. In the initial round of acquiring support, PTPLA (in advance of working with The Bloomwell Group) has secured more than 70 direct community partnerships. Additionally, the survey allowed for input from parents and community members on the most important components to be included in our school. The partnership spreadsheets are included in Attachment H - Demonstration of Support and the Additionally a parent/community involvement information can be found in Attachment G.</p>	<p>Community partnership spreadsheets pp. 162-165</p> <p>Parental and community input specifically to this question for building parent input can be found on pp. 149-151</p>
<p>Administration / Leadership</p>	<p>1. Evidence of a clear understanding of organizational planning. 2. Complete job descriptions with qualifications clearly stated. 3. An understanding of the demands for opening a school with the necessary components in place to support students and families.</p> <p>Minimal professional standards and qualifications for administrators and classroom teachers. Minimum of Bachelor's Degree. Teaching Certificate preferred but not required. (Admin and Teachers)</p>	<p>Minimal professional standards for administrators and classroom teachers can be found in Attachment F: Personnel.</p>	<p>pp. 127-128</p>



Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
Personnel	<p>1. Professional standards for teachers and other staff. 2. Commitment to continuing professional development for staff. 3. Appropriate and reasonable working conditions and compensation packages sufficient to attract quality staff. 4. An understanding of the requirements for compliance with labor law. 5. Planned fingerprinting and background checks for all school employees.</p> <p>-A detailed plan for Professional Development Rollout, Implementation, and accountability is not included.          -There is no mention of compensation packages to attract quality staff nor description of working conditions beyond hours/time of day. -No details are listed of how to ensure there is compliance with ADA or EEO. Also, there is nothing included for reporting of non compliance besides filing a grievance.</p>	<p>A detailed Professional Development curriculum, directly aligned to the PTPLA school model, as developed by Instruction Matters, can be found in Attachment F: Personnel.</p> <p>The Comparison of PCS to PTPLA Professional Development calendar days can be found in Attachment</p> <p>The information for compensation packages has been provided by The Murrell Group, and can be found in Attachment C .</p> <p>The information for description of working conditions and TRS can be found in Attachment F: Personnel.</p> <p>The information compliance with ADA and EEOC, and the reporting thereof can be found in Attachment F: Personnel</p>	<p>PD Curriculum by Instruction Matters 129-134</p> <p>PD Days pp. 125-126, 129-134</p> <p>Compensation packages pp. 85-87, Teacher Retirement System p. 135</p> <p>Working Conditions p. 135</p> <p>Compliance with ADA and EEOC, and reporting of non compliance pp. 122-124</p>

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
Facilities	<p>1. Clearly identified facilities for the operation of the school to include detailed floor plans and property plats. 2. Evidence of appropriate spaces for school activities consistent with the ages and grade levels of the students. 3. Competent financial plans and reasonable timelines for renovations and/or other improvements. 4. If applicable, copies of inspection certificates or plans for inspections to include occupancy and use permits.</p> <p>The school has yet to secure a space and cannot provide evidence of any expectations When will the school secure a building?</p>	All facilities information can be found in Attachment D: Facilities & Personal Property. This is inclusive of Description of Facilities, Letters of Intent (LOI), and Occupation and Acquisition Plans	pp. 96-108
Transportation	<p>1. Strong rationale for the decision relative to the provision of transportation. 2. Clear understanding of the necessities for effective home to school transportation services. 3. Competent estimates of time constraints and costs of effective transportation.</p> <p>Since the COVID-19 Pandemic, Putnam City Schools has not possessed the adequate resources and additional drivers to assist any private schools. There is no availability at this time. Does PTPLA have an alternative plan?</p>	The Transportation plan has been added and can be found in Attachment I-1.	Transportation p. 180

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
Child Nutrition Services	<p>1. The application provides a description of a food program that will meet student needs and is financially viable. 2. The application describes how the food program will comply with state and federal rules and regulations. 3. Demonstrated knowledge about compliance with free/reduced lunch processes and procedures including proper distribution and collection of applications. 4. Planned incorporation of the necessary basic equipment for serving and/or properly preparing meals (Serving lines, refrigeration, serving</p> <p>There is no plan for Child Nutrition Services attached to the application. What is the Child Nutrition Service plan?</p>	The Child Nutrition Services plan has been added and can be found in Attachment I-2	Child Nutrition pp. 181-185

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
School Calendar	<p>1. The application clearly details the total number of days and hours of instruction that students will receive; the length of the school day, including start and dismissal times; and the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade for core subjects, such as language arts, mathematics, science, and social studies. 2. The school calendar, including the amount of instructional time and the identified number of in-service days for teachers, aligns with the intended educational program and will support the stated goals of the educational program.</p> <p>-The In-service days may represent a combination of instructional days, parent teacher conferences, and staff professional development aligned to Core, ELL, SPED, Leadership and SEL curriculum but is not specified towards goals or outcomes.</p>	<p>The Comparison of PCS to PTPLA Professional Development calendar days can be found in Attachment</p> <p>The PTPLA School Calendar and chart supportive of Instructional Days and Annual Calendar Days can be found in Attachment B-1 Mission.</p> <p>There is an aligned professional development in various sections of application</p>	<p>PD Days pp. 125-126, 129-134</p> <p>Calendar, chart pp. 17-20</p> <p>Curricular p.21, ELL/WIDA, p. 36, Report Card Indicators p. 40, Discipline p.70, Overall p. 17, 125-126, PD Curriculum 129-134 Assessments/Data p. 145, PD Curriculum 129-134</p>
<b>Financial Plan and Capacity</b>			
Finance	<p>Evidence of sound financial planning and expertise. 2. Evidence of fiscal viability of the school</p> <p>Only a 3-year plan is provided. The State Charter School Act requires five years, which supersedes district policy. Financials are contingent on 100% enrollment, and carryover is built on that percentage. Weighted ADM adds to the overall budget but is only projected.</p>	<p>All Budget information can be found in Attachment E: Financial Matters. PTPLA Budget has been updated from PCS request of 3 years, to charter statute of 5 years. It is inclusive of the general budget, personnel, and student weights.</p>	<p>5-Year Budget pp. 111-118</p>

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
Additional Documentation			
Demonstration of Support	<p>1. Evidence that the founders have inspired the confidence of their targeted community of interest. 2. Evidence that the program provides an attractive educational alternative for students and parents by the levels of support secured. 3. The breadth and depth of community support extending well beyond the core group of founders.</p> <p>No demonstration of support provided.</p>	<p>Demonstrations of Support can be found in Attachment H: Demonstration of Support. This is inclusive of Community Interest/Support Surveys, Community Partnership Commitments, Petitions/signatures, Letters of Support from Board Members</p>	<p>Demonstration of Support pp. 156-178</p>



## **REGULAR BOARD OF EDUCATION MEETING**

**Date: Monday, January 22, 2024**

Time: 5:00 p.m.

Place: Board Room, Putnam City Administration Building, 5401 N.W. 40th, OKC

1) Pledge of Allegiance and Moment of Silence – Ryan Spilman, Chief Financial Officer

2) Staff Reports

Mid-Year Allocation Report – Ryan Spilman, Chief Financial Officer

Update on Strategic Plan – Dr. Jason Memoli, Chief of Staff

3) Public Participation

4) Superintendent's Report

5) Comments by Board Members

6) Consent Agenda: All of the following items, which concern reports and items of a routine nature normally approved at board meetings, will be approved by one vote unless any board member desires to have a separate vote on any or all of these items. The consent agenda consists of the discussion, consideration, and approval of the following items:

a. Minutes for regular board meeting on January 8, 2024

b. Minutes for special board meeting on December 14, 2023

c. Purchase orders dated December 21, 2023 through January 16, 2024 inclusive for the 2023-2024 school year

d. Activity Fund Transfer List

e. Project Applications

f. Overnight Travel

g. Out of State Travel

h. Retirements and Resignations as listed on Attachment A

7) Discussion and possible motion regarding recommendation of employment of new personnel and reassignments as listed on Attachment A and non-certified adjunct teachers as listed on Attachment B.

8) Discussion and possible motion regarding Course Description Guide for the 24-25 school year.

9) Discussion and possible motion to take action on a resolution determining the maturities of, and setting a date, time and place for the sale of the \$33,000,000 General Obligation Combined Purpose Bonds of this School District, and designating bond counsel for this issuance of bonds.

10) Discussion and possible motion regarding the revision(s) of District Policy BF – District Services.

11) Discussion and possible motion regarding the revision(s) of District Policy DK – Professional Development Program.

12) Discussion and possible motion regarding Memorandum of Understanding with Delta Dental for students at Hilldale and Apollo Elementary schools. (There is no cost to the district)

13) Discussion and possible motion regarding Memorandum of Understanding with Neighborhood Services Organization for students at Hilldale and Apollo Elementary schools. (There is no cost to the district)

14) Discussion and possible motion regarding the Proud to Partner Leadership Academy Reevaluation of Revisions. (There is no cost to the district)

15) Discussion and possible motion regarding new business.

16) Discussion and possible motion to adjourn.



**ITEM OF CONSIDERATION**  
**Board of Education**  
**January 22, 2024**

**TOPIC:** Proud to Partner Leadership Academy Reevaluation of Revisions

**ADMINISTRATIVE RECOMMENDATION:** The Administration recommends a no vote on the Proud to Partner Leadership Academy charter school application reevaluation of revisions.

**RATIONALE FOR RECOMMENDATION:** On September 15<sup>th</sup>, Putnam City School District received an application to establish a charter school within our district boundaries. The charter school is titled Proud to Partner Leadership Academy (PTPLA). This charter school would be a high school located in the Southern part of our district. The stated purpose of this charter school is to “transform the lives of high school students through leadership development in a culturally relevant experience fostering academic excellence, community partnership, and social and emotional accountability so that they are empowered to believe in themselves and prepared to lead beyond today.” The District Administration and legal counsel evaluated the initial application. The Board vote on December 4, 2023 was a no. Provided is the revised application for the PTPLA, the rubric used to assess the application and the Amended Charter Application 2023 Locator and Summary Sheet.

**OPTIONS:**

1. Approve the Proud of Partner Leadership Academy charter school application revisions.
2. Do not approve the Proud of Partner Leadership Academy charter school application revisions.
3. Approve changes to the Proud of Partner Leadership Academy charter school application revisions.

**FISCAL NOTE:** There is no cost to the district.

**CONTACT PERSON:** Dr. Jason Memoli, Chief of Staff

## Charter School Proposal Rubric and Evidence Collection 2023-2024

### Proposed Charter School: Proud to Partner Leadership Academy

#### Sent for Second Review(s) Name/Department:

- Dr. Jason Memoli Chief of Staff
- Dr. Keely Frayser Chief Academic Officer
- Mr. Ryan Spilman Chief Financial Officer
- Mr. Shbrone Brookings Chief Operations Officer
- Dr. Matthew Flinton Chief Secondary Officer
- Mrs. Nancy Engle Chief Human Capital Officer



– Revised Application Review –  
Received 12/23/2023

Blue Text Indicates Updated Comments

**Instructions for Review Team:** This template guides reviewers through the quality review of new charter school proposals consistent with the Oklahoma Charter Schools Act and the 2023-24 Charter School Application. Reviewers will score key categories within three main domains: **Educational Program Design, Operations, and Finance.**

For each category, key characteristics of a “Meets Expectations” response are outlined. Applications that “Meet All Expectations” outlined can earn 4 points; applications that “Meet at Least Half of Expectations” can earn 3 points; applications that “Meet Less Than Half of Expectations” can earn 2 points and applications that “Do Not Meet/Address Expectations” can earn 0-1 points. Using these standards, reviewers should score each category based on the evidence found in the application. For each domain, there are empty boxes for reviewers to share evidence to support your category ratings. Be sure to include evidence on each category in that domain for which you provided a score. Evidence should be as factual and objective as possible (i.e., “there are 30 signatures in support of the school, but no mention of intent to enroll forms from parents” instead of “there is insufficient community support for

the school”).

**School Overview**

“Meets all Expectations:” 4 points; “Meet at Least Half of Expectations:” 3 points; “Meet Less Than Half of Expectations:” 2 points; “Does not meet/address Expectations:” 0-1 points

School Overview	Meets Expectations Characteristics	Strengths Noted	Weaknesses Noted	Questions	Score
Mission, Vision, and Educational Philosophy	<ol style="list-style-type: none"> <li>1. A clearly stated and easily understood mission for the new charter school, particularly as it relates to innovative and creative approaches for the delivery and improvement of instruction substantially different from those opportunities currently available for students.</li> <li>2. The mission statement articulates guiding purposes and priorities that are meaningful, measurable, and attainable.</li> </ol>	Organization articulates a mission, vision, and educational philosophy.	No Change	How does this differ from what is offered already from PC Schools? P.12	4

Educational Need and Student Population	<ol style="list-style-type: none"> <li>1. Clear descriptions of the anticipated student population in terms of grade levels and/or ages being sought.</li> <li>2. A strong rationale for the inclusion of such student populations for the creation of the school.</li> <li>3. Firm statements relative to extraordinary efforts that will be/have been taken that will guarantee an open enrollment school of choice option for all interested students.</li> </ol>	A statement has been provided addressing each of these areas.	<p>The application states that the targeted population rationale is due to CSI/ATSI designation. A CSI/ATSI designation has multiple aspects, including subgroups and metrics. The applicant does not specify past the identification — no strong rationale</p>	How does the applicant plan to address specifics pertaining to CSI/ATSI?	2 4
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				for the students Targeted. Updated to clarify CSI and ATSI descriptions and PCW Data.		
Education Plan/School Design	<p>1. A clearly stated and easily understood educational program, including non-negotiables of the school model.</p> <p>2. Clear evidence of a plan for instructional goals and attainment of those goals within the first five (5) years of operation.</p>	School Design is outlined.	Instructional goals are not clear and/or not delineated over a five year plan. Updated - PP. 125-126 & 129-134	How does PTPL plan to achieve a 50% greater PD with a 182 calendar? P.16	2 4	
Community Engagement	<p>1. Evidence of meaningful community involvement that indicates both a central group of founders and a broader array of stakeholders.</p>	A central group of founders is established with multiple years of educational experience.	No evidence of a commitment for community involvement other than what is planned. Updated	What community partnerships are/will be established? P.13	2 3	
Leadership and Governance	<p>1. The application demonstrates that the Board thoroughly understands its role to oversee the schools' operations.</p> <p>2. The board understands its role in reference to governance versus management.</p>	PTPLA Bylaws are established, and a statement of Powers and Authority of the Governing Body P.30 Board members have completed required State charter school training.	A brief outline of Board roles and responsibilities. No individual statements from Board members regarding support for this charter school. No Change	A letter of intent or support from individual proposed Board members would help strengthen this section's score.	3	

**Section 1: Educational Program Design and Capacity**

**"Meets all Expectations:" 4 points; "Meet at Least Half of Expectations:" 3 points; "Meet Less Than Half of Expectations:" 2 points; "Does not meet/address Expectations:" 0-1 points**

Educational Program	Meets Expectations Characteristics	Strengths Noted	Weaknesses Noted	Questions	Score
<p>1.A</p> <p>Consistency with the purpose(s) of the Act</p>	<p>Meets Expectations Characteristics</p> <ol style="list-style-type: none"> <li>1. Evidence that the descriptions of the programs, services and activities proposed are consistent with the purposes identified.</li> <li>2. Evidence that the proposed programs, services and activities are distinctively different from those currently available for students in other public schools.</li> <li>3. Evidence that the proposed programs, services and activities are potentially more successful than those currently available for students in other public schools.</li> <li>4. Conformity to the non-sectarian requirement under the law.</li> </ol>	<p>There is evidence that the overall program is consistent with the purposes identified, such as intended structure and curriculum delivery.</p>	<p>The programs and services do not provide how they are distinctly different than what is provided currently through PC Schools, such as ICAP, MTSS, Tech Ed, and Vocational programs and internships. There is also no information or evidence that would show this program as being more successful. Updated</p>	<p>How would this program meet the requirements specifically with ICAP and the other stated career objectives?</p>	<p>2 3</p>
<p>1.B</p> <p>Educational Program</p>	<ol style="list-style-type: none"> <li>1. Innovative teaching methods supported by research.</li> <li>2. Creative approaches backed by data reflecting their respective potential for success.</li> </ol>	<p>Articulated four pillars for the educational model with support. Described graduation course</p>	<p>Did not support with research or data to show potential for success (example - success rate</p>	<p>What is the model for using edmentum as the only instructional course offering?</p>	<p>2</p>

		<p>3. Informed descriptions of models, techniques, and strategies.</p> <p>4. <i>(High Schools Only)</i> Thorough understanding of state and local graduation requirements.</p>	requirements.	of all coursework taken online). Not all state graduation requirements are listed. No change	
1.C	Curriculum Instruction and Design	<ol style="list-style-type: none"> <li>1. High quality curriculum description.</li> <li>2. Distinctly different curriculum approaches and supporting techniques and materials from those currently in use within Putnam City Public Schools.</li> <li>3. The curriculum proposed is consistent with the mission and vision and the needs and aspirations of the proposed student body.</li> <li>4. Knowledge of programs/services required and compliance standards for regulations regarding limited English proficient students, special education students, and gifted students.</li> </ol>	Some curriculum was described (Edmentum, iLEAD). English language learners and support was described.		<p>2</p> <p>What resources and strategies will be used for students who do not meet weekly goals? What curriculum will be used for ELD students? How will WIDA standards be taught for ELD students?</p>
1.D	Admission Standards/ Procedures	<ol style="list-style-type: none"> <li>1. Admissions standards and procedures consistent with the mission of the school.</li> <li>2. A clear and easily understood open enrollment, school of choice, and non-discriminatory admission process.</li> <li>3. Reasonable timelines and fair and equitable procedures for admitting students.</li> <li>4. Understanding of the requirements for compliance with the Oklahoma Charter School Law as it relates to admissions standards, requirements and procedures.</li> </ol>		<p>Student Applicant Packet, describing eligibility and criteria for student admissions, is not included for PCS review.</p> <p>Equitable procedures for admitting students is not clearly described.</p> <p>Admissions Standards and Procedures outlined and aligned with Oklahoma Charter School Law.</p>	<p>4</p> <p>3</p>

1.E	Student Discipline	<ol style="list-style-type: none"> <li>1. The discipline policy contains clear suspension procedures, appeal process, and an explanation of how expectations will be communicated to parents/guardians and students.</li> <li>2. The policy clearly aligns with the systems, practices, and traditions the school intends to use to promote the educational mission and vision.</li> <li>3. The application details why the proposed policy will equitably serve students of color, students with disabilities, different genders, English language learners, and other students traditionally "at risk" for discipline disproportionality.</li> </ol>		<p>Discipline Policy not included for PCS review.</p> <p>One paragraph outlining Social and Emotional Learning Process, including restorative alternatives to suspension. However, specific student behaviors are not identified throughout the application.</p> <p>Discipline Plan included with Discipline Ladder and interventions outlined. Thorough Annual Review Process to evaluate and monitor effectiveness of overall plan.</p>	<p>4</p> <p>4</p>
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1.F	Student Assessment	<ol style="list-style-type: none"> <li>1. Commitment to high academic standards for all students.</li> <li>2. Competent assessment strategies, techniques, processes and procedures.</li> <li>3. Understanding of the Oklahoma School Testing Program.</li> </ol>	<p>The OSTP for high school is outlined in the plan. A plan to use BOY and EOY assessments is outlined.</p>	<p>Provide more details on the processes and strategies that will be utilized.</p> <p>No Change</p>	<p>2</p> <p>What will be utilized for the benchmark assessments?</p>
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1.G	School Accountability	<ol style="list-style-type: none"> <li>1. Commitment to high performance standards for the school.</li> <li>2. Competent accountability strategies, techniques, processes and procedures.</li> <li>3. Understanding of the role of the state Office of Accountability.</li> </ol>	Financial audit and reporting is addressed.	The application does not address or define the roles of the proposed charter school and District administration regarding accountability and compliance. No Change	A section defining the roles and responsibilities for accountability, communication, and compliance between the charter school and the sponsoring district would be helpful.	1
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### Section 2: Operations Plan and Capacity

**“Meets all Expectations:” 4 points; “Meet at Least Half of Expectations:” 3 points; “Meet Less Than Half of Expectations:” 2 points; “Does not meet/address Expectations:” 0-1 points**

Operations		Meets Expectations Characteristics	Strengths Noted	Weaknesses Noted	Questions	Score
2.A, B, C	Governance	<ol style="list-style-type: none"> <li>1. Stable board membership.</li> <li>2. Evidence of effective and comprehensive governance model.</li> <li>3. Consistency of governance plan with the school's mission.</li> <li>4. Clearly-defined roles of the governing board relative to its interaction with staff.</li> <li>5. Well developed and easily understood bylaws and policy documents.</li> <li>6. Clear details regarding fingerprinting and other background checks and verifications.</li> </ol>	A Board membership is established along with bylaws. The governance plan with the school's stated purpose is defined.	Policy documents are not provided and need critical procedural practices such as background checks, grievance procedures, etc. Updated		3 4



2.D	Parent and Community Involvement	<ol style="list-style-type: none"> <li>1. Robust methods are described to build family school partnerships to strengthen support for learning and encourage parental involvement in the school's culture and operations.</li> <li>2. Demonstrated knowledge of and planned compliance with open records, open meetings, and conflict of interest requirements.</li> <li>3. Appropriate opportunity for parental input relative to board decision-making.</li> </ol>	<p>Extra meetings for parent conferences were added.</p> <p>Conflict of interest addressed.</p>	<p>Plan for building partnerships and parent input.</p> <p>No Change</p>	3
2.E	Administration / Leadership	<ol style="list-style-type: none"> <li>1. Evidence of a clear understanding of organizational planning.</li> </ol>	<p>Administrative Team identified with specific roles and responsibilities outlined.</p>	<p>Minimal professional standards and qualifications for administrators and classroom teachers.</p>	2

		<ol style="list-style-type: none"> <li>2. Complete job descriptions with qualifications clearly stated.</li> <li>3. An understanding of the demands for opening a school with the necessary components in place to support students and families.</li> </ol>		<p>Minimum of Bachelor's Degree. Teaching Certificate preferred but not required. (Admin and Teachers)</p> <p>No change to teaching certifications/ qualifications.</p>	
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2. F	Personnel	<ol style="list-style-type: none"> <li>1. Professional standards for teachers and other staff.</li> <li>2. Commitment to continuing professional development for staff.</li> <li>3. Appropriate and reasonable working conditions and compensation packages sufficient to attract quality staff.</li> <li>4. An understanding of the requirements for compliance with labor law.</li> <li>5. Planned fingerprinting and background checks for all school employees.</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional Standards are listed.</li> <li>2. Professional Development days are included in the instructional days count (171) vs. calendar days (182). Subject matter for possible professional development topics are listed.</li> <li>4. ADA and EEO summary is included.</li> <li>5. Applicants may be hired pending the OSBI background check.</li> </ol>	<p>-A detailed plan for Professional Development Rollout, Implementation, and accountability is not included. This is now included under Attachment F (rollout plan from Instruction Matters) Lacks specificity on Professional Days matching to Rollout Plan; i.e. is plan to implement 7 days of PD at the beginning of the year through Instruction Matters?</p> <p>-There is no mention of compensation packages to attract quality staff nor description of working conditions beyond hours/time of day. Now included; Benefits compensation</p> <p>-No details are listed of how to ensure there is compliance with ADA or EEO. Also, there is nothing included for reporting of non compliance besides filing a grievance. Now included;</p>	<p>2</p> <p>3</p>
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2.G	Facilities	<ol style="list-style-type: none"> <li>1. Clearly identified facilities for the operation of the school to include detailed floor plans and property plats.</li> <li>2. Evidence of appropriate spaces for school activities consistent with the ages and grade levels of the students.</li> <li>3. Competent financial plans and reasonable timelines for renovations and/or other improvements.</li> <li>4. If applicable, copies of inspection certificates or plans for inspections to include occupancy and use permits.</li> </ol>	The PTPLA financial plan for facilities seems competent and reasonable for the projected number of students. There is now a letter of intent for a building with adequate space.	The school has yet to secure a space. Without a lease there have been no inspections or permits.	4 3
2.H	Transportation	<ol style="list-style-type: none"> <li>1. Strong rationale for the decision relative to the provision of transportation.</li> <li>2. Clear understanding of the necessities for effective home to school transportation services.</li> <li>3. Competent estimates of time constraints and costs of effective transportation.</li> </ol>	PTPLA is aware that the Putnam City School Board Policy allows for the possibility of entering into a contract on a cost reimbursement and availability basis for Transportation Services. PTPLA now has an alternative plan.	Since the COVID-19 Pandemic, Putnam City Schools has not possessed the adequate resources and additional drivers to assist any private schools. There is no availability at this time.	2 3
2.1	Child Nutrition Services	<ol style="list-style-type: none"> <li>1. The application provides a description of a food program that will meet student needs and is financially viable.</li> <li>2. The application describes how the food program will comply with state and federal rules and regulations.</li> <li>3. Demonstrated knowledge about compliance with free/reduced lunch processes and procedures including proper distribution and collection of applications.</li> <li>4. Planned incorporation of the necessary basic equipment for serving and/or properly</li> </ol>	PCS could enter into an agreement to furnish food service with PTPLA. Putnam City would use the OSDE-approved agreement for this service. PCS could bill PTPLA monthly for food service. PTPLA	Have you heard anything back from Keystone or Sodexo?	6 3

		preparing meals (Serving lines, refrigeration, serving temperature controls, etc.).	must provide all regulatory oversight of the child nutrition program for all audits and reviews. PTPLA has created an alternative plan.		
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2.J	School Calendar	<p>1. The application clearly details the total number of days and hours of instruction that students will receive; the length of the school day, including start and dismissal times; and the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade for core subjects, such as language arts, mathematics, science, and social studies.</p> <p>2. The school calendar, including the amount of instructional time and the identified number of in-service days for teachers, aligns with the intended educational program and will support the stated goals of the educational program.</p>	<p>1. Instructional days for annual schedule is 171; Annual Calendar days for annual schedule is 182. Start and end times are included as well as instructional minutes. Proposal is to follow a Block Schedule with 83 minutes devoted to 4 core subjects/sessions per day.</p> <p>2. The school day minutes include time for MIDDAY Meet Up for Leadership/SEL.</p>	<p>-The In-service days may represent a combination of instructional days, parent teacher conferences, and staff professional development aligned to Core, ELL, SPED, Leadership and SEL curriculum but is not specified towards goals or outcomes. Starting on p. 37 Comprehensive Needs Assessment outlines proposed goals and outcomes</p>	2 4
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**Section 3: Financial Plan and Capacity**

**“Meets all Expectations:” 4 points; “Meet at Least Half of Expectations:” 3 points; “Meet Less Than Half of Expectations:” 2 points; “Does not meet/address Expectations:” 0-1 points**

Finance	Meets Expectations Characteristics	Strengths Noted	Weaknesses Noted	Questions	Score
3-A, B, C, D	<ol style="list-style-type: none"> <li>Evidence of sound financial planning and expertise.</li> <li>Evidence of fiscal viability of the school.</li> </ol>	A plan is provided.	<p>Only a 3-year plan is provided. The State Charter School Act requires five years, which supersedes district policy. 5-year plan provided however the following still applies:</p> <p>Financials are contingent on 100% enrollment, and carryover is built on that percentage. Weighted ADM adds to the overall budget but is only projected.</p>		<p>2</p> <p>3</p>

**Additional Documentation**

**“Meets all Expectations:” 4 points; “Meet at Least Half of Expectations:” 3 points; “Meet Less Than Half of Expectations:” 2 points; “Does not meet/address Expectations:” 0-1 points**

Additional Documentation	Meets Expectations Characteristics	Strengths Noted	Weaknesses Noted	Questions	Score
Demonstration of Support	<ol style="list-style-type: none"> <li>Evidence that the founders have inspired the confidence of their targeted community of interest.</li> <li>Evidence that the program provides an attractive</li> </ol>		No demonstration of support provided.		<p>0</p> <p>3</p>

	<p>educational alternative for students and parents by the levels of support secured.</p> <p><b>3. The breadth and depth of community support extending well beyond the core group of founders.</b></p>		<p>Some evidence of support provided.</p>	
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[Link to Revised PTPLA Application](#)  
**Proud To Partner Leadership Academy (PTPLA)**  
 Amended Charter Application 2023  
 Locator and Summary Sheet  
 School Founder, Ms. Dawn Bowles

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
<b>Indicators</b>			
3	<p>A financial plan for the first five (5) years of operation of the charter school and a description of the treasurer or other officers or persons who shall have primary responsibility for the finances of the charter school. Such person shall have demonstrated experience in school finance or the equivalent thereof</p> <p>Note: Provides only three (3) years. PC Policy and SDE website state "3", law state "5".</p>	<p>All Budget information can be found in Attachment E: Financial Matters. PTPLA Budget has been updated from PCS request of 3 years, to charter statute of 5 years. It is inclusive of the general budget, personnel, and student weights.</p>	5-Year Budget pp. 111-118
6	<p>A description of the facility and location of the charter school</p> <p>Note: No location from the date of application.</p>	<p>All facilities information can be found in Attachment D: Facilities &amp; Personal Property. This is inclusive of Description of Facilities, Letters of Intent (LOI), and Occupation and Acquisition Plans</p>	Facilities pp. 96-108
9	<p>A demonstration of support for the charter school from residents of the school</p> <p>Note: None provided.</p>	<p>Demonstrations of support can be found in Attachment H: Demonstration of Support. This is inclusive of Community Interest/Support Surveys, Community Partnership Commitments, Petitions/signatures, Letters of Support from Board Members</p>	Demonstration of Support pp. 156-178

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
28	A description of the financial plan and policies for the charter school, including financial controls and audit requirements; Note: No plan provided.	The description of the financial plan and policies can be found in Attachment E: Financial Matters.	Financial pp. 109-119
29	[ ] A description of the insurance coverage the charter school will obtain; Note: No plan provided.	Attachment C-4 Insurance/Liabilities/Compensation	Insurance pp. 83-84
30	Start-up and five-year budgets with clearly stated assumptions; Note: Only a three-year budget plan.	All Budget information can be found in Attachment E: Financial Matters. PTPLA Budget has been updated from PCS request of 3 years, to charter statute of 5 years. It is inclusive of the general budget, personnel, and student weights.	5-Year Budget pp. 111-118
33	Start-up and five-year budgets with clearly stated assumptions; Note: Only a three-year budget plan.	All Budget information can be found in Attachment E: Financial Matters. PTPLA Budget has been updated from PCS request of 3 years, to charter statute of 5 years. It is inclusive of the general budget, personnel, and student weights.	5-Year Budget pp. 111-118
34	A requirement that the charter school governing board meet at a minimum quarterly in the state and that for those charter schools outside of counties with a population of five hundred thousand (500,000) or more, that a majority of members are residents within the geographic boundary of the sponsoring entity; Note: No Board meeting schedule reflecting a minimum of quarterly meetings.	Board meeting cycle can be found in Attachment C-2 Powers and Authority of the Governing Body.	Board meeting cycle p. 76
Rubric: School Overview			



Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
<p>Education Plan/School Design</p>	<p>A clearly stated and easily understood educational program, including non-negotiables of the school model. 2. Clear evidence of a plan for instructional goals and attainment of those goals within the first five (5) years of operation.</p> <p>Instructional goals are not clear and/or not delineated over a five year plan. How does PTPL plan to achieve a 50% greater PD with a 182 calendar? P.16</p> <p>Did not support with research or data to show potential for success (example - success rate of all coursework taken online). Not all state graduation requirements are listed. What is the model for using edmentum as the only instructional course offering?</p>	<p>The Educational Program can be found in Attachment B-i Mission.</p> <p>The Comparison of PCS to PTPLA Professional Development calendar days can be found in Attachment</p> <p>The PTPLA School Calendar and chart supportive of Instructional Days and Annual Calendar Days can be found in Attachment B-i Mission.</p> <p>PTPLA's model does not include taking all coursework online. See description of Edmentum usage on provided pages. PTPLA is not an onsite online/virtual school.</p>	<p>pp. 13-15</p> <p>PD Days pp. 125-126, 129-134</p> <p>Calendar, Chart pp. 17-20</p> <p>Potential for Success p. 28</p> <p>Edmentum pp. 24-25</p>

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
<p><b>Admission Standards/ Procedures</b></p>	<p>1. Admissions standards and procedures consistent with the mission of the school. 2. A clear and easily understood open enrollment, school of choice, and non-discriminatory admission process. 3. Reasonable timelines and fair and equitable procedures for admitting students. 4. Understanding of the requirements for compliance with the Oklahoma Charter School Law as it relates to admissions standards, requirements and procedures.</p> <p>Student Applicant Packet, describing eligibility and criteria for student admissions, is not included for PCS review. Equitable procedures for admitting students is not clearly described</p>	<p>Attachment B-5 Admission Policies and Procedures Attachment B-7: Recruitment of Students</p>	<p>Application p. 47 Admissions with Enrollment Timeline and Eligibility and equitable procedures pp. 44-46 Recruiting and Admitting p. 72</p>

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
School Accountability	<p>1. Commitment to high performance standards for the school. 2. Competent accountability strategies, techniques, processes and procedures. 3. Understanding of the role of the state Office of Accountability.</p> <p>The application does not address or define the roles of the proposed charter school and District administration regarding accountability and compliance. A section defining the roles and responsibilities for accountability, communication, and compliance between the charter school and the sponsoring district would be helpful.</p>	The improved Statement of Accountability can be found in Attachment G: Accountability.	Statement of Accountability pp. 137-138
<b>Rubric: Operations</b>			
Governance	<p>1. Stable board membership. 2. Evidence of effective and comprehensive governance model. 3. Consistency of governance plan with the school's mission. 4. Clearly-defined roles of the governing board relative to its interaction with staff. 5. Well developed and easily understood bylaws and policy documents. 6. Clear details regarding fingerprinting and other background checks and verifications.</p> <p>Policy documents are not provided and need critical procedural practices such as background checks, grievance procedures, etc.</p>	Hiring Policy, Personnel Policies, Personnel Policies, Personnel Qualifications, inclusive of background checks and grievance procedures can be found in Attachment F-1.	Fingerprinting, Background checks p. 122, Grievance p. 127

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
Personnel	<p>1. Professional standards for teachers and other staff. 2. Commitment to continuing professional development for staff. 3. Appropriate and reasonable working conditions and compensation packages sufficient to attract quality staff. 4. An understanding of the requirements for compliance with labor law. 5. Planned fingerprinting and background checks for all school employees.</p> <p>-A detailed plan for Professional Development Rollout, Implementation, and accountability is not included.          -There is no mention of compensation packages to attract quality staff nor description of working conditions beyond hours/time of day. -No details are listed of how to ensure there is compliance with ADA or EEO. Also, there is nothing included for reporting of non compliance besides filing a grievance.</p>	<p>A detailed Professional Development curriculum, directly aligned to the PTPLA school model, as developed by Instruction Matters, can be found in Attachment F: Personnel.</p> <p>The Comparison of PCS to PTPLA Professional Development calendar days can be found in Attachment</p> <p>The information for compensation packages has been provided by The Murrell Group, and can be found in Attachment C .</p> <p>The information for description of working conditions and TRS can be found in Attachment F: Personnel.</p> <p>The information compliance with ADA and EEOC, and the reporting thereof can be found in Attachment F: Personnel</p>	<p>PD Curriculum by Instruction Matters 129-134</p> <p>PD Days pp. 125-126, 129-134</p> <p>Compensation packages pp. 85-87, Teacher Retirement System p. 135</p> <p>Working Conditions p. 135</p> <p>Compliance with ADA and EEOC, and reporting of non compliance pp. 122-124</p>

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
<p><b>Child Nutrition Services</b></p>	<p><b>1. The application provides a description of a food program that will meet student needs and is financially viable. 2. The application describes how the food program will comply with state and federal rules and regulations. 3. Demonstrated knowledge about compliance with free/reduced lunch processes and procedures including proper distribution and collection of applications. 4. Planned incorporation of the necessary basic equipment for serving and/or properly preparing meals (Serving lines, refrigeration, serving</b></p> <p><b>There is no plan for Child Nutrition Services attached to the application. What is the Child Nutrition Service plan?</b></p>	<p><b>The Child Nutrition Services plan has been added and can be found in Attachment I-2</b></p>	<p><b>Child Nutrition pp. 181-185</b></p>

Application Section	Putnam City Schools Concerns and Questions	Summary of Changes	Page Number(s)
<b>Additional Documentation</b>			
<b>Demonstration of Support</b>	<p>1. Evidence that the founders have inspired the confidence of their targeted community of interest. 2. Evidence that the program provides an attractive educational alternative for students and parents by the levels of support secured. 3. The breadth and depth of community support extending well beyond the core group of founders.</p> <p>No demonstration of support provided.</p>	<p>Demonstrations of Support can be found in Attachment H: Demonstration of Support. This is inclusive of Community Interest/Support Surveys, Community Partnership Commitments, Petitions/signatures, Letters of Support from Board Members</p>	<p>Demonstration of Support pp. 156-178</p>



# **Proud to Partner Leadership Academy**



## **A Revised Charter Application**

submitted to

**Putnam City Schools Board of Education**

**Oklahoma City, Oklahoma**

**December 22, 2023**

on behalf of the

**Proud to Partner Leadership Academy, Inc.**

### **Board of Directors**

**Ms. Dawn Bowles, School Founder**

**Dr. Sharri Coleman, Chair**

**Ms. Rachel Brainard, Vice Chair**

**Ms. Gemma Bernardino, Secretary**

**Mrs. Charlesetta Jossell**

## Table of Contents

<b>I.</b>	<b>Attachment A - Description of Applicant and Related Information</b>	<b>3</b>
	● Applicant Information	4
	● (A-1) Articles of Incorporation	5
	● (A-2) By-laws	6
	● (A-3) List of Officers/Directors	10
	● (A-4) 501(c)(3) Certificate Copy	11
<b>II.</b>	<b>Attachment B - Statement and Program Definition</b>	<b>12</b>
	● (B-1) Mission	13
	● (B-2) Educational Need/Program Description	15
	● (B-3) Curriculum	21
	● (B-4) Special Services Programming	32
	● (B-5) Extracurricular Activities	42
	● (B-6) Admission Policy and Procedures	44
	● (B-7) Discipline Policy	48
	● (B-8) Recruitment of Students	72
<b>III.</b>	<b>Attachment C - Governance and Operations</b>	<b>73</b>
	● (C-1) Governing Body	73
	● (C-2) Powers and Authority of the Governing Body	74
	● (C-3) Conflict of Interest Policy	79
	● (C-4) Insurance/Liabilities/Compensation	83
	● (C-5) Board Member Information	88
	● (C-6) Administration	94
<b>IV.</b>	<b>Attachment D - Facilities and Personal Property</b>	<b>96</b>
	● (D-1) Description of Facilities	97
	● (D-2) Letters of Intent	99
	● (D-3) Facilities Occupation and Acquisition Plans	105
	● (D-4) Disposal of Facilities	108
<b>V.</b>	<b>Attachment E - Financial Matters</b>	<b>109</b>
	● (E-1) Financial Plan & Budget	110
	● (E-2) Financial	119
<b>VI.</b>	<b>Attachment F - Personnel</b>	<b>120</b>
	● (F-1) Hiring Policy, Personnel Policies, Personnel Qualifications	121
	● (F-2) Participation in Retirement System	135
	● (F-3) Description of Working Conditions	135
<b>VII.</b>	<b>Attachment G - Accountability</b>	<b>136</b>
	● (G-1) Statement of Accountability	137
	● (G-2) Criteria to measure academic effectiveness of charter school	139
	● (G-3) Criteria to measure operational effectiveness of charter school	149



• (G-4) Criteria to measure the financial effectiveness of charter school	152	
• (G-5) School Start-up Plan	154	
<b>VIII. Attachment H - Demonstration of Support</b>		<b>156</b>
• (H-1) Parent, Family,Community Interest/Support Survey	158	
• (H-2) Community Partnership Commitments	162	
• (H-3) Petitions/Signatures of Support	166	
• (H-4) Letters of Support from Board Members	172	
<b>IX. Attachment I - Requested Services &amp; Food Services</b>		<b>179</b>
• (I-1) Transportation	180	
• (I-2) Child Nutrition/Food Services	181	
<b>X. Attachment J - Certifications</b>		<b>186</b>
• (J-1) Board of Directors Charter Certifications	187	

## **Attachment A - Description of Applicant and Related Information**

- Applicant Information
- (A-1) Applicant's Articles of Incorporation
- (A-2) Applicant's Current By-Laws
- (A-3) List of Applicant's Officers and Directors
- (A-4) Copy of Applicant's §501 (c)(3) Certificate

**Applicant Information:** Provided in this section is the requested information about the legal entity that will sign the charter school contract and will directly operate the charter school.

**Legal Name of Applicant:** Dawn D.Bowles

**Address of Principal Office of Applicant:** 4305 Idylbreeze Drive, Oklahoma City, OK 73179

**Applicant's Telephone Number:** (860) 966-5537

**Applicant's Facsimile Number:** (405) 926-8323

**Applicant's E-mail Address:** dawn.bowles@opsrc.net

**Date of Applicant's Incorporation:** September 1, 2023

**Applicant's Federal Identification Number:** 93-2089927

**Information about Applicant's Representative:** This Application is being submitted by the Charter School Applicant, not by a representative of the Applicant.

**The Charter Applicant is going to receive continuing assistance in the operation of the charter school from an entity ("Participant") which is not going to be a party to the charter school contract. Please see the following information for each participant:**

**Legal Name of Participant:** Oklahoma Public School Resource Center (OPSRC)

**Address of Principal Office of Participant:** 309 NW 13th Street, Oklahoma City, OK 73103

**Participant's Telephone Number:** (405) 212-4802

**Participant's Facsimile Number:** (405) 926-8323

**Participant's e-mail Address:** susan.baldwin@opsrc.net

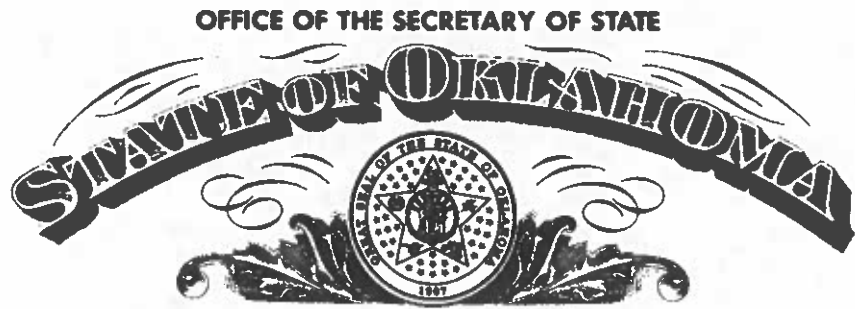
**Name of Participant's Principal Contact:** Susan T. Baldwin

**Describe the nature of the Participant's assistance in specific detail, including the names and functions of individuals to be provided by Participant as part of such assistance:**

Charter Applicant is a member of the Oklahoma Public School Resource Center (OPSRC) and the School Design Center (SDC) Cohort. As a cohort member and SDC Fellow, the Charter Applicant is able to receive supports in every area of charter school start-up, as well as supports after authorization, throughout the implementation process, and beyond. Additionally, planning during the cohort fellowship allows for a school design model supportive of a five year plan.

Four Founding Members have completed the State Charter School Training and Certification. Certificated members are as follows: Dawn Bowles, Sharri Coleman, Rachel Brainard, and Charlesetta Jossell. Certificates are included at the end of the Application.

**(Attachment A-1) Articles of Incorporation**



**NOT FOR PROFIT  
CERTIFICATE OF INCORPORATION**

*WHEREAS, the Not For Profit Certificate of Incorporation of*

**PROUD TO PARTNER LEADERSHIP ACADEMY INC**

*has been filed in the office of the Secretary of State as provided by the laws of the State of Oklahoma.*

*NOW THEREFORE, I, the undersigned, Secretary of State of the State of Oklahoma, by virtue of the powers vested in me by law, do hereby issue this certificate evidencing such filing.*

*IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the Great Seal of the State of Oklahoma.*



*Filed in the city of Oklahoma City this  
1st day of September, 2023.*

*Paula P. [Signature]*  
*Secretary of State*

## **(Attachment A-2) Current Bylaws**

### FIRST AMENDED BYLAWS

Proud To Partner Leadership Academy, Inc.

#### ARTICLE I

##### Name and Purpose

Section 1.1 Name. The name of this corporation is Proud To Partner Leadership Academy, Inc., an Oklahoma not-for-profit corporation (the "Corporation").

Section 1.2 Mission. The mission of the Proud to Partner Leadership Academy (PTPLA) (the "School") is to transform the lives of high school students through leadership development in a culturally relevant experience fostering academic excellence, community partnership, and social and emotional accountability, so that they are empowered to believe in themselves and prepared to lead beyond today.

Section 1.3 Purposes. The Corporation was created to operate, manage, and control the Proud To Partner Leadership Academy (the "School") through its Board of Directors (the "Board" or "Directors"). The School is an Oklahoma charter school established pursuant to the Oklahoma Charter School Act, 70 O.S. §3-130 *et. seq.*

Section 1.4 Location. The principal office of the School will be located in the Putnam City Schools District residential zone in Southwest Oklahoma City, OK. The School may also have offices at such other places as the School's Board may determine.

Section 1.5 Registered Agent and Office. The Registered Agent is LEGALCORP SOLUTIONS, LLC. Office - 624 S. Denver Suite 300, Tulsa, Oklahoma 74119

Section 1.6 Fiscal Year. The Fiscal Year shall be July 1st - June 30th of each year.

Section 1.7 Governing Law. The business of the School shall be conducted under and be compliant with applicable Federal and Oklahoma laws.

#### ARTICLE II

##### Board of Directors

Section 2.1 Directors. The oversight, management, and control of the property and affairs of the School shall be vested in the Board, who shall have the powers and authority vested to it by Federal and Oklahoma law. The Board may delegate authority to the Head of School as it may deem necessary, including the power to conduct, manage, and control the routine affairs and activities of the School; provided, however, that the affairs of the School are carried out under

the Board's ultimate jurisdiction.

Section 2.2 No Members. The Corporation shall have no members apart from the Directors.

Section 2.3 Qualifications. Any natural person who supports the enumerated goals and policy of the School shall be eligible to serve as a Director so long as in compliance with applicable law.

Section 2.4 Number of Directors. The Board may consist of no less than five (5) and no more than seven (7) voting directors, referred to individually as "Director." It is the intent of the Board to have no more than one Board member that has a student(s) attending the School. Putnam City Schools, as sponsor of the School, shall not have a seated board member.

Section 2.5 Term. The terms of the Directors shall be one to three -years with an equal number of directors serving one, two, and three years as determined by the Board. There will be no limitations on the number of terms that a Director may serve.

Section 2.6 Reserved.

Section 2.7 Vacancies and Removal. When a vacancy occurs in one of the seats, a majority vote by the Directors currently seated at that time shall select and appoint a new Director(s). Any Director may be removed with or without cause. Reasons for removal include but are not limited to (1) conduct inconsistent with the missions, goals, and/or policy of the School; and/or (2) failure to attend meetings of the Board and participate in activities of the Board.

Section 2.8 Resignation. A Director may resign by giving thirty (30) days prior written notice to the Chair of the Board.

Section 2.9 Voting. Except as may otherwise be provided herein, each Director shall be entitled to one (1) vote on all matters coming before the Board, unless the Director must recuse himself/herself. There shall be no voting by proxy by any Director and a Director must be present at a lawful open meeting to vote.

Section 2.10 Compensation. Directors shall serve on the Board without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting school business.

Section 2.11 Officers: Officers of the Board shall be annually elected at the last meeting of the current fiscal year in order to serve in the next following fiscal year and shall consist of a President (the "Chair"), Vice -President ("Vice-President"), a Secretary, and Assistant Secretary.

- A. Chair. The Chair, if present, shall preside at Board meetings and establish the meeting agenda.
- B. Vice-President. If the Chair is absent or unable to preside, the Vice-President shall perform all of the Chair's duties.

- C. Secretary. The Secretary shall a) keep or cause to be kept, at the School's Head of School's office, a book of minutes of all meetings of the Board and Board committees; b) keep or cause to be kept a copy of the School's Bylaws with any amendments; c) give or cause to be given notice of the Board and committee meetings; and d) have such other powers and perform such other duties as the board may prescribe.
- D. Assistant Secretary. If the Secretary is absent or unable to perform the duties of Secretary, the Assistant Secretary shall be empowered to perform said duties.

Section 2.12 Indemnification. Except as otherwise may be provided by law, the School shall indemnify any Director or officer, whether past or present, and any committee member, to the extent he/she has been successful on the merits or otherwise in the defense or proceeding, for all reasonable expenses incurred in the proceeding if the person was a party because he or she is or was a Director, officer, or committee member.

### ARTICLE III

#### Board Meetings

Section 3.1 Regular Meetings. Regular meetings will be held as determined by the majority vote of the Board and in compliance with the Oklahoma Open Meetings Act of meeting a minimum of 10 out of 12 months. Board meetings unless otherwise noted will take place on the second Tuesday of each of the 10 months and will be located on school premises.

Section 3.2 Special and Emergency Meetings. The Board may have special or emergency meetings as authorized by applicable law.

Section 3.3. Location. Board meetings will be held at such places as the Board may designate.

Section 3.4 Notice. Notice of Board Meetings shall be in accordance with the Oklahoma Open Meetings Act.

Section 3.5 Quorum. A quorum consists of a majority of the then-seated Directors of the Board.

Section 3.6 Action by the Board. The actions taken and decisions made by a majority of the Board present at a meeting are the actions and decisions of the Board.

Section 3.7 Committees. The Board may establish one or more committees consisting of Directors and/or such other persons as may from time to time be appointed. The authority of a committee shall be to make recommendations for action to the Board within the scope of the committee's assigned task(s).

## ARTICLE IV

### Finance

Section 4.1 Fiscal Year. The fiscal year of the School shall commence on July 1 of each year and end on June 30 of the following year.

Section 4.2 Contracts. All contracts must have Board approval; provided, however, the Board may authorize the Head of School with certain contractual authority, to include the negotiation and/or execution of contracts that do not exceed \$10,000 or as directed by the Board through its purchasing/ contracting policies.

Section 4.3 Funds Deposit. All funds of the School shall be deposited to the credit of the School under such conditions and in such banks or depositories as shall be designated by the Board.

Section 4.4 Financial Reporting. A summary report of the financial operations of the School shall be conducted monthly and presented to the Board at each regularly scheduled board meeting.

Section 4.5 Books and Records. The School shall keep correct and complete books and records of accounts and minutes of meetings of the Board. Said records shall be maintained and available for inspection as may be required by law.

## ARTICLE V

### Amendment of Bylaws

Section 5.1 Bylaws. These Bylaws may be reviewed as necessary, and any proposed amendment(s) shall be presented in writing to the Board, who may at its next regularly scheduled meeting take action to amend these Bylaws.

Section 5.2 Certificate. The undersigned does hereby certify that the foregoing Bylaws were duly and regularly adopted as such by the Board and that the above and foregoing Bylaws are in full force and effect.

THESE FIRST AMENDED BYLAWS ARE ACCEPTED AND APPROVED BY A MAJORITY VOTE OF THE BOARD ON SEPTEMBER 11, 2023 WITH AN EFFECTIVE DATE OF OCTOBER 9, 2023.

---



**(Attachment A-3) Officers and Directors**

<b>Officers and Directors</b>	<b>Address</b>	<b>Phone</b>
Ms. Dawn Bowles, Director	4305 Idylbreeze Drive Oklahoma City, OK 73179	(860) 966-5537
Dr. Sharri Coleman, Chair	616 NE 19th Street Oklahoma City, OK 73105	(405) 501-4284
Ms. Rachel Brainard, Vice Chair	2343 NW 20th Street Oklahoma City, OK 73107	(402) 309-4230
Ms. Gemma Bernardino, Secretary/Clerk	737 SW 34th Street Oklahoma City, OK 73109	(405) 287-0652
Mrs. Charlesetta Jossell, Community Outreach Chair	610 South Post Road Arcadia, OK 73007	(405) 249-1796

**(Attachment A-4) Copy of Applicant's §501 (c)(3) Certificate**

The 501(c)(3) for the Proud to Partner Leadership Academy is in process and the entity is awaiting receipt of certificate.

## **Attachment B - Statement and Program Definition**

- (B-1) Mission
- (B-2) Educational Need/Program Description
- (B-3) Curriculum
  - High Quality Curricular Models
  - Distinctly Different Opportunities
  - Graduation Requirements
- (B-4) Special Services Programming
- (B-5) Extra-curricular Activities
- (B-6) Admission Policy and Procedures
- (B-7) Discipline Policy
- (B-8) Recruitment of Students

## **(Attachment B-1) Mission**

**Mission:** The mission of the Proud to Partner Leadership Academy (PTPLA) is to transform the lives of high school students through leadership development in a culturally relevant experience fostering academic excellence, community partnership, and social and emotional accountability, so that they are empowered to believe in themselves and prepared to lead beyond today.

**Vision:** To build a premier high school model for leadership, academic excellence, and social and emotional accountability, that prepares students for post-secondary success through community partnerships.

The founding team of Proud to Partner Leadership Academy (PTPLA) is proposing to open a high school in Southwest Oklahoma City. We desire that students and parents feel a sense of family and ownership in their school. We embrace and are dedicated to meeting the academic and Social and Emotional Learning (SEL) needs of high school students and their families. Regardless of background or level of preparedness, we are “Proud” to “Partner” with families on this journey to excellence.

### **Consistency With the Purpose(s) of the Oklahoma Charter Schools Act**

PTPLA is being founded in alignment with the Purpose(s) of the Act with a focus on 1) Improving student learning, 2) Increasing learning opportunities for students, 3) Encouraging the use of different and innovative teaching methods, and 4) Providing additional academic choices for parents and students. These are addressed by our four PTPLA Pillars (PACS): Post-secondary Leadership, Academic Excellence, Community Partnership, and Social and Emotional Learning.

The PTPLA schoolwide education plan was developed based on the following foundational Pillars: Post-Secondary Leadership, Academic Excellence, Community Partnership, Social and Emotional Learning (PACS).

- *Post-Secondary Leadership:* Through building and fostering a climate of leadership development, we will provide a viable post-secondary track for all students. We will increase the high school graduation rate, thus increasing and improving the college and career readiness opportunities for all students. For the Post-Secondary Leadership Pillar, all students will:
  - participate in the John Maxwell iLead leadership curriculum during a daily 25-minute advisory session

- receive a community mentor/partner aligned to their post-secondary area of interest
  - develop a Post-secondary Leadership portfolio
  - have access to the PTPLA Leadership Center (inclusive of families)..
- *Academic Excellence:* Through targeted instruction we will improve learning outcomes in curriculum and assessment, while incorporating multiple learning styles and intelligences in daily instruction. We will require a measurement of student learning and create different and innovative forms of measuring student learning outcomes, with an emphasis on growth. We will practice and model life-long learning for school leaders and staff through targeted professional development designed to address the needs of our students. For the Academic Excellence Pillar, all students will:
    - engage with data on a weekly basis, as related to their individual growth targets.
    - participate in tutoring and/or intervention if growth targets are not met
    - participate in ACT elective courses
    - understand the various learning styles and capitalize on the strengths of their identified learning style, within the context of daily instruction
    - participate in the PTPLA Cultural Performing Arts programming.
- *Community Partnership:* Through relevant and timely community partnerships we will increase both community in-reach and community out-reach. We will foster a one-to-one student/community mentoring program aligned to each student's post-secondary goals. We will also establish a norm for community-based student recognition opportunities. For the Community Partnership Pillar, all students will:
    - engage with a minimum of one community partner
    - participate in a minimum of one community service project per semester
    - participate in off-site learning activities with their community partner.
- *Social and Emotional Learning:* Through a reflective process using culturally relevant pedagogies, we will encourage student individuation, accountability, and advocacy. We will provide restorative alternatives to suspension, supportive of continued academic achievement and SEL as measured through the Collaborative for Academic, Social, and Emotional Learning (CASEL). We will provide a visual cultural representation of teacher leaders, while cultivating norms for behavioral outcomes. For the Social and Emotional Learning Pillar, all students will:
    - participate in the BASE Education social and emotional learning curriculum during a daily 25 minute advisory session

- participate in Restorative Practices and Circles as a means to establishing and sustaining positive relationships within the climate and culture of the school.

**Educational Need/Program Description**

Grades to be served, including a description of any anticipated expansion during the term of the charter-school contract:

PTPLA will serve high school families located in a heavily industrialized area of Southwest Oklahoma City, with residence and zoning in the Putnam City Schools District. See zoning map below, as well as student demographics for the Putnam City School District.



The student population for PTPLA will consist of grades nine through twelve, and enrollment will progress in the following manner over five years:

	<b>SY 2024-2025 Year One</b>	<b>SY 2025-2026 Year Two</b>	<b>SY 2026-2027 Year Three</b>	<b>SY 2027-2028 Year Four</b>	<b>SY 2028-2029 Year Five</b>
<b>Minimum Enrollment</b>	125 students	250 students	375 students	400 students	400 students
<b>Maximum Enrollment</b>	150 students	275 students	3400 students	400 students	400 students
<b>Grade Level</b>	11th & 12th	10th - 12th	9th - 12th	9th - 12th	9th -12th

**Anticipated Challenges:** Pursuant to Oklahoma statutes, the PTPLA believes that there is an urgent need to be solution oriented and address the following challenges for high school students and families in the Southwest Oklahoma City school zone of the Putnam City School District:

1. To create different and innovative forms of measuring student learning outcomes

2. To improve student learning outcomes in curriculum and state assessment
3. To build and foster leadership development for high school students
4. To increase the high school graduation rate
5. To provide a viable post-secondary track for high school students, by increasing and improving the college and career readiness opportunities, inclusive of Historically Black Colleges and Universities.

A targeted anticipated educational need will be for Putnam City West students, as this school in the secondary schools in the Putnam City Schools District, has been classified in the CSI (Comprehensive Support and Improvement) category by the Oklahoma State Department of Education. Other high schools in the immediate area have subgroups identified in the ATSI (Additional Targeted Support and Improvement) category. Additionally, proper structures and instructional supports for ELL students will be required that they might successfully meet exit requirements as measured by the World-class Instructional Design and Assessment (WIDA).

PTPLA will address these challenges by providing the following:

- Staff training on culturally relevant pedagogies
- A collaborative model (inclusive of staff, student, parent, and community partner) to determine short term and long term student growth targets
- Academic tutoring and intervention supports
- Alignment with Oklahoma Association for Bilingual Education (OABE)

An anticipated challenge will be attendance, due to the transient nature of the student population. Roughly 50% of the student population is considered highly mobile and 15%-20% of students are chronically absent from school.

PTPLA will address this challenge by providing the following:

- A collaborative model (inclusive of staff, student, parent, and community partner) to determine short and long term student attendance goals
- A collaborative model (inclusive of staff, student, parent, and community partner) to determine barriers contributing to poor attendance, and solutions to best support improved attendance
- Blended learning opportunities for online credit
- Individualized learning for pacing
- Attendance incentives for both student and family
- Relevant internship and industry engagement inclusive of both academic credit and generated income

The founding team's capacity to address these challenges is backed by a combined 50 plus years of classroom, counseling, youth development, community, and site and district level

administrative leadership, along with 25 plus years of School Turnaround experience. Additionally, the team has experienced first hand the challenges in the secondary schools of Southwest Oklahoma City and has successfully worked together to address the areas of concern with exemplary academic and behavioral outcomes.

PTPLA will make every effort to guarantee an open enrollment, school of choice, option for all families, thus meeting our progressive yearly enrollment caps, until reaching full capacity of 400 students. See Section B-4: Admission Standards/Procedures for details about process and procedures.

**Ages to be served, including a description of any anticipated expansion during the term of the charter-school contract:**

PTPLA will serve students in the bracketed ages of 13-21, as associated with the identified graduation cohort years four through six.

**Instructional Day and Year**

PTPLA will operate on an 185 day annual calendar that will therefore meet the state minimum of 180 days or 1,080 hours. It is the intent that the annual school calendar will closely mirror the local district's (PCS) 182 days. The variance of additional days may represent a combination of instructional days, parent teacher conferences, and staff professional development aligned to Core, Leadership and SEL curriculum, ELL, SPED, and Culture & Climate. This is more than 50% greater than the staff professional development provided in PCS or neighboring school districts. PTPLA will offer four Report Card Pick Up days for Parent-Teacher Conferences. This is twice the number of conferences offered by PCS. We believe that the frequency by which we meet with parents and engage them in our academic intervals will provide a cohesiveness in student and family accountability to meet goals within the Academic Excellence Pillar. PTPLA will allocate a tremendous amount of time to Professional development, as we are committed to continuous improvement and developing a relevant instructional staff that is aligned to the foundational Pillars of our school, and capable of executing rigorous pedagogy and excellence for all students. We will make every effort to align the PTPLA school calendar to that of the PCS calendar in conformity with holidays and semester breaks. PTPLA will service a Block Schedule (A Day/B Day), two semester school year. See school calendar overview and Year One below.



<b>Annual Schedule</b>	<b>SY 2024-2025</b>	<b>SY 2025-2026</b>	<b>SY 2026-2027</b>
<b>Start/End Times (Staff)</b>	8:15AM - 4:15PM	8:15AM - 4:15PM	8:15AM - 4:15PM
<b>Start/End Times (Students)</b>	8:30AM-4:00PM	8:30AM-4:00PM	8:30AM-4:00PM
<b>Instructional Minutes</b>	382 minutes	382 minutes	382 minutes
<b>Instructional Days</b>	170 days	170 days	170 days
<b>Annual Calendar Days</b>	185	185	185

# Proud to Partner Leadership Academy 2024-2025 School Calendar

July 2024							Ms. Dawn Bowles, Head of School							January 2025						
S	M	T	W	T	F	S	3303 S. Meridian Ave Oklahoma City, OK 73179 (405) 697-0459							S	M	T	W	T	F	S
	1	2	3	4	5	6								S	M	T	W	T	F	S
7	8	9	10	11	12	13	Aug 8-Aug 16 Professional Development Days Aug 19 First Day of School for Students Sep 2 Labor Day Oct 17 - Oct 21 Fall Break - No School Oct 17 End of 1st Term Oct 21 Professional Development Day Nov 25-Nov 29 Thanksgiving Vacation Dec 20 End of 2nd Term Dec 23-Jan 3 Winter Break Jan 6 Professional Development Day Jan 20 Martin Luther King, Jr. Day Mar 14 End of 3rd Term Mar 14 Professional Development Day Mar 17-Mar 21 Spring Break May 16 Last Day of School May 20 End of 4th Term May 20 (TBD) High School Graduation							5	EP	▲	8	9	10	11
14	15	16	17	18	19	20								S	M	T	W	T	F	S
21	22	23	24	25	26	27	12	13	14	15	16	17	18							
28	29	30	31				19	20	21	22	23	24	25							
							26	27	28	29	30	31								
August 2024							February 2025													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
				1	2	3							1							
4	5	6	7	EP	EP	10	2	3	4	5	6	7	8							
11	EP	EP	EP	EP	EP	17	9	10	11	12	13	14	15							
18	EP	20	21	22	23	24	16	17	18	19	20	21	22							
25	26	27	28	29	30	31	23	24	25	26	27	28								
September 2024							March 2025													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
1	2	3	4	5	6	7							1							
8	9	10	11	12	13	14	2	3	4	5	6	7	8							
15	16	17	18	19	20	21	9	10	11	12	13	14	15							
22	23	24	25	26	27	28	16	17	18	19	20	21	22							
29	30						23	24	25	26	27	28	29							
October 2024							April 2025													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
		1	2	3	4	5				1	2	3	4	5						
6	7	8	9	10	11	12	6	7	8	9	10	11	12							
13	14	15	16	17	18	19	13	14	15	16	17	18	19							
20	EP	22	23	24	25	26	20	21	22	23	24	25	26							
27	28	29	30	31			27	28	29	30										
November 2024							May 2025													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
				1	2						1	2	3							
3	4	5	6	7	8	9	4	5	6	7	8	9	10							
10	11	12	13	14	15	16	11	12	13	14	15	16	17							
17	18	19	20	21	22	23	18	19	20	EP	EP	EP	24							
24	25	26	27	28	29	30	25	26	27	28	29	30	31							
December 2024							June 2025													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
1	2	3	4	5	6	7	1	2	3	4	5	6	7							
8	9	10	11	12	13	14	8	9	10	11	12	13	14							
15	16	17	18	19	20	21	15	16	17	18	19	20	21							
22	23	24	25	26	27	28	22	23	24	25	26	27	28							
29	30	31					29	30												
Half Days							Parent/Teacher Conferences							Exit Interviews						
Oct 16	12:30 PM Dismissal						Oct 16 - Oct 17	Times TBD						May 12-May 14	Juniors and Seniors					
Dec 19	12:30 PM Dismissal						Dec 19 - Dec 20	Times TBD												
Mar 13	12:30 PM Dismissal						Jan 7	Times TBD												
							Mar 13 - Mar 14	Times TBD												
							May 12 - May 15	Times TBD												

<b>Daily Schedule</b>	<b>Start Time</b>	<b>End Time</b>	<b>Total Minutes</b>
Intake/Breakfast <ul style="list-style-type: none"> <li>Ambassador Check-in and Celebrations 8:45-9:00 on Monday ONLY</li> </ul>	8:30 AM	9:00 AM	30 Minutes
Transition	9:00 AM	9:03 AM	3 Minutes
1st Session A Day/B Day	9:03 AM	10:26 AM	83 Minutes
Transition	10:26 AM	10:33 AM	7 Minutes
2nd Session A Day/B Day	10:33 AM	11:56 AM	83 Minutes
Transition	11:56 AM	11:59 AM	3 Minutes
<b>Mid-Day Meet Up</b>	<b>11:59 AM</b>	<b>1:04 PM</b>	<b>65 Minutes</b>
<i>1st Lunch - Seniors Leadership/SEL Lab 1 - Advisory Juniors</i>	<i>11:59 AM</i>	<i>12:24 AM</i>	<i>25 Minutes</i>
<i>Social Set Combined</i>	<i>12:24 AM</i>	<i>12:39 PM</i>	<i>15 Minutes</i>
<i>2nd Lunch - Juniors Leadership/SEL Lab 2 - Advisory Seniors</i>	<i>12:39 PM</i>	<i>1:04PM</i>	<i>25 Minutes</i>
Transition	1:04 PM	1:07 PM	3 Minutes
3rd Session A Day/B Day	1:07 PM	2:30 PM	83 Minutes
Transition	2:30 PM	2:37 PM	7 Minutes
4th Session A Day/B Day	2:37 PM	4:00 PM	83 Minutes
Dismissal	4:00 PM		

## **(Attachment B-2) Curriculum**

### **High-Quality Curriculum and Educational Programming**

The PTPLA educational program is aligned to Oklahoma Academic Standards (OAS) and graduation requirements, and designed to prepare students for post-secondary success. PTPLA will support rigorous curricular resources for each of the four Pillars: Core (Academic Excellence), CTE, & Elective (Community Partnership); Social and Emotional Learning (Social and Emotional Learning); and Leadership (Post-Secondary Leadership), allowing students to meet state requirements for general, advanced, and distinguished diplomas. All curricular programming is aligned with the PTPLA Pillars (PACS).

The PTPLA Curriculum is aligned to the mission and vision of the school, and is designed to meet the needs of all learners. In advance of the school year, teachers and leaders will participate in training that is directly aligned to the Edmentum Courseware curriculum, Edmentum Testpacks and Assessments, BASE Education SEL programming, and iLead and Boy Scouts of America Leadership program. Additionally, there will be site-led professional development in the areas of data-driven decision making, culturally relevant pedagogy, teaching in trauma-informed schools, and Restorative Practices and Circles. During the school year, professional development and coaching sessions will also be provided onsite on a bi-weekly schedule from our Edmentum Instructional Coach. Properly equipped and authentically trained adults is our first line of defense in remaining consistent with the outcomes for the school and student body. All curriculum allows for data-driven decision making, supports for blended learning, community and family engagement, and is college and career focused on providing students with the tools needed today, in order to have a plan for success after graduation.

### **High Quality Curricular Models**

***Post-secondary Leadership:*** PTPLA will engage with John Maxwell's values-based student leadership development model, iLEAD, as provided through the Maxwell Leadership Foundation. We will combine subject matter content with a peer-to-peer process that allows students to practice leadership as they are learning it. We will use the iLead instructional model with small groups of 4-6 students, in a once-twice per week course. PTPLA Professor of Learning will serve as a Sponsor for the course who train students to be facilitators. We will access instruction through both print and digital formats. Students will be required to take the pre and post assessment for each unit of study. Lessons will progress in three volumes: iChoose, iDo, and iLead. These three volumes represent the entire content of iLead. The content will be adjusted based on a student's year of entry to the school. iLead will be embedded in our "Mid-Day Meet Up", where students will participate in a 25 minute Leadership class, during Advisory, occurring on alternating days. Mid-Day Meet Up is a 65 minute structured activity block consisting of a 25 minute lunch, a 15 minute social set (friend zone), and a 25 minute



alternating Leadership/SEL class. Mid-Day Meet Up will be achieved through the assigned Advisory Professor of Learning.

***Academic Excellence:*** The PTPLA instructional model is aligned to the Oklahoma Academic Standards (OAS) and supports opportunities for social learning with collaborative and reflective teacher-student interaction, a rigorous state approved curriculum and assessment platform, as well as personalized learning strategies to increase student motivation and achievement. Core and Elective curricular programming will utilize research-based digital educational solutions and tools to support teachers in creating successful student outcomes, no matter the educational setting, using Edmentum Courseware. We will ensure Academic Excellence through Rigorous Standards-aligned Curriculum, Instructional Delivery and Teaching Methods, and a daily Pedagogical Structure supportive of collaborative learning.

- ***Rigorous Standards-aligned Curriculum:*** PTPLA instructional strategies and methods are aligned to Edmentum’s six foundational learning design principles:
  - Mastery Learning
  - Active, Engaging Learning
  - Deliberate Practice
  - Explicit Scaffolding
  - Metacognitive Strategies

PTPLA will also provide Individualized learning and pacing to encourage students to be self-directed in their acquisition of knowledge. The PTPLA data-driven platform will offer visibility to course progress and pacing data that is designed to give the teacher, parent, and students guidance toward course completion. The intuitive data views on individual students and group performance will provide the insight needed to make instructional decisions that impact student achievement and our academic excellence in every instructional setting.

- ***Instructional Delivery/Teaching Method:*** Foundationally, the PTPLA instructional staff will use the Gradual Release Model as the primary teaching method. The Gradual Release Model is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey). PTPLA will utilize the four phases of the Gradual Release Model of teaching:
  - I DO- where the teacher models the lesson objective in a focus lesson
  - WE DO- guided instruction with both input from the teacher and the students
  - YOU DO TOGETHER (of which PTPLA will refer to as Y’ALL DO): Collaborative learning in small groups or partners
  - YOU DO ALONE- independent practice, thus leading to formative data for final mastery of the concept or standard.

***Community Partnership:*** PTPLA will align CTE and Electives programming to community partnerships through students' postsecondary interests using Edmentum Courseware. Additionally, PTPLA students will engage with the Boy Scouts of America Last Frontier Council, which provides a peer-to-peer process in an environment for students to develop authentic relationships while being intentional to learn and live good leadership values. The Frontier Council will align a database of community partners with our students in order to provide the one-to-one Post-secondary Leadership mentor, in addition to the base of community partners generated by PTPLA. This creative approach to community partnership will allow for background cleared professionals to work with PTPLA students. The Frontier Council will be supervised by the PTPLA Dean of Leadership, and students will formally meet on a monthly basis with their community partner. Students will also generate one community service project each semester, with the help of their community partner. Every effort will be made to align students with a partner in their area of interest.

***Social and Emotional Learning:*** PTPLA will engage with the BASE Education, Social and Emotional Learning Curriculum as supported and recommended by the Collaborative Association for Social and Emotional Learning (CASEL). BASE Education is a comprehensive student mental health platform that provides a psychologically safe, interactive, and evidence-based curriculum. Developed by mental health professionals, BASE Education is designed to help students understand and articulate their emotions, develop self-regulation skills, and build healthy relationships with peers and adults. BASE Education also provides a parent/guardian/caregiver companion curriculum, to assist adults in areas that they may be overwhelmed, or to assist with the mental health crisis that their child or children are facing.

PTPLA will use BASE Education to provide the following:

- Flexible curriculum modules for personalized learning
- Journalistic introspection for student processing and sharing
- IEP compliance through screening, data capture, and personalized modules
- BASEline Assessment Screener for social and emotional growth assessment
- Built-in crisis-alert system with “Firewords” for immediate intervention

PTPLA will embed BASE Education in our “Mid-Day Meet Up”, where students will participate in a 25 minute SEL Lab during Advisory, occurring on alternating days. Mid-Day Meet Up is a 65 minute structured activity block consisting of a 25 minute lunch, a 15 minute social set (friend zone), and a 25 minute alternating Leadership/SEL Lab. Mid-Day Meet Up will be achieved through the assigned Advisory Professor of Learning.

### High Quality Curriculum at PTPLA

Grades/Subject	Curriculum	Rationale
9-12 Required Core Programming (English, Math, Science, History, World Languages, Electives)	Edmentum Courseware	Aligned to Oklahoma Academic Standards (OAS), Learn Anywhere Oklahoma, the Oklahoma State Textbook Committee, the Oklahoma Supplemental Online Course Program (OSOCP), and is an approved Oklahoma Benchmark option for OSTP. Programming also provides a Learning Prescription for each student based on BOY & MOY Benchmarks, which is also aligned to daily course instruction. Supportive of Tier 1, Tier 2, and Tier 3 Intervention
SEL Lab (Mid-Day Meet-UP)	BASE Education	Aligned to CASEL Standards, provides curriculum for students and parents, and developed by mental health professionals with clinical and research-based practices for teens.
Leadership Lab (Mid-Day Meet-Up)	iLEAD, John Maxwell	Supports weekly small groups, peer-to-peer led models, teacher and student curriculum, comprehensive scaled delivery, supportive of whole school implementation
CTE & Electives 9-12	Edmentum Courseware	Aligned to Learn Anywhere Oklahoma, the Oklahoma State Textbook Committee, the Oklahoma Supplemental Online Course Program (OSOCP), and an approved Oklahoma Benchmark option for OSTP.

The PTPLA Core, Career Technical Education, and Electives curriculum is a blended-learning model provided via Edmentum Courseware for all grade levels, allowing for traditional and online learning. The Edmentum curriculum is aligned to the Oklahoma Academic Standards (OAS), Learn Anywhere Oklahoma, the Oklahoma State Textbook Committee, the Oklahoma Supplemental Online Course Program (OSOCP), and an approved Oklahoma Benchmark option for OSTP. PTPLA will use Edmentum Courseware for the rich and rigorous standards aligned curriculum, and for the pedagogical structures, pacing, measurement of both growth and mastery of standards. Edmentum also has robust lesson planning and researched based practices for promoting a collaborative teaching and learning environment. All students will have a teacher and will be engaged in active and exploratory learning on a daily basis. We will use the online access for Personalized Learning (i.e. credit recovery) for students, but even then, a teacher touchpoint is still mandatory. Instructional content will be taken from the digital curriculum, which is online, but as noted in the previous section, the primary teaching model at PTPLA is the Gradual Release Model, which supports a collaborative learning environment. Students and teachers will be engaged through the use of technology as an instructional tool. Technology does not replace the teacher, but when utilized effectively it enhances the 21st Century teaching and

learning experience. One of the benefits of Edmentum Courseware and Assessments is that it all allows for Technology Enhanced Personalization. PTPLA will be a one-to-one laptop environment, meaning that every student will have the opportunity to access high-quality online academic content at any time. In addition, students will be able to access online networks of peer and tutorial support. Lastly, students will be able to access rich data sets that help them track their progress towards mastery of course standards. This will allow PTPLA Professors of Learning a greater range and flexibility in designing highly effective differentiated learning experiences for individual and small and whole group instruction. PTPLA will host an academic environment with a distinct visibility of pedagogy and instructional methods, to include but not limited to, Direct Instruction (which research presents as a scientific explicit method used in school reform models), Group Work, Cooperative Learning, Flipped Classrooms, Differentiated remediation and Extension, Technology Enhanced Personalization, Rotational Model, and even Team Teaching. As an experienced Turnaround School Leader and being recognized as a Spotlight Principal for my successful implementation of a full school curriculum model using Edmentum, my team and I were able to foster an environment where more than 50% of the student body met their End of Year Benchmark and Growth goals by Mid-Year. This is credited under my leadership for 3 years, occurring at two different high schools in two different districts. One district serves a 99% Black population, and another serves a mixed demographic of 55% Hispanic, 25% Black, 15% White, 5% Native American. No matter the demographic, we experienced the same great results.

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<sup>1</sup> 11 Since its development in the 1960's, Direct Instruction has been proven time and again effective as a comprehensive school reform model that improves academic success for all students. In 2010, Guido Schwerdt and Amelie Wupperman, of the University of Munich, in an empirical study, found that 8th grade students learned 3.6% of a standard deviation more in math and science if the teacher spent 10% more



## Distinctly Different Curriculum Opportunities for Students

PTPLA's model is distinctly different from Putnam City Schools in our approach to student engagement in educational programming.

1. All students will participate in the three approaches to Curriculum and Instruction.
2. All students will participate in Leadership Coursework.
3. All students will receive a Community Mentor and participate in a Post-Secondary partnership.
4. All students will participate in a Post-Secondary Track (Career, College (note that the collegiate track is still aligned to their intended area of study, and Military)
5. All students will participate in Social and Emotional Learning.
6. All students will serve in a leadership role or in a leadership group during their high school experience.

Though PCS district and neighboring districts may offer some of these courses or programs, they are optional to students and or require enrollment through a selective process. PTPLA embeds these in our model and they are non-negotiables because of the turnaround impact that is seen in low-performing, economically disadvantaged student and family demographics. These and others are listed below outlining the differences:

- **Approaches to Curriculum and Instruction:** PTPLA will utilize Differentiated, Individualized, and Personalized Learning, in our approaches to curriculum delivery. *Differentiation* will allow for an awareness of and active response to students' varied learning styles. Differentiated instruction is a framework or philosophy for effective teaching that involves providing the learner with different avenues to acquiring content; to processing, constructing, or connecting ideas; and to developing teaching materials and assessment measures so that all learners within a classroom can learn effectively, regardless of differences in ability or preparation level. PTPLA will exercise flexibility in assessment, classroom instruction, and groupings in order to create the best learning experience for students and teachers.  
*Individualization* will allow for calibrated instruction designed to meet the unique pace of various students. PTPLA students will be able to meet academic goals while progressing through the curriculum at different speeds, based on their own particular learning needs. Our students will benefit from Credit Recovery, as well as Credit Advancement. Credit Recovery is only available to students in alternative settings in the PCS district, and credit advancement is not offered in the PCS district.  
*Personalization* will allow for students to capitalize on their preferences and interests, as well as gain a better understanding and alignment for their Post-secondary Leadership

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time on direct instruction, rather than problem-solving teaching methods. Their research findings can be downloaded here:

[http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG10-15\\_Schwerdt\\_Wuppermann.pdf](http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG10-15_Schwerdt_Wuppermann.pdf)

goals. Most importantly, PTPLA students will be involved in the creation of culturally relevant learning activities, based upon their backgrounds and interests.

- **Leadership Coursework:** PTPLA affords all students with the opportunity to participate in the iLead leadership curriculum. There is no application process, or prerequisite to be accepted to the class. PTPLA will engage all students in our Pillar One leadership curriculum, and it is the premise by which the school will operate. We intend to not only find leaders, but build leaders for today and tomorrow, while equipping each student for excellence. All students will be scheduled in a leadership course in each year of attendance. This is not required in PCS district or neighboring districts.
- **Community Mentors:** All PTPLA students will participate in the one-to-one community mentoring program of Pillar Three, thus providing 100% participation in the Internship and Industry Post-secondary track supportive of the Oklahoma State School Report Card indicator. All students will be afforded the opportunity to participate in on-site and off-site learning experiences. Participating in a Post-secondary Internship and Industry track is not required in PCS district or neighboring districts. Community partnering on a one-to-one basis is not required in PCS district or neighboring districts.
- **Social and Emotional Learning:** PTPLA affords all students the opportunity to participate in the BASE Education social and emotional learning curriculum, and will engage all students in our Pillar Four, Social and Emotional Learning. Students will be guided through the SEL curriculum and daily practices as a means for behavioral accountability. PTPLA students and staff will participate in Restorative Practices and Circles as the means to handling conflict, as well as alternatives to suspension, neither of which is used or required in PCS district or neighboring district.
- **eSports:** PTPLA will offer an eSports athletics program using the Elite Gaming Live (EGL) Academy Curriculum. In addition to the eSports programming, the model helps students understand and gauge interest in Cloud Engineering. After completing the EGL Academy course, students will have the opportunity to continue training and utilizing resources to become a Certified Junior Cloud Engineer by Amazon. The course is easy-to-navigate and has adaptive content based on the knowledge, goals, interests, and ages of students. In addition, students are able to participate in the Amazon internship program with post graduate job opportunities to work for Amazon directly. The esports model not only provides for STEM alignment, but it is also aligned to the four PTPLA Pillars. The eSports with Cloud Engineering Certification is not offered in PCS district or neighboring districts.
- **Motor Sports:** PTPLA will offer Motor Sports programming through the National Hot Rod Association (NHRA), and the Youth and Education Services (YES) Program. The NHRA Youth & Education Services (YES) Program was founded in 1989 and is free of cost to the school. It is the only full-time education program in motorsports that provides quality programs and activities for schools and youth organizations nationwide. The YES program focuses on the importance of goals and continued education, while allowing

students to learn about and explore various career opportunities, thus supporting the PTPLA Pillars. The program will show students how S.T.E.M. (Science, Technology, Engineering, and Math) is applied to both, real world situations and NHRA Drag Racing, which they will have the opportunity to see live at the track. Program components are both virtual and on-site.

### **Potential for Success**

Research consistently shows that students participating in Leadership, and Social Emotional Learning programming show an increase in terms of academic achievement, improved attendance (decrease chronic absenteeism), and improved behavior (supportive of Pillars 1, 2, and 4). Additionally, the ability to provide Differentiated, Individualized, and Personalized Learning programming will improve the ability to meet the academic needs of each student, with excellence (supportive of Pillar 2). Community partnering and mentoring programs provide the opportunity for an accountable adult to be in an authentic relationship with a high school student, which can increase a student's sense of self-worth and belonging, and help to instill a greater sense of social awareness. Additionally, having at least one authentic relationship with an adult at school and feeling connected to the school and to peers is one of the highest K-12 predictors for completion of school (Demaray, Lazarus, & Sulkowski, 2012). An explicit goal of the PTPLA program is to coach scholars in how to build healthy, strong peer and adult relationships. When these types of relationships are carefully and authentically developed, trust is built within a culture, and authentic trust creates an emotionally safe environment where scholars are willing to take the risks necessary to accelerate their learning <sup>2</sup> (supportive of Pillar 3). When these structures are employed, it is suggested that student achievement will improve, the graduation rate will improve, and the percentage of students feeling a sense of accomplishment and pride in themselves to lead beyond today, in their Post-secondary walk will improve (supportive of all PTPLA Pillars). As students progress through the various programming, they will engage and move on a cohort-based model that focuses on the values of community, striving for common goals and the ability to celebrate themselves and others as a part of the vision focused community, both in school and out of school.

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<sup>2</sup> 7 In their research study, Friendships, Peer Acceptance, and Group Membership: Relations to Academic Achievement, Kathryn R. Wentzel and Kathryn Caldwell, found a link between group membership and other aspects of peer relationships and academic achievement of students they followed from 6th-8th grade: <http://www.jstor.org/stable/1132301> 8 Here, Carol Dweck's Mindset philosophy is summarized: <http://chronicle.com/article/Carol-Dwecks-Attitude/65405/>

### High School Course Requirements for Graduation

Subject Area	State of Oklahoma High School Requirements	PTPLA High School Requirements
<b>Language Arts</b>	4 English	4 English
<b>History &amp; Citizenship</b>	1 U.S. History .5 U.S. Government .5 Oklahoma History 1 History/Citizenship	1 U.S. History .5 U.S. Government .5 Oklahoma History <b>1 Cultural History</b>
<b>Math</b>	3 Including Algebra I	3 Including Algebra I
<b>Science</b>	3 Including Biology I	3 Including Biology I
<b>Mandated Electives</b>	1 Fine Art 1 Computer Technology or 1 World Language	1 Fine Art <b>1-2 Computer Technology or Computer Science 1-2 World Language 1 Leadership</b>
<b>Additional Electives</b>	8 of choice	<b>4 of choice</b>
<b>Additional Graduation Requirements</b>	CPR/AED Training, Personal Financial Literacy, ICAP	CPR/AED Training, Personal Financial Literacy, ICAP, <b>SEL Lab (each semester)</b>
<b>State Assessments</b>	ACT/SAT 11th Grade Science 11th Grade U.S. History (Once during 9th-12th grades)	ACT/SAT 11th Grade Science 11th Grade U.S. History (Once during 9th-12th grades)
<b>Community Service</b>	At least once during 4 years 9th-12th grades	One service learning project per semester

**Note:** PTPLA Core Graduation Requirements exceed those of the Oklahoma Core (General Diploma) Graduation Requirements in that they satisfy the Oklahoma College Prep (Advanced Diploma) Graduation Requirements, with the exception of one credit of Concurrent Enrollment. Any student interested in fulfilling all areas of the Oklahoma College Prep (Advanced Diploma) Graduation Requirements would need to satisfy at least one additional credit in a Concurrent Enrollment course. A Distinguished Diploma would satisfy all of the aforementioned requirements, as well as the following:

- Hold a student leadership position within the school at the time of graduation
- Serve on a community board
- Achieve a Grade Point Average (GPA) of 3.5 or higher in the graduating year.



# 2025 CORE Curriculum Graduation Requirements



Student Full Name \_\_\_\_\_

Career Goal \_\_\_\_\_

**23 units or sets of competencies are required to meet state graduation requirements.**  
70 O.S. § 11-103.6; OAC 210:35-25-2

Mark beside each course upon successful completion of required unit or set of competencies as each semester credit for course is earned. Refer to the most recent [Subject Codes list](#) for approved courses in each area, and the [OSDE's Instruction page](#) for more information regarding each subject area.

## Coursework Requirements

### English (4)

- \_\_\_ \_\_\_ English I
- \_\_\_ \_\_\_ English II
- \_\_\_ \_\_\_ English III
- \_\_\_ \_\_\_ English IV
- \_\_\_ \_\_\_ Other Approved Course

### Mathematics (3)

**3 are required in grades 9-12.**

- \_\_\_ \_\_\_ Algebra I
- \_\_\_ \_\_\_ Geometry
- \_\_\_ \_\_\_ Algebra II
- \_\_\_ \_\_\_ Other Approved Math Course
- \_\_\_ \_\_\_ Approved Computer Science Course
- \_\_\_ \_\_\_ OR 3-hour Approved CTE Program
- \_\_\_ \_\_\_ Contextual Math Course That Enhances Technology Preparation
- \_\_\_ \_\_\_ Approved STEM Block Course (grades 10-12)

### Laboratory Science (3)

- \_\_\_ \_\_\_ Biology I
- \_\_\_ \_\_\_ Other Life Sciences Course
- \_\_\_ \_\_\_ Physical Sciences Course
- \_\_\_ \_\_\_ Earth/Space Sciences Course
- \_\_\_ \_\_\_ Principles of Technology
- \_\_\_ \_\_\_ Qualified Agriculture Course
- \_\_\_ \_\_\_ Approved STEM Block Course (grades 10-12)
- \_\_\_ \_\_\_ OR Contextual Science Course That Enhances Technology Preparation

Students must take Biology 1 and then two additional sciences at or above the rigor of Biology 1 competencies.

### History & Citizenship (3)

- \_\_\_ \_\_\_ 1/2 Oklahoma History
- \_\_\_ \_\_\_ 1/2 Government
- \_\_\_ \_\_\_ U.S. History
- \_\_\_ \_\_\_ Other Approved Course

### World Language OR Computer Technology (1)

- \_\_\_ \_\_\_ World Language
  - \_\_\_ \_\_\_ Computer Technology
- Excludes keyboarding or typing courses.**

### Fine Arts (1)

- \_\_\_ \_\_\_ Music, Art, Dance, or Drama
- \_\_\_ \_\_\_ Humanities

### Electives (8)


It is highly recommended that Electives include 2 units of the same World Language and 2 units of Physical/Health Education.

<p><b>23 units or sets of competencies are required to meet state graduation requirements.</b></p> <p><b>Total Units Upon Final Check</b> must match <b>Total Units Earned</b> on Page 2.</p>	<table border="1"> <tr> <th>Total Units Upon Final Check:</th> </tr> <tr> <td style="height: 40px;"> </td> </tr> </table>	Total Units Upon Final Check:	
Total Units Upon Final Check:			

# 2025 CORE Curriculum Graduation Requirements



## Other Requirements

State law requires that students meet the additional requirements below in order to graduate from a public high school with a standard diploma. 70 O.S. § 1210.508

Assessments		Certificates or Endorsements (if any)
<b>Taken in 11th Grade:</b>	<b>Taken once during High School:</b>	
___ ACT OR ___ SAT	___ U.S. History	
___ Science Assessment		
<b>Additional Requirements</b>		
___ Personal Financial Literacy Passport 70 O.S. § 11-103.6H		
___ CPR/AED 70 O.S. § 1210.199		
___ Pass U.S. Naturalization Test 70 O.S. § 11-103.6		

## Individual Career Academic Plan (ICAP)

Beginning with students entering the ninth grade in the 2019-2020 school year (class of 2023), each student is required to complete the process of an Individual Career Academic Plan (ICAP) in order to graduate from a public high school with a standard diploma. 70 O.S. § 2320.508-4

The ICAP Career Assessment, Career Goal, and Coursework are to be reviewed annually. Enter the date the student completed each requirement below.

Goal	9th Grade	10th Grade	11th Grade	12th Grade
Career Assessment				
Written Career Goal				
Courses Reflect Goal				

Students are also required to participate in Service Learning and/or Work-Based Learning Activities at least once in grades 9-12. Mark each grade level the student participated in this requirement; not limited to one activity or grade level. **Internship codes are reserved for 11th and 12th grade.**

Goal	9th Grade	10th Grade	11th Grade	12th Grade
Service or Work-based Learning				

Date of Check	Student Initial	Total Units
	<b>Total Units Earned:</b>	

**23 units or sets of competencies are required to meet state graduation requirements.**

**Total Units Earned must match Total Units Upon Final Check on Page 1.**



**OKLAHOMA Education**

## **(Attachment B-3) Special Services Programming**

### **Serving Students with Special Needs**

PTPLA is committed to meeting the needs of every student, including students with disabilities, students who are English learners, and students who are struggling academically. As detailed in the budget, we will employ staff to meet the needs of our special populations of students, including those who have disabilities, who are English learners, and who are at-risk and struggling. These positions include:

- Part-time to Full-time/English Language Learner Teacher's Aide
- Part-time to Full-time/Special Education Teacher/Coordinator
- Dean of Supports & Special Services

### **Serving Students with Disabilities:**

PTPLA will follow the basic requirements of IDEA, which include the following:

- **Child Find:** PTPLA will develop policies and procedures to identify, locate, and evaluate children up to the age of 21 who are eligible to receive special education supports and services, with a focus on identification and intervention. PTPLA will use a combination of outreach efforts and work with existing entities serving children in order to inform parents of available services. After a child has been identified as eligible for services under IDEA, PTPLA will provide the full range of support required.

- **Section 504 ADA:** PTPLA will provide protection against discrimination for individuals with disabilities and disabling conditions, according to federal rights statutes. PTPLA will include any student who has a physical or mental impairment that substantially limits one or more life activities, including learning. PTPLA will ensure that no otherwise-qualified individual with a disability shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. PTPLA will follow Section 504 requirements for child find, evaluation, FAPE, and LRE similar to those found under IDEA, although Section 504 does not provide funding and no IDEA funds can be used for students eligible only under 504. Each 504 will be created by a team of educators, administrators, service providers, and parents and serves as the blueprint for how the student's physical or mental impairments will be met.

- **ESEA:** PTPLA will designate ESEA/ESSA funding to provide for a special education category for accountability purposes, which specifically requires demonstration of academic progress for students with disabilities.

- **Free Appropriate Public Education (FAPE):** PTPLA will provide all students with disabilities a free and appropriate education, which includes all of the services and programs identified by the IEP team as necessary to meet the child's needs. These services will be provided at no cost to the student's family as remaining in compliance with appropriateness.

- **Individualized Education Program (IEP):** PTPLA will require that any student receiving special education services be given an IEP that addresses the student's unique situation and needs. PTPLA understands that the IEP is a legally binding document that spells out the

student's learning needs, services that will be provided, and how progress will be measured. Each IEP will be created by a team of educators, administrators, service providers, and parents and serves as the blueprint for how the student's educational needs will be met.

- **Least Restrictive Environment (LRE):** PTPLA will ensure that students with disabilities be educated along with non-disabled peers to the maximum extent appropriate for each child's needs, drawing on accommodations, modifications, and supports as needed.

- **Transition Services:** PTPLA will develop a coordinated plan for each student with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the child's matriculation from school to post-school (post-secondary) activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The transition plan will be based on the individual needs of the student, taking into account the child's strengths, preferences, and interests; and includes (i) curriculum and instruction, related services, and community partnerships.

- **Technical Assistance:** PTPLA will contract a part-time Special Education Teacher/Coordinator responsible for management of all technical aspects of the program.

- **Program Evaluation and Exit Strategy:** PTPLA will follow appropriate procedures to evaluate programming to discontinue special education services to students who are no longer entitled to those services. Students may meet one of the following reasons as listed below.

1. If it is suspected that a student no longer meets the eligibility criteria for the IDEA, the evaluation group will conduct a reevaluation (with or without new assessments, as determined appropriate) to determine whether the student continues to meet the criteria for one or more disabilities under IDEA and requires special education services. If the evaluation group determines the student is no longer eligible, PTPLA will provide the parent and/or adult student with written notice of this decision prior to discontinuing special education services.
2. If a student completes requirements for a standard high school diploma, the obligation of PTPLA to provide special education services ends when the student meets the minimum state requirements as documented on the IEP or meets the state and the PTPLA requirements that apply to all students for receipt of a standard high school diploma. Although graduation is considered a change of placement, a reevaluation is not required. A GED is not considered a standard high school diploma, because students enrolled in GED programs are not attending public schools and are therefore not eligible for special education services. However, a student who obtained a GED certificate but wants to return to public school to complete credits toward a standard high school diploma may re-enroll if 21 years old or younger on or before September 1st of that school year, and if eligible, receive special education and related services. Based on Oklahoma Statute (70 O.S. § 5-132.1(B)) PTPLA may deny admittance of persons over the age of 21 on or before September 1st. If a student moves in from out-of-state with an alternate diploma and is twenty-one (21) years on or before September 1st or younger, they are still eligible for FAPE until they meet the Requirements for a standard high school diploma in Oklahoma, or through the end of the school year in which they turn 22, whichever comes first. Prior to graduation and the discontinuation of special education services, PTPLA must:

- Provide the parent and/or adult student with written notice that the obligation



to provide special education services ends when the student obtains a standard diploma.

- Provide the parent and/or adult student with a written summary of academic achievement and functional performance, including recommendations to assist the student in meeting their postsecondary goals.
3. If a student reaches maximum age in the State of Oklahoma that student must exit PTPLA. The maximum age a student may enroll to complete credits towards a standard diploma is defined as twenty-one (21) on or before September 1st (70 O.S. § 1-114). A PTPLA student may enroll and remain enrolled through the end of the school year in which they turn 22 in order to earn the required credits for a standard diploma. For students who have not yet graduated from high school and do not meet the requirements for graduation, it is the obligation of PTPLA to provide special education services ceases through the end of the school year in which the student turns 22. Although reaching maximum age is considered a change of placement, a reevaluation is not required. Prior to reaching maximum age and discontinuing special education services, PTPLA must:
- Provide the parent and/or adult student with written notice that the obligation of PTPLA to provide special education services will cease upon the end of the school year in which the student turns 22; and
  - Provide the parent and/or adult student with a written summary of academic achievement and functional performance, including recommendations to assist the student in meeting their postsecondary goals.

**Identification:** PTPLA/Special Education Teacher/Coordinator will use EdPlan to identify students that have previously received Special Education services, and for the development of new Individualized Education Program (IEPs) and for the management of special education reporting. Additionally, EdPlan will provide PTPLA with a tracked Response To Intervention (RTI) for academics. The module provides early warning indicators based on student performance data, and that facilitates Response to Intervention planning, tracking, documentation, and progress monitoring analysis for students. EdPlan also allows for the creation, tracking and modification of documentation of challenging student behaviors within the frameworks of RTI and Positive Behavioral Interventions and Supports (PBIS), including benchmark screening, incident tracking, FBAs, behavior improvement plans, and monitoring.

**Programs, practices, and strategies:** PTPLA will support students with disabilities by providing Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI). All teachers and staff will be trained in MTSS and RTI best practices. Additionally, PTPLA will hire a part time Special Education Teacher/Coordinator in year one. We will use the Edmentum Courseware Curriculum to support students in MTSS and RTI by providing tiered support to help students achieve on-grade level success and long-term growth. Additionally, we will identify students who are at risk, plan evidence-based interventions, and monitor ongoing progress using embedded assessments or data. We will collaboratively identify needs of Special Education students in each grade and develop accommodations for each student, while strategically populating classrooms with students with a range of skills, knowledge, and abilities. Additionally, instructional planning will call for diagnostic, practice, and benchmark assessments to identify areas where each student needs help in order to support Differentiated and

**Individualized Learning.** We will service a Special Education Resource Room for students with Direct Instruction accommodations, and for other identified learning supports. PTPLA will comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, The Americans with Disabilities Act (ADA), Title III of Elementary Secondary Education Act (ESEA) also known as Every Student Succeeds Act (ESSA), and the supportive pillars of Free Appropriate Public Education (FAPE), Appropriate Evaluation, Individualized Education Plan, Least Restrictive Environment, Parent Participation, and Procedural Safeguards.

**Serving Students Who are English Language Learners (ELL):** PTPLA will support our ELL students by providing targeted and sheltered instruction and interventions in both English and Math. Students will receive instruction by certified ELL teachers, in addition to having the lesson plan/instructional component of Language Acquisition serve as a non-negotiable in every classroom, regardless of teacher or subject matter. Additionally, ELL accommodations will be provided to each teacher, and the curriculum best practices and instructional strategies for ELL students will be normalized within the classroom. The Edmentum Courseware Curriculum supports world languages subject matter, text to speech, and embedded dictionary and translation supports for all learning modules, and is aligned to ELPA and WIDA standards, with courses to help entering, emerging, and developing ELL students improve English-language proficiency and build content knowledge that addresses the four language modalities: listening, speaking, reading, and writing.

**ELL Focus for PTPLA:** The ELL focus for PTPLA will be to successfully assist students in meeting proficiency goals and therefore the program Exit Criteria. The proficiency of an identified ELL student receiving pull out services will be measured at least twice a year to determine whether continued special services are warranted. All pull-out and special services will continue until a student attains fluency in English language proficiency as measured by the ELPA. In addition, we will evaluate the performance of each student in academic content areas to measure the scholar's progress in core subjects. If an ELL student continues to struggle in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL, who subsequently tests high enough to exit the program, will mark an end to ELL services for that particular student. No student will exit the ELL program unless they can read, write, and comprehend English well enough to participate fully in the PTPLA academic programming.

**Accountability and Evaluation of the ELL Program:** In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically) and to determine the need for programmatic modifications, PTPLA will evaluate the progressive growth of its ELL students on standardized assessments and non-standardized assessments in comparison to that of non-ELL students. PTPLA will also track scholars longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. PTPLA will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

**Note:** PTPLA Professors of Learning have been and/or will be trained and certified in WIDA, as well as engage in professional development offered by the Oklahoma Association for Bilingual Educators, which outlines the discipline of using WIDA strategies in everyday classroom teaching and learning, as the strategies represent research-based best practices for all.

### **Serving Students Who Are Behind Academically:**

Teachers who serve PTPLA students in the areas of Reading/ELA and Math will implement remediation efforts through Edmentum Study Skills, and grade level growth using Testpacks Learning Path Prescriptions. Teachers will be trained in Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI). PTPLA will utilize the three tiers of support in the MTSS model, in order to create a path to success for all students. Tier 1 includes high quality classroom-wide instruction and support for all students. Tier 2 will provide targeted support to address a student's gaps in skills. Tier 3 will involve intensive support usually provided more often and in smaller groups. Resulting from these trainings, PTPLA teachers will be able to:

- Select appropriate research-based interventions
- Write goals to match intervention plans
- Use data to identify the practices that are producing the desired results and those that are not
- Show the impact of interventions through effective progress monitoring

**Gifted and Talented Education (GTE):** PTPLA students identified as Gifted and Talented will have the opportunity to and will be encouraged to participate in additional enriched and advanced learning experiences. Learning experiences will include but not be limited to the following as aligned to the Oklahoma State Department of Education programming options:

- *Enrichment in the Regular Classroom:* Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students in mind. Appropriate enrichment experiences are NOT a repetition of material.

- *Seminars/Convocations*: Special short-term sessions where students focus on one area of study.
- *Mentorships*: A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model. (Not limited to GTE)
- *Creative/Academic Competitions*: Organized opportunities for students to enter local, regional, state or national contests in a variety of areas.
- *Differentiated Curriculum*: Curriculum designed to meet the needs of high ability students and differentiated according to content, process and product. (Not limited to GTE)
- *Individualization of Instruction*: Instruction for an individual student focused on the specific educational needs of that student. (Not limited to GTE)
- *Continuous Progress*: The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery. (Not limited to GTE)
- *Acceleration*: Administrative practices designed to allow students to progress through the curriculum/grade levels at a rate faster than the average. (Not limited to GTE)
- *Proficiency Based Promotion*: Secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90 percent level on a designated assessment. (Not limited to GTE)
- *Concurrent Enrollment*: Qualified students taking college courses concurrently while in high school. (Not limited to GTE)
- *Independent Study*: Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
- *Enrichment Classes*: A group organized from one or more classrooms which meets on a regular basis to provide experiences beyond the established curriculum.
- *Interest Groups*: Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration. (Not limited to GTE)
- *Correspondence Courses*: Taken by correspondence through an approved university.
- *Resource Room*: A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted.

## **Comprehensive Support and Improvement (CSI)**

### **Additional Targeted Support and Improvement (ATSI)**

The Oklahoma State Department of Education identifies a school as a Comprehensive Support and Improvement (CSI) site when it ranks in the bottom 5% of all schools, when it has a graduation rate of 67% or lower over a three year range, and or when the school has earned an F in all reportable indicators. A school can also be identified as ATSI when one subgroup of the school is in the bottom 5%. High schools in the proposed zoned district, as well as neighboring districts are in one or both of these categories. Below are the specifics for PC West High School, as well as Economically Disadvantaged, Hispanic, and Black subgroups of PC High School and PC North High School. Additionally provided is the data for Mayfield Middle and Western Oaks Middle, both of which are feeders for PC West High School.

## Putnam City West High School (Designated as CSI)

# Academic Achievement COMPOSITE



The above comparison table denotes the Academic Achievement of PC West High School students when compared to that of the other high schools in the Putnam City Schools, as well as all high schools in the State of Oklahoma.

### Academic Targets/Improvement Toward Expectation

↻	MET TARGET ADVANCED	MET TARGET PROFICIENT	MET TARGET	BELOW TARGET
SWD	0%	6%	18%	76%
Econ Dis	0%	9%	15%	76%
Hispanic	0%	12%	8%	81%
All	0%	11%	14%	75%

In the 2022-2023 school year, 75% of students were below their academic targets. Of those students, the Hispanic subgroup had the largest percentage of students not meeting academic targets, followed by Economically Disadvantaged, and Students With Disabilities subgroups.



## Performance Level Snapshot

COMPOSITE	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
All	1%	10%	40%	49%
Economically Disadvantaged	0%	9%	42%	48%
Hispanic	0%	11%	44%	41%
Students with Disabilities	2%	4%	25%	67%

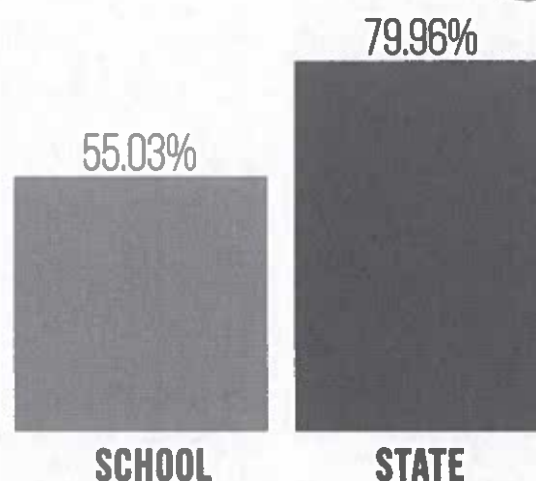
In the 2022-2023 school year, 89% of students scored below Proficient in ELA, Math, and Science. Of those students, the Students With Disabilities subgroup had the largest percentage of students scoring below Proficient, followed by Economically Disadvantaged, and Hispanic subgroups. There are approximately 1800 students enrolled in PC West High School. Ten percent of the enrolled students scored proficient, and 1% scored advanced. This data shows that less than 200 of the 1800 students were proficient. Additionally, the lowest performance percentages were seen in Math and Science.

## CHRONIC ABSENTEEISM

F

What percentage of students is in good attendance?

Points Possible: 10



We are Proud to Partner with students that we receive in these subgroups and look forward to providing the necessary supports and resources to improve their level of academic achievement. PTPLA intends to recruit these students with intensity and do the following:


- Select and provide relevant, evidence-based remediation, intervention and tutoring

- Build a strong foundation of discrete skills
- Build a strong foundation of conceptual knowledge, key to accelerating learning
- Meet students where they are to ensure that prerequisite skills are solid, and each student grows toward on-grade proficiency
- Increase On-grade proficiency by 20%
- Provide opportunities for credit recovery
- Create a graduation plan
- Require instruction to be aligned with state standards
- Provide culturally relevant, active learning environments that engage and motivate students and community partnership and accountability
- Provide a one-to-one community mentor/accountability partner
- Complete Oklahoma State Department of Education Comprehensive Needs Assessment
- Provide professional development and ongoing staff support on indicators of concern

PTPLA will practice learning acceleration as it helps students acquire prerequisite skills and concepts from the previous grade, ideally as the need arises, so there is an immediate connection between remediation and on-grade level learning. We will identify students who are at risk, plan evidence-based interventions, and monitor ongoing progress using embedded assessments or data.

Though PC High School and PC North High School are not designated as CSI, the subgroups within those schools, Economically disadvantaged, Hispanic, Black, and Students with Disabilities, mirror the same outcomes of PC West High School, in terms of the five state indicators, thus performing in the lowest brackets of the Putnam City Schools district as a whole. Below you will find the data showing the same trends as coming from the middle school feeders to PC West High School: Mayfield Middle and Western Oaks Middle.

### **Academic Targets/Improvement Toward Expectation (Mayfield Middle)**

	<b>MET TARGET ADVANCED</b>	<b>MET TARGET PROFICIENT</b>	<b>MET TARGET</b>	<b>BELOW TARGET</b>
<b>SWD</b>	0%	9%	18%	74%
<b>Econ Dis</b>	0%	11%	7%	82%
<b>EL</b>	0%	5%	13%	83%
<b>All</b>	0%	10%	9%	81%

## **(Attachment B-4) Co-curricular/Extracurricular Programming**

PTPLA will offer an array of co-curricular and extracurricular programming to afford students enrichment and opportunities to explore their interests and develop cultural appreciation. General funds will be used to purchase co-curricular curriculum and curriculum materials and is noted on the budget spreadsheet under “Other Expenses” line item 54 - Textbooks. Extracurricular programming will be funded through student fundraising activities, the school’s activity funds, as well as the Proud to Partner Education and Outreach Foundation.

### **Co-curricular**

PTPLA Cultural Arts programming includes a variety of cultural arts opportunities relative to the demographics of our population. All students will participate in at least one of the cultural arts. One, full time Cultural Arts teacher is budgeted for each year.

- **Theatre (Dual Language):** Drama will consist of performance literature in both English and Spanish, as well as embrace an authentic presentation of cultural and societal norms of the studied demographic.
- **Dance:** Interpretive dance will focus on the African and Latin persuasion of movement and its relevance to today’s societal impact through performance.
- **Percussive Instrumentation:** Instrumental music will focus on the African and Latin persuasion of rhythm and its relevance to today’s societal impact through performance.
- **Choral Music:** Choral music will focus on varied genres and forms of vocal performance, inclusive of both solo and ensemble works

PTPLA will also offer opportunities for students to engage in co-curricular sports/STEM programming:

- **eSports:** PTPLA will offer an eSports athletics program using the Elite Gaming Live (EGL) Academy Curriculum. In addition to the eSports programming, the model helps students understand and gauge interest in Cloud Engineering. After completing the EGL Academy course, students will have the opportunity to continue training and utilizing resources to become a Certified Junior Cloud Engineer by Amazon. The course is easy-to-navigate and has adaptive content based on the knowledge, goals, interests, and ages of students. In addition, students are able to participate in the Amazon internship program with post graduate job opportunities to work for Amazon directly. The esports model not only provides for STEM alignment, but it is also aligned to the four PTPLA Pillars.
- **Motor Sports:** PTPLA will offer Motor Sports programming through the National Hot Rod Association (NHRA), and the Youth and Education Services (YES) Program. The NHRA Youth & Education Services (YES) Program was founded in 1989 and is free of cost to the school. It is the only full-time education program in motorsports that provides quality programs and activities for schools and youth organizations nationwide. The YES



program focuses on the importance of goals and continued education, while allowing students to learn about and explore various career opportunities, thus supporting the PTPLA Pillars. The program will show students how S.T.E.M. (Science, Technology, Engineering, and Math) is applied to both, real world situations and NHRA Drag Racing, which they will have the opportunity to see live at the track. Program components are both virtual and on-site.

### **Extracurricular**

- **Physical Sports:** PTPLA is researching the viability of offering opportunities for students to participate in the following athletics: Girls Softball, Boys Baseball, Girls Volleyball, and Boys Volleyball, and Track. Additionally, in the event that PTPLA does not offer a particular athletic program or activity, the school will request to enter into a cooperative agreement with the district to provide students with the opportunity to participate in athletic programming and activities of their home zoned district as governed by OSSAA Rule 22 - CO-OP TEAMS AND GROUPS. PTPLA is aware that all applications for 1st Semester Activities must be on file in the OSSAA office by August 15th, and all applications for 2nd Semester Activities must be on file by January 15th.

**(Attachment B-5) Admission Policy and Procedures**

PTPLA will begin accepting applications on February 1, 2024, for the 2024-2025 school year. Applications will be available in English and Spanish, and will be translated to other languages on an as needed basis. Applications can be submitted in digital format or hard copy. Both digital and hard copy applications can be accessed and printed from our school website, or retrieved from the school office at 909 S. Meridian Avenue, Oklahoma City, OK 73179. PTPLA will make every effort to ensure that the racial composition of the school resembles that of the needs of the resident district, inclusive of the largely populated Hispanic and African-American demographics, and additionally those students having been categorized in the Additional Targeted Supports and Intervention (ATSI) designation. Additionally, PTPLA will comply with any school Desegregation Plan or Order that is in effect. Families of the Putnam City School District may submit applications at any time, without end, beginning February 1, 2024. **The Oklahoma Charter School Act states that “a charter school shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability.” If capacity is insufficient to enroll all eligible students, the charter school shall select students through a lottery selection process.”**

**Enrollment Timeline Inclusive of Lottery**

Date	Milestone	Description
October 1, 2023	Begin full scale marketing and promotion of PTPLA	Monthly community meetings and family centered activities sponsored by PTPLA, along with the launch of social media presence, and clothing line (school gear) for Board members and community supporters.
February 1, 2024	Open Application Window	Families will be able to submit an application for enrollment, both online and at designated community locations.
March 1, 2024	Close Application Window	Initial application window will close, in preparation for round one lottery and notification process.
March 15, 2024	Lottery Event and Begin Notification Process	Lottery will be held using an outsourced data mechanism, and will be conducted at a designated community location with a welcomed public presence.

March 29, 2024	Notification Process Finalized	Families will be notified in writing, via email and U.S. Postal Service as to the status of the student applicant, and informed of next steps for registration and enrollment.
April 1- 26, 2024	Registration and Enrollment Deadline	PTPLA will host an enrollment fair the week of April 1-5, 2024, and also April 22-26, 2024. Families will still be able to register and enroll at a designated location if unable to attend the enrollment fair
April 29-May 17, 2024	Second Application Window	Round two application window if desired application and enrollment for year one has not been met.
May 27, 2024	Second Lottery Event and Begin Notification	Lottery will be held using an outsourced data mechanism, and will be conducted at a designated community location with a welcomed public presence.
May 31, 2024	Notification Process Finalized	Families will be notified in writing, via email and U.S. Postal Service as to the status of the student applicant, and informed of next steps for registration and enrollment.
July 29-31, 2024 (Dates TBD)	Family Vision Conference	Interactive family engagement conference to outline vision for student, school, community, and family partnership, using the Family Leadership Institute training module.

### **Admissions Policies and Procedures**

**A.** In compliance with 70 O.S. 2011, § 3-140, the PTPLA shall have an open enrollment and freedom of choice and shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability.

**B.** The boundaries of the PTPLA are those of the Putnam City Schools District and would be closest to that of Putnam City West High School, Mayfield Middle School, . The PTPLA will publish an application packet for parents and students describing eligibility for admission.

**D. Timeline**

a. Establish and publish a deadline for the receipt of Putnam City Schools students, understanding that they will be accepted at any time and will be given priority for admissions. Applications for admission from students who reside outside of the District’s boundaries and who desire to transfer to the School shall be submitted with appropriate transfer documents in

accordance with the timelines set forth in the Education Open Transfer Act, 70 O.S. 2011, § 8-101.1, et seq.

- ii. Applications for Emergency Transfers may be considered at any time in accordance with the law.
- b. Applications will be received by the Head of School, who shall review and consider applications for approval.
- c. The Head of School will notify parents/students in writing of approval or denial not later than 45 days of the close of application window.
- d. Once admitted, the parent must complete the appropriate transfer documents in accordance with the law and District policy.
- e. If the number of eligible and qualified applicants exceeds the capacity of PTPLA, to include but not necessarily limited to, program capacity, PTPLA will conduct a lottery in compliance with the applicable law. Those students that reside in the Putnam City Schools District will be designated Priority Level #1 and will be given priority for admission. Priority Level #1 also includes any student of a sibling currently attending the PTPLA, or the child of a teacher and/or staff working at PTPLA, or the child of a Board member. The next consideration will be given to Priority Level #2, which includes any child who resides outside of the Putnam City Schools District, but specifically in the Western Heights Public Schools District. Priority Level #3 includes any child who resides outside of the Western Heights Public School District. PTPLA will conduct a public lottery for any families desiring admission from the applicable Priority Level that may be oversubscribed. The lottery may be conducted by grade, or any other applicable capacity limiting reason as approved by PTPLA Board.

**It will be the goal of PTPLA that all “eligible students” will re-enroll in the same school year over year, based on enrollment from fall to fall each year. Eligible students include all students who are not in the final grade of the school, have not moved out of the school’s catchment area, and are eligible to attend public school.**

Each demographic population with the state-determined n-size will meet the re-enrollment standard (i.e., 80.0% re-enrollment rate or greater) as listed below. PTPLA will set a goal of 95%.

Score	Definition
Exceeds	90.0% or more of eligible students who attended school in October of Y1 attend the same school in October Y2.
Meets	80.0-89.9% of eligible students who attended school in October of Y1 attend the same school in October Y2.
Approaching	70.0-79.9% of eligible students who attended school in October of Y1 attend the same school in October Y2.
Needs Improvement	Fewer than 70.0% of eligible students who attended school in October of Y1 attend the same school in October Y2.

**Proud To Partner Leadership Academy  
2024-25 School Application Form**

**Applying for Grade (circle): 9 10 11 12**

**Student Information**

**Legal First Name:** \_\_\_\_\_

**Legal Last Name:** \_\_\_\_\_ **Middle Initial:** \_\_\_\_\_

**Current School:** \_\_\_\_\_

**Is this student a sibling of a current student? Yes No**

**(If yes, please provide first and last name of sibling(s).**

**Sibling Name:** \_\_\_\_\_ **Sibling Name:** \_\_\_\_\_

**Student Address**

**\*Lottery results will be mailed to this address unless notified of any address change.**

**House/Apt. # Street Name:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email address:** \_\_\_\_\_

**Parent/Guardian Information**

**Parent/Guardian 1 First Name:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email address:** \_\_\_\_\_

**Parent/Guardian 2 First Name:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

**Parent/Guardian 2 Address (If different than student)**

**House/Apt. # Street Name:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email address:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

The Oklahoma Charter School Act states that “a charter school shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability.” If capacity is insufficient to enroll all eligible students, the charter school shall select students through a lottery selection process.”

**Mail or hand deliver this form to 909 S. Meridian Ave, Oklahoma City, OK 73179 by March 1, 2024. All applications received after the deadline will be placed on the waiting list in the order in which they are received.**

## **(Attachment B-6) Discipline Policy**

### **School Culture and Discipline Practices**

PTPLA intends to employ best practice elements associated with low suspension rates, especially for students of Black and Brown demographics. These elements are based on a framework developed by the Advancement Project (2009), and the indicators are derived from research and recommendations from experts in the field (H.R. 2192, Or. 2013; Nishioka, 2012). We will promote school culture and discipline by doing the following:

1. Eliminate disproportionate use of exclusionary discipline.
2. Focus primarily on prevention and positive reinforcement as our discipline approaches.
3. Require Restorative Practices and Circles as the tool for conflict resolution and behavioral accountability.
4. Engage with an office referral system supportive of a traditional Office Referral for negative behaviors, as well as a non-traditional Positive Office Referral for positive behaviors. (See Appendix)
5. Involve parents in the development, modifying, and or implementation of the discipline policies.
6. Reference use of disaggregated discipline data to monitor exclusionary discipline procedures.
7. Avoid academic penalties for disciplinary concerns.
8. Employ applicable policies only to misconduct at school activities or events that directly influence the functioning of the school or community stakeholders.
9. Outline a graduated set of discipline responses that focuses on early intervention and student support.
10. Provide consistently formative alternatives to suspension.
11. Address therapeutically any suspendable behaviors that pose a serious and credible threat to the safety of students, staff, or school community (weapons, firearms, arson, drugs, persistent fighting, assault of staff, gang related activities).

### **Equitable Practices**

The PTPLA Board will use the Regional Educational Laboratory Northwest Training Guide for Using Data to Promote Equity in School Discipline with the Discipline Policies and Procedures Summary (DPPS). The use of exclusionary discipline practices has shown to have negative academic and social outcomes and to be ineffective at reducing misbehavior. The priority of PTPLA is to promote **NON-EXCLUSIONARY DISCIPLINE**: Discipline actions that assign additional support or consequences to students without removing them from classroom instruction or with the least restrictive environments. The suspension rate in the Putnam City & Western Heights School District has most impacted that of the Black and Brown subgroups. Students in these subgroups are also economically disadvantaged, trauma-informed, English Language Learners, and Students with Disabilities, and chronically absent. The PTPLA



inclusive approach to discipline is designed to minimize learning loss, and provide consistency and accountability for onsite academic, and social and emotional learning engagement.

### **Communication of Discipline Policies**

PTPLA staff, students, and families will be notified of all discipline policies upon enrollment, upon receipt of handbook, during the Family Vision Conference, and during grade level/classroom orientation. Community partners will also receive a written copy of the discipline policy and will be expected to inform the PTPLA Dean of Leadership when a student is in violation of the policy. Additional notifications when it is deemed necessary to enforce a discipline policy will be adhered to in the following manner:

- **Staff Notification:** PTPLA staff be notified via the Student Information System, and on our computer-based daily discipline log.
- **Student Notification:** PTPLA students will receive both a verbal and written notice, along with a conference with a member of the Administrative Team if deemed appropriate
- **Parental/Family Notification:** PTPLA parents/families will be contacted via phone and in writing. In some instances, a parent conference will be requested.
- **Community Partner Notification:** PTPLA Community Partners will not be notified of an actual student violation; however, the Dean of Leadership will communicate as to whether the student is able to participate with the said community partner, depending on the infraction. PTPLA Community Partners will receive communication when a student receives a Positive Office Referral.

**Restorative Practices:** PTPLA has found that the Denver Public Schools Discipline Policy and Matrix and that of Denver North High School is closely aligned to our discipline philosophy of restorative frameworks.

A 2019 report from WestEd’s Justice and Prevention Research Center summarized the breadth of evidence on restorative practices and found that some schools adopt a universal approach that involves training all staff members and students, while others add the practices on to existing discipline systems. PTPLA intends to employ a universal approach, training both staff and students, as well as applying to our discipline system. The excerpt below, as taken from the report speaks to the decision of PTPLA to use Restorative practices in our model.

“Restorative justice (RJ) is a broad term that encompasses a growing social movement to institutionalize non-punitive, relationship-centered approaches for avoiding and addressing harm, responding to violations of legal and human rights, and collaboratively solving problems. RJ has been used extensively both as a means to divert people from traditional justice systems and as a program for convicted offenders already supervised by the adult or juvenile justice system. In the school setting, RJ often serves as an alternative to traditional discipline, particularly exclusionary disciplinary actions such as suspension or expulsion. RJ proponents often turn to

restorative practices out of concern that exclusionary disciplinary actions may be associated with harmful consequences for children (e.g., Losen, 2014). More recently, it has also been embraced as a preventative intervention for building an interconnected school community and healthy school climate in which punishable transgressions are less common (e.g., Brown, 2017).

Within school settings, RJ encompasses many different program types. An RJ program can involve the whole school, including universal training of staff and students in RJ principles, or it can be used as an add-on to existing discipline approaches and philosophies. It also has been combined with other nonpunitive discipline approaches, such as Social and Emotional Learning and Positive Behavioral Interventions and Supports.” (As taken from WestEd’s Justice and Prevention Research Center. See link to full report here [report](#))

## **SECTION ONE: SCHOOL DISCIPLINE ADMINISTRATION**

### **1-1 Characteristics of Disciplinary Practices**

- A. Successful disciplinary practices have the following characteristics:
  1. They are explicit, reasonable, and timely.
  2. They have logical, fair, consistent, and age-appropriate consequences.
  3. They include a variety of prevention and intervention measures.
  4. They provide the opportunity for significant parent/guardian and student participation.
  5. They respond to individual differences among students with insight and sensitivity.
  6. They ensure the opportunity for students to obtain an education.
  7. They address the needs of the student who engaged in the misconduct, the needs of those who were affected by the misconduct, and the needs of the overall school community.

### **1-2 Staff Training**

- A. Staff training will be provided as needed to ensure that the disciplinary program in each school is effective and that relevant policies and procedures are equitably applied.

### **1-3 Non-Discrimination**

- A. School district staff responsible for implementing this Policy shall do so without discrimination based on race, color, gender, sex, sexual orientation, gender identity or expression, transgender status, religion, national origin, immigration/citizenship status, ancestry, age, marital status, pregnancy, parenting or marital status, veteran status, disability, or participation in a discrimination investigation. (Policies AC and JB).



- B. Discipline for students with disabilities shall be in accordance with the student's individualized education program (IEP), any behavior intervention plan, 504 Plan, and applicable laws affording procedural safeguards to students with disabilities.

#### **1-4 Addressing Racial Disparities and Other Protected Class Disparities in School Discipline**

- A. Efforts shall be made to eliminate any racial disparities in school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled, or referred to law enforcement.

#### **1-5 Student Conduct Subject to Disciplinary Action**

- A. Student conduct during either curricular or extracurricular activities in classrooms, in school buildings, on school grounds, or in school vehicles may be subject to disciplinary action, if such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

### **SECTION TWO: INTERVENTIONS AND CONSEQUENCES**

#### **2-1 General**

- A. Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. Schools should minimize the use of out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement, to the extent practicable while remaining consistent with state statute, local ordinances, and mandatory reporting laws.

#### **2-2 Reasonable Consequences**

- A. Consequences should be reasonable, fair, age-appropriate, and should match the severity of the student's misbehavior, as well as consider the impact on the victim and/or community. Consequences that are paired with meaningful and developmentally appropriate instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in getting the student re-engaged in learning.

- B. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences include systematic recognition for appropriate behavior and lead to an increase in that appropriate behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

### **2-3 Relevant Factors in Making Discipline Decisions**

- A. When choosing consequences for students' misbehavior, teachers, administrators, and staff must balance the District's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following factors shall be considered:
  - 1. Age, health, and disability or special education status of the student
  - 2. Appropriateness of student's academic placement
  - 3. Student's prior conduct and record of behavior
  - 4. Student's attitude
  - 5. Level of parent/guardian's cooperation and involvement
  - 6. Student's willingness to repair the harm
  - 7. Seriousness of the offense and the degree of harm caused
  - 8. Impact of the incident on the overall school community.
- B. The availability of prevention and intervention programs that are designed to address student misbehavior should also be considered prior to disciplining students.
- C. If a student has an IEP or 504 Plan (or who we reasonably suspect may have a disability), PTPLA will consider whether we can apply exclusionary discipline for more than 10 days. Exclusionary discipline for more than ten days in a school year requires a hearing to determine if the conduct was a manifestation of the student's disability. PTPLA will consult with our Special Education Teacher/Coordinator and if additional clarification is needed we intend to seek OSDE Special Education counsel and Oklahoma Public School Resource Center Special Education counsel for governance on the process. PTPLA will also consider when behavior may indicate a need to consider our Child Find obligations to identify students with disabilities.

### **2-4 Interventions**

- A. When misconduct occurs, schools shall investigate the circumstances and gather facts that will help to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level. Interventions should provide students an opportunity to learn from their mistakes, and re-engage the student in learning. All interventions should

balance the needs of the student, the needs of those directly affected by the behavior, and needs of the overall school community.

- B. There are three types of intervention strategies that are available to teachers and administrators: Administrative, Restorative, and Skill-based/Therapeutic.
  - 1. Administrative Strategies are statutory, rule-based, or contract-based interventions done "to" the offender, such as:
    - a. Removal from classroom
    - b. Detention
    - c. Suspension
    - d. Expulsion
  - 2. Restorative Strategies are problem solving interventions done "with" the offender. They are driven by justice as much as is possible and focus on the harm caused and how it will be repaired. A successful restorative justice strategy may utilize collaboration in interventions with allied agencies and professionals. An assessment of the incident/conduct will be done, and a determination will be made by the school or District whether a face-to-face meeting with all parties is appropriate. Examples may include:
    - a. Family group conferencing
    - b. Victim-offender mediation
    - c. Classroom peace circles
    - d. Reparation of harm.
  - 3. Therapeutic/Resource Strategies are done "by" the offender and require intrinsic motivational behavior change. Such interventions include:
    - a. Mental health counseling
    - b. Anger management classes
    - c. Informal mentoring and behavior coaching.
- C. Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2nd or 3rd offenses. For example, in compliance with this Policy, the three types of interventions may be used in the following ways:
  - 1. Independently (e.g., 1-day after-school detention)
  - 2. As alternatives to each other (e.g., choice of mediation or 1-day suspension)
  - 3. In conjunction with each other (e.g., 2-day in-school suspension along with anger management class and mediation).
- D. Interventions can range from reminders, redirection, student/teacher conferences to classroom removal, behavior contracts, suspensions, recommendations for expulsion, and/or referral to law enforcement.

## SECTION THREE: DISCIPLINARY OFFENSES

### 3-1 Offenses and Consequences

For a detailed list of offenses, potential consequences, and whether a mandatory referral to law enforcement is necessary, see Discipline Matrix.

### 3-2 Discipline Ladder

- A. Six levels of intervention are defined in the discipline ladder. Disciplinary action should begin and be resolved at the lowest level possible, consistent with the nature of the violation. If similar violations continue, the intervention moves to a higher level on the ladder (e.g., from Level A to Level B). It is the intent of this policy that disciplinary offenses or violations are cumulative for a current school year. Past school years' referrals of a student should generally not be considered in determining the maximum consequence or ladder level for a disciplinary offense or violation during a current school year.
- B. The discipline ladder is used to provide students with support so as to avoid future disciplinary action. At all levels of the disciplinary referral ladder, interventions considered may include any of the types referenced above in Section 2-4 of this policy.

The PTPLA Board of Directors is currently in the process of developing a Discipline Matrix similar to that of DPS, and intends to include the Matrix in the Enrollment Packet. See below for the Discipline Ladder, types of conduct displayed at each level, and the Intervention Plan, understanding that this is still in draft form.

### Discipline Ladder

#### Type One Conduct (Levels A-C)

Classroom disruption	Use of profanity or vulgarity	Verbal insults or put-downs	Scholastic dishonesty
Excessive tardiness, skipping class	Dress code violation	Unauthorized use of school equipment, elevators	Minor physical aggression with another student (e.g., pushing, shoving)
Picking on, bothering, or distracting other students	Minor defiance of authority/disobedience	Use of cell phones, electronic devices at unauthorized times	Minor damage or defacement of school property
Unauthorized location of building	Tobacco offenses	Gambling	Other minor school-based misconduct

### Level A - Teacher/Student

- The student is provided an opportunity to tell his/her version of the incident.
- The teacher or designated staff counsels with the student.
- One or more interventions are initiated as appropriate.
- Any interventions will be documented.

### Level B - Teacher/Student/Parent

- The student is provided an opportunity to tell his/her version of the incident.
- The teacher or designated staff notifies the student's parent/guardian.
- The teacher counsels with the student and, if possible, the parent/guardian.
- One or more interventions are initiated as appropriate.
- Any interventions will be documented.

### Level C - Teacher/Support Staff/Student/Parent

- If intervention at Level B has not been successful, the teacher or designated staff can determine whether to involve a social worker, nurse, guidance counselor, psychologist, or any other member of the school's support staff.
- The student is provided an opportunity to tell his/her version of the incident.
- The parent/guardian is notified.
- The teacher and any member of the support staff who has been involved will conference with the student and, if possible, the parent/guardian to provide support for correcting the misbehavior. If possible, all of the student's teachers will be included in the conference.
- One or more interventions are initiated as appropriate.
- Any referrals or interventions will be documented.

### Type Two Conduct (Level D)

Classroom disruption	Use of excessive profanity or vulgarity in the presence of adults	Bullying	Consensual but inappropriate physical contact
Excessive tardiness, skipping class	Possession of fireworks/firecrackers	Unauthorized use of school equipment, elevators	Minor physical aggression with another student (e.g., pushing, shoving)
Harassment based on sex, gender, sexual orientation, gender identity or expression, transgender status, or pregnancy, parenting, or marital status (sexual harassment)	Severe defiance of authority/disobedience	Harassment based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information of an employee or applicant for employment	Destruction or theft of school property, including graffiti (under \$500)
False activation of a fire alarm	Tobacco offenses	Gambling	Recurring Type One offenses

#### Level D - Administrative Level Referral

- The student is referred to the appropriate administrator or designated staff person.
- Documentation of the steps taken to intervene and change the student's behavior is provided.
- The student is provided an opportunity to tell his/her version of the incident.
- The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.
- If necessary, in-school suspension of up to three days may be utilized (see Section 6-2 of this policy for more details).
- School officials should consider developing a behavior intervention plan for the student (in some cases, such a plan might be mandatory; see Section 5-3 of this policy).

- Referrals and interventions will be documented.

### **Type Three Conduct (Level E)**

Classroom disruption	Use of profanity or vulgarity toward adults	Bullying	Consensual but inappropriate physical contact
Possession of alcohol, unauthorized (but legal) drugs, or illegal drugs	Possession of fireworks/firecrackers	Destruction or theft of school property, including graffiti (\$500 - \$5000)	Mutual fighting (may include incidents that result in minor injuries like cuts, scrapes etc.)
Harassment based on sex, gender, sexual orientation, gender identity or expression, transgender status, or pregnancy, parenting, or marital status (sexual harassment)	Severe defiance of authority/disobedience	Harassment based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information of an employee or applicant for employment	Theft from an individual (\$500 - \$5000)
Being under the influence of drugs or alcohol	Excessive tobacco offenses	Excessive Gambling	Other school-based misconduct that substantially disrupts the school environment and Recurring Type Two offenses

#### Level E - Suspension Options

- The student is referred to the appropriate administrator or designated staff person.
- Documentation of the steps taken to intervene and change the student's behavior is provided.
- The student is provided an opportunity to tell his/her version of the incident.
- The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.

- If previous interventions have not been successful, the Head of School or 's designee may consider the use of an in-school suspension of 1-3 days or a one-day out-of-school suspension (see Sections 6-2, 6-3, and 6-4 of this policy regarding the use of suspensions).
- School officials should consider developing a behavior intervention plan for the student (in some cases, such a plan might be mandatory; see Section 5-3 of this policy).
- Upon return to school after suspension, further steps to encourage positive behavior are to be considered.

### Type Four Conduct (Level F)

Habitual disruption in classroom and building	Assault, harassment, false allegation of abuse or willfully causing property damage against a school employee	Bullying	Unlawful sexual behavior, unlawful sexual contact, and indecent exposure
Possession of alcohol, unauthorized (but legal) drugs, or illegal drugs	Possession of an explosive (non fireworks/firecrackers) that seriously endangering the welfare or safety of others, Arson	Destruction or theft of school property (over \$5000)	Student behavior presenting an active or ongoing danger to the welfare or safety of school occupants
Harassment based on sex, gender, sexual orientation, gender identity or expression, transgender status, or pregnancy, parenting, or marital status (sexual harassment)	Severe defiance of authority/disobedience	Harassment based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information of an employee or applicant for employment	Theft from an individual (\$500 - \$5000)
Being under the influence of drugs or alcohol	Third Degree Assault	Witness Intimidation or Retaliation	Other school-based misconduct that substantially disrupts the school environment and Recurring Type Three offenses



Level F - Additional Suspension Options

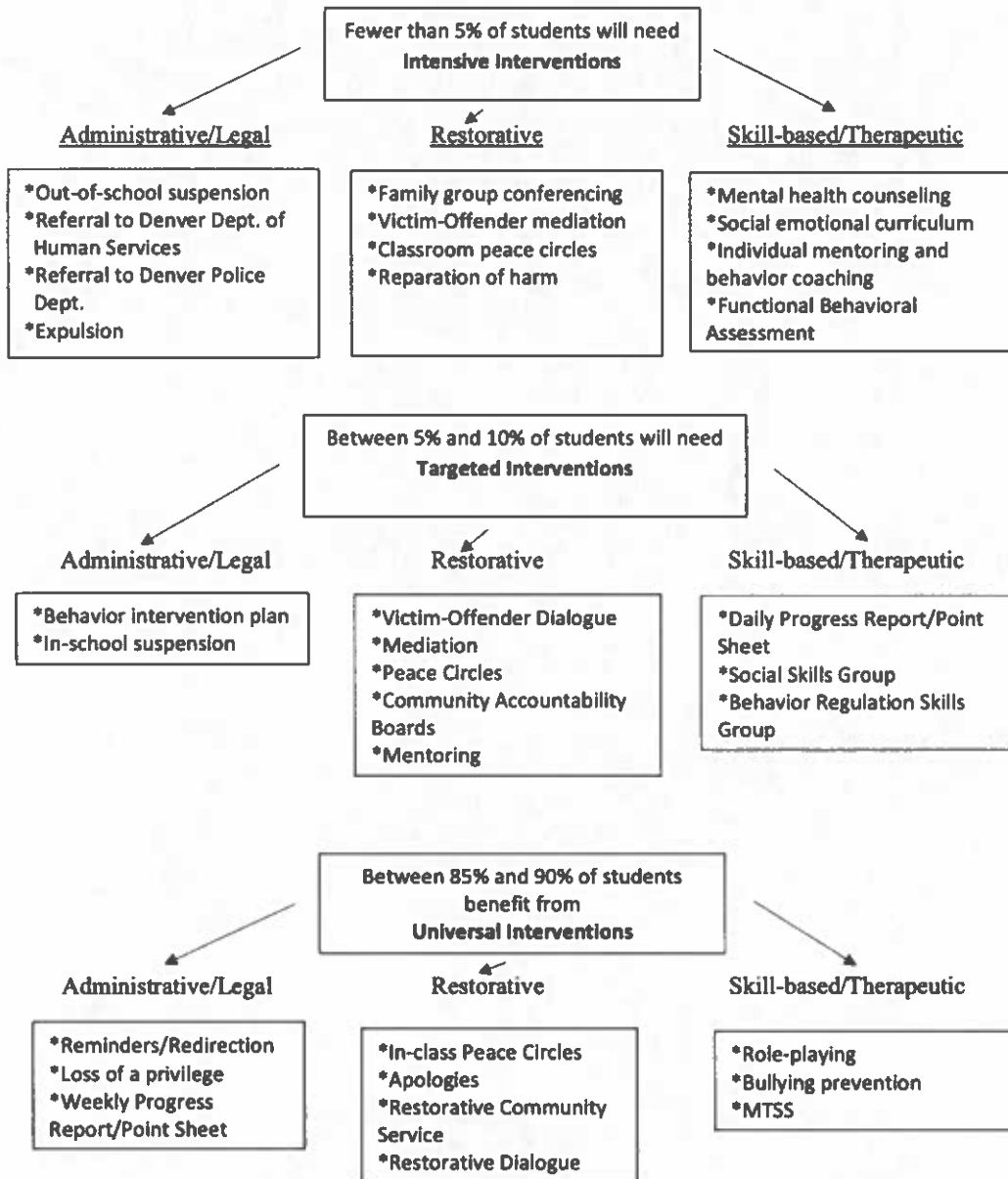
- The student is referred to the appropriate administrator or designated staff person.
- Documentation of the steps taken to intervene and change the student's behavior is provided.
- The student is provided an opportunity to tell his/her version of the incident.
- The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.
  
- If previous interventions have not been successful, the Head of School or 's designee may issue an additional 1-3 day in- school suspension and/or a 1-3 day out-of-school suspension (see Sections 6-2, 6-3, and 6-4 of this policy regarding the use of suspensions)
  
- Persistent misconduct can result in the student being declared "habitually disruptive," and will be recommended for expulsion.
  
- Upon return to school after suspension, further steps to encourage positive behavior are to be considered.

**Type Five/Six Conduct (Potential Expulsion Recommendation)**

Hazing and bodily harm therein	Sale or distribution of, or intent to sell, unauthorized drugs or controlled substance	First degree assault	Firearm
Dangerous Weapon	Sexual assault	Second degree assault	Possession of, knowing of and participating therein for any of these conducts

## PTPLA Intervention Plans: Universal, Targeted, and Intensive (as adopted from DPS)

For each incident of misbehavior, different student support/discipline strategies can be implemented. The identification of the appropriate interventions and consequences will lead to the correction of the misbehavior. Students need to be re-engaged in the learning process as quickly as possible. The following are some examples of student support/discipline strategies:



## **SECTION FOUR: DISRUPTIVE STUDENTS IN THE CLASSROOM**

### **4-1 Removal from Classroom**

- A. The District acknowledges the important role and responsibility of teachers in an effective discipline plan. A classroom free of disruption is essential for learning. When a teacher judges it necessary to protect the instructional process, he or she may remove a disruptive student from class to an alternative setting. The PTPLA Board of Directors defines "Classroom Disruption" as a willful and substantial disobedience or open and persistent defiance, or repetitive interfering with the school's or teacher's ability to provide an appropriate learning environment in the classroom which cannot be managed through effective classroom management and/or the intervention strategies identified in this policy.
- B. In the event a student is removed from the classroom, the teacher shall see that the student has his or her textbooks and class work to complete assignments. The assigned team should collaborate with the Head of School to formulate a plan regarding alternative setting(s) for students removed from a classroom by a teacher. The student will be returned to class only after the teacher has been consulted and a conference has been held with the student. As soon as reasonably possible the teacher or Head of School (or designee) will contact the parent or legal guardian regarding the removal and request his or her attendance at a conference, if appropriate.
- C. A behavior plan may be developed at this time, but must be developed after the second removal of the student from the class. The plan should be consistent with the building disciplinary plan. Conditions under which students will be returned to class after the second removal, including the time period which should expire before the student is returned, shall be part of the behavior plan if developed. A referral to the school intervention team (with adequate documentation) is appropriate. The student will be returned to class only after the teacher has been consulted and a conference has been held with the student.
- D. Upon the third removal (with the exception of students with an active IEP), the student may be removed from the teacher's class for the remainder of the term. A referral to the school intervention team (with adequate documentation) is appropriate. Whether the student will be placed in a different education setting or suspended shall be consistent with this policy and IDEA regulations. This section shall not serve as a substitute for expulsion, and may only be applied if the school has an equal educational opportunity available for the student in the building.

- E. If the Head of School has evidence a teacher is referring an excessive number of students for disciplinary reasons, the Head of School shall review the classroom practices with the teacher and try to determine if a more preventive approach is possible through change in practice, or if the teacher would benefit from staff development. However, this concern shall not be utilized as a reason for returning a student to class who has been excluded by the teacher without the conference referred to above.

## **SECTION FIVE: SUSPENSION AND EXPULSION PREVENTION**

### **5-1 General**

- A. Alternatives, such as restorative or therapeutic interventions, should be utilized to help students who are at risk of suspension or expulsion before such disciplinary measures become necessary.
- B. The Head of School or a designee shall work with the professional staff to identify students who are at risk of suspension or expulsion. Among those students who may be at risk are those who have been or are likely to be declared habitually truant or habitually disruptive.
- C. At-risk students could be defined as those students with previous behavioral problems or students who were suspended, expelled, or removed from class at any point in the last calendar year.

### **5-2 Behavior Intervention Plans**

- A. The use of behavior intervention plans to prevent or correct persistent discipline problems is strongly encouraged. The goals of the plan are to address the student's disruptive behavior and educational needs, and emphasize the importance of maintaining the child's enrollment in school.
- B. To develop the plan, the Head of School or a designee will arrange for a meeting with the student, the student's parent/guardian, the mentor/community partner and any members of the staff whom the Head of School designee believes should attend. The purpose of the meeting will be to address the reasons for the student's disruptive behavior and cooperatively to establish goals, objectives, and timelines to modify such behavior.
- C. A written plan will be prepared that addresses the student's disruptive behavior, educational needs, and the steps necessary to keep the child in school. Functional

behavioral assessments are encouraged in developing the plan. The plan will include incentives for good behavior and consequences if the student is disruptive in violation of the plan. The behavioral plan shall include a description of the support and educational services that will be provided by the school to help the student avoid future suspensions and expulsion.

1. The District must work with the student's parent or guardian in providing these services.
  2. Such services may be provided through agreements with appropriate local governmental agencies, community-based organizations, and institutions of higher education.
- D. Every effort will be provided for parent/guardian and teacher(s) input and involvement in the contract's development. Notification of the plan will be presented to the parent/guardian in a language he or she understands or is fluent.
- E. The parent/guardian, student, and the Head of School or designee should sign the contract.
- F. Every effort will be made to ensure that a plan of services is in place and acted upon before any action is taken to suspend or expel a student, barring emergency situations in which immediate disciplinary action is necessary to ensure the safety of the school and its occupants.

### **5-3 Mandatory Behavior Intervention Plans**

- A. There are two situations in which a behavior intervention plan must be developed: when a student has been twice removed from class for being disruptive; and when a student receives a suspension that counts toward being declared a "habitually disruptive student."

## **SECTION SIX: SUSPENSIONS OR EXPULSIONS**

### **6-1 General**

- A. Suspensions, both in-school and out-of-school, are only to be given in accordance with Section 3-1 of this policy.
- B. A student may not be suspended for conduct that occurs off of school property and outside the school day unless the conduct substantially disrupts, or will substantially disrupt, the school environment, or seriously endangers the welfare or safety of other

students or school personnel. In this instance, the provisions in Section 3-1 of this policy shall be followed.

- C. Students who are suspended may not participate in extracurricular activities or school sponsored events during the period of the suspension, unless the participation is directly aligned to grading or academic programming and term evaluation, and is approved by the Head of School. Additionally, students on suspension during the administration of state assessments shall be provided an opportunity to take the test and may be allowed to participate in related test preparation activities, upon approval by the Head of School.
- D. The school shall provide the student with the opportunity to earn equivalent grades and credits as other students during the student's suspension, and the ability to make-up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to provide an opportunity for the student to reintegrate into the educational program of the district following the period of suspension.

## **6-2 In-School Suspensions**

- A. Students with consistently problematic behavior patterns should not be allowed to disrupt the educational process; yet when these students are suspended from school it often adds to the problems of the students, the school, and the community. Therefore, PTPLA and the PTPLA Board of Directors endorse the concept of in-school suspension.
- B. The purpose of in-school suspension is to provide a more effective means of discipline than detention or out-of-school suspension. By using in-school suspension, students should not fall behind on school assignments, but should still learn from their mistakes and misbehavior. All in-school suspensions shall be imposed in a manner that is consistent with students' due process rights, as outlined in this and other policies. The following guidelines shall be observed:
  - 1. Students shall be assigned to a special class, if available, where they shall be adequately supervised at all times. The in-school suspension supervisor shall see that each student has appropriate assignments and materials from his/her regular teachers.
  - 2. The Head of School or a designee shall notify the parents/guardians at once by telephone if their child has been placed under in-school suspension. If the parent/guardian cannot be reached by phone, or if requested by the parent/guardian, there shall be a written notification in a language the parent/guardian can understand. Reasons for the in-school

suspension shall be given, and a conference may be scheduled prior to the student's readmission to regular class.

### **6-3 Out-of-school Suspensions**

- A. Students can only be suspended out-of-school if they commit a Type Three, Type Four, Type Five or Type Six offense (see Section 3-1 of this policy), or if they have reached Level E in the Discipline Ladder (see Section 3-2 of this policy).

### **6-4 Procedures for Out-of-school Suspensions**

- A. The PTPLA Board of Directors delegates to the Head of School, or to a person designated in writing by the Head of School, the authority to suspend a student out of school in a manner consistent with this policy. In exercising this authority, the Head of School or designee must follow the procedures prescribed to afford due process.
- B. Before a student is suspended, he or she has the right to an informal conference with the Head of School or designee. At the conference, the student must:
  - 1. Be allowed to call a parent or guardian, and have the parent or guardian attend the conference if they are able to within a reasonable amount of time.
  - 2. Be informed of the charges and evidence against him or her.
  - 3. Have an opportunity to respond to the charges, verbally or in writing, and present his or her version of events.
  - 4. Be informed of the right not to submit a written statement, if a written statement is requested.
  - 5. Have an opportunity to present evidence in his or her defense, including the right to have his or her witnesses interviewed by the Head of School or designee.
- C. It is best practice for the Head of School, or designee, to interview all known witnesses and to review all evidence prior to making a determination regarding suspensions.
- D. If, after the informal conference, the Head of School or designee decides to suspend the student out of school, the school must make a reasonable attempt to contact the parent or guardian at once by phone. The school must also provide a written notice of suspension in a language that the parent/guardian can understand. Both the oral and written notices must inform the parent/guardian that the student has been suspended, and must include the grounds for the suspension, the period of the suspension, and offer to schedule a time and place for the parent/guardian to meet with the Head of School or designee to review the suspension prior to or concurrent with reinstatement. It must also state that make-up work will be provided during the period of suspension, and that the student has the right to appeal the suspension and how to do so.

- E. If an emergency requires immediate removal of the student from school, the informal hearing shall follow as soon after the student's removal as practicable. If immediate removal from school is necessary, the school shall immediately notify the parent/guardian to determine the best way to transfer custody of the student to the parent/guardian.
- F. If the suspension will count toward declaration of the student as "habitually disruptive," the parent/guardian and student must be notified in writing, as discussed in Section 6-7 of this Policy.
- G. Upon reinstatement from suspension of any student, the Head of School or designee shall attempt to meet with the student's parent or legal guardian to discuss the student's behavior and the possible need for a behavior intervention plan (as discussed in Sections 5-2 and 5-3) for the student in an effort to prevent further disciplinary action.
- H. For Type Three offenses (see Section 3-1 of this policy) committed by a student in the 4th through 12th grades,, if the student's presence in school presents a danger or severe disruption to the school and its occupants or additional time is needed to further investigate the incident, the Head of School has the option of extending the maximum one-day out-of-school suspension available under Section 3-1 by up to two days, for a total of three days.
- I. For Type Four offenses (see Section 3-1 of this policy), the Head of School has the option of extending the maximum three-day out-of-school suspension available under Section 3-1 by up to two days, for a total of five days, if deemed necessary for the safety of the school.

#### **6-5 Out-of-school Suspension Appeal Rights**

- A. The student must be informed of his or her right to appeal an out-of-school suspension with the Head of School or designee in the notice of suspension.
- B. The student shall have the following rights in the suspension appeal process:
  - 1. The right to request a meeting with the Head of School or designee.
  - 2. The right to a representative to be present at the meeting.
  - 3. The right of the student, parent/guardian, and/or representative to address the Head of School or designee on the evidence and the appropriateness of the penalty.
  - 4. The right to submit, or have a parent, guardian, or representative submit, a dissenting opinion regarding the suspension, and have it included in the student's disciplinary file.
  - 5. The right to review, or have a parent, guardian, or representative review, any evidence relied upon in the suspension decision and which is reasonably available



for production. The district shall not be obligated to produce evidence which would be in violation of the Family Education Rights and Privacy Act or without an individual(s) consent or Court order.

- C. The Head of School or designee will:
  - 1. Review all written documents.
  - 2. Make a determination of whether there was sufficient evidence to find:
    - a. That the alleged violation occurred, and
    - b. Whether the penalty imposed was appropriate.
  - 3. Provide a written decision within five days of the meeting.
  - 4. If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
  - 5. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the Head of School or designee.
- D. If the Head of School or designee denies the appeal, the student may pursue a second appeal of the suspension to the PTPLA Board of Directors.
- E. The student shall have the following rights in the second appeal process:
  - 1. The right to request a meeting with the PTPLA Board of Directors.
  - 2. The right to a representative to be present at the meeting.
  - 3. The right of the student, parent/guardian, and/or representative to address the PTPLA Board of Directors on the evidence and the appropriateness of the penalty.
  - 4. The right to submit, or have a parent, guardian, or representative submit, a dissenting opinion regarding the suspension.
- F. The PTPLA Board of Directors will:
  - 1. Review all written documents.
  - 2. Make a determination of whether there was sufficient evidence to find:
    - a. That the alleged violation occurred, and
    - b. Whether the penalty imposed was appropriate.
  - 3. Provide a written decision within five days of the meeting.
  - 4. If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
  - 5. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the PTPLA Board of Directors.

#### **6-6 Extensions of Out-of-school Suspensions**

- A. The PTPLA Board of Directors delegates to the Head of School or a designee the authority to extend a student's out-of- school suspension by up to ten (10) days as

necessary, upon recommendation of the Head of School. The total period of suspension shall not exceed twenty-five (25) days. All suspensions shall not violate that of Special Education Services and documented IEP.

- B. A suspension shall only be extended if the student committed a Type Four or Type Five Offense (see Section 3-1 of this policy), the student's presence in school presents a danger or severe disruption to the school and its occupants, and either additional time is needed to further investigate an incident or there has been a recommendation to the Head of School or designee to expel the student.
- C. If an extension of the suspension is to be recommended, the Head of School or a designee shall make a reasonable attempt to notify a parent/guardian at once by telephone and shall follow up with a written notification in a language the parent/guardian can understand. Through this oral and written notification, the Head of School or designee shall attempt to schedule a conference with the parent/guardian to explain the reason for the extension.
- E. If the suspension has been extended so that the total suspension is ten (10) days or more, and there has not been a recommendation of expulsion, the student is to receive the same right to a hearing as described below in Section 6-8 of this policy.
- F. If a student's suspension is extended beyond a total of ten (10) days, the student must be provided with an alternative learning environment in which he or she shall have the opportunity to earn equivalent grades and credits as other students during the suspension period.

#### **6-7 Habitually Disruptive Students**

- A. A "habitually disruptive student" is a child who has been suspended out-of-school by the Head of School or a designee three (3) times during the course of a school year for causing a disruption in the classroom, on school grounds, in school vehicles, or at school activities or sanctioned events.
- B. For violations which are counted toward declaration as a habitually disruptive student, consideration will be given to whether a change in the student's schedule is appropriate to address the disruptive behavior.
- C. The student and parent/guardian must be notified in writing of each suspension counted toward declaring the student as habitually disruptive. The student and parent/guardian must be notified in writing and by telephone or other means at the home or the place of employment of the parent/guardian of the definition of "habitually disruptive student"

and the option to recommend expulsion of such students. This written notification must be provided in a language that the parent/legal guardian can understand and or is fluent.

### **6-8 Procedures for Expulsion**

- A. The PTPLA Board of Directors delegates to the Head of School the authority to expel for any period up to one (1) calendar year. A parent may also opt to return to their zoned traditional public school in lieu of continued enrollment in PTPLA charter school.
- B. Procedures for expulsion of a student will be initiated by the Head of School's recommendation to the PTPLA Board of Directors. The Head of School will, at the time of making such recommendation, give to the student and the student's parent/guardian written notice of the recommendation in a language that they can understand or are fluent. The notice will contain:
  - 1. A statement of the reasons for the recommended action.
  - 2. A statement that a hearing on the question of expulsion will be held unless waived by the student or the parent/guardian within ten (10) days after the date of the notice.
  - 3. A statement that the student may be present at the hearing to hear the evidence, may have an opportunity to present relevant evidence, and may be accompanied by a parent/guardian and a representative of choice.
- D. Unless the student or parent/guardian expressly waives their right to a hearing, the Head of School or designee shall not expel any child without a hearing at which evidence may be presented in the child's behalf by the parent, an attorney or an advocate of the parent/guardian's choice.
- E. Hearings will be conducted by a hearing officer, who may not be a current employee of the school, the District, or the PTPLA Board of Directors. At the hearing, testimony and information will be presented under oath. Technical rules of evidence will not apply. The student, parent/guardian, or representative may question individuals presenting information.
  - 1. Written statements made by the student may not be used as evidence unless his or her parent/guardian was present at the time it was signed by the student, or school officials had made reasonable attempts to have the parent/guardian present at the time of signing.
  - 2. For a Type Six offense, if the hearing officer determines that the student possessed a firearm on school grounds, the recommended consequence shall be expulsion for a duration of one year.
- F. The Head of School or designee will, following review of the recommended action and the report of the hearing officer take action on the recommended expulsion. A written opinion notifying the student and his or her parent/guardian of the action taken shall be

issued within five (5) days of the hearing. If the Head of School or designee determines that the penalty for a Type Six offense does not merit expulsion for the duration of one year, the written opinion will state the reasons for the exception. The notice shall be in a language that the parent/guardian can understand or is fluent.

- G. The Head of School or a designee will notify the student and his or her parent/guardian of their right to appeal the decision to the PTPLA Board of Directors within ten (10) days of the receipt of the notice. The notice shall be in a language that the parent/guardian can understand.
- H. If an appeal is timely requested, the PTPLA Board of Directors will review the record and offer the opportunity for representatives of PTPLA and the student to make statements to the PTPLA Board of Directors. The PTPLA Board of Directors will:
  - 1. Make a determination of whether there was sufficient evidence to find:
    - a. That the alleged violation occurred, and
    - b. Whether the penalty imposed was appropriate.
  - 2. Provide a written decision within five days of the meeting.
  - 3. If it is determined that no violation occurred, all school records pertaining to the expulsion will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
  - 4. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the PTPLA Board of Directors.
- I. Information will be provided to the parent/guardian of every expelled student regarding educational alternatives available during the period of expulsion. If the parent/guardian desires a home-based educational program, curricula at the appropriate grade level will be made available.

## **SECTION SEVEN: ANNUAL REVIEW AND DISCIPLINE COMMITTEES**

### **7-1 Annual Review and Report**

- A. Both PTPLA and the PTPLA Board of Directors will evaluate and monitor the effectiveness of the school discipline plan using school disciplinary data disaggregated by race, ethnicity, and sex of the student. This will identify areas of need; target areas of concern; access professional development, supports, and services; and revise school procedures as needed.

- B. PTPLA/Head of School will annually review their school climate and submit a written report in a form to be prescribed to the PTPLA Board of Directors; based on the review, PTPLA/Head of School will make changes consistent with the intent of this and other policies.
- C. The review will include the following:
  - 1. Intervention and prevention strategies.
  - 2. The number of referrals, in-school suspensions, out-of-school suspensions, expulsions, tickets, and arrests, disaggregated by race, ethnicity, age, grade, disability, and gender of the students, where available.
  - 3. Differences in referrals among staff members.
  - 4. The extent to which the policy, including but not limited to disciplinary action, is consistently applied to all students.
- D. Based on the review, PTPLA/Head of School will make changes consistent with the intent of this and other policies.

## **7-2 Discipline Committees**

- A. Schools are also encouraged to establish a discipline committee of school personnel, parents, and students to develop, monitor, and evaluate school discipline policy and school climate. The use of school discipline data is recommended in this process.

## **(Attachment B-7) Recruitment of Students**

PTPLA will make every effort to recruit families from Southwest Oklahoma City, Oklahoma. As noted, PTPLA intends to have a student body, representative of the Southwest Oklahoma City community; therefore, we will promote and market primarily in the zip codes of Putnam City Schools and Western Heights Public School District. These zones also represent Academic Enterprise Zones (AEZ). We have a marketing team committed to the mission and vision of PTPLA. Isolated recruitment and marketing began in June of 2023. Full scale marketing will begin in January 2024 with official acceptance of applications to enroll upon receiving charter authorization. Our recruitment and marketing plan is inclusive of the following, under the guidance of The Bloomwell Group and The Murrell Group, all of which have been finalized. **See also Attachment B-5 Admission Policies and Procedures.**

- Develop a clear and identifiable school brand/logo
- Invest in a digital application tracking system, in addition to printed applications
- Ensure that advertisement visuals are reflective of population demographics
- Ensure that advertisements, audio and visual, are representative at a minimum of dual languages (English and Spanish) and provide additional translations when needed.
- Develop marketing materials designed to speak to different audiences (Parent/Student, as well as Business/Community Partners)
- Employ social media sites to target intended market
- Host small scale monthly community engagement events in targeted neighborhoods and apartment complexes
- Host informational meetings at churches, community centers, and local family owned restaurants in the target neighborhoods

## **Attachment C - Governance and Operation**

- Attachment C-1: Governing Body
- Attachment C-2: Powers and Authority of the Governing Body
- Attachment C-3: Conflict of Interest Policy
- Attachment C-4: Insurance/Liabilities/Compensation
- Attachment C-5: Board Member Information
- Attachment C-6: Administration

### **(Attachment C-1) Governing Body**

Is the charter school going to be governed by the board of directors of a corporation described as the Applicant in Attachment A? YES

## **(Attachment C-2) Powers and Authority of the Governing Body**

The Governing Board of PTPLA will be responsible for holding the charter, and, therefore, is legally and ethically responsible for the fiscal, organizational, and academic health of our school and its adherence to our mission and the accountability goals outlined within the charter agreement. The PTPLA Board has three major duties: Duty of Care, Duty of Loyalty, and Duty of Obedience.

*Duty of Care:* A Board Member is expected to act as would an ordinary, prudent person in similar circumstances. This requires diligent, attentive, informed participation, i.e., reasonable care when making decisions in stewardship of PTPLA. The duty of care is evident in the following activities:

- The Board holds regularly scheduled meetings
- Board Members have received and read the bylaws and policies
- Information is provided to the Board in a timely manner and in advance of meetings
- Board Members arrive at meetings prepared, having read the minutes and advance material
- Financial reports are furnished on a regular schedule and are reviewed by the Board
- The Board makes informed decisions based on information provided
- Minutes accurately reflect Board votes and decisions, including dissent

*Duty of Loyalty:* A Board Member is expected to act in good faith, giving undivided allegiance to PTPLA, when making decisions that affect it, and should not operate for personal gain against the best interests of the school. When a conflict arises between the interests of a Board Member and the well-being of the PTPLA, the Board Member should immediately disclose the matter, and recuse from both the discussion and the decision making. If the matter proceeds, the terms of any transaction with a Board Member must be at least as favorable to the school as that which could be obtained from a party with no ties to the school. Board Members should observe confidentiality regarding the Board's deliberations and decision-making, and respect and adhere to all Board decisions, regardless of whether they voted in favor of the motion. Only designated spokespersons (usually the Chair) may speak publicly on behalf of PTPLA.

*Duty of Obedience:* A Board Member is expected to act in a manner that ensures that PTPLA operates in keeping with its mission and bylaws and in accordance with the laws and regulations governing its formation and status. In order to maintain the public's trust as a nonprofit, public school, Board Members must be fully conversant and compliant with the school's mission, bylaws and policies and ensure that the policies, goals and activities (including competent management of the school funds and other resources) are executed in accordance with the mission.



Among its specific responsibilities will be the following:

- Strategic planning to ensure alignment between the school's mission and vision in addition to the formulation of new policies. The school's mission and vision will guide every decision made by the Board to provide a high quality, high school education geared toward preparing students to serve as leaders in their chosen paths to college and careers.
- Financial oversight to ensure the school's financial stability, to review and approve annual budgets, to adhere to the school's financial health, and to advise the preparation of and conduct oversight of annual financial auditing. All members of the Board will participate in fundraising to contribute to the school's financial health.
- Legal and regulatory compliance to ensure compliance with all federal and state charter laws and regulations, review laws regularly, and file all necessary documentation in accordance to the law. Management oversight to select the Head of School at the appropriate time and subsequently manage, support and evaluate the Head of School agreed-upon and clearly outlined performance criteria, set annual compensation for Head of School, and offer specific guidance and support to the Head of School regarding day-to-day management of the school.
- Promotion and accountability to the public to promote the school to the Southwest Oklahoma City community, expand the school's relationships with various networks and organizations, and participate actively in the proposed location's neighborhood on behalf of the school.

The Governing Board will elect a Board Chair, Vice-Chair, Treasurer, and Secretary, and will establish standing committees focused on, including but not limited to, Academic Achievement, Finance, Development, and Governance. The Head of School will serve on the Governing Board as an ex officio, non voting member. No other PTPLA staff member will serve on the Governing Board.

The Board will hire the Head of School. It is ultimately the Board's responsibility to find and hire a new Head of School should there be a vacancy in this position. Much like the onboarding process for board members, the board will cultivate a list of potential Head of School candidates; this search will be done on a local and nationwide level. The Board will reach out to those candidates and invite them to apply for the position. The position will also be public and any individuals interested may apply for the position. The Governance sub-committee will select top applicants and invite them to a phone interview. After hosting phone interviews, the sub-committee will once again select the top candidates and invite them to an in-person interview. After all in-person interviews have been conducted, the subcommittee will present to the board their recommendation to hire for the Head of School position. The entire board will vote on the recommendation and will be ultimately responsible for maintaining leadership sustainability.

The Head of School will be responsible for hiring all other PTPLA staff members. While the Head of School is responsible for hiring staff, the Board is responsible for ensuring that new hires are appropriately licensed as required (subjects, grades, special groups, ELL learners), and that there is an administrative team in place to support the Head of School. Background checks must be conducted and verified as clean for all staff before the start of school. Staff must be enrolled in retirement systems as required, and have health insurance and other insurance policies. The Board should expect monthly management reports on all staff items as outlined here.

### **Creation and Monitoring of Policies for Operational Decisions**

Governance encompasses legal responsibilities, general oversight, planning and policy-making, and meeting fiduciary requirements. The PTPLA Board will ensure the following best practices for nonprofit boards.

#### **Ten Responsibilities of Nonprofit Boards**

1. Defines and refines organization's mission, vision, and direction
2. Recruits, supports, and evaluates the School Leader
3. Ensures effective organizational planning
4. Ensures adequate resources
5. Manages resources effectively
6. Determines, monitors, and strengthens the organization's program and services
7. Enhances the organization's public standing
8. Ensures legal and ethical integrity and maintains accountability
9. Recruits and orientates new Board members
10. Assesses Board performance

The operational and managerial decisions will be made by the Head of School and the rest of the Administrative Leadership team as governed by the PTPLA Board. See Bylaws as Attachment C1-A.

### **Communication of Planned Meeting Schedule of the Governing Board**

As outlined in PTPLA Bylaws, and as detailed below, meetings of the governing Board include:

#### **Board Meetings**

Section 3.1 Regular Meetings. Regular meetings will be held as determined by the majority vote of the Board and in compliance with the Oklahoma Open Meetings Act of meeting a minimum of 10 out of 12 months. Board meetings unless otherwise noted will take place on the second Tuesday of each of the 10 months and will be located on school premises.

Section 3.2 Special and Emergency Meetings. The Board may have special or emergency meetings as authorized by applicable law.

Section 3.3. Location. Board meetings will be held at such places as the Board may designate.

Section 3.4 Notice. Notice of Board Meetings shall be in accordance with the Oklahoma Open Meetings Act.

Section 3.5 Quorum. A quorum consists of a majority of the then-seated Directors of the Board.

Section 3.6 Action by the Board. The actions taken and decisions made by a majority of the Board present at a meeting are the actions and decisions of the Board.

Section 3.7 Committees. The Board may establish one or more committees consisting of Directors and/or such other persons as may from time to time be appointed. The authority of a committee shall be to make recommendations for action to the Board within the scope of the committee's assigned task(s).

### **Conflict of Interest Requirements under Oklahoma Law**

The Board will adhere to the same Conflict of Interest Policy as required by Oklahoma State statute Title 70 Section 3- 136. In addition adhering to these policies, the PTPLA Board and staff members will be expected to adhere to the PTPLA Conflict of Interest Policy.

Overarching principles include:

- No Board member should use affiliation with Proud to Partner Leadership Academy for private or personal advantage.
- The Board will not enter into any contract with a Board member or any company, individual, business concern, or other entity in which any Board member is directly or indirectly interested, except as otherwise provided by Oklahoma law.
- Annually, the Board Secretary will request each Board member to provide a statement of companies, individuals, business concerns, or other entities in which the new Board member has an interest. These statements will be provided to PTPLA. Any listed entity will be placed on a “no bid” list as long as the Board member continues on the Board or until the Board member notifies the Board Secretary that the affiliation no longer exists.
- A Board member shall not seek any gift, payment, or other consideration from any person or business organization that does, or seeks to do business with PTPLA.
- No Board member shall accept or convert anything of value in exchange for referral of third parties to any such person or business organization.

- A Board member shall not accept gifts or favors from any person or business organization where these might tend, or appear to tend, in any way to impair independent judgment concerning the Board and school's operations.
- A Board member shall not give, or promise to give any property, gift, business favor, or anything of value to another person or entity if the giving of such items is, or appears to be improper or unethical.

## (Attachment C-3) Conflict of Interest Policy

### CONFLICT OF INTEREST POLICY

#### **ARTICLE I PURPOSE**

The purpose of the conflict of interest policy is to protect Proud to Partner Leadership Academy Inc (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

#### **ARTICLE II DEFINITIONS**

**1. Interested Person**

Any director, principal officer, or member of a committee with the board of director's delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

**2. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the board of directors or the appropriate governing committee decides that a conflict of interest exists.

**ARTICLE III**  
**PROCEDURES**

**1. Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with board of directors delegated powers considering the proposed transaction or arrangement.

**2. Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the board of directors or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

**3. Procedures for Addressing the Conflict of Interest**

- a. An interested person may make a presentation at the board of directors or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the board of directors or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the board of directors or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the board of directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

**4. Violations of the Conflict of Interest Policy**

- a. If the board of directors or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the board of directors or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

**ARTICLE IV**  
**RECORDS OF PROCEEDINGS**

The minutes of the board of directors and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board of directors' or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

**ARTICLE V**  
**COMPENSATION**

1. A voting member of the board of directors who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the board of directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

**ARTICLE VI**  
**ANNUAL STATEMENTS**

Each director, principal officer and member of a committee with board of directors' delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy;
- b. Has read and understands the policy;
- c. Has agreed to comply with the policy; and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

**ARTICLE VII**  
**PERIODIC REVIEWS**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**ARTICLE VIII**  
**USE OF OUTSIDE EXPERTS**

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of directors of its responsibility for ensuring periodic reviews are conducted.

**CERTIFICATE OF ADOPTION OF**  
**CONFLICT OF INTEREST POLICY AND AGREEMENT**

I do hereby certify that the above stated Conflict of Interest Policy for the Organization was approved and adopted by the board of directors on the date indicated below and constitutes a complete copy of the Conflict of Interest Policy of the corporation.

**Method for Resolving Conflict between Charter Board and Board of Education**

The PTPLA Board of Education expects that the charter contract will include a conflict resolution provision between the PTPLA Board of Directors and the Charter Authorizer.



## **(Attachment C-4) Insurance/Liabilities/Compensation**

PTPLA has contacted Oklahoma Schools Insurance Group (OSIG) in search of an insurance provider. OSIG has connected PTPLA with an insurance broker, Gallagher, equipped to handle the needs of schools in Oklahoma. To protect PTPLA from tort liability, we will purchase and maintain Directors and Officers Liability Insurance (often called D&O), liability insurance payable to the directors and officers of a corporation, or to the organization(s) itself, as indemnification (reimbursement) for losses or advancement of defense costs in the event an insured suffers such a loss as a result of a legal action brought for alleged wrongful acts in their capacity as directors and officers. Coverage can also extend to defense costs arising out of criminal and regulatory investigations/trials as well.

In compliance with Oklahoma State Statute/Insurance Laws, the Board acknowledges that we will be insured in the following areas:

- Federal Unemployment Tax Act (FUTA) 26 U.S.C. § 3301
- Employment Security Act 40 O.S. § 1-101
- Local Treasurer – Surety Bond 70 O.S. § 5-115

Laws Applicable if the Board specifies the Charter School will participate in Health and Insurance Programs

- Health Insurance Plan Required by School District 70 O.S. § 5-117.5
- Payment of Additional Salary in Lieu of Employee Insurance 70 O.S. § 5-140
- Procedure for Payment (health insurance) 74 O.S. § 1310.1
- State and Education Employees Group Insurance Act 74 O.S. §§ 1301-1323

In compliance with Oklahoma State statute Title 70, Section 3-136, the Board acknowledges that:

- The school is considered a district for the purposes of tort liability under The Governmental Tort Claims Act.
- The Board may enter into contracts.
- The Board may sue and be sued.
- The Board may not levy taxes or issue bonds.

The School shall purchase all insurance as required by federal and state statute. The School shall participate in Unemployment Insurance and Workers Compensation programs as required by statute. The School shall purchase liability insurance, property insurance, and surety bonds on staff that are responsible for the control of finances to the extent required by Oklahoma statutes. The School shall participate in the Oklahoma State Education Employees Group Insurance Board for health coverage. All other insurance coverage shall be procured through the procurement

process approved by the Board. Copies of individual policies shall be forwarded once they are fully executed

### Insurance Correspondence from Gallagher:



to me ▾

School Name: Proud To Partner Leadership Academy  
School Type: Tuition-free Public Charter High School  
Location: Oklahoma City, Oklahoma 73108

School Founder: Dawn Bowles  
Enrollment at Capacity: 400  
Opening Date: August 2024

This letter is to confirm that Ms. Bowles has begun the process of securing the required insurances for the Proud To Partner Leadership Academy Charter High School in Southwest Oklahoma City, OK.

Gallagher's role in this process is to obtain a completed application on behalf of the entity stating all details of the operations. This will need to include details regarding staffing, hiring processes, student count, before and after school activity details, revenue and exposures. Once we have the information available we can begin the process of seeking out qualified carriers that match the needs of our insured (Proud To Partner Leadership Academy)

Presently, we are unable to provide any quotes, but upon receipt of a school number and other pertinent information as requested in the Gallagher insurance broker application, we will work on behalf of Ms. Bowles and the Proud To Partner Leadership Academy to provide the best possible insurance quotes and vendors to meet needs in accordance with the Oklahoma statutes.

We look forward to partnering with Ms. Bowles and the Proud To Partner Leadership Academy.

Best regards,

**Kenessa O'Dell | Inside Sales Executive | Small Business**



direct: 630.694.5148  
[Kenessa\\_odell@gig.com](mailto:Kenessa_odell@gig.com)  
-  
[gallaghersmallbusiness.com](http://gallaghersmallbusiness.com)

**Proud To Partner Leadership Academy  
Total Compensation Statement  
SY 2024-2025**

<b>Base Salary:</b>	TBD			
<b>Additional Stipend(s):</b>	TBD			
<b>Total Salary:</b>	TBD			
ADDITIONAL Compensation and Benefits				
	What The Company Pays for (per Year)			Comments
	You	You + Spouse	You + Child (Children)	
<b>Medical Insurance</b>	\$7,683.36	\$0	\$0	
<b>Vision</b>	100%*	\$0	\$0	
<b>Dental</b>	100%*	\$0	\$0	
<b>Life</b>	100%*	\$0	\$0	
<b>Pre-Tax Benefits</b>	You Pay	The Company Pays		Comments
Health Savings Account <i>(Optional) Voluntary contribution of pre-tax dollars.)</i>	100%*	\$0		
Flexible Spending <i>(Optional) Voluntary contribution of pre-tax dollars.)</i>	100%*	\$0		
<b>Additional Ancillary Benefits*</b>	100%*	\$0		
<b>Retirement Plans</b>	You Pay	The Company Pays		Comments
<b>Retirement System</b>	Minimum of **% of base Salary \$	The company contributes to retirement/403B plans based on a state mandated contribution formula.		
<b>Paid Time off:</b>	10 days annually			<b>OTRS:</b> OTRS requires an employee contribution of at least 7.5%
<b>Total Compensation (Direct and Indirect):</b>	<b>Up to: \$XX,XXX.XX*</b>			
<b>*Based on benefit elected by employee **To be determined</b>				

The Company offers a comprehensive Medical care plan to you at no cost\*. Our plans save employees an average of up to \$7,683.36 per year in insurance cost. If you elect to enroll in any other plan, you will pay the difference in the cost between the company plan limit of \$640.28/mo. plan medical plan, contribution limit and the actual premium. All dental, vision and life care premiums are paid at the expense of the employee based on the current in the specific plan chosen by the employee. **Other:** The Company participates in the (Language for retirement system)

**Optional benefits:** Other **Sectional 125** Ancillary Benefits\*\* are available including HSA, FSA, disability, supplemental life, hospital indemnity, etc.

Employee Acknowledgement: \_\_\_\_\_ Date: \_\_\_\_\_

## EMPLOYEE [INSERT YEAR] TOTAL COMPENSATION STATEMENT

Dear [Employee Name],

Proud To Partner Leadership Academy (PTPLA) is pleased to present your personalized total compensation statement highlighting your total compensation package. Because your well-being is important to us, the benefit program is designed to furnish you with protection against financial devastation due to illness, disability, loss of work, retirement, or death. Some of the benefits are mandated by Federal or State legislation; others are provided by the Company to attract and retain quality individuals. Often our day-to-day responsibilities distract us from knowing what protection we have and the value of that protection to us.

Your personalized statement shows you a quick snapshot of the benefits program provided for you in the [Year] school year and the value of each benefit. The total Company (PTPLA) provided benefits are added to your [Year] eligible earnings. If you find any inaccuracies or have questions regarding this information, please contact Human Resources.

The Company is very proud of its employees and recognizes the contribution each individual makes toward the success of PTPLA. We realize that our benefits program is one of the largest investments we make each year. We do our utmost to provide the best benefits possible for you individually, and with the best service possible. It is always our goal to keep the benefits program current, as employee needs and expectations change.

I want to thank you in advance for the valuable and essential role you will play this year in helping PTPLA accomplish excellent results. This is a team effort and it takes each of us doing our part to achieve success.

Thank you!

Sincerely,  
[Signature]

Ms. Dawn Bowles, M.Ed.  
Head of School, PTPLA

Cash Compensation	Amount
Earnings	\$
Benefits	Company Contribution
Medical Insurance	\$
Dental Insurance	\$
Vision Plan Insurance	\$
Life and AD&D Insurance	\$
Statutory Insurance*	\$
Short Term Disability Insurance	\$
Long Term Disability Insurance	\$
401(k) Plan Contribution	\$
Profit Sharing Contribution	\$
Pension Plan Contribution	\$
Employee Assistance Program	\$
Vacation/PTO	\$
Sick Leave	\$
Holiday	\$
[Other]	\$
<b>Total Benefit Contributions</b>	\$

Earnings as of [Date]. Benefit elections are as of [Date] and do not reflect any changes to coverage after that period. \*Statutory Insurance includes FICA, Medicare, State, and Federal Unemployment Insurance.

<b>THE TOTAL VALUE OF YOUR COMPENSATION</b>	\$
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**Legal Disclaimer:** This document is intended for informational purposes only, and does not constitute legal information or advice. This information and all HR Support Center materials are provided in consultation with federal and state statutes and do not encompass other regulations that may exist, such as local ordinances. Transmission of documents or information through the HR Support Center does not create an attorney-client relationship. If you are seeking legal advice, you are encouraged to consult an attorney.

### **(Attachment C-5) Board Member Information**

All pertinent information for PTPLA Board Members is provided. Documents are inclusive of the following: Name, Address, Phone, Bio, and Length of Term. PTPLA Board will consist of no less than five seats and no more than seven seats.

<b>Name of Board Member</b>	<b>Address/Phone</b>	<b>Board Position/Length of Term</b>
Ms. Dawn Bowles	4305 Idylbreeze Drive Oklahoma City, OK 73179 (860) 966-5537	Director 1-3 years as determined by the Board
Dr. Sharri Coleman	616 NE 19th Street Oklahoma City, OK 73105 (405) 501-4284	Chair 1-3 years as determined by the Board
Ms. Rachel Brainard	2343 NW 20th Street Oklahoma City, OK 73107 (402) 309-4230	Vice Chair 1-3 years as determined by the Board
Ms. Gemma Bernardino	737 SW 34th Street Oklahoma City, OK 73109 (405) 287-0652	Recording Secretary/Clerk 1-3 years as determined by the Board
Mrs. Charlesetta Jossell	610 South Post Road Arcadia, OK 73007 (405) 249-1796	Community Outreach Committee Chair 1-3 years as determined by the Board

## **Ms. Dawn Bowles Biography**

Ms. Dawn Bowles is a native of Petersburg, Virginia, and a product of the Petersburg Public School System. She has served in the fields of both education and the Gospel ministry, for more than twenty-five years, and her educational and ministerial careers have allowed her to be used by God throughout the United States.

As a proud HBCU graduate, Rev. Bowles attended Hampton University and Virginia State University, earning a Bachelor's Degree in Music and Education. Post graduate studies enabled her to attend Yale Divinity School, University of Missouri, American Intercontinental University, and Walden University, earning a Master's Degree in Education with a concentration in Curriculum and Instruction. She is currently pursuing the Doctor of Education Degree in Educational Leadership and Administration.

Ms. Bowles is a champion for equity and student rights, and a true practitioner of varied pedagogical techniques. She has served education through the arts, as an acclaimed Director of Bands, and she holds years of classroom and administrative education experience, ranging from primary to collegiate levels. Noted as a transformational leader and school turnaround specialist with an emphasis on Social and Emotional Learning, Ms. Bowles has successfully worked to change the trajectory of life for trauma-informed students and families, as well as challenge the status quo in defining what true academic excellence can look like and how it can be achieved. In addition to being a dedicated and caring educator, Ms. Bowles is the founder of the Proud to Partner Community in Schools Initiative, having received multiple leadership and community service accolades across the U.S., viewing every opportunity to work with people as her ministry. Most recently, she was awarded the "Outstanding Women in Our Community" Award from the Oklahoma City Chapter of Chums, Incorporated.

As an Ordained Minister of the Gospel, Rev. Bowles has allowed her calling to be the foundation for her life. She has served as Minister of Music, Sunday School and Bible Study teacher, Director of Christian Education, Youth Pastor, Assistant Pastor, and Senior Pastor, working diligently with the Nursing Home, Prison, Music, Women's, Children's, Youth, and Young Adult Ministries.

Rev. Bowles currently serves as a Youth Pastor in Oklahoma City, Oklahoma. She has three brothers and one sister, and she is a proud Auntie and Godmother. Her belief is that she has been called to live a life of sacrifice, so that others might see and experience true love and transformative power, while being educated in the movement of the moment.

**Dr. Shari L. Coleman**  
**Biography**

A dynamic speaker, life-motivator, published author, blogger, professor, and trained podiatrist, Dr. Sharri is dedicated to empowering individuals to identify the link between the soul and their soles to take the necessary actions to “walk out” their life’s purpose. She bridges the gap between her medical background and spirituality by encouraging individuals to be spiritually, mentally, and emotionally faithful to themselves. Whether she stands before a church audience, in an academic setting, or with a medical/health agenda, she is enthusiastically committed to empowering individuals to rest, refocus, and realize their strengths.

Born and raised in Edgewater Park, New Jersey, Dr. Sharri graduated from Philadelphia High School for Girls (1989) in Philadelphia, PA, and received a Bachelor of Arts degree in Chemistry/ Pre-Medicine from Spelman College in Atlanta, GA, in 1993. In 1998, she obtained a Doctor of Podiatric Medicine (DPM) degree from Temple University School of Podiatric Medicine.

Combining her thirst for education and mentorship, Dr. Coleman deviated from her career in medicine, opting to teach. She taught Science and Chemistry in the Oklahoma City Public School system for seven years. In 2006, while still teaching high school Chemistry, Dr. Coleman began teaching at the University of Oklahoma in the Clara Luper African and African American Studies program (AFAM). Currently, Dr. Coleman serves as an Adjunct Professor of several departmental courses. A builder of community relationships and partnerships, she served as an internship counselor for three years and as a school counselor at a local 9th-grade center.

Not only does she assist young people in the educational system, but Dr. Coleman also encourages and mentors people of all ages at her church, where her husband serves as Pastor. She serves as Minister of Music, leads the Women’s Ministry, regularly serves as a local guest radio host, has interviewed on local television broadcasts, and has been the keynote speaker for various women’s conferences, luncheons, and services throughout the United States and Canada. Dr. Sharri is a current board member for Infant Crisis Services. Former positions include the Millwood Enrichment Foundation, Board of Visitors for Casady School, Diabetes education instructor, Board member of the Oklahoma City American Red Cross, and Chaplain of the Oklahoma City Chapter of Jack and Jill. Dr. Coleman is a member of the National Speakers Association (NSA) and the National Association of Professional Women.

She is a lifelong learner pursuing a Master of Theological Studies at Phillips Theological Seminary in Tulsa, Oklahoma. Dr. Coleman is the author of the book, *Gained Everything Without Giving up Anything: Lessons Learned during My 40-day Family-focused Journey*, creator of “Parenting on Purpose University” Facebook Group, and blogger, [www.soul2soledoctor.blogspot.com](http://www.soul2soledoctor.blogspot.com). Dr. Coleman has been married to college sweetheart Rev. A. Byron Coleman III since July 1997 and is blessed with two sons, Chandler Avery, and Courtland Alexander.



## **Rachel M. Brainard Biography**

Rachel Brainard was born and raised on a dairy farm near Enid, Oklahoma. She is the daughter of Brad and Lisa Brainard and is the oldest of three children. She attended the Oklahoma School of Science and Math Regional Center in Enid and graduated high school from Oklahoma Bible Academy as Valedictorian. Rachel matriculated to Concordia University in Nebraska where she spent four years earning bachelor's degrees in Chemistry and Biology, with minors in Math and Physical Science, graduating with highest distinction. While actively engaged in her Concordia studies, Rachel was the first chair clarinetist in the Concordia Symphonic Band, and a policy maker as Vice President of the Student Senate.

Rachel was also involved in youth programs, spending her summers mentoring youth at camps in the states of Iowa, California, Oklahoma and Washington. Upon earning her undergraduate degrees she continued her education at the University of Oklahoma Health Science Center, where she ultimately discovered that medicine was not her passion nor was it how she was called to serve. Continuing in her pursuit of life-long learning, Rachel then gained experience as a property technician at the Oklahoma Bureau of Narcotics where she managed evidence, vehicles, buildings and gear. It was after this that she began to really search for her true purpose, which led her back to her roots of working with youth and adolescents.

Ms. Brainard, as she is now known by her students and families, is a dedicated secondary educator with a passion for math and science. In her five years of positively impacting public education she has discovered that one of the most important influences in any classroom is social and emotional learning. She attributes her classroom success to building a positive culture rooted in relationships, transparency, and shared experiences. Additionally, her experiences as a youth leader have allowed her to impact the lives of young people outside of the public school classroom. Her commitment to building community relationships aligned to student needs and interests has aided many students and families in discovering their true paths to success.

Ms. Brainard is involved with Immanuel Lutheran Church and spends her free time geocaching and professionally smoking various meats and cheeses. She is also heavily involved in education outside of her classroom as she is a tutor with the Oklahoma Math Tutoring Corps, is a member of the Amplifying Math Pathways through the Launch Years task force with the Oklahoma State Regents, speaks at various conferences including the Oklahoma Council for Teachers of Mathematics, is trained as a Bootstrap instructor, and is a graduate of the Sarkey's Summer Math Institute. Rachel is also enrolled as a student at Southern Nazarene University and will graduate with a Master's degree in Educational Leadership in May of 2024.

## **Gemma Bernardino Biography**

A native of Los Angeles, California, having served in a U.S. Marine Corps Program, Ms. Gemma Bernardino is a hard worker, multitasker, and invested in the development of young minds. Responsible for a variety of tasks related to providing support in an educational and administrative setting, she often acts as a primary contact for inquiries from parents, students, and other individuals. As a model young professional, Gemma has become a staple in the dual language communities, in Southwest Oklahoma City, OK. Gemma has successfully impacted students and families in secondary schools with her attention to details and also to the needs of assisting families with the challenges of mobility.

Holding the Associate Degree in Business, and as a Certified Nursing Assistant, Gemma is well-versed in managing the tasks of the front office, and showcasing decision-making skills while maintaining the care and treatment of those in need. Additionally, she is bilingual and has learned how to seamlessly navigate varying cultures and languages.

She has worked successfully with at-risk and trauma-informed teens and families, and is an advocate for Social and Emotional Learning. Gemma is called both an advocate and a friend, but is most proud to be called Mom.

## **Charlesetta M. Jossell Biography**

Distinguished by a vibrant tapestry of leadership, community engagement, and entrepreneurial triumphs, Charlesetta Jossell is a seasoned professional. With an adept hand, she has led fundraising campaigns to fuel school expansion while wholeheartedly engaging in Medical Mission trips across Africa and Haiti, showcasing her unwavering dedication to global service and improvement.

Her diverse career history showcases her proficiency in a range of skills, from administrative tasks and human resource support to budgeting, vendor management, and exceptional customer service management. This background has led Charlesetta to entrepreneurship. She founded “God’s Natural Touch” which specializes in natural solutions, and her deftly managed pop-up shop booths cultivating growth of her business nationwide.

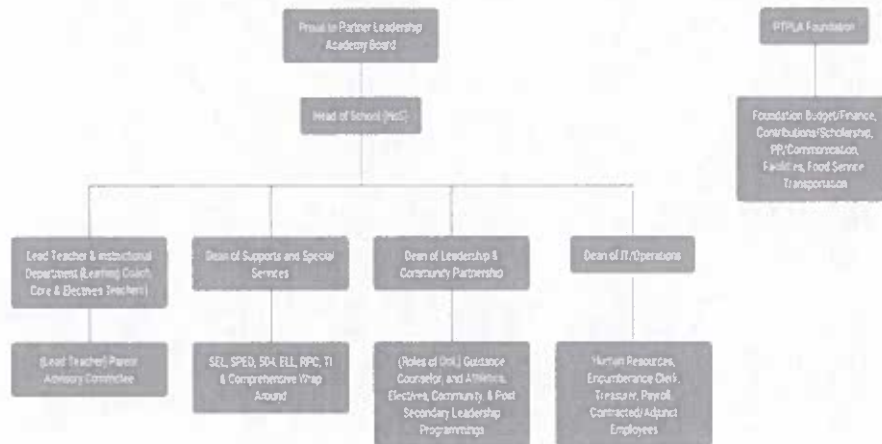
Charlesetta's dedication to education shines through her role as a teacher during the pandemic, expertly facilitating remote learning while leading a college team. Her global passion for education is further demonstrated in her previous role as an Educator with VIPKids, where she adeptly imparts English language skills to Chinese children through engaging online lessons.

Charlesetta's multifaceted journey embodies her passion for community, education, entrepreneurship, and impactful leadership. Her remarkable adaptability and excellence across various domains underscore her commitment to making a positive difference in every endeavor. With an unwavering aspiration to see everyone succeed, she's driven to create lasting impact.

Beyond her professional pursuits, Charlesetta's profound love extends to her cherished family and close friends. Celebrating 27 years of marriage to her husband, Keith, she finds profound joy in nurturing their three sons: David, Jonathan, and Nathan. This deep-rooted bond serves as an unwavering source of inspiration that fuels her dedication to serving others.

## (Attachment C-6) Administration

The PTPLA Administrative Leadership Team will consist of the following: Head of School, Dean of Leadership and Community Partnership, Dean of Instructional Technology and Operations, and Dean of Supports and Special Services. The PTPLA Education and Outreach Foundation will be established to function as a separate entity, and will service areas as notated on the chart.



### Job Descriptions

**Head of School (FT):** Responsible for overseeing school performance, management, and ensuring viability; report to the authorizer; manage the administrative team; oversee curriculum development and effective execution; ensure alignment with academic initiatives; manage benchmark assessments and data; observe and provide feedback to other leaders; and plan and implement professional development. The Head of School will be hired by, report to, and be evaluated by the PTPLA Board and be the primary instructional and operational leader of the school; serve as Dean of Curriculum and Instruction and Dean of Discipline in Y1-Y2 (see job description); oversee Dean of Supports and Special Services, Dean of Instructional Technology/Operations, Dean of Leadership, all contracted employees, and teachers.

**Dean of Leadership & Community Partnership (FT):** Responsible for all aspects of Pillar One and Pillar Three, inclusive of developing and managing the Post-Secondary and Community Partnership student culture, behavior, and discipline codes of conduct for internships and industry; establish and maintain relationships with students and families to support the school's academic and leadership expectations; keep records of reports, incidents, and communications with students, families, community partners and administration; coordinate special student events and community service projects internally and externally; coordinate non-academic meetings and ensure communications and confidentiality regarding student and family incidents; report to and

be evaluated by the Head of School. Management of all partnerships with local, regional, state and national partnerships; work closely with the Head of School in organizing college and career visits; create a post-secondary portfolio preparing students for life skills necessary for college and career independence; advise students in college, financial aid, and scholarship applications; manage the infrastructure of Boy Scouts of America Frontier Council Leadership Program, and the iLead Curriculum; serve as Coordinator of Leadership Center; be hired by, report to, and be evaluated by the Head of School.

**Dean of Instructional Technology & Operations (FT):** Responsible for overseeing security of systems, networks, and enterprise information. Facilitates IT security audits or investigations. Develops and maintains relationships with external IT vendors and service providers. Coordinates multisite IT systems via enterprise resource planning (ERP). Setting short- and long-term IT implementation goals, planning and directing new hardware and software deployments, Calculating the costs of current and future IT systems, managing other IT professionals, including tech support staff, software developers, etc. Manage the operations of all facilities, buildings and grounds, Human Resources, as well as outsourced contractors.

**Dean of Supports and Special Services (FT):** Responsible for all aspects of wraparound services; to include but not limited to areas necessary to manage chronic absenteeism, truancy, substance abuse, bullying, mental health and wellness; referring or securing of psychological and other counseling or mentoring services; serve as lead for Social and Emotional Learning, Pillar Four; manage the infrastructure of the BASE Education SEL Curriculum; work closely with Dean of Leadership to ensure that supports and services align to and are supportive of students Post-Secondary goals; serve as liaison between Special Education and English Language Learner services.

## **Attachment D - Facilities and Personal Property**

- (D-1) Description of Facilities
- (D-2) Disposal of Real and Personal Property of Facilities

## **(Attachment D-1) Description of Facilities**

PTPLA is in the final stages of securing a facility, after having begun a comprehensive facilities search in SW Oklahoma City, with Brix Realty. We have narrowed our top contender to the address of 909 S. Meridian Avenue, Oklahoma City, Oklahoma 73179. This facility will allow us to start and remain at capacity, which is a desire of PTPLA so that families will not need to transition during the first charter term of five years. PTPLA has submitted a Letter of Intent (LOI) to Flesk Commercial Group in care of building owners Mark White and Josh White, as this facility will meet all of our needs. It is understood that we will not enter into an official contract until we have been authorized and receive a school number. A copy of the LOI is located below, as well as a Facilities Acquisition and Occupation Plan.

### **Facility Needs**

Provided below is a description of the facility requirements of PTPLA. As noted above, the identified facility in SW Oklahoma City meets all of these requirements.

*Overall Square Footage:* PTPLA at full capacity (400 high school students) with approximately 85-100 square feet per scholar would require an overall approximate square footage of 34,000-40,000 sqft. In Year One, servicing approximately 150 students would require an overall approximate square footage of 12,750-15,000 sqft. The building that we have selected has available space of 38,240 sq ft and will allow us to remain even at capacity, in order to avoid moving during our first 5-year charter term..

*Number of Classrooms:* Year 1 - PTPLA will need four (4) general education classrooms servicing Math, English, Science, and History; one (1) large classroom/space servicing Cultural Arts; one (1) large classroom/space servicing online Electives; and two (2) pullout/resource rooms servicing English Language Learners and Special Education. Year 3 - PTPLA will need twelve (10-12) general education classrooms servicing Math, English, Science, and History. All else remains the same.

*Common Areas:* PTPLA will need the following common areas: Cafeteria, Teacher Workroom, Teacher Resource Room, two (2) female restrooms, two (2) male restrooms, one (1) Conference Room, one (1) Parent/Community Resource Room/Space, and one (1) Leadership Office/Suite.

*Parking Accommodations:* PTPLA will need an outdoor area allowing for a minimum of 100 parking spaces, taking into consideration both staff and students.

The PTPLA Board has met with and contracted an architect, design team, and contractor. Names and companies are as follows: Richard Starks of Prairie Rocks Architecture, Lance Miller of Miller-Tippens Construction. Additionally we have met and contracted with Level Field, one of

the nation's leading facilities procurement and management firms with an expertise in educational facilities. All parties have formed a partnership and are working diligently as we move forward. Attached you will find original building floor plans, design plans, construction documents, identified school specifications, and a 12 month project timeline, inclusive of financial plans for acquisition of the facility. (See on the next page.)

The contingency plan is firmly rooted in the opportunity to reside at 4149 Highline Blvd., Oklahoma City, Oklahoma 73179. The same process has been followed for this site as well.



**(Attachment D-2) LETTER OF INTENT (LOI): 909 S. Meridian Avenue  
Oklahoma City, OK 73108**



Mark Pregler, Executive  
REALTOR®  
708 W Sheridan Ave  
Oklahoma City, OK 73102  
Direct: 405-673-0972

December 19, 2023

Attn: Josh White  
Fleske Commercial Group  
600 NW 23<sup>rd</sup> St, Ste 200  
Oklahoma City, OK 73103

Re: 909 S Meridian Ave, Oklahoma City, OK 73018

Dear Mr. White,

As the exclusive real estate representative for Proud To Partner Leadership Academy (PTPLA), I have been authorized to present this letter of intent and assist them in negotiations for their real estate needs in the Oklahoma City area. Subject to the full execution of a mutually acceptable lease agreement, PTPLA is prepared to lease 909 S Meridian Ave, Oklahoma City, OK 73108 from Fleske Commercial Group under the following terms and consideration:

**OFFICE LEASE PROPOSAL**

**Address:** 909 S Meridian Ave, Oklahoma City, OK 73108

**Tenant:** PTPLA

**Landlord:** Compass Property Advisors, LLC

**Lease Type:** Modified Gross

**Area:** Floor 1 (Ste 100, 150), Floor 2 (Ste 200, 250), Floor 6 (Ste 608, 602/610) Total SqFt equal to 24,073 (to be confirmed by landlord).

**Lease Term:** 5 years

**Commencement:** 03/15/2024

**Purchase Options:** At the end of year 3 and year 4, Lessee can exercise an option to purchase the property in its entirety plus any lease payments in arrears.

**Renewal Options:** At the end of Year 5

Page 1 of 3

Lessor Int \_\_\_\_\_  
Lessee Int \_\_\_\_\_

	<u>Year</u>	<u>Monthly:</u>
<b>Base Rental Amount:</b>	1	\$18,500
	2	\$29,166.67
	3	\$58,185.33
	4	\$35,284.00
	5	\$35,284.00

**Security Deposit:** \$37,000

**Rental Concessions:** First right of refusal on additional floors in the building to lease. Tenant Improvement Credit shall be issued at time of termination of lease, or in the event the Lessee purchases the building. Credit will be the amount invested in the leased floors, excluding FFE, networking equipment, telephone equipment and any exterior signage.

**Tenant**

**Expenses:** Internet, Signage, and Telecommunication systems

**Tenant**

**Improvements:** Tenant will be allowed to modify the existing shell to accommodate larger spaces on each floor. The tenant will contract with a general contractor to make needed modifications, final approval from the Lessor before modifications begin. Floors 2 and 3 will be modified at commencement of the lease.

**Delivery:** Access to leased floors 45 days prior to lease start for due diligence, inspections, general contractor and designer access.

**Commission:** Landlord acknowledges that Brix Realty represents the interest of the tenant in this transaction. As such, Brix Realty shall be entitled to a Leasing Commission representing three Percent (3%) of the total lease consideration to be collected by the Landlord over the first 18 months of the 60 month lease.

All terms and conditions outlined herein should be considered non-binding and maybe subject to further negotiation until a formal contract has been drafted and agreed upon by both the potential tenant and the landlord.

If acceptable, please indicate your approval below.

[Signature Page to Follow]

Page 2 of 3

Lessor Int \_\_\_\_\_  
Lessee Int \_\_\_\_\_



Agreed and accepted this the \_\_\_\_ day of \_\_\_\_\_, 2024.

Lessor:

Name: Josh White

Title: Sales Associate, Fleske Commercial Group

Signature: \_\_\_\_\_

Agreed and accepted this the \_\_\_\_ day of \_\_\_\_\_, 2024.

Lessee:

Name: Dawn Bowles

Title: Head of Schools, PTPLA

Signature: \_\_\_\_\_

Thank you for your time and consideration.

Sincerely,

Mark Pregler, Executive  
REALTOR®  
Brix Realty

**LETTER OF INTENT (LOI): 4149 Highline Blvd., Oklahoma City, OK 73108  
Contingency Plan**



Mark Pregler, Executive  
REALTOR®  
708 W Sheridan Ave  
Oklahoma City, OK 73102  
Direct: 405-673-0972

December 19, 2023

Attn: Cameron Kaspereit  
Summit Commercial Real Estate Co, LLC  
4141 Highline Blvd, Suite 180  
Oklahoma City, OK 73108

Re: 4149 Highline Blvd, Ste 300, 320, 330, Oklahoma City, OK 73018

Dear Mr. White,

As the exclusive real estate representative for Proud To Partner Leadership Academy (PTPLA), I have been authorized to present this letter of intent and assist them in negotiations for their real estate needs in the Oklahoma City area. Subject to the full execution of a mutually acceptable lease agreement, PTPLA is prepared to lease 4141 Highline Blvd, Ste 300, 320, 330, Oklahoma City, OK 73108 from Summit Commercial Real Estate Co, LLC under the following terms and consideration:

**OFFICE LEASE PROPOSAL**

**Address:** 4149 Highline Blvd, Oklahoma City, OK 73108  
**Tenant:** PTPLA  
**Landlord:** Summit Commercial Real Estate Co, LLC  
**Lease Type:** Modified NNN  
**Area:** Suite 300, 320 and 330, total sqft of 16,434 (to be confirmed by landlord).  
**Lease Term:** 5 years  
**Commencement:** 03/15/2024  
**Purchase Options:** At the end of year 3 and year 4, Lessee can exercise an option to purchase the property in its entirety.  
**Renewal Options:** At the end of Year 5

Page 1 of 3

Lessor Int \_\_\_\_\_  
Lessee Int \_\_\_\_\_



	<b>Year</b>	<b>Monthly:</b>
<b>Base Rental Amount:</b>	1	\$18,500.00
	2	\$19,368.00
	3	\$18,934.00
	4	\$18,934.00
	5	\$18,934.00

**Security Deposit:** \$18,500.00

**Rental Concessions:** First right of refusal on additional suites in the complex to lease. Tennant Improvement Credit shall be issued at time of termination of lease, or in the event the Lessee purchases the building. Credit will be the amount invested in the leased suite(s), excluding FFE, networking equipment, telephone equipment and any exterior signage.

**Tenant Expenses:** Internet, Signage, and Telecommunication systems

**Tenant Improvements:** Tenant will be allowed to modify the existing shell to accommodate larger spaces in each suite. The tenant will contract with a general contractor to make needed modifications, final approval from the Lessor before modifications begin.

**Delivery:** Access to leased space 45 days prior to lease start for due diligence, inspections, general contractor and designer access.

**Commission:** Landlord acknowledges that Brix Realty represents the interest of the tenant in this transaction. As such, Brix Realty shall be entitled to a Leasing Commission representing three Percent (3%) of the total lease consideration to be collected by the Landlord over the first 18 months of the 60 month lease.

All terms and conditions outlined herein should be considered non-binding and maybe subject to further negotiation until a formal contract has been drafted and agreed upon by both the potential tenant and the landlord.

If acceptable, please indicate your approval below.

[Signature Page to Follow]

Page 2 of 3

Lessor Int \_\_\_\_\_  
Lessee Int \_\_\_\_\_



Agreed and accepted this the \_\_\_\_ day of \_\_\_\_\_, 2024.

Lessor:

Name: Cameron Kaspereit  
Title: Owner, Summit Commercial Real Estate Co, LLC  
Signature: \_\_\_\_\_

Agreed and accepted this the \_\_\_\_ day of \_\_\_\_\_, 2024.

Lessee:

Name: Dawn Bowles  
Title: Head of Schools, PTPLA  
Signature: \_\_\_\_\_

Thank you for your time and consideration.

Sincerely,

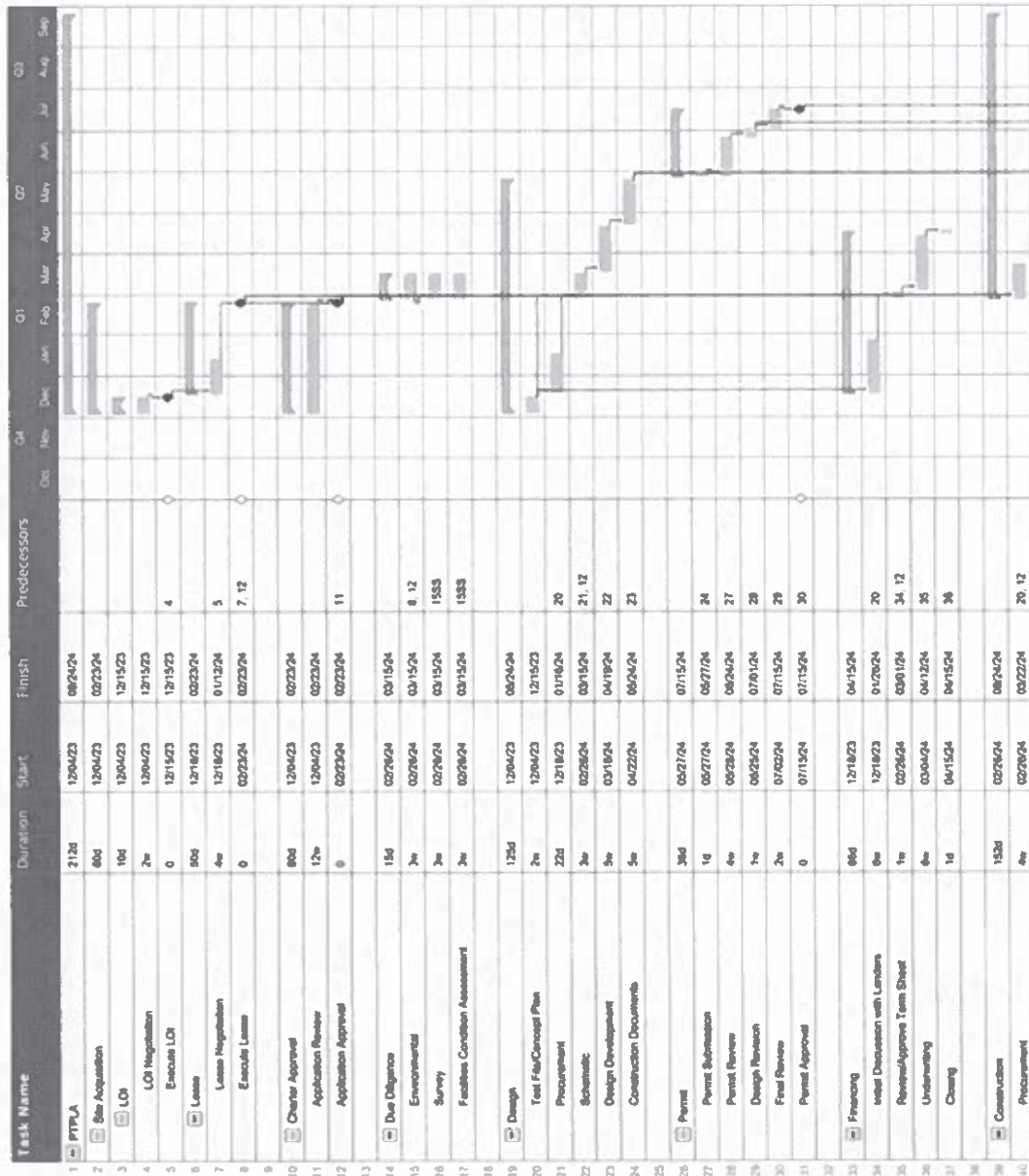
Mark Pregler, Executive  
REALTOR®  
Brix Realty

**(Attachment D-3 )Facilities Occupation and Acquisition Plans as determined by  
Level Field & Associates**

**Proud to Partner Leadership Academy**

**9th - 12th Facility Program**

<b>Students at Full Enrollment:</b>	<b>400</b>	<b>SF Per Student:</b>	<b>82</b>	
<b>Administration</b>	<b># Rooms</b>	<b>SF/Room</b>	<b>Total SF</b>	<b>Notes / Priority</b>
Reception	1	300	300	
Principal Office (with Restroom)	1	200	200	
AP / Dean Office	1	100	100	
Other Admin Office	2	100	200	
Community Partner/Mentor Office	6	50	300	
Ops/IT Office	1	150	150	
Counseling Center / Offices	2	250	500	
Nursing Station w/Restroom	0	250	0	
Conference Room	1	300	300	
Teacher/Leadership Resource and Workroom	1	625	625	
Parent & Community Resource Room	1	300	300	
Administrative Storage	1	150	150	
Staff / Visitor Restrooms	2	80	160	
<b>Net School Administration</b>			<b>3,285</b>	
<b>Academic</b>	<b># Rooms</b>	<b>SF/Room</b>	<b>Total SF</b>	<b>Notes / Priority</b>
General Education Classrooms				
Math	3	825	2,475	25 students per room
English	3	825	2,475	25 students per room
History	3	825	2,475	25 students per room
Science Combined Lab / Classroom	3	825	2,475	25 students per room
Elective Classrooms/Tech	1	1650	1,650	60 students per room
Cultural Arts	1	1650	1,650	60 students per room
Pullout / Resource Rooms / Special Education Offices	6	275	1,650	
Breakout Rooms / Tutoring	2	300	600	
<b>Net Academic</b>			<b>12,975</b>	
<b>Campus Resources</b>	<b># Rooms</b>	<b>SF/Room</b>	<b>Total SF</b>	<b>Notes / Priority</b>
Multipurpose Room / Cafeteria / Storage	1	3,000	3,000	200 seats minimum
Library/Media Center	1	1,500	1,500	
SEL Gaming	1	1,500	1,500	
Kitchen / Servery / Pantry	1	700	700	
Gym / Auditorium	0	5000	0	
Custodial / Custodial Storage	2	200	400	
Storage	2	300	600	
Student Restrooms	3	300	900	
IT / Utilities	1	300	300	
<b>Net Campus Resources</b>			<b>8,900</b>	
<b>Total Admin, Academic and Campus Resources</b>			<b>25,160</b>	
<b>Circulation / Other</b>		<b>30%</b>	<b>7,548</b>	
<b>Gross Square Footage</b>			<b>32,708</b>	





Task Name	Duration	Start	Finish	Predecessors	04	05	06	07	08	09	10	11	12	01	02	03
41 Paving	30d	06/27/24	07/26/24													
42 Subcontractor Bidding	4w	06/27/24	07/04/24	24												
43 Revenue Budget	1w	06/24/24	06/28/24	42												
44 Value Engineering	1w	07/01/24	07/05/24	43												
45 Finalize Budget	0	07/05/24	07/05/24	44, 29												
46 Mobilization	1d	07/16/24	07/16/24	31, 45												
47 Renovation/Storm Drains	8w	07/17/24	08/19/24	46												
48 Substantial Completion	0	08/19/24	08/19/24	47												
49 Punch List	1Wd	08/19/24	08/26/24	48												
50 Final Completion	0	08/26/24	08/26/24	49												
51																
52 Allow-30	5d	08/19/24	08/17/24													
53 Certificate of Occupancy	1w	08/19/24	08/17/24	48												
54 FF&E Set up	1w	08/19/24	08/17/24	48												

#### **(Attachment D-4) Disposal of Real and Personal Property of Facilities**

PTPLA will complete a complete inventory of all real or personal property immediately upon possession or acquisition. Such inventory shall include an itemized listing of all appliances, fixtures, and other severable items; a statement of the location or site of each piece of realty, structure, or severable item; and the serial number assigned to each. Copies of each inventory shall be filed in the district office in which the property is located. Such inventory shall be carried forward to show the final disposition of each item of property, both real and personal. Additional disposal of facilities processes shall be outlined by Level Field facilities management team.

## **Attachment E - Financial Matters**

- (E-1) Financial Plan & Budget
- (E-2) Financial

## **(Attachment E-1) Financial Plan & Budget**

PTPLA will, to the extent possible and required by law, comply with the same reporting requirements, financial audits, audit procedures, and audit requirements as a school district. The State Department of Education or State Auditor and Inspector may conduct financial, program, or compliance audits. PTPLA will use the Oklahoma Cost Accounting System to report financial transactions to the sponsoring school district. No later than September 1st of each year, the Board of the PTPLA will prepare a statement of actual income and expenditures for the School for the fiscal year that ended on the preceding June 30th, in a manner compliant with 70 O.S. §5-135. The statement of expenditures shall include functional categories as defined in rules adopted by the State Board of Education to implement the Oklahoma Cost Accounting System pursuant to 70 O.S. §5-145. PTPLA has developed a budget for the first five (5) years of operation. The budget is attached to this Application.

### **Fundraising Efforts**

The Proud to Partner Leadership Academy will apply for several grants to support the school, including, but not limited to, the Walton Family Foundation, Charter School Program (CSP) Grant, the Inasmuch Foundation, and the newly announced Career-Connected High School Grant from the U.S. Department of Education. When fully established, the Proud to Partner Leadership Academy Foundation will pursue funding opportunities from those interested in advancing youth leadership and academic excellence in inner-city, trauma-informed, economically disadvantaged, and dual language families in Oklahoma education. In addition to grant funding, The Foundation will set the said fundraising goals.

Five Year Budget

Proud to Partner Leadership Academy Budget						
	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
1						
2						
3	<b>Revenue</b>					
4	<b>State Aid</b>					
5	State Aid based on WADM	\$ -	\$ 1,112,065.02	\$ 1,818,759.04	\$ 2,495,487.23	\$ 2,661,131.65
6	Authorizer Fee (Deduction off of income)	\$ -	\$ (33,361.95)	\$ (54,562.77)	\$ (74,864.62)	\$ (79,833.95)
7	State Textbook	\$ -	\$ -	\$ -	\$ -	\$ -
8	Reading Sufficiency	\$ -	\$ -	\$ -	\$ -	\$ -
9	Remediation	\$ -	\$ -	\$ -	\$ -	\$ -
10	Professional Development	\$ -	\$ 60,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
11	Flex Benefit	\$ -	\$ 94,250.00	\$ 116,000.00	\$ 7,250.00	\$ 7,250.00
12	ACE Technology	\$ -	\$ -	\$ -	\$ -	\$ -
13						
14	<b>Federal Programs</b>					
15	Title I	\$ -	\$ -	\$ -	\$ -	\$ -
16	Title II	\$ -	\$ -	\$ -	\$ -	\$ -
17	Grants (of \$2M applied for)	\$ 325,000.00	\$ -	\$ -	\$ -	\$ -
18	Indian Ed	\$ -	\$ -	\$ -	\$ -	\$ -
19	Title VI	\$ -	\$ -	\$ -	\$ -	\$ -
20	IDEA Funds	\$ -	\$ -	\$ -	\$ -	\$ -
21						
22	<b>Local Funds</b>					
23	Balance Forward from Previous Fiscal Year (Carryover)	\$ -	\$ 200,000.00	\$ 101,013.07	\$ 257,520.94	\$ 127,045.56
24	Fundraising	\$ -	\$ -	\$ -	\$ -	\$ -
25	<b>Income Total</b>	\$ 325,000.00	\$ 1,432,953.07	\$ 2,006,209.34	\$ 2,710,393.56	\$ 2,740,593.26
26						\$ 3,116,653.45

27	<b>Expenses</b>									
28	<b>Salary Cost</b>									
29	Administrative Salary	\$ 20,000.00	\$ 185,000.00	\$ 207,200.00	\$ 207,200.00	\$ 219,632.00	\$ 230,137.00			
30	Instructional Salary	\$ -	\$ 381,000.00	\$ 584,640.00	\$ 738,640.00	\$ 680,862.00	\$ 721,739.06			
31	Benefits		\$ 171,490.00	\$ 231,738.40	\$ 272,708.00	\$ 259,133.50	\$ 272,669.62			
32	<b>Total Salary and Benefit</b>	\$ 20,000.00	\$ 737,490.00	\$ 1,023,578.40	\$ 1,218,548.00	\$ 1,159,627.50	\$ 1,224,545.67			
33	Payroll % (= Total Salary and Benefits/Income Total) Target 65%				51.47%	51.02%	44.96%	42.31%	39.29%	
34										
35	<b>Facility Expenses</b>									
36	Building Lease	\$ -	\$ 222,000.00	\$ 350,000.00	\$ 910,000.00	\$ 450,000.00	\$ 450,000.00			
37	Renovation Costs	\$ -	\$ 50,000.00	\$ 125,000.00	\$ 175,000.00	\$ 250,000.00	\$ 500,000.00			
38	Janitorial	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00			
39	Insurance	\$ -	\$ 20,000.00	\$ 24,000.00	\$ 29,040.00	\$ 34,000.00	\$ 34,000.00			
40	Furniture Purchase	\$ 50,000.00	\$ 30,000.00							
41	Purchased Services (lawn care, waste and trash ref.)	\$ -								
42	Repairs and Maintenance	\$ -	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 12,500.00	\$ 15,000.00			
43	Utilities (including gas, electric, water, ISP/phone)	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00			
44	<b>Facility Total</b>	\$ 50,000.00	\$ 331,500.00	\$ 508,500.00	\$ 1,123,540.00	\$ 748,500.00	\$ 1,001,000.00			
45										
46	<b>Other Expenses</b>									
47	Transportation (including field trips)		\$ 3,000.00	\$ 5,000.00	\$ 5,000.00	\$ 15,000.00	\$ 15,000.00			
48	Professional Services (Legal, Accountant, Audit, etc.)		\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 120,000.00	\$ 120,000.00			
49	Professional Services (Student Supports - speech, social work, psych)		\$ 10,700.00	\$ 13,910.00	\$ 17,160.00	\$ 20,410.00	\$ 20,410.00			
50	Postage, Mailing, Marketing		\$ 3,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00			
51	Professional Development (Workshops and Conferences)		\$ 3,500.00	\$ 5,000.00	\$ 7,000.00	\$ 9,000.00	\$ 9,000.00			
52	Student Information System		\$ 8,000.00	\$ 10,700.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00			
53	Assessment Program (Edmentum)		\$ 30,000.00	\$ 30,000.00	\$ 45,000.00	\$ 60,000.00	\$ 60,000.00			
54	Text Books (MasteryPrep, SEL, Fin. Lit, eSprt)		\$ 75,000.00	\$ 48,250.00	\$ 48,350.00	\$ 54,200.00	\$ 48,400.00			
55	Teaching Supplies		\$ 4,000.00	\$ 8,000.00	\$ 8,000.00	\$ 15,000.00	\$ 15,000.00			
56	Copier, Printers, TVs, Phones	\$ 5,000.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00			
57	Computers/pads/Chromebooks, etc.	\$ 50,000.00	\$ 50,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 22,000.00			
58	<b>Other Expense Total</b>	\$ 55,000.00	\$ 262,950.00	\$ 216,610.00	\$ 241,260.00	\$ 329,360.00	\$ 330,560.00			
59	<b>Expense Total</b>	\$125,000.00	\$1,331,940.00	\$1,748,688.40	\$2,583,348.00	\$2,237,487.50	\$2,556,105.67			
60										

60												
61	Previous Year Carryover	\$ -	\$ 200,000.00	\$ 101,013.07	\$ 257,520.94	\$ 127,045.56	\$ 503,105.76					
62	New Income Total	\$ 325,000.00	\$ 1,232,953.07	\$ 1,905,196.27	\$ 2,452,872.62	\$ 2,613,547.70	\$ 2,613,547.70					
63	Income Total	\$ 325,000.00	\$ 1,432,953.07	\$ 2,006,209.34	\$ 2,710,393.56	\$ 2,740,593.26	\$ 3,116,653.45					
64	Expense Total	\$ (125,000.00)	\$ (1,331,940.00)	\$ (1,748,688.40)	\$ (2,583,348.00)	\$ (2,237,487.50)	\$ (2,556,105.67)					
65	Carryover	\$ 200,000.00	\$ 101,013.07	\$ 257,520.94	\$ 127,045.56	\$ 503,105.76	\$ 560,547.78					
66	Carryover % (=Carryover/Income Total) Target 10%+		7.05%	12.84%	4.69%	18.36%	17.99%					
67					Carryover for Y3 is less than 5% due to gap closure in the step/progressive facilities lease. See LOI for explanation.							
68	100's	Salaries	\$ 566,000.00	\$ 791,840.00	\$ 945,840.00	\$ 900,494.00	\$ 951,876.05					
69	200's	Burdens	\$ 171,490.00	\$ 231,738.40	\$ 272,708.00	\$ 259,133.50	\$ 272,669.62					
70	300-500's	Services	\$ 147,950.00	\$ 159,360.00	\$ 188,950.00	\$ 259,160.00	\$ 259,160.00					
71	600's	Supplies	\$ 90,500.00	\$ 69,750.00	\$ 69,850.00	\$ 87,700.00	\$ 84,400.00					
72	700's	Capital Expenditu	\$ 222,000.00	\$ 350,000.00	\$ 910,000.00	\$ 450,000.00	\$ 450,000.00					
73												
74												
75												

**Personnel  
Year One, Year Two**

		Year One										Year Two									
		Base Salary Calculation					Total Payroll					Base Salary Calculation					Total Payroll				
		Base Salary	Health Insurance	Benefits	Extra Duty	Total	Employees	Base Salary	Extra Duty	Benefits	Total Salary and Benefits	Employees	Base Salary	Extra Duty	Benefits	Total Salary and Benefits					
1																					
2																					
3																					
4	Admin/Head of School	\$75,000.00	\$7,500.00	\$18,750.00	\$ -	\$101,250.00	1.00	\$75,000.00	\$ -	\$26,250.00	\$101,250.00	1.00	\$75,000.00	\$ -	\$26,250.00	\$101,250.00					
5	Admin/Dean of IT/Operations	\$55,000.00	\$7,500.00	\$13,750.00	\$ -	\$76,250.00	1.00	\$55,000.00	\$ -	\$21,250.00	\$76,250.00	1.00	\$55,000.00	\$ -	\$21,250.00	\$76,250.00					
6	Admin/Dean of Leadership/Community Partnership	\$55,000.00	\$7,500.00	\$13,750.00	\$ -	\$76,250.00	1.00	\$55,000.00	\$ -	\$21,250.00	\$76,250.00	1.00	\$55,000.00	\$ -	\$21,250.00	\$76,250.00					
7	Administrative Assistant	\$32,000.00		\$8,000.00	\$ -	\$40,000.00	1.00	\$32,000.00	\$ -	\$8,000.00	\$40,000.00	1.00	\$32,000.00	\$ -	\$8,000.00	\$40,000.00					
8	Teacher	\$43,000.00		\$12,040.00	\$ -	\$55,040.00	6.00	\$758,000.00	\$ -	\$72,240.00	\$330,240.00	6.00	\$758,000.00	\$ -	\$72,240.00	\$330,240.00					
9	PT/FELL Teacher's Aide	\$20,000.00		\$5,000.00	\$ -	\$25,000.00	1.00	\$20,000.00	\$ -	\$5,000.00	\$25,000.00	1.00	\$20,000.00	\$ -	\$5,000.00	\$25,000.00					
10	PT/Special Education Teacher/Coordinator	\$20,000.00		\$5,000.00	\$1,000.00	\$26,000.00	1.00	\$20,000.00	\$1,000.00	\$5,000.00	\$26,000.00	1.00	\$20,000.00	\$1,000.00	\$5,000.00	\$26,000.00					
11	Dean of Supports and Special Services	\$50,000.00		\$12,500.00	\$ -	\$62,500.00	1.00	\$50,000.00	\$ -	\$12,500.00	\$62,500.00	1.00	\$50,000.00	\$ -	\$12,500.00	\$62,500.00					
12	Guidance Counselor	\$50,000.00		\$12,500.00	\$ -	\$62,500.00	0.00	\$ -	\$ -	\$ -	\$ -	0.00	\$ -	\$ -	\$ -	\$ -					
13							Total	\$565,000.00	\$1,000.00	\$171,490.00	\$737,490.00	13.00	\$565,000.00	\$1,000.00	\$171,490.00	\$737,490.00					
14	PT/PLA will put into effect a 12% increase for all employees from Year One to Year Two.																				
15																					
16																					
17																					
18	Admin/Head of School	\$84,000.00	\$7,500.00	\$21,000.00	\$ -	\$112,500.00	1.00	\$84,000.00	\$ -	\$28,500.00	\$112,500.00	1.00	\$84,000.00	\$ -	\$28,500.00	\$112,500.00					
19	Admin/Dean of IT/Operations	\$61,600.00	\$7,500.00	\$15,400.00	\$ -	\$84,500.00	1.00	\$61,600.00	\$ -	\$22,900.00	\$84,500.00	1.00	\$61,600.00	\$ -	\$22,900.00	\$84,500.00					
20	Admin/Dean of Leadership/Community Partnership	\$61,600.00	\$7,500.00	\$15,400.00	\$ -	\$84,500.00	1.00	\$61,600.00	\$ -	\$22,900.00	\$84,500.00	1.00	\$61,600.00	\$ -	\$22,900.00	\$84,500.00					
21	Administrative Assistant	\$35,840.00		\$8,960.00	\$ -	\$44,800.00	1.00	\$35,840.00	\$ -	\$8,960.00	\$44,800.00	1.00	\$35,840.00	\$ -	\$8,960.00	\$44,800.00					
22	Teacher	\$48,160.00		\$13,484.80	\$ -	\$61,644.80	8.00	\$385,280.00	\$ -	\$107,878.40	\$493,158.40	8.00	\$385,280.00	\$ -	\$107,878.40	\$493,158.40					
23	PT/FELL Teacher's Aide	\$22,400.00		\$5,600.00	\$ -	\$28,000.00	1.00	\$22,400.00	\$ -	\$5,600.00	\$28,000.00	1.00	\$22,400.00	\$ -	\$5,600.00	\$28,000.00					
24	PT/Special Education Teacher/Coordinator	\$22,400.00		\$5,600.00	\$1,120.00	\$29,120.00	1.00	\$22,400.00	\$1,120.00	\$5,600.00	\$29,120.00	1.00	\$22,400.00	\$1,120.00	\$5,600.00	\$29,120.00					
25	Dean of Supports and Special Services	\$56,000.00		\$14,000.00	\$ -	\$70,000.00	1.00	\$56,000.00	\$ -	\$14,000.00	\$70,000.00	1.00	\$56,000.00	\$ -	\$14,000.00	\$70,000.00					
26	Guidance Counselor	\$61,600.00		\$15,400.00	\$ -	\$77,000.00	1.00	\$61,600.00	\$ -	\$15,400.00	\$77,000.00	1.00	\$61,600.00	\$ -	\$15,400.00	\$77,000.00					
27							Total	\$790,720.00	\$1,120.00	\$231,738.40	\$1,023,578.40	16.00	\$790,720.00	\$1,120.00	\$231,738.40	\$1,023,578.40					



Year Three, Year Four

	Year Three										Year Four									
	Base Salary Calculation					Total Payroll					Base Salary Calculation					Total Payroll				
	Base Salary	Health	Benefits	Extra Duty	Total	Employees	Base Salary	Extra Duty	Benefits	Total		Base Salary	Extra Duty	Benefits	Total	Employees	Base Salary	Extra Duty	Benefits	Total
28	All salaries will be on a freeze from Year Two to Year Three																			
29																				
30																				
31	Admin/Head of School	\$84,000.00	\$7,500.00	\$21,000.00	\$112,500.00	1.00	\$84,000.00	\$ -	\$28,500.00	\$112,500.00		\$89,040.00	\$ -	\$22,260.00	\$118,800.00	1.00	\$89,040.00	\$ -	\$29,760.00	\$118,800.00
32	Admin/Dean of IT/Operations	\$61,600.00	\$7,500.00	\$15,400.00	\$84,500.00	1.00	\$61,600.00	\$ -	\$22,900.00	\$84,500.00		\$65,296.00	\$ -	\$16,324.00	\$89,120.00	1.00	\$65,296.00	\$ -	\$23,824.00	\$89,120.00
33	Admin/Dean of Leadership/Community Partnership	\$61,600.00	\$7,500.00	\$15,400.00	\$84,500.00	1.00	\$61,600.00	\$ -	\$22,900.00	\$84,500.00		\$65,296.00	\$ -	\$16,324.00	\$89,120.00	1.00	\$65,296.00	\$ -	\$23,824.00	\$89,120.00
34	Administrative Assistant	\$35,840.00		\$8,960.00	\$44,800.00	1.00	\$35,840.00	\$ -	\$8,960.00	\$44,800.00		\$37,990.00	\$ -	\$9,497.50	\$47,487.50	1.00	\$37,990.00	\$ -	\$9,497.50	\$47,487.50
35	Teacher	\$48,160.00		\$13,484.80	\$61,644.80	10.00	\$481,600.00	\$ -	\$134,848.00	\$616,448.00		\$408,400.00	\$ -	\$114,352.00	\$522,752.00	8.00	\$408,400.00	\$ -	\$114,352.00	\$522,752.00
36	PT/ELL Teacher's Aide	\$22,400.00		\$5,600.00	\$28,000.00	2.00	\$44,800.00	\$ -	\$11,200.00	\$56,000.00		\$23,744.00	\$ -	\$5,936.00	\$29,680.00	2.00	\$47,488.00	\$ -	\$11,872.00	\$59,360.00
37	Special Education Teacher/Coordinator	\$56,000.00		\$14,000.00	\$72,800.00	1.00	\$56,000.00	\$2,800.00	\$14,000.00	\$72,800.00		\$59,360.00	\$2,968.00	\$14,840.00	\$77,168.00	1.00	\$59,360.00	\$2,968.00	\$14,840.00	\$77,168.00
38	Dean of Supports and Special Services	\$56,000.00		\$14,000.00	\$70,000.00	1.00	\$56,000.00	\$ -	\$14,000.00	\$70,000.00		\$59,360.00	\$ -	\$14,840.00	\$74,200.00	1.00	\$59,360.00	\$ -	\$14,840.00	\$74,200.00
39	Guidance Counselor	\$61,600.00		\$15,400.00	\$77,000.00	1.00	\$61,600.00	\$ -	\$15,400.00	\$77,000.00		\$65,296.00	\$ -	\$16,324.00	\$81,620.00	1.00	\$65,296.00	\$ -	\$16,324.00	\$81,620.00
40											Total					17.00	\$897,526.00	\$2,968.00	\$259,133.50	\$1,159,627.50
41																				
42	PTPLA will put into effect a 6% increase for all employees from Year Three to Year Four.																			
43																				
44																				
45	Admin/Head of School	\$89,040.00	\$7,500.00	\$22,260.00	\$118,800.00	1.00	\$89,040.00	\$ -	\$29,760.00	\$118,800.00		\$89,040.00	\$ -	\$29,760.00	\$118,800.00	1.00	\$89,040.00	\$ -	\$29,760.00	\$118,800.00
46	Admin/Dean of IT/Operations	\$65,296.00	\$7,500.00	\$16,324.00	\$89,120.00	1.00	\$65,296.00	\$ -	\$23,824.00	\$89,120.00		\$65,296.00	\$ -	\$16,324.00	\$89,120.00	1.00	\$65,296.00	\$ -	\$23,824.00	\$89,120.00
47	Admin/Dean of Leadership/Community Partnership	\$65,296.00	\$7,500.00	\$16,324.00	\$89,120.00	1.00	\$65,296.00	\$ -	\$23,824.00	\$89,120.00		\$65,296.00	\$ -	\$16,324.00	\$89,120.00	1.00	\$65,296.00	\$ -	\$23,824.00	\$89,120.00
48	Administrative Assistant	\$37,990.00	\$ -	\$9,497.50	\$47,487.50	1.00	\$37,990.00	\$ -	\$9,497.50	\$47,487.50		\$37,990.00	\$ -	\$9,497.50	\$47,487.50	1.00	\$37,990.00	\$ -	\$9,497.50	\$47,487.50
49	Teacher	\$51,050.00	\$ -	\$14,294.00	\$65,344.00	8.00	\$408,400.00	\$ -	\$114,352.00	\$522,752.00		\$408,400.00	\$ -	\$114,352.00	\$522,752.00	8.00	\$408,400.00	\$ -	\$114,352.00	\$522,752.00
50	PT/ELL Teacher's Aide	\$23,744.00	\$ -	\$5,936.00	\$29,680.00	2.00	\$47,488.00	\$ -	\$11,872.00	\$59,360.00		\$47,488.00	\$ -	\$11,872.00	\$59,360.00	2.00	\$47,488.00	\$ -	\$11,872.00	\$59,360.00
51	Special Education Teacher/Coordinator	\$59,360.00	\$ -	\$14,840.00	\$74,200.00	1.00	\$59,360.00	\$2,968.00	\$14,840.00	\$77,168.00		\$59,360.00	\$2,968.00	\$14,840.00	\$77,168.00	1.00	\$59,360.00	\$2,968.00	\$14,840.00	\$77,168.00
52	Dean of Supports and Special Services	\$59,360.00	\$ -	\$14,840.00	\$74,200.00	1.00	\$59,360.00	\$ -	\$14,840.00	\$74,200.00		\$59,360.00	\$ -	\$14,840.00	\$74,200.00	1.00	\$59,360.00	\$ -	\$14,840.00	\$74,200.00
53	Guidance Counselor	\$65,296.00	\$ -	\$16,324.00	\$81,620.00	1.00	\$65,296.00	\$ -	\$16,324.00	\$81,620.00		\$65,296.00	\$ -	\$16,324.00	\$81,620.00	1.00	\$65,296.00	\$ -	\$16,324.00	\$81,620.00
54											Total					17.00	\$897,526.00	\$2,968.00	\$259,133.50	\$1,159,627.50
55																				

Year Five

PTPIA will put into effect a 6% increase for all employees from Year Three to Year Four, except Head of School which will increase by 3%.											
Year Five											
Base Salary Calculation											
	Base Salary	Health	Benefits	Extra Duty	Total	Employees	Base Salary	Extra Duty	Benefits	Total Salary	Total Payroll
56	\$91,711.00	\$7,500.00	\$22,927.75		\$122,138.75	1.00	\$91,711.00	\$ -	\$30,427.75	\$122,138.75	\$122,138.75
57	\$69,213.00	\$7,500.00	\$17,303.25		\$94,016.25	1.00	\$69,213.00	\$ -	\$24,803.25	\$94,016.25	\$94,016.25
58	\$69,213.00										
59	\$69,213.00	\$7,500.00	\$17,303.25		\$94,016.25	1.00	\$69,213.00	\$ -	\$24,803.25	\$94,016.25	\$94,016.25
60	\$40,296.00	\$ -	\$10,074.00		\$50,370.00	1.00	\$40,296.00	\$ -	\$10,074.00	\$50,370.00	\$50,370.00
61	\$54,113.00	\$ -	\$15,151.64		\$69,264.64	8.00	\$432,904.00	\$ -	\$121,213.12	\$554,117.12	\$554,117.12
62	\$25,169.00	\$ -	\$6,292.25		\$31,461.25	2.00	\$50,338.00	\$ -	\$12,584.50	\$62,922.50	\$62,922.50
63	\$62,921.00	\$ -	\$15,730.25	\$3,146.05	\$81,797.30	1.00	\$62,921.00	\$3,146.05	\$15,730.25	\$81,797.30	\$81,797.30
64	\$62,921.00	\$ -	\$15,730.25	\$ -	\$78,651.25	1.00	\$62,921.00	\$ -	\$15,730.25	\$78,651.25	\$78,651.25
65	\$69,213.00	\$ -	\$17,303.25	\$ -	\$86,516.25	1.00	\$69,213.00	\$ -	\$17,303.25	\$86,516.25	\$86,516.25
66											
67											
68											
69											
						Total	\$948,730.00	\$3,146.05	\$771,669.62	\$1,724,545.67	\$1,724,545.67

## Five Year Projected Student Weights

2025 WADM Projections			
PK 3		1.2	0
PK H		0.7	0
PK F		1.3	0
K		1.5	0
1		1.351	0
2		1.351	0
3		1.051	0
4		1	0
5		1	0
6		1	0
7		1.2	0
8		1.2	0
9		1.2	0
10		1.2	0
11	75	1.2	90
12	75	1.2	90
	150		180

2026 Projections			
	ADM	Weight	WADM
PK 3		1.2	0
PK H		0.7	0
PK F		1.3	0
K		1.5	0
1		1.351	0
2		1.351	0
3		1.051	0
4		1	0
5		1	0
6		1	0
7		1.2	0
8		1.2	0
9		1.2	0
10	100	1.2	120
11	75	1.2	90
12	75	1.2	90
	250		300

2027 Projections			
	ADM	Weight	WADM
PK 3		1.2	0
PK H		0.7	0
PK F		1.3	0
K		1.5	0
1		1.351	0
2		1.351	0
3		1.051	0
4		1	0
5		1	0
6		1	0
7		1.2	0
8		1.2	0
9	100	1.2	120
10	100	1.2	120
11	100	1.2	120
12	75	1.2	90
	375		450

Year One WADM Projections			
	Projected	ADM	Student
ADM Grade Weight		150	30
G/T (.35)	8%	12	4.2
Econ Disadv (.3)	80%	120	54
Spec Ed (.4)	17%	38	15
Bilingual (.25)	25%	56	14
Student Weights			117.2
SUM Total		150	267.2
Small School		0	0
Isolation		0	0
Teacher Index		0	0
TOTAL		150	267.2

Year Two Projections			
	Projected	ADM	Student Weight
ADM Grade Weight		250	50
G/T (.35)	8%	20	7
Econ Disadv (.3)	80%	200	84
Spec Ed (.4)	17%	60	24
Bilingual (.25)	25%	88	22
Student Weights			187
SUM Total		250	437
Small School		0	0
Isolation		0	0
Teacher Index		0	0
TOTAL		250	437

Year Three Projections			
	Projected	ADM	Student Weight
ADM Grade Weight		375	75
G/T (.35)	8%	30	10.5
Econ Disadv (.3)	80%	300	90
Spec Ed (.4)	17%	64	25.6
Bilingual (.25)	25%	94	23.5
Student Weights			224.6
SUM Total		375	599.6
Small School		0	0
Isolation		0	0
Teacher Index		0	0
TOTAL		375	599.6

State Aid Factor	\$4,161.92
State Aid	\$ 1,112,065.02

State Aid Factor	\$4,161.92
State Aid	\$ 1,818,759.04

State Aid Factor	\$4,161.92
State Aid	\$2,495,487.23

2028 Projections			
	ADM	Weight	WADM
PK 3		1.2	0
PK H		0.7	0
PK F		1.3	0
K		1.5	0
1		1.351	0
2		1.351	0
3		1.051	0
4		1	0
5		1	0
6		1	0
7		1.2	0
8		1.2	0
9	100	1.2	120
10	100	1.2	120
11	100	1.2	120
12	100	1.2	120
	400		480

2029 Projections			
	ADM	Weight	WADM
PK 3		1.2	0
PK H		0.7	0
PK F		1.3	0
K		1.5	0
1		1.351	0
2		1.351	0
3		1.051	0
4		1	0
5		1	0
6		1	0
7		1.2	0
8		1.2	0
9	100	1.2	120
10	100	1.2	120
11	100	1.2	120
12	100	1.2	120
	400		480

Year Four Projections			
	Projected	ADM	Student Weight
ADM Grade Weight		400	80
G/T (.35)	8%	32	11.2
Econ Disadv (.3)	80%	320	96
Spec Ed (.4)	17%	68	27.2
Bilingual (.25)	25%	100	25
Student Weights			239.4
SUM Total		400	639.4
Small School		0	0
Isolation		0	0
Teacher Index		0	0
TOTAL		400	639.4

Year Five Projections			
	Projected	ADM	Student Weight
ADM Grade Weight		400	80
G/T (.35)	8%	32	11.2
Econ Disadv (.3)	80%	320	96
Spec Ed (.4)	17%	68	27.2
Bilingual (.25)	25%	100	25
Student Weights			239.4
SUM Total		400	639.4
Small School		0	0
Isolation		0	0
Teacher Index		0	0
TOTAL		400	639.4

State Aid Factor	\$4,161.92
State Aid	\$ 2,661,131.65

State Aid Factor	\$4,161.92
State Aid	\$ 2,661,131.65

## **(Attachment E-2) Financial**

**Finance Expertise:** PTPLA will partner with The Murrell Group providing services as an accounting firm/macro school treasurer for fiduciary oversight and the implementation of the financial systems and processes of collecting revenue and reporting expenditures. The Murrell Group has over thirty-five (35) combined years of accounting, tax, and compliance expertise, among other areas as well. The Murrell Group will utilize separate staff for Treasurer and Payroll positions, and PTPLA shall also employ a separate Encumbrance Clerk to fulfill duties as required, inclusive of trainings. PTPLA desired that the accounting staff have more than four (4) years experience working in school finance and also have an intimate knowledge of federal and state laws regarding processing of payroll, revenue receipts, and expenditure process and reporting, as well as the state audit cycle. The School Treasurer shall be independent from PTPLA and employed under the financial contract as described above. Additionally, PTPLA desires that the Treasurer shall have more than four (4) years of experience serving in school finance with direct experience as a school treasurer or auditor. With the exception of PTPLA hiring an Encumbrance Clerk, The Murrell Group will meet all of our needs.

**Audit & Reporting:** PTPLA shall contract with an auditor to complete the annual school audit. The auditor shall be approved by the SDE Independent State Auditor list of contractors.. The audit shall be completed and reported to the OSDE as required by law. PTPLA shall comply with all financial reporting requirements throughout the year. PTPLA recognizes that the OSDE uses a variety of reporting requirements to collect data used in the State Aid Funding Formula, including the Application for Accreditation (bilingual counts), Gifted Education Report (gifted student count), IDEA Child Count (weighted Special Education counts), National School Lunch Program (Low Income Child counts/Economically Disadvantaged counts, also used to calculate federal funding under Title I, Title II, and IDEA), First Quarter Statistical and Annual Statistical Reports (Weighted Average Daily Membership and Average Daily Attendance for the State Aid Formula). Furthermore, PTPLA understands the FR3 report of revenue and expenditures as well as the Estimate of Needs must be submitted annually.

PTPLA will implement a standard cost accounting system in compliance with Oklahoma statutes and OSDE regulations and will utilize an OSDE approved OCAS system to track and report revenue and expenditures. Furthermore, the Board will adopt financial policies and a standard process for the approval of expenditures as required by the law.

## **Attachment F - Personnel**

- (F-1) Hiring Policy, Personnel Policies, Personnel Qualifications
- (F-2) Teacher Retirement System (TRS)
- (F-3) Description of Working Conditions

## **(Attachment F-1) Hiring Policy, Personnel Policies, Personnel Qualifications**

It is the policy of the PTPLA to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, disability, alienage, handicap, disability, genetic information, veteran's status, or parental, family or marital status. It is further the policy of the PTPLA to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, layoff and termination. The PTPLA complies with all applicable equal opportunity laws and regulations administered by the U.S. Department of Education, the U.S. Department of Labor and the U.S. Equal Employment Opportunity Commission. Qualified disabled individuals will not be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any program or activity operated by or through the PTPLA solely by reason of disability. Administrators will make reasonable accommodations to the known physical or mental limitations of otherwise qualified disabled applicants or employees unless such accommodations impose undue hardship on the operation of PTPLA programs and activities.

### **Hiring Policies**

Employees may be hired as regular full-time employees, regular part-time employees, or contract employees. Employees may be placed on the PTPLA payroll and be eligible for benefits, or the PTPLA may contract with a third party for services. To the extent applicable, the employee benefits packages for each employee will be administered by the School. Employment policies will be communicated at the time of hiring, in writing, will be present in PTPLA Employee Handbook, and on the school website. Any changes to policies will be board approved and issued to employees in writing, as well as updated on website, and added as an addendum to the PTPLA Employee Handbook.

*Procedures:* The following procedures generally describe the procedures for the hiring of regular full-time or regular part-time employees.

1. Declaration of Available Position.
  - A. The Head of School will declare a regular full-time or regular part-time faculty position to be available.
  - B. After a position vacancy has been declared, the Head of School will decide if the position will be offered to one of the existing faculty members.
  - C. The Head of School will advertise all positions. If the position is not offered to an existing faculty member, then the Head of School will report the position vacancy to the Board, followed by agreed upon vehicles for job vacancy postings and advertisement, to include but not limited to school website, web-based/TV/Radio media outlets, and social media career platforms
2. Notice and Review of Applications.
  - A. If the position is to be filled, the Board will direct the Head of School to file

notice of the position vacancy with various sources to attract the best-qualified applicant.

B. The Head of School will review applications and resumes and will determine which applicants will be interviewed.

C. The employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, PTPLA or a prospective employee's likelihood of being hired.

D. Interviews will be declared closed by the Head of School. He/she will evaluate all applicants.

3. Recommendation, Background Check, and Fingerprinting.

A. The Head of School will recommend the best-qualified applicant for the position to the Board.

B. The Board will vote on the recommendation and the applicant will be notified in writing of the Board's decision.

C. If the Board votes to offer the job to the applicant, the applicant will be asked to submit to an OSBI background check through fingerprinting as required by Oklahoma Statutes. The Murrel Group will hold the responsibility of all background checks using American Checked as determined through the contracted Human Resources services.

4. Employment Agreement.

A. Pending the results of the OSBI background check, the Head of School will discuss the terms of employment, including salary, hours, benefits and working conditions with the applicant.

B. If the applicant passes the background check and accepts the proposed salary and benefits, the applicant will be given a reporting date.

C. Employees may be hired as regular full-time employees or regular part-time employees. Employees who are not regular full-time or regular part-time will be contracted on an individual basis.

D. All terms and conditions of employment will be evidenced in a mutually executed Employment Contract in conformance with applicable law.

E. On or before the date of hire of an employee, the employee will complete any and all necessary financial forms and benefit applications as deemed necessary by the PTPLA or its designee.

**Personnel Employment Policies/ EEOC & ADA**

It is the policy of the School to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, disability, alienage, handicap, disability, genetic information, veterans status, or parental, family or marital status. It is further the policy of PTPLA to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, layoff and termination. PTPLA



complies with all applicable equal opportunity laws and regulations administered by the U.S. Department of Education, the U.S. Department of Labor and the Equal Employment Opportunity Commission (EEOC). In accordance with the American Disabilities Act (ADA), qualified disabled individuals will not be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any program or activity operated by or through the School solely by reason of disability. Administrators will make reasonable accommodations to the known physical or mental limitations of otherwise qualified disabled applicants or employees unless such accommodations impose undue hardship on the operation of School's programs and activities. PTPLA will comply with accessible design standards when constructing or altering facilities; remove barriers in existing facilities where readily achievable; and provide auxiliary aids and services when needed. PTPLA will ensure compliance by doing the following:

- Request relevant medical information
- Review the job description
- Identify possible accommodations
- Select an accommodation
- Follow up with the employee

PTPLA will make the four basic priority provisions for all, in advance of requesting medical information:

- Priority 1: Accessible approach and entrance
- Priority 2: Access to goods and services
- Priority 3: Access to restrooms
- Priority 4: Any other measures necessary for facilities and transportation accommodations

### **Reporting of Non-compliance**

PTPLA will remain consistent with reporting procedures of the City of Oklahoma City and the adopted grievance procedure for prompt and equitable resolution of complaints alleging any action prohibited by the U.S. Department of Justice regulations implementing Title II of the Americans with Disabilities Act. Title II states, in part, "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination" in programs or activities sponsored by a public entity.

Employees, at the time of hire, will be made aware of the following means to reporting an issue of non-compliance, in that all complaints should be addressed to Keith Wilkinson (see below) as the person designated to coordinate ADA compliance efforts for Title II issues. Additionally,

they will be provided with The City of Oklahoma City Grievance Form for Americans with Disabilities Act (Title II). (See form in Appendix)

All non-compliance reporting should be directed to:

Keith Wilkinson, Administrative Manager/ADA Coordinator, General Services Department  
3738 SW 15th Street, Building 19  
Oklahoma City, OK 73108  
phone (405) 297-2850, TDD: 711  
Fax (405) 297-2474

### **Employment of Faculty and Administration**

The employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with PTPLA or a prospective employee's likelihood of being hired. Upon employment by PTPLA, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by PTPLA or its designee.

### **Employment Status**

During her/his first year of teaching at PTPLA, the faculty member will be a probationary employee, regardless of years of experience. If the faculty member is not notified in writing by June 30th of the school year that their contract will not be renewed, the teacher will be re-employed for the following year pursuant to a continuing contract.

### **Certification**

Every attempt will be made by PTPLA to place fully certified teachers according to State's Teacher Certification requirements, or highly qualified teachers in accordance with applicable law. Finally, PTPLA will attempt to employ experienced teachers when possible, experienced teachers will have more than three years of classroom teaching experience.

### **Employed "At-Will"**

All employees of PTPLA are at-will employees.

### **Faculty Orientation**

An orientation program will be formulated by the Head of School and will be conducted for new employees within two weeks of their employment or at the beginning of the school term. The program will provide general orientation concerning PTPLA, its mission, goals and governance structure, as well as policies and procedures of PTPLA.

### **Employee Resignations**

In the event that an employee finds it necessary to resign during the school term, the employee will give written notice to the Head of School and the Board not less than two weeks before the effective date of the resignation, unless the Directors make an exception. In the event of termination of employment prior to the end of an employment contract, the employee will be only entitled to the prorated salary and benefits earned through the last date of employment. If an employee fails to give a minimum of two weeks' notice prior to the desired resignation date, that employee will forfeit compensation for any unused accrued vacation leave and benefits as it pertains to Supplemental Compensation or Leave Days. Such an employee remains eligible for any salary due, prorated to the date of resignation. Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined in the approved Policy and Procedure.

### **Duties**

Faculty may be assigned before/after school duties, playground duties, and lunch duties, and transportation duties on a rotating basis by the Head of School, or designee, as the need for such duties are determined.

### **Reduction in Staff Workforce**

PTPLA believes the needs of the students should be given first consideration in the event that it becomes necessary to reduce the number of employees. Other factors that will be considered are training, experience, special qualifications, interest and evaluations.

### **Professional Development**

PTPLA will provide professional development, which may include, but not be limited to, the following: Classroom Management, Blood Borne Pathogens, Recognition and Reporting Requirements of Child Abuse and Neglect, School Safety, Bullying, Family Educational Rights and Privacy Act (FERPA), CPR, State Standards, School Policies and Procedures, the Oklahoma State Testing Program Act, English Language Learners, Special Needs and Services, Trauma-informed practices, Social and Emotional Learning, Curriculum and Instruction, Climate and Culture, and various Leadership models. PTPLA will utilize the Oklahoma Public School Resource Center (OPSRC) to provide all local, state and federal level professional development, of which a school cycle will be developed with OPSRC. Specifically to the PTPLA model will be professional development for the iLead and SEL curriculums, as well as teacher training and consulting services from Edmentum for Courseware and Testpacks. PTPLA will utilize Instruction Matters, as the outsourced agency, for our targeted comprehensive professional development program designed to foster a positive and inclusive learning environment within the Proud to Partner Leadership Academy. This training plan is specifically designed to support leadership and staff who serve multicultural students in minority communities, and to address the

needs of minorities in education, specifically those in the Black and Hispanic populations to promote educational equity, improve educational success, and increase higher education opportunities among minority students.

The year one comprehensive professional development plan from Instruction Matters can be viewed at the end of this section.

**PCS to PTPLA Comparison of Professional Development Days by Month**

District	Annual Days	Instructional Days	PD Days
PCS	182	176	6
PTPLA	185	170	15

PCS #PD Days	3	1	1	0	0	0	1	0	0	0	6 Days
Month	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	TOTAL
PTPLA #PD Days	7	1	1	0	0	1	1	0	1	3	15 Days

**Evaluation Process**

PTPLA will utilize the Teacher and Leader Effectiveness (TLE) Model of the Tulsa Framework for teacher and staff observation and evaluation cycles. We will employ a bi-weekly informal observation and feedback cycle, as well as a quarterly formal observation and debrief cycle, thus allowing all teachers, regardless of years of experience, the opportunity to receive 4 documented formal observation and feedback cycles. Additionally, there will be a mid-year evaluation, and a year's end final evaluation. TLE Rubrics are inclusive of the following: Teacher, Speech Pathologist, Counselor, Instructional Coach, Nurse, Librarian, and Career Technology. PTPLA will utilize the aligned rubrics as determined by employed staff. Teachers and staff will also participate in the Professional Learning Focus (PLF) of the TLE, thus allowing each individual to collaborate with Head of School to set agreed upon personal and professional goals, directly aligned to the mission of PTPLA.

**Personnel protection against retribution and retaliation**

No employee of the School shall prohibit or discipline any other employee for

- a. Refusing to act in violation of an established and well-defined public policy or for performing an act consistent with a clear and compelling public policy;
- b. Reporting a violation of the Constitution or laws of the United States, the Constitution or laws of the State of Oklahoma, and reporting violations of the

- ordinances or Code of PTPLA;
- c. Reporting violations of School Policy or Regulations;
- d. Reporting intentional misuse or destruction of the assets of this the School;
- e. Reporting inappropriate conduct of any employee toward students, patrons or employees of this School; or
- f. Reporting such information without giving prior notice to the employee's supervisor or anyone else in the employee's chain of command.

### **Employee Grievance Procedure**

The Board is committed to providing a process by which employees may file a grievance concerning the nature of their employment. The Board and Head of School shall do whatever is practicable to provide the proper environment for the positive resolution of employee concerns. In the event of a dispute involving employment or the implementation of the personnel policies, and after a good faith effort with the Head of School to thoroughly resolve the dispute, all employees may submit their complaint following the procedures outlined below. The good faith effort will include problem identification, possible solutions, selection of resolution, time-line for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file. Failure to follow the procedures and time-lines below constitutes a waiver of the employee's right to grieve.

- a. The employee shall submit a statement in writing to the Head of School stating clearly the nature of their grievance. All pertinent facts and details shall be provided in this report that will assist the Head of School in his/her determination.
- b. The Head of School will make a determination concerning the grievance and shall submit a written response to the employee.
- c. If it is determined that a plan of action is required to resolve the grievance, this shall be stipulated in the response.
- d. If the employee does not agree with the decision of the Head of School, the employee may appeal the decision of the Head of School to the Board or a Committee of the Board.
- e. The Committee or the Board will review the original complaint and will determine if the Head of School followed proper procedure in determining a response to the grievance. The Committee or Board, in making its determination, may also review any written information, or logs of interviews or conversations with individuals that are submitted by the employee and the Head of School.

### **Personnel Qualifications**

*Professional Standards:* (PTPLA classroom teachers and leadership must hold a minimum of a Bachelor's Degree. Teaching Certificate is preferred but not required. Head of

School/Administrator must hold a minimum of a Master's Degree with a valid Teaching Certificate and a Secondary Administrative Certificate, or be eligible to receive a Secondary Administrative Certificate. Out of State Certificates will be accepted upon Board approval.)

All PTPLA employees, regardless of position, must possess the following professional standards:

- Genuine love for learning/life-long learning
- Passion for serving economically disadvantaged and trauma-informed students and families
- Excellent presentation and communication skills
- Believer in a TEAM approach to success
- Willingness to engage in collaborative, and active and exploratory classroom pedagogies
- Willingness to serve as a role model/student mentor
- Resourcefulness and technological savviness
- Organizational and leadership skills
- Respect and appreciation for cultural relevance
- Understanding or awareness of need for Social and Emotional Learning
- Service in a previous role of leadership
- Attitude aligned to having a Growth Mindset
- Desire to serve as a change agent
- Commitment to diversity and inclusion
- Commitment to doing whatever it takes to motivate a student to meet graduation requirements
- Minimum of two years prior experience working with or serving children ages 12-19



Instruction Matters

# Training Proposal

**Proud to Partner Leadership Academy**

Date Submitted: September 26, 2023

Submitted To: Ms. Dawn Bowles, School Founder

Submitted By: Dr. Carmalita Keith, Instruction Matters



# Instruction Matters

## Table of Contents

<b>OVERVIEW</b> .....	<b>3</b>
<b>TRAINING PLAN</b> .....	<b>3</b>
<b>CREATING A POSITIVE SCHOOL CULTURE</b> .....	<b>3</b>
<i>Background</i> .....	<b>3</b>
<i>Objectives</i> .....	<b>3</b>
<i>Program Components</i> .....	<b>3</b>
<i>Training Methods</i> .....	<b>4</b>
<i>Timeline and Resources</i> .....	<b>4</b>
<i>Resources Required</i> .....	<b>6</b>
<i>Evaluation and Measurement</i> .....	<b>6</b>
<b>CONCLUSION</b> .....	<b>6</b>
<b>CONTACT INFORMATION</b> .....	<b>6</b>





## Instruction Matters

### Overview

The purpose of this proposal is to outline a comprehensive school training program designed to foster a positive and inclusive learning environment within the Proud to Partner Leadership Academy (hereafter referred to as “Proud to Partner”). This training plan is specifically designed to support leadership and staff who serve multicultural students in minority communities. Our program is designed to address the needs of minorities in education, specifically those in the Black and Hispanic populations to promote educational equity, improve educational success, and increase higher education opportunities among minority students.

### Training Plan

#### Creating a Positive School Culture

##### Background

A positive school culture is essential for the academic, social, and emotional development of students. It impacts student engagement, behavior, and overall achievement. To ensure a thriving school culture, it is imperative to invest in ongoing training for staff, administrators, and other stakeholders.

##### Objectives

**Primary Objective:** To cultivate a positive and inclusive school culture that promotes student success, well-being, and engagement.

##### *Specific Objectives:*

- Equip staff with the knowledge and skills to understand and promote a positive school culture
- Foster a sense of belonging, respect, and inclusivity among students and staff
- Develop strategies to prevent and address bullying, discrimination, and other negative behaviors
- Promote effective communication and collaboration among all stakeholders
- Create a framework for ongoing evaluation and improvement of the Proud to Partner school culture

##### Program Components

- A. Orientation and Awareness
  1. Introduction to the importance of school culture
  2. Defining core values and mission



## Instruction Matters

3. Understanding diversity and inclusion
- B. Building Positive Relationships
  1. Communication skills and active listening
  2. Conflict resolution and mediation
  3. Empathy and compassion
- C. Promoting Inclusivity
  1. Recognizing and addressing biases and stereotypes
  2. Strategies for welcoming and supporting diverse students and staff
- D. Preventing Bullying and Harassment
  1. Identifying signs of bullying and harassment
  2. Reporting procedures and intervention strategies
- E. Leadership and Collaboration
  1. Training for administrators on leading by example
  2. Staff collaboration and teamwork
- F. Continuous Improvement
  1. Data collection and analysis for school culture assessment
  2. Feedback mechanisms and surveys
  3. Action planning and implementation

### Training Methods

- A. Workshop and Seminars
- B. Interactive Discussions and Group Activities
- C. Role-Playing and Scenario Analysis
- D. Guest Speakers and Expert Sessions
- E. Online Learning Modules
- F. Peer Learning and Mentoring

### Timeline and Resources

**This training program will be conducted over an academic year, with ongoing professional development proposed.**

**The timeline for the proposed training plan is as follows:**

- A. June 2024
  1. Orientation and Awareness
    - a. Training will include information related the Proud to Partner's culture, including diversity, equity, and inclusion and Proud to Partner's vision and mission.





## Instruction Matters

- b. Analyzed data will be collected for proposed training programs to be implemented throughout the school year.
- c. Training will be scheduled quarterly, or as otherwise agreed upon, to promote continuous improvement.

### Resources Required

- A. Training and Facilitators
- B. Training Materials and Resources
- C. Meeting Rooms and Facilities
- D. Audiovisual Equipment
- E. Evaluation Tools and Surveys

### Evaluation and Measurement

- A. Pre- and Post-Training Assessments
- B. Surveys and Feedback from participants
- C. Observations and Reports on School Culture
- D. Review of Disciplinary Records and Incidents

### Conclusion

By investing in a comprehensive school culture training program, Instruction Matters aims to create a nurturing and inclusive learning environment where all Proud to Partner students can thrive. This program will ensure that the leadership, faculty, and staff embrace a school culture that values all students, respects diversity, and provides an environment where minority students, specifically those in the Black and Hispanic communities, thrive personally and educationally. This proposal seeks approval to begin the development and implementation of the outlined training program to achieve our objectives and positively impact the Proud to Partner school culture.

## Contact Information

Instruction Matters  
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## **(Attachment F-2) Teacher Retirement System (TRS)**

Employees of the PTPLA may participate as members of the Teachers' Retirement System of Oklahoma in accordance with applicable statutes and rules, if otherwise allowed pursuant to law, and if determined by the PTPLA Board. If TRS membership is not a desire of the Board, employees will be provided with a determined 401K retirement plan. PTPLA will offer health and related insurance options for all employees, and may participate in all health and related insurance programs available to the employees of the sponsor of the charter school, and or seek separate insurances for all PTPLA employees. PTPLA has begun the search for appropriate 401k/403b retirement options and the PTPLA Board of Directors will be briefed by a broker at the January 2024 Board meeting.

## **(Attachment F-3) Description of Working Conditions**

PTPLA will comply with The Oklahoma Occupational Health & Safety Standards Act of 1970 by providing job safety and health protection for all employees. PTPLA, as a public school agency, will adhere to all rules that have been adopted which include both employer and employee responsibilities. Based on the Act, categories are as follows:

- Responsibility of Employers
- Responsibility of Employees
- Unsafe Equipment and/or Procedures
- Adverse Action Remedy
- Employees' Right to File Complaint
- Employees' Right to View Certain Records
- Employees' Right to View Their Files

PTPLA understands that there is a "Required Posting of this Notice" clause for the full description of the Act to be posted in the workplace. (See Appendix for full description.)

## **Attachment G - Accountability**

- (G-1) Statement of Accountability
- (G-2) Criteria to measure academic effectiveness of charter school
- (G-3) Criteria to measure operational effectiveness of charter school
- (G-4) Criteria to measure the financial effectiveness of charter school
- (G-5) School Startup Plan

## **(Attachment G-1) Statement of Accountability**

PTPLA understands that The Office of Accountability strives to ensure transparency for all Oklahoma students by providing school administrators, educators, parents, and communities the tools and data-driven information to identify areas of success and improvement. With the guided principle that all students can grow, and all schools can improve.

PTPLA will measure the effectiveness of the school using academic, operational, and financial guidelines as determined by the State of Oklahoma. PTPLA will respond to requests for data supportive of Academic, Operational and Financial Effectiveness. Required Accreditation documents will be gathered on an ongoing basis and kept in a digital format designed for uploading, as well as a secured filing portfolio system of printed documentation. All testing and academic measurement data will be kept in like fashion. Understanding our roles and responsibility for communication, all requested information/data will then be uploaded to the State Office of Accountability in the following sequence:

- Local Student Information System (SIS)
- SDE Wave Reporting
- Accountability Reporting Application
- Data Verification Window (DVR)
- Calculation Verification window (CVR)
- Public Reporting

Furthermore, PTPLA agrees to adhere to the SDE outcomes that operate along a continuum in both Leading Indicators and Outcome Indicators. PTPLA will hold itself accountable by ensuring that all students must have the following:

- Opportunities to learn and make or maintain progress
- Opportunities to make or maintain progress from one grade to the next to gain or maintain readiness for the next grade, course or level; and
- Opportunities to gain grade-level knowledge and skills to graduate with a diploma ready for success in life after high school.

In accordance with the Oklahoma Charter School Handbook PTPLA understands that it must model Student Accountability, Financial Accountability, and Federal Grant Accountability, as defined by the following:

- **The Charter Sponsor/Authorizer:** PTPLA will remain accountable to their sponsor (authorizer). PTPLA understands that the Initial charter school contracts are for a term of 5 years and must include criteria by which effectiveness of the school will be measured. If the sponsor intends to deny the request of PTPLA for renewal of the contract, then the

sponsor must give a 90 day written notice and explanation of the intent to terminate the contract. Further, if PTPLA ranks in the bottom 5% of all public schools in Oklahoma at the time of renewal of its contract, the charter school (PTPLA) is to be closed.

- **The Proud To Partner Leadership Academy Board of Directors:** PTPLA will remain accountable to the PTPLA Board of Directors. PTPLA in cooperation with the PTPLA Board of Directors will maintain high performance standards and take corrective action when evaluating school performance.
- **The Oklahoma State Department of Education:** PTPLA will remain accountable to the Oklahoma State Department of Education. Like any other public school, PTPLA understands that it must go through an accreditation process which is run through the Office of Accreditation at OSDE. This is to ensure that PTPLA remains compliant with all federal and state laws. Additionally, PTPLA understands that overall performance is graded on the A-F Report Card of the State of Oklahoma.
- **Student Accountability:** PTPLA is a non-sectarian public school that will allow teachers the freedom to be more innovative to address students' needs. However, PTPLA understands that it will still be held accountable to the same state and federal measurements and testing requirements as traditional public schools and can be closed due to non-successful academic responsibilities.
- **Financial Accountability:** The PTPLA Board of Directors, Head of School, business managers, encumbrance clerks, treasurers, independent auditors, and others who have the responsibility for preparation of school district budgets and the administration of school district funds will remain financially accountable, understanding that we must adhere to, and become familiar with policies and procedures for implementation of the Oklahoma Cost Accounting System (OCAS) and School Finances.
- **Federal Grant Accountability:** PTPLA will remain accountable to Federal Grants and Programming, understanding that many types of federal funding in education carry with them a "Supplement, not Supplant" requirement. PTPLA will ensure services provided with federal funding do not replace, or supplant, services that PTPLA would ordinarily provide, or would be legally obligated to provide, to all students in the absence of federal funds.



## **(Attachment G-2) Criteria to measure the academic effectiveness of charter school**

**Academic Effectiveness:** Academic effectiveness will be measured by the five State Indicators of the Oklahoma School Report Card, as well as the Oklahoma Model Academic Framework. The Oklahoma Model Academic Framework is included as Attachment G-1. In each area, measurement outcomes are designed to project that PTPLA either 1) Exceeds, 2) Meets the Standard, 3) Approaching the Standard, or 4) Needs Improvement. The Oklahoma School Report Card will measure the following:

- Academic Achievement
- Chronic Absenteeism
- Post-Secondary Opportunities
- Graduation
- English Language Proficiency Assessment Progress

Data collected from each indicator provides meaningful and actionable information as shown:

Score	Definition
Exceeds	<i>Every subgroup Meets or Exceeds the standard</i>
Meets	<i>The majority of subgroups Meet or Exceed the standard with none scoring at "Needs Improvement"</i>
Approaching	<i>Every subgroup scores at the approaching level or above, with none at "Needs Improvement"</i>
Needs Improvement	<i>One or more subgroup scores at "Needs Improvement"</i>

- **Academic Achievement (OSTP):** In grade 11, how well are we supporting groups of students to be ready for the next grade, course or level based on their performance on state tests in English language arts (ELA), math and science? PTPLA will determine the number of students in each priority student group meeting, not meeting or exceeding academic scale score targets or proficiency levels. Targets differ by priority student group and grade for each content. Priority groups are students with disabilities, economically disadvantaged students, English learners (EL), Black/African American students, Hispanic students, Native American/American Indian students, Asian/Pacific Islander students, students who identify two or more races and White students. In accordance with the Oklahoma School Report Card Guide for measures, indicators, and actions, we will do the following:

- Analyze performance trends across student groups and/or grade levels
- Consider curricular alignment and program coherence across grades
- Monitor effectiveness of instructional supports for different student groups
- Align needs for professional learning
- Connect site and/or district level data
- Compare where we are with others (state, district, like schools)

All students will perform:

- At or Above grade level on the state exam, OR
- At or Above grade level on a third-party assessment approved by the authorizer (PTPLA intends to use NWEA MAP and Edmentum benchmarks), OR
- Demonstrate expected growth (as determined by the school, state or third-party assessment).

Each demographic population (with a score on the state report card OR with equivalent number of the state-determined n-size when using Authorizer-approved assessments) will meet the academic standard as outlined below.

Score	Definition
Exceeds	90.0% or more of students demonstrate academic proficiency or growth
Meets	65.0%-89.0% of students demonstrate academic proficiency or growth
Approaching	50.0%-65.0% of students demonstrate academic proficiency or growth
Needs Improvement	Fewer than 50.0% of students demonstrate academic proficiency or growth

- **Chronic Absenteeism:** How well are we lessening the impact of lost instructional time based on the percentage of students in regular attendance meaning that they are in school at least 90% of the instructional days offered through our school calendar? PTPLA will determine the percentage of students in good attendance who are present 90% or more of instructional days based on the school calendar. (i.e., school calendar has 175 instructional days, students counted absent less than 17.5 days show good attendance). In accordance with the Oklahoma School Report Card Guide for measures, indicators, and actions, we will do the following:
  - Analyze attendance trends across groups of students and/or grade levels
  - Identify students who may be at risk of falling behind and barriers they may have to regular attendance

- Determine how well strategies and supports in place are working to minimize lost instructional time for ALL students
- Ensure students on IEPs and 504s with chronic conditions have needs identified in their plan

All students will be in “good attendance” per the state’s definition as outlined below. PTPLA will set goals of 95% attendance.

Score	Definition
Exceeds	The percent of students in “good attendance” meets or exceeds the state or district average—whichever is higher.
Meets	The percent of students in good attendance is the same as or better than the state or district average—whichever is lower.
Approaching	The percent of students in good attendance is no more than 5 percentage points below the state or district average, whichever is lower.
Needs Improvement	The percentage of students in good attendance is 5.9 or more percentage points below the state or district average, whichever is lower

- **Post-Secondary Opportunities:** How well are we preparing our students for life after high school based on the percentage of students successfully participating in at least one opportunity including internships, AP/IB coursework, dual/concurrent enrollment or Career and Technical Education (CTE) coursework leading to certification? PTPLA will determine the number of students that successfully completed at least one postsecondary opportunity by earning a D or higher. Students may participate in multiple opportunities, but are only eligible for one point. In accordance with the Oklahoma School Report Card Guide for measures, indicators, and actions, we will do the following:
  - Know where ALL students want to go when they leave high school
  - Inventory opportunities and identify barriers to expand access to opportunities aligned with student’s career goals
  - Identify needs for business partnerships
  - Compare where we are to others (state, district, school)

All graduating students will be ready for college or career as demonstrated by:

A. College:

1. Achieved minimum required test score for entry without taking Remediation:
  - High School Transcript of a 2.0 (C average) or higher, OR
  - Accuplacer, OR
  - ACT, OR
  - SAT, AND
2. Acceptance to a college or university, AND
3. Successful Completion and submission of a college FAFSA form

B. Career:

1. Accepted to the Military (Army, Navy, Airforce, or Marines), OR
2. Evidence of sustainable employment, OR
3. Completed an authorizer or state approved Career and Technical Education Certificate

Score	Definition
Exceeds	95.0% or more of graduating seniors demonstrate college readiness by meeting either the college or career standard.
Meets	90.0%-94.9% of graduating seniors demonstrate college readiness by meeting either the college or career standard.
Approaching	85.0%-89.9% of graduating seniors demonstrate college readiness by meeting either the college or career standard.
Needs Improvement	Fewer than 85.0% of graduating seniors demonstrate college readiness by meeting either the college or career standard.

- **Graduation:** In grades 9-12, how well are we supporting our students in graduating with a diploma in 4, 5, or 6 years based on adjusted cohort graduation rates? PTPLA will determine the percentage of students in a 4-year adjusted cohort graduating with a diploma in 4, 5 or 6 years. Pursuant to federal regulations, the term four-year adjusted cohort graduation rate is the number of students who graduate within four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. PTPLA students will be assigned a cohort year upon entering high school, generally four years after their initial enrollment. The student will remain in this cohort even if transferred to another diploma-issuing school or district. In accordance with the Oklahoma School Report Card Guide for measures, indicators, and actions, we will do the following:
  - Analyze trends across groups of students

- Identify barriers and/or access for students not graduating to determine what personalized paths may need to be added or adjusted
- Ensure that students are coded correctly during the Comprehensive Exit Report and ACGR reporting review windows
- Compare where we are with others (state, district schools).

All students will graduate from high school within four years of entering 9<sup>th</sup> grade for the first Time as outlined below. PTPLA has set goals of achieving a 100% graduation rate.

Score	Definition
Exceeds	87.0% or more of a 9 <sup>th</sup> grade cohort graduate within four years of entering 9 <sup>th</sup> grade for the first time.
Meets	77.0%-86.9% of a 9 <sup>th</sup> grade cohort graduate within four years of entering 9 <sup>th</sup> grade for the first time.
Approaching	67.0%-76.9% of a 9 <sup>th</sup> grade cohort graduate within four years of entering 9 <sup>th</sup> grade for the first time.
Needs Improvement	Fewer than 67.0% of a 9 <sup>th</sup> grade cohort graduate within four years of entering 9 <sup>th</sup> grade for the first time.

All eligible seniors will graduate from school within 12 months of entering their senior year or re-enroll in the same school for another year as outlined below.

Score	Definition
Exceeds	95.0% or more of students who start the school year with fewer than 7 credits, will graduate by August of that school year.
Meets	90.0%-94.9% of students who start the school year with fewer than 7 credits, will graduate by August of that school year.
Approaching	85.0%-89.9% of students who start the school year with fewer than 7 credits, will graduate by August of that school year.
Needs Improvement	Fewer than 85.0% of students who start the school year with fewer than 7 credits, will graduate by August of that school year.

- **English Language Proficiency Assessment Progress (ELPA):** How well are we supporting our English learners in gaining proficiency in English language based on their WIDA ACCESS Scores? PTPLA will determine the number of English learners (ELs) meeting or not meeting their interim growth targets based on their WIDA ACCESS test scores, and the number of ELs that have exited via their scores or committee and the number of 1st - 4th year proficient ELs. We will use both initial and interim growth

targets. Initial growth targets will be based on the student's baseline score that determines the number of years they have to exit. Interim targets will be recalculated each year using the student's current score to support an on-time exit within the prescribed time frame. In accordance with the Oklahoma School Report Card Guide for measures, indicators, and actions, we will do the following:

- Analyze performance trends across groups of students and/or grade levels
- Identify strengths and gaps in your English language acquisition programs and supports
- Align needs for professional learning
- Connect site and/or district level data
- Compare where we are to others (state, district, school)

## **Assessments**

### **Meeting the Reporting Requirements of the OSTP and SDE**

PTPLA will meet the reporting requirements of the Oklahoma School Testing Program and the State Department of Education by providing relevant and timely courses aligned to Oklahoma Academic Standards, and Beginning, Middle, and End of Year Assessments for all grade levels, with targeted reporting to those of eleventh grade students. The following assessments will be reported to the State Department of Education on the The SDE Wave reporting portal:

- 11th Grade Science (tested and submitted in Junior cohort year)
- 11th Grade History (tested and submitted in Junior cohort year)
- ACT/SAT (tested and submitted in Junior cohort year)

### **Benchmarks/Internal and External Assessments**

PTPLA will use the Edmentum Courseware curriculum for Blended Learning programming and grade level benchmarks through the Testpacks Series of Assessments, and NWEA all of which are aligned to the Oklahoma Academic Standards, and approved by the Oklahoma State Department of Education, as well as in alignment to the Scholastic Aptitude Test (SAT), and the American College Testing (ACT) Program. Grade level benchmarks will be administered at the beginning of year, middle of year, and end of year. The student achievement growth goal for each student is to increase by a minimum of 20% in each tested area, as determined by previous year academic and achievement results. Students will participate in a one-on-one goal conference with the Head of School and/or designee after the beginning of year benchmarks are administered, and a learning path will be prescribed for each student, as a means to meeting the 20% increase achievement goal, aligned to Oklahoma Academic Standards. Teachers, students, parents, and leadership will be able to track prescription progress, and this progress will provide the collaborative and reflective framework for which achievement is discussed in terms of the informed teaching and learning model.

As an instructional department, PTPLA will utilize the 3-1-1 Instructional Model for weekly standards alignment and pacing, for the core areas of all levels of English, Math, Social Sciences/History, and Science. The model supports 3 sessions of instruction, followed by one session of standards mastery check, which then leads to the final session of the cycle in a reteach



or extend. The 3-1-1 Instructional Model is rooted in the Gradual Release Model, and incorporates both teacher and student accountability. Weekly data communicates categories of standards mastery and approaching mastery, thus depicting those students who could potentially score in the proficient and advanced categories of grade level benchmark assessments. On a weekly basis, teachers and leadership will engage in an instructional focus to positively influence student achievement. Standards mastery, as well as student and teacher data will be communicated weekly with students and school community through the school's data wall and Edmentum platform. A collaborative parent model allows parents access to weekly student data via the Edmentum learning platform, and at any time a parent is in the school, leadership provides a data briefing on their student, via the data wall, and or the Edmentum platform. Data is supportive and inclusive of detailed analysis of performance and non-performance data, aligned to Oklahoma Academic Standards for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).

Below is a description of the strategies that the school will implement to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school for the areas of academics, SEL, and Leadership, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, or are in jeopardy of loss in graduation cohort
- provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;
- be evidence-based as defined in ESSA, Section 8101(21)(A).

## Sample of Instructional Model Process (Inclusive of Gradual Release and Daily Assessment)

<b>The 3-1-1 Instructional Model</b>						<b>Ms. Dawn Bowles, Head of School</b>					
9/15-17/21	Monday/Instruction	Tuesday/Instruction	Wednesday/Instruction	Thursday/Mastery Check	Friday/Reteach & Extend						
English - Chapter 3	Edmentum Topic Stylistic Reading & Writing	Edmentum Topic Stylistic Reading & Writing	Edmentum Topic Stylistic Reading & Writing	Edmentum Topic Stylistic Reading & Writing	Edmentum Topic Stylistic Reading & Writing						
English - Standard 5: Language	OAS Standard Standard 5: Language	OAS Standard Standard 5: Language	OAS Standard Standard 5: Language	OAS Standard Standard 5: Language	OAS Standard Standard 5: Language						
Students will apply knowledge of grammar and rhetorical style to reading and writing.	S.10.R.1 Students will explain the function of parallel structure, various types of phrases and clauses to convey specific meanings.	S.10.W.1 Students will compose texts with appropriate mechanics in their writing.	S.10.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	S.10.R.1, S.10.W.1, S.10.W.2	S.10.W.2 Composition of compound-complex sentences						
3-5 minutes	Launch A	Launch B	Launch C	Launch D	Launch E						
Teacher with Whole Class	Teacher with Whole Class	Teacher with Whole Class	Teacher with Whole Class	Teacher with Whole Class	Teacher with Whole Class						
A Launch is also known as The Hook, Set Induction, Advance Organizer, & Anticipatory Set. New alignment for "Do Now" or "Bell Work".	How will you connect to, build on a culturally relevant lens for activating prior knowledge, and get students engaged by providing an access/entry point for each student?	Building on Launch A, how will you incorporate aligned review, and introduce align new skill if necessary, while communicating their steps for entry?	Building on Launch A, how will you incorporate aligned review, and communicate closure of instruction?	Isolated Launch. How will you re-communicate testing environment expectations? Really helps when this is student led.	Isolated Launch. How will you communicate whole class assessment data?						
10 minutes	Direct Instruction/I Do	Direct Instruction/I Do	Direct Instruction/I Do	Individual Assessment	Reteach						
Teacher Only	Teacher Only	Teacher Only	Teacher Only	40 minutes total	20 minutes total						
I Do and We Do should be representative of a 25 minute total block of time.	Teacher introduces and models the step by step process for desired skill.	Teacher introduces and models the step by step process for desired skill, with explicit review and connection to day one Exit Ticket. Questioning is kept to a bare minimum, and should be at a students independent/mastery level, never providing an	Teacher introduces and models the step by step process for desired skill, with explicit review and connection to day two Exit Tickets. Moderate questioning, but should still be at a students independent/mastery level, never providing an instructional or	Students will complete standards-based assessment, comprised of ONLY what has been taught during days 1-3.	Based on assessment data, what exactly did we not master? Does student learning look like a good, great, or excellent? Do we need to reteach or extend? If so, how? Do we have to reteach or extend? Do we have to reteach or extend? Do we have to reteach or extend?						
15 minutes	Guided Practice/We Do	Guided Practice/We Do	Guided Practice/We Do	Individual Assessment	Reteach						
Teacher & Students	Teacher & Students	Teacher & Students	Teacher & Students	Teacher Expectations	20 minutes total						
I Do and We Do should be representative of a 25 minute total block of time. Return to I Do if visible level of student frustration.	Teacher & students participate in steps modeled during the I Do, along with embedded collaboration from 3 essential questions.	Teacher & students participate in steps modeled during the I Do, along with embedded collaboration from 3 essential questions.	Teacher & students participate in steps modeled during the I Do, along with embedded collaboration from 3 essential questions.	Teacher does not provide assistance to students. Teacher walks around room to encourage on task behavior of students. Teacher provides time-stamps for assessment completion. Teacher reinforces the standardized testing environment, building-wide agreed upon norms.	Based on assessment data, what exactly did we not master? Does student learning look like a good, great, or excellent? Do we need to reteach or extend? If so, how? Do we have to reteach or extend? Do we have to reteach or extend?						
12-15 minutes	Independent Practice Y'all Do/You Do	Independent Practice Y'all Do/You Do	Independent Practice Y'all Do/You Do	Individual Assessment	Extend						
Students (2 then 1)	Students (2 then 1)	Students (2 then 1)	Students (2 then 1)	Student Expectations	35 minutes						
1 minute recap should be given, before moving to final exit ticket. Best if led by students, responding to teacher prompted questioning.	Students work in pairs/groups of no more than 3, and then each student will work on their own. The same outcome should be present at each stage. The outcome should mirror what was accomplished in the previous stages. This is the final opportunity for the teacher to monitor, and return to the We Do, if necessary.	Students work in pairs/groups of no more than 3, and then each student will work on their own. The same outcome should be present at each stage. The outcome should mirror what was accomplished in the previous stages. This is the final opportunity for the teacher to monitor, and return to the We Do, if necessary.	Students work in pairs/groups of no more than 3, and then each student will work on their own. The same outcome should be present at each stage. The outcome should mirror what was accomplished in the previous stages. This is the final opportunity for the teacher to monitor, and return to the We Do, if necessary.	Student intently participates in assessment, and upholds the building-wide agreed upon norms for standardized testing environment.	Based on assessment data, identify students showing at least 70% mastery (Option A) These students should work independently in Exits Path or Testpaks on prescribed learning paths. Option B (and Semester ONLY) These students can serve as a peer tutor, if in the Passage Assistance Certification program.						
7-8 minutes	Exit Ticket	Exit Ticket	Exit Ticket	Individual Assessment	Re-assess						
The Exit Ticket will serve as a formative and summative assessment of what has been taught, and each student is required to submit the Exit Ticket. Teacher will use data to inform instruction for the next day.	The Exit Ticket MUST assess what was taught during this day 1 class session. Teacher assistance is not permitted.	The Exit Ticket MUST assess what was taught during day 2, and day 1. Teacher assistance is not permitted.	The Exit Ticket MUST assess what was taught during day 3, day 2, & day 1. Teacher assistance is not permitted.	Students will retake the assessment portion relevant to the reteach, (15 minutes)							
1 minute	Reflection	Reflection	Reflection	Reflection	Reflection						
We will breed an environment of students becoming reflective practitioners.	Students will provide snapshot via tally chart, reflection poll, success category levels, etc., for their work ethic, overall comfortability with skill/standard, critique of the daily instruction.	Students will provide snapshot via tally chart, reflection poll, success category levels, etc., for their work ethic, overall comfortability with skill/standard, critique of the daily instruction.	Students will provide snapshot via tally chart, reflection poll, success category levels, etc., for their work ethic, overall comfortability with skill/standard, critique of the daily instruction.	Students will provide snapshot via tally chart, reflection poll, success category levels, etc., for their work ethic, and satisfaction level for assessment outcome.							
Not timed	Grading	Grading	Grading	Grading	Grading						
	What and how will students be graded for this day?	What and how will students be graded for this day?	What and how will students be graded for this day?	Assessment grades for a Thursday assessment should ONLY be entered if a student is showing 70%+ Mastery.	Assessment grades for a student assigned to a Reteach should be entered AFTER the student has retaken the assessment. If the student does not take the retake within the designated timeframe, the assessment will be locked and the original grade will stand. Teacher may also decide to create the retake to ONLY address the areas that were not mastered.						



### Assessment Platforms

- Edmentum Testpacks (Benchmark Series Assessment) as described above, inclusive of the Edmentum ACT/SAT Instructional Suite
- NWEA MAP (Benchmark Series Assessment)
- State of Oklahoma Testing for 11th Grade students, inclusive of the Nationally and State approved ACT and SAT, which will also be used for graduation requirements and college entrance
- World-class Instructional Design and Assessment (WIDA)
- PTPLA will also be registered as an ACT and SAT School Day site, affording students the opportunity to take the standardized assessments 3 times each year at the school site, as administered by the ACT/SAT certified PTPLA staff.
- PTPLA will also partner with Mastery Prep for instructional ACT/SAT test preparation through aligned classes and Test Boot Camps.

### Assessment Calendar

Assessments	Timing	Grades
<b>NWEA/Edmentum Benchmark Core Academic Subjects</b>	<b>August, December, May</b>	<b>9th - 12th</b>
<b>State Testing (OSTP)</b>	<b>March</b>	<b>11th</b>
<b>ACT</b>	<b>August, December, April</b>	<b>9th - 12th (11th will not test in April)</b>
<b>ACT (for state assessment)</b>	<b>March</b>	<b>11th</b>
<b>WIDA</b>	<b>August, March</b>	<b>9th - 12th</b>
<b>Mastery Prep</b>	<b>October, January</b>	<b>11th &amp; 12th</b>

	<b>Core Classes</b>	<b>ACT/SAT</b>	<b>WIDA</b>	<b>Mastery Prep</b>
<b>Beginning of Year Benchmark</b>	August	August (Actual Test)	August (Screener if needed)	11th & 12th Grades ONLY (October)
<b>MOY Benchmark</b>	December	December (Actual Test)	-----	11th & 12th Grades ONLY (January)
<b>State Testing OSTP</b>	U.S. History & Science (11th Grade ONLY)	March (11th Grade ONLY)	March (Designated ELL Students)	-----
<b>EOY Benchmark</b>	May	April (Actual Test 9th, 10th, 12th)	-----	-----

**(Attachment G-3) Criteria to measure the operational effectiveness of charter school**

**Charter School Checklist:** PTPLA will use the Oklahoma State Department of Accreditation Charter School Checklist to measure the operational effectiveness of the school.

**Parent/Family and Community Involvement:** PTPLA will utilize parental, professional, and community partners in the overall engagement to strengthen school operations.

Oklahoma has identified 9 Essential Elements for schools. Essential Element #4 focuses on School Environment and School Culture. The PTPLA is committed to focus on indicator 4.10: *Student achievement is valued and publicly celebrated, inclusive of parents and families.*

Specific strategies to increase parent, family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Oklahoma 9 Essential Elements (OEE) Needs Assessment will be implemented. Strategies will address the needs and development of both academics, and social and emotional skills. Strategies are also aligned to post-secondary outcomes. The parents and community stakeholders will be reflective of the demographic composition of the school zone, including representation from Hispanic, Black, White, and Native American populations..

Based upon collaborative meetings and survey results, PTPLA will commit to focus on indicator OEE 4.10 in the following ways:

- Class incentives/celebrations for students demonstrating weekly standards mastery
- On Screen Success, allowing peers and teachers to create videos celebrating student achievement, and highlighting student work, posting to school FB, Instagram, or schools website, class Google drive, class padlet, etc., and showcasing the video celebrations of the school with the approved community partners and businesses, each month
- Quarterly awards ceremonies recognizing social and emotional, and academic achievements, sponsored by community partners with an onsite and offsite company venue, thus taking the student success and celebration to a public forum
- Events for parents and community that highlight student success as well as educate parents as to how to support the success of their students
- Enlisting community businesses to provide celebration items or places to display student excellence
- Participation in Lunch Launch (see description below)

A final goal aligned to indicator 4.10 is to authentically communicate the value of student achievement through the lens of post-secondary exposure. Each Monday, students are encouraged to dress in professional or business attire and to participate in *Lunch Launch*. *Lunch Launch* is designed to introduce students to all things post-secondary, to include, potential internships, careers, colleges, and armed forces, as well as opportunities for parents. Students have the opportunity to sit and talk with the invited community guest for the week, and learn about their particular field of work and their accomplishments. Each professional community

partner eats *lunch* with the students and helps to encourage the students and parents to *launch* their goals and dreams.

Additional Family and Community Involvement includes:

- Attend a minimum of two in-person parent teacher conference sessions per school year. PTPLA will provide four Report Card Pick Up days for Parent-Teacher Conferences. This is twice the number of conferences offered by Western Heights School District. We believe that the frequency by which we meet with parents and engage them in our academic intervals will provide a cohesiveness in student and family accountability to meet goals within the Academic Excellence Pillar.
- Parents will complete volunteer hours at school site and or school activities. (Minimum number of hours required)
- Opportunity to enroll in the Family Leadership Institute, a curriculum model designed to support parents and families as they navigate academics and SEL with their child. (See FLI Curriculum in Appendix.)

### **Compliance with Open Records and Meetings, and Decision-making**

1. The Board will hold open meetings with public participation where parents can address the Board with their concerns during the time allotted for public opinions. The Board will take these concerns into account when making policy decisions.
2. The Board will ensure and facilitate the public's right of access to and review of government records so they may efficiently and intelligently exercise their inherent political power.
3. The Board will designate certain persons who are authorized to release records of the public body for inspection, copying, or mechanical reproduction.
4. At least one such person shall be available at all times to release records during the regular business hours to the public body.
5. The Head of School, with parents to establish a site Parent Teacher Organization (PTO)
6. The Head of School will plan quarterly meetings with the site PTO.
7. The Board will reserve one seat to be filled by a PTPLA parent (Parent must also be an active member of the PTO.)

### **Process for Parental Objection**

Should a student or family have an objection to a governing board policy or decision, administrative procedure, or practice at the school, the student and family will be asked to do the following:

- Present their concern to the Head of School. The Head of School will analyze the situation and make changes to policy if and as the Head of School sees fit.

- Should the student or family not agree with the decision made by the Head of School, they can bring the concern to the Board. The Board will conduct an internal investigation and make policy changes based on the results of the investigation.
- Should the student or family not agree with the decision made by the Board, they can take this concern to the Charter Authorizing Board of Directors. The Charter Authorizing Board of Directors will conduct an investigation and make any policy changes based on the results of the investigation.

#### **(Attachment G-4) Criteria to measure the financial effectiveness of charter school**

PTPLA will use the Oklahoma Financial Framework for evaluating the financial viability of the school. The Oklahoma Financial Framework is included as Attachment G-3. In each area, measurement outcomes are designed to project that PTPLA either 1) Meets the Standard, or 2) Does Not Meet the Standard. Areas of consideration in the framework include the following:

- Near-term Financial Health
- Longer-term financial Sustainability
- Financial Management and Oversight

Near-term Financial Health indicators are designed to depict the financial position and viability of PTPLA in the upcoming year. A school, meeting the standards, demonstrates a low risk of financial distress in the coming year. Schools that fail to meet one or more of the standards may currently be experiencing financial difficulties and/or are at higher risk for financial hardship in the near term. A school may require additional review and immediate intervention on the part of the authorizer.

Longer-Term Financial Stability indicators are designed to depict the financial position and viability of PTPLA over time. A school meeting the desired standards demonstrates a lower risk of financial distress in the future. Schools that fail to meet the standards may be at higher risk for financial hardship in the future.

Financial Management and Oversight indicators are designed to depict the ability of PTPLA to manage and oversee its finances to a high degree. Schools that meet the desired standards demonstrate a lower risk of financial distress. Schools that fail to meet the standards may be at higher risk for financial hardship in the near future and can have a lasting effect.

Section 2.3 of OSDE Charter Handbook: Performance Framework Checklist for Charter Schools  
PTPLA understands that at a minimum we will clearly set forth the following academic and operational performance indicators, measures and metrics that will guide the evaluations of the charter school by the sponsor:

- Student academic proficiency.
- Student academic growth.
- Achievement gaps in both proficiency and growth between major student subgroups.
- Student attendance.
- Recurrent enrollment from year to year as determined by the methodology used for Public schools in Oklahoma.

- Graduation rates as determined by the methodology used for public schools in Oklahoma.
- Postsecondary readiness.
- Financial performance and sustainability.
- Governing board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract.

## **(Attachment G-5) School Startup Plan**

### **Calendar for Meeting Pre-opening Conditions**

The PTPLA Board of Directors is responsible and intends to adhere to the following schedule and tasks leading up to opening the School in the Fall of 2024. The following is a summary of the tasks and timelines for the School's startup, inclusive of the timeline, task, and responsible party.

#### Spring/Summer 2023 Activities/Focus Areas:

1. Facilities Search (w/Brix Realty) - School Founder/Head of School & Founding Board
2. Curriculum (e.g., proposals and demos by curriculum companies, instructional materials, supplies) - School Founder/Head of School & Education Committee Chair
3. Decide on all Curriculum by August 15, 2023. - School Founder/Head of School & Education Committee Chair
4. Equipment Bids (e.g., classroom/building furniture, technology, food services) - School Founder/Head of School & Founding Board
5. Insurance (e.g., appropriate coverages to be researched) - Founding Board
6. PR/Communications (e.g., development of initial strategic marketing plan) - School Founder/Head of School & Founding Board
7. Community Engagement (e.g., surveying and community service within boundaries) - School Founder/Head of School & Founding Board
8. Solicit ideas/proposals/designs for school logo/crest (decide on top 2 designs by August 31, 2023) - School Founder/Head of School & Founding Board
9. Research marketing, media, and branding companies - Founding Board

#### Fall 2023 Activities/Focus Areas:

1. Narrow Facilities search to the top 3 contenders (solidify information concerning inspections, zoning, certificate of occupancy) - School Founder/Head of School & Founding Board
2. Decide on facility and submit Letter of Intent (LOI) - School Founder
3. Gather official quotes on all Curriculum for years one through five - School Founder/Head of School
4. Health services (e.g., on-site health care, plans for dispensing medications) - Founding Board
5. Establish marketing/PR/branding relationship (design for school logo/crest, marketing materials, media buyer, etc.) - Founding Board & The Bloomwell Group
6. PR/Communications (continued development and roll out of stage one marketing plan) - School Founder/Head of School & The Bloomwell Group
7. Community Engagement (e.g., surveying and community service within boundaries inclusive of monthly community activities) - School Founder/Head of School & founding Board
8. Create Student/Parent Handbook - School Founder/Head of School & The Murrell Group



Winter/Spring 2024 Activities/Focus Areas:

1. Authorizer approves Proud To Partner Leadership Academy -
2. Release of enrollment application, followed by lottery, and enrollment
3. Staffing (e.g., teachers hired, appropriate licenses) - Head of School & The Murrell Group
4. Special needs services (review student enrollment to finalize facilities plans for providing services) - Head of School & the Murrell Group
5. PR/Communications (e.g., continued development and roll out of stage two marketing plan) - The Bloomwell Group
6. Community Engagement (monthly community activities and community service within boundaries) - Board & The Bloomwell Group
7. All documents, policies and compliance checks which are required are met - Head of School, Board, & The Murrell Group

Summer 2024:

1. Take occupancy of the facility designated for the Proud to Partner Leadership Academy
2. Complete all aspects of building setup in preparation for opening - Head of School & Dean of IT/Operations
3. PTPLA Staff and Board trainings - Head of School, Instruction Matters & Oklahoma Public School Resource Center
4. Family Vision Conference - Head of School, PTPLA Faculty & Staff, & Community Partners

Fall 2024 Activities/Focus Areas:

1. Newly PTPLA chartered school commences operation with close alignment to the Putnam City Schools District calendar for School Year 2024-2025
2. PR/Communications (continued development and roll out of stage three marketing Plan consistent with grand opening)

## **Attachment H - Demonstration of Support**

- (H-1) Community Interest/Support Survey
- (H-2) Community Partnership Commitments
- (H-3) Petitions/Signatures of Support
- (H-4) Letters of Support

## **(Attachment H) Demonstration of Support**

The PTPLA has and will continue to demonstrate strong community support in the Putnam City School District, as well as in the surrounding area as an educational choice for SW Oklahoma City students and families. This includes more than a combined 250 signatures of support, positive survey results, and community mentors/partners for the PTPLA model, from parents, community and business leaders, churches, teachers, students, institutions of higher ed, and local civic organizations expressing their full support of PTPLA and the likely positive impact it will have on families in SW Oklahoma City, Oklahoma, as well as surrounding areas of Oklahoma City, Oklahoma. Additionally, we have generated a database of community businesses and partners committed to partnering with PTPLA, in alignment with Leadership projects through the Internship and Industry, as well as additional College and Career readiness models. To date there are more than 70 registered community partners for direct partnerships with students, families, and the school for our one to one mentoring program.

PTPLA is scheduled to host monthly town hall meetings beginning in January 2024, in local housing and apartments communities, churches, and community centers of families in SW OKC, distribute direct mailing to local residents, establish social media accounts, generate strategic marketing and communications projects, and other similar efforts to build even more public awareness and support, as directed by our media buyer and marketing lead, The Bloomwell Group.

**Demonstration of Support** for the Proud To Partner Leadership Academy is provided below in the following manner:

- Key Survey Takeaways
- Petitions/Signature Sheets
- Community Partnership/Mentoring
- PTPLA Board of Directors

## **(Attachment H-1) Parent, Family, & Community Interest/Support Survey**

There is a high demand for a charter school in Southwest Oklahoma City, based on our Community Interest Survey. The survey allowed for input from parents and community members on the most important components to be included in our school, captured their perceptions of the levels of school performance of schools in Southwest Oklahoma City, when compared to others in the neighboring districts as well as the state, and determined their interest in supporting PTPLA and the need for school choice in AW OKC. Parents, community members and partners will also be invited to attend the PTPLA Vision Conference (required for parent/student), at which time we will participate in outlining how we have successfully implemented their ideas and feedback in our model for success, educate them on their areas of concern and questions, and then address how we intend to keep them engaged in the process.

### **Key Survey Takeaways:**

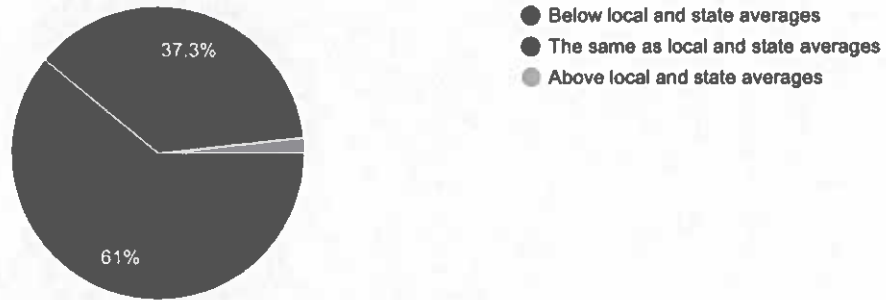
- 61% of residents think that high schools in SW OKC are below local and state averages, and only 2% thought that they were above local and state averages.
- 72% of the population had never heard of the terms CSI or ATSI concerning school categorization and 95% did not know if their child or any child that they knew attended a school in the CSI or ATSI category, and several asked if we could explain what that meant.
- Top responses of necessary program components were in alignment with the 4 Pillars and mission of PTPLA
  - College and Career Readiness
  - Parent Involvement
  - Social and Emotional Learning
  - Community Partnership
  - Cultural Representation
  - Strong Academic Programming
  - Student Leadership Development
  - Student-centered Environment.
- 84% of residents agreed without reservation that there should be a school choice option for students in SW Oklahoma City
- 62% of that group agreed that a school choice option is a matter of urgency in Southwest Oklahoma City.

**(See data graphs/charts below as taken from the electronic survey.)**

Based on your prior knowledge, how do you think high schools in SW OKC would compare overall to other high schools in OKC or the state?

 Copy

59 responses

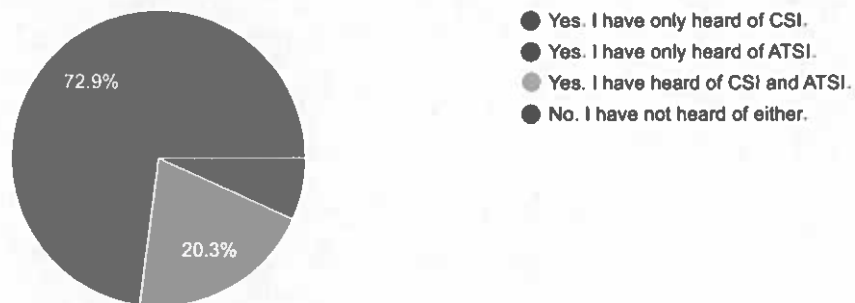


**Based on prior knowledge, 61% of residents think that high schools in SW OKC are below local and state averages, and only 2% thought that they were above local and state averages.**

Have you heard of the terms Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) concerning school categorization?

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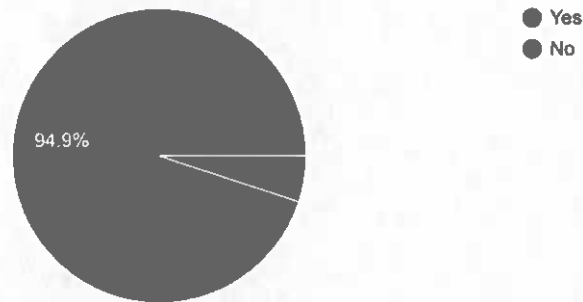
59 responses



**72% of the population had never heard of the terms CSI or ATSI concerning school categorization.**

Do you know if your child or a child that you know attends a school in the CSI or ATSI category? 📄 Copy

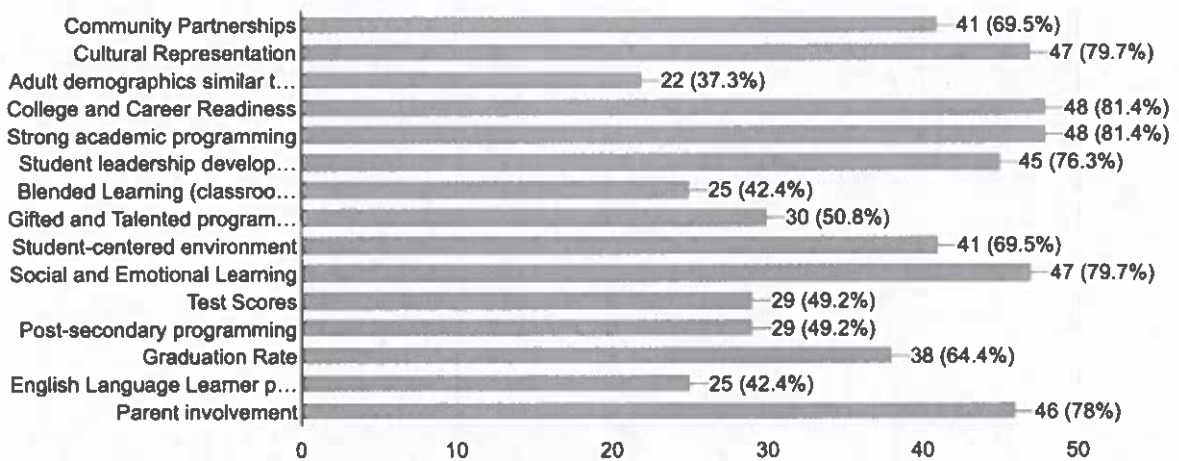
59 responses



**95% did not know if their child or any child that they knew attended a school in the CSI or ATSI category.**

What would be important to you or those you know, when considering high schools in SW OKC? (Check all that apply) 📄 Copy

59 responses

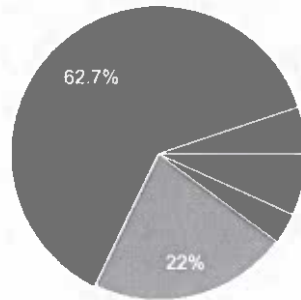


**Top responses were in alignment with the mission of PTPLA:** College and Career Readiness, Parent Involvement, Social and Emotional Learning, Community Partnership, Cultural Representation, Strong Academic Programming, Student Leadership Development, and Student-centered Environment.

On a scale of 0-10, how strongly do you agree that there should be a school choice option for students in SW OKC.

 Copy

59 responses



- 1-3 Slightly agree
- 4-6 Moderately agree
- 7-9 Confidently agree
- 10 Strongly agree that a school choice option in SW OKC is a matter of urgency.
- 0 - I do not agree that we need a school choice option in SW OKC.

**84% of residents agree without reservation that there should be a school choice option for students in SW Oklahoma City. 62% agree that a school choice option is a matter of urgency. Additional open-ended responses and concerns were in alignment with the mission and in support of PTPLA.**

## **(Attachment H-2) Community Partnership Commitments**

PTPLA began these efforts with a Community Partnership video with an attached partnership form (using the **JotForm** data collection tool). The video and form has been disseminated on social media and to personal contacts of Board/Team members. Full scale outreach will begin January 1, 2024, under the leadership and program management of The Bloomwell Marketing Group. These partnerships are key to being successful in PTPLA Pillar 3: Community Partnership. Our one to one community partner/mentor program will become the staple in providing the supports and adult accountability mentor as the PTPLA Ambassadors transition through high school and prepare for Post-Secondary Leadership. In the initial round of acquiring support, PTPLA (in advance of working with The Bloomwell Group) has secured more than 70 direct community partnerships. PTPLA Community Partners will be in direct communication with the Dean of Leadership and Community Partnership, as they will work with and on behalf of students and their families. We have provided the ways that partnerships would best serve our school. Partnerships were offered and data was collected. Commitments were received along with the following information:

- **Name of Partner and Company/Affiliation**
- **Desire to partner Onsite, Virtually, or Both**
- **Email Address and Phone Number**
- **Type of Offering**
  - **Mentor**
  - **Job Shadowing**
  - **Internship**
  - **College & Career**
  - **Military**
  - **Other (Various entries provided)**

**Please see the JotForm Community Partnership Commitment data as of December 22, 2023.**



1	Timestamp	Name	Company/Affiliation	Email	Phone Number	Onsite/Virtual?	Offerings?
2	12/3/2023 21:21:14	R.L. Hunnicutt	Line Painting of Okc			Both	Mentor
3	12/3/2023 21:22:17	Crystal Heard	Department of the Air Force			Both	Mentor, Job Shadowing
4	12/3/2023 21:23:19	Krystle Foster	KF Financial Freedom			Both	Mentor, Internship, College/University
5	12/3/2023 21:24:18	Malik Ragland	DealCloud (Intapp) / Sr. Implementation Associate			Virtual	Mentor
6	12/3/2023 21:25:09	Twana Burdex	Tinker Air Force Base			Both	Mentor
7	12/3/2023 21:26:05	Tori Perry	Corium Pharmaceuticals			Both	Mentor
8	12/3/2023 21:27:26	Felisha Bennett	N/A			Both	Mentor
9	12/3/2023 21:28:31	Sharon Finney	Rose of Sharon Publishing			Virtual	College/University
10	12/3/2023 21:29:27	De Erica Slayden	Education			Virtual	Mentor
11	12/3/2023 21:30:46	Chaya Pennington	Metro Tech			On-site	Mentor, Internship, Job Shadowing, Other
12	12/3/2023 21:31:41	Valdrie Buford	Federal Aviation Administration			Both	Mentor
13	12/3/2023 21:32:37	Jabee Williams	LiveFreeOkc			Both	Mentor
14	12/3/2023 21:33:34	Brandie Wheat	FACE			Both	Mentor
15	12/3/2023 21:35:08	Sharri Coleman	Soul 2 Sole Doctor LLC			Both	Mentor
16	12/4/2023 8:58:13	Dr. Carmalita Keith	Instruction Matters LLC			Both	Other
17	12/4/2023 12:52:23	Larry Bankston	Primerica Financial Services			Both	Financial Literacy

1	Timestamp	Name	Company/Affiliation	Email	Phone Number	Onsite/Virtual?	Offerings?
18	12/4/2023 16:01:49	Donna Wilson	Retired USAF/ Psychology Degree/Financial Secretary for OKCPS			Both	Mentor
19	12/4/2023 16:03:17	Jay Watley	Tinker Air Force Base/US Air Force			Both	Mentor
20	12/4/2023 19:35:36	Kenji Baker	Federal Reserve Bank of Atlanta			Virtual	Mentor, Personal Finance
21	12/4/2023 19:36:59	Charles Baker	University of Alabama - School of Medicine			Virtual	College/University
22	12/4/2023 19:37:57	Jabril Roland	FedEx			Both	Mentor
23	12/4/2023 22:11:58	Hermon Maclin	4-H Extension			Virtual	Mentor, Africulture & 4H programming
24	12/4/2023 22:32:43	Denine Matthews	PTP Huntsville			Both	Mentor
25	12/8/2023 0:46:12	Ashley Cooks	Education			Both	Mentor, Reading
26	12/6/2023 0:47:16	Ophelia Jatta	Southern Nazarene University			Both	College/University
27	12/6/2023 0:48:37	Tasia Mendiola	Pathways To Haven Agency - Behavioral Health - Director			Both	Job Shadowing, Behavioral Health & Emotional Support
28	12/6/2023 0:56:33	Nathan Jossell	Data Science & Analytics			Both	Mentor
29	12/6/2023 1:00:45	Keith Jossell	5th Street Baptist Church			Both	Mentor, Job Shadowing, Fundraising
30	12/6/2023 21:42:05	Alexis Morgan	Creative Energy Capital			Both	Mentor, Guest Speaker
31	12/6/2023 21:43:35	Tertasia Dean	The Guard Den			Both	Mentor, Internship, Job Shadowing

1	Timestamp	Name	Company/Affiliation	Email	Phone Number	Onsite/Virtual? Offerings?
32	12/6/2023 22:13:48	Dr. Lamy Crudup	Mount Moriah Baptist Church of Spartanburg			Virtual Mentor, SEL Counseling
33	12/6/2023 22:46:10	Corrie Cooks	Pastor - United Baptist Church & Education			On-site Mentor, Special Education
34	12/6/2023 23:01:12	Zack Phillips	DJ Poppaz			On-site DJ and Events as needed
35	12/6/2023 23:06:33	Caroline Pollard	Mental Health Association			On-site Youth Mental Health Program
36	12/6/2023 23:20:13	Jason Keltner	Valir Physical Therapy			On-site Internship, Job Shadowing
37	12/6/2023 23:27:27	Mark Pregler	Brix Realty			Both Job Shadowing
38	12/6/2023 23:35:27	Cameron Kaspereit	Summit Commercial Real Estate & Construction			On-site Internship, Job Shadowing
39	12/6/2023 23:37:02	Kashuan Hopkins	Instructional Technology Specialist			Both Career Day
40	12/7/2023 21:11:26	Tiffany McCain				Virtual Mentor
41	12/7/2023 21:12:33	Raegan Crisp	University of Oklahoma			Both Mentor
42	12/7/2023 21:13:34	Lunden Gaddis				Virtual Mentor
43	12/7/2023 21:15:38	William Calvin	Arts Educator			On-site Mentor/Vocal Coaching/Thought Partner
44	12/7/2023 21:25:51	Anita Kirkpatrick & OKC Chums	OKC Chums			Both Mentor, Internship, Job Shadowing, College/University, Scholarships

1	Timestamp	Name	Company/Affiliation	Email	Phone Number	Onsite/Virtual? Offerings?
45	12/7/2023 21:32:15	Mary Tran	OSU STEM K-12 Teaching Manager & HAMM Institute			On-site Job Shadowing, College/University, Scholarships
46	12/7/2023 21:42:07	Dr. Sara Rich	OSU BRIDGE Center			On-site Other
47	12/7/2023 21:49:10	Cianna Coleman	Boy Scouts of America Last Frontier Council			Both Mentor, Internship, Job Shadowing, College/University, Local Partner Database
48	12/7/2023 21:59:38	Dr. MiKeiya Morrow	US Department of Veterans Affairs Psychologist			On-site Mentor, Counseling Psychologist
49	12/7/2023 22:12:43	Dr. Ysheka Gooden	Southern Nazarene University, and Oil & Gas Industry/Financial Analyst			On-site Mentor, Internship, College/University
50	12/7/2023 22:19:34	Brad Brainard	Brainard Beef Agriculture/Farming			On-site Mentor, Job Shadowing, Farm Days
51	12/7/2023 22:24:52	Caroline Pollard	Mental Health Association off Oklahoma			Both Student Mental Health Programming
52	12/8/2023 15:27:11	Tasha Rhodes	Goldman Sachs			Virtual Mentor
53	12/9/2023 17:24:46	Jason Woronicz	Code 351			Virtual Mentor, Coding/Game Design
54	12/10/2023 17:03:48	Chandler Coleman	Cortado Ventures			Virtual Mentor
55	12/10/2023 17:04:45	Alan Washington	Bridges Health			Both Mentor
56	12/10/2023 17:05:44	Tamara Griffin	US Environmental Protection Agency			Both Mentor

1	Timestamp	Name	Company/Affiliation	Email	Phone Number	Onsite/Virtual?	Offerings?
57	12/10/2023 17:06:49	Curt Foster	Bluejay Executive Partners			Virtual	Mentor, Internship, Job Shadowing
58	12/10/2023 21:38:07	Parris Bowles	Virginia State University Dept. of Communications & University Relations			Virtual	College/University
59	12/10/2023 21:38:15	Ruth Macin	Virginia State University			Virtual	Mentor, College/University
60	12/10/2023 21:51:40	Taylor Whitehead	Virginia State University Dept. of Music & Arts			Virtual	College/University
61	12/10/2023 22:12:02	Carlton Wright	Alabama A&M University			Virtual	College/University
62	12/10/2023 22:17:06	Maurice Bowles III	Norfolk State University			Both	Mentor, College/University, SEL Training/Workshops, Curriculum Writing
63	12/10/2023 22:23:43	Timothy Wilkins	Warr Acres Animal Clinic			On-site	Internship, Job Shadowing
64	12/11/2023 15:43:14	Willie Watkins	Defense Commissary Agency			Virtual	Mentor
65	12/11/2023 15:44:16	Willie Watkins	Defense Commissary Agency			Virtual	Mentor
66	12/14/2023 3:53:42	Mark Pregler	Brix Realty			On-site	Family Real Estate Education
67	12/18/2023 20:54:04	Tinika Richardson	Self-employed			Both	Mentor
68	12/19/2023 13:45:10	Barbara Jaramillo	Education/Administrator			On-site	I would like to serve on the Board
69	12/19/2023 16:16:16	Patrick Wilson	OU Health Science Center GBNOMO Life Skills Organization (Grown But Not On My Own Life Skills Organization)			Both	Mentor, Job Shadowing
70	12/20/2023 10:00:53	Sheila Williams				On-site	Mentor, Other
71	12/20/2023 12:33:22	Francie Ekwerekwu	Federal Public Defender Western District of OK			Both	Mentor, Job Shadowing, I would like to serve on the Board
72	12/20/2023 23:08:25	Zhonda Viney	Government			Both	Mentor
73	12/22/2023 14:35:43	Ranadra Buford	Self			Both	Mentor
74	12/22/2023 14:36:59	Delphine Dorsey	WellpreneurPlus, LLC			On-site	Mentor, SEL/Wellness

(Attachment H-3) Petitions/Signatures of Support

**Proud to Partner Leadership Academy**

I am providing my signature and pertinent information in support of the Proud to Partner Leadership Academy, a charter high school in Southwest Oklahoma City, with a proposed opening of August 2024, founded by Ms. Dawn Bowles.

Printed Name	Email Address	Signature
1. Meaw Thomasen	Faculty@Vadon.com	
2. June Elkins-Baker	j_elkins-baker@com.net	
3. Delois Barnett	Krydel@prodigy.net	
4. Crystal Walker	Smooches12105@gmail.com	
5. JAMAAL MOORE	jamooore1982@yahoo.com	
6. Jairo Watley	jwtley@yahoo.com	
7. LaVerne Wright	ronca@earthlink.net	
8. David Usher	kusher1967@gmail.com	
9. Coral Mabee	comcorcor@com.net	
10. Judith Christian	Judgrandma@hotmail.com	
11. Lonnie Leon	MR.LONNIELEON45@gmail.com	
12. Debra Stanfield	dleded89@msn.com	
13. Delphine Dorsey	delphinedorsey@gmail.com	
14. Mary A. Smith	maryasmith57@gmail.com	
15. Stephanie Nero	NERO877290@gmail.com	
16. Christophe Harawa	CJHS217@gmail.com	
17. Debra Pined		
18. Marva Williamsen	marva.cw@kcc@yahoo.com	
19. A. Byron Coler	byroncoler@kcc.com	
20. Courtland Coleman	CourtlandColeman3@gmail.com	



**Proud to Partner Leadership Academy**

I am providing my signature and pertinent information in support of the Proud to Partner Leadership Academy, a charter high school in Southwest Oklahoma City, with a proposed opening of August 2024, founded by Ms. Dawn Bowles.

Printed Name	Email Address	Signature
1. Alexo Vandy	LEXI@ALEXOVANDY.COM	
2. Maricela Dubart	dubartmaricela@yahoo.com	
3. Lisa Johnson		
4. Lou McCallough	loumac@AOL.COM	
5. Joyce Randle Thompson	blessful54@gmail.com	
6. Levi Dore		
7. Shayla Johnson	sj69890@gmail.com	
8. Sherri Boudou Kikwa	sherribous@gmail.com	
9. Eric Anderson	eranderson@gmail.com	
10. Shannon Sells	ShannonSells4@gmail.com	
11. Nishaung Young	nishaung@gmail.com	
12. Ina Mills	ina@mills@gmail.com	
13. Jesus Mendivil	CHUYDEVILLE@HOTMAIL.COM	
14. Myle Mosey	myle.mosey@gmail.com	
15. Sherrice Coleman	sherrice@gmail.com	
16.		
17.		
18.		
19.		
20.		

Proud to Partner Leadership Academy

I am providing my signature and pertinent information in support of the Proud to Partner Leadership Academy, a charter high school in Southwest Oklahoma City, with a proposed opening of August 2024, founded by Ms. Dawn Bowles.

Printed Name	Email Address	Signature
1. Charlesetta Jossell	charlesettajossell@yahoo.com	Charlesetta Jossell
2. Keith Jossell	KeithJossell@gmail.com	Keith Jossell
3. Nathan Jossell	jossell.nathan@gmail.com	Nathan Jossell
4. Dana Brown	Dana.R.Brown@StacyKids.org	Dana Brown
5. Nichelle Traylor	nichelletraylor@gmail.com	Nichelle Traylor
6. Beverly Walker	bewalker1@yahoo.com	Beverly Walker
7. Kelsey Brown	Kelsey.Graham@Pogriil.com	Kelsey Brown
8. Kendal Graham	Kendalmonet@gmail.com	Kendal Graham
9. Kelsey Graham	Kelseygram72@gmail.com	Kelsey Graham
10. Tonika Evans	dreadladie@gmail.com	Tonika Evans
11. Allison Moore	allisondemi28@gmail.com	Allison Moore
12. Brandi Moore	brandi.moore@wcc.edu	Brandi Moore
13. Breanna F. Bennett	BreannaBennett56@gmail.com	Breanna Bennett
14. Dru Johnson	druj39@gmail.com	Dru Johnson
15. Jancy Sanchez	Jancy101@gmail.com	Jancy Sanchez
16. Antoinette Henderson		Antoinette Henderson
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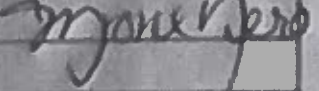
**Proud to Partner Leadership Academy**

I am providing my signature and pertinent information in support of the Proud to Partner Leadership Academy, a charter high school in Southwest Oklahoma City, with a proposed opening of August 2024, founded by Ms. Dawn Bowles.

Printed Name	Email Address	Signature
1 Rosemarie Jones	shortyrolind@yahoo	Rosemarie Jones
2 Shanika Stepeny	shanikastepeny@yahoo.com	Shanika Stepeny
3 Donta Stepeny	dstepeny@aigmail.com	Donta Stepeny
4 Kadi Pollard	KadiPollard.kp@gmail.com	Kadi Pollard
5 Brenda Usher	busher1982@gmail.com	Brenda Usher
6 Carol Calvin	mcacalvin@hotmail	Carol Calvin
7 Ellis O. Christian	ellisochristian@gmail.com	Ellis O. Christian
8 William Calvin	+6527@hotmail.com	William Calvin
9 Will Caldwell	bcma204@aol.com	Will Caldwell
10 Mikeiya Morrow, PhD	mikeya@icloud.com	Mikeiya Morrow, PhD
11 Jackie Eaton	jeaton@cox.net	Jackie Eaton
12 Melia Williams	abnomoli.festkills4@gmail.com	Melia Williams
13 Lafayette Williams	" "	Lafayette Williams
14 Valerie Buford	vbuford@live.com	Valerie Buford
15 J.D. Baker	jbakerok@gmail.com	J.D. Baker
16 Tasia Mandula	tasia-nigley@yahoo.com	Tasia Mandula
17 Vickie Williams	vickie_kunedick@hotmail.com	Vickie Williams
18 Miracled Duster	miracleduster@gmail.com	Miracled Duster
19 Ravada Buford	lachelbdf12@gmail.com	Ravada Buford
20 Rance Sims		Rance Sims

**Proud to Partner Leadership Academy**

I am providing my signature and pertinent information in support of the Proud to Partner Leadership Academy, a charter high school in Southwest Oklahoma City, with a proposed opening of August 2024, founded by Ms. Dawn Bowles.

Printed Name	Email Address	Signature
1 Sheyla Hernandez	sheyla.hernandez11@gmail.com	
2 Ophelia JATTA	ophelia.jatta@msn.com	
3 Sandra I. Dillio	sdillio57@gmail.com	
4 Calyia Whittaker	cwhittaker1946@yahoo.com	
5 Aaron Kelly	mightyate1951@yahoo.com	
6 Tyrone Nero	tynerd38@gmail.com	
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**Proud to Partner Leadership Academy**

I am providing my signature and pertinent information in support of the Proud to Partner Leadership Academy, a charter high school in Southwest Oklahoma City, with a proposed opening of August 2024, founded by Ms. Dawn Bowles.

Printed Name	Email Address	Signature
Sonya Smith	Sonya215Smith@gmail.com	<i>Sonya Smith</i>
Shannon Leon	shamarie33@yahoo.com	<i>Shannon Leon</i>
3.		
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**(Attachment H-4) Board Member Letters of Support**

**Dr. Sharri L. Coleman**

[www.soul2soledoctor.blogspot.com](http://www.soul2soledoctor.blogspot.com)



December 13, 2023

To whom it may concern:

Ms. Dawn Bowles embodies the essence of John C. Maxwell's wisdom that declares, "A leader is one who knows the way, goes the way, and shows the way." Demonstrating an acute understanding of students' needs and the strategic steps to prepare them for success, Ms. Bowles, a seasoned turnaround school specialist, possesses a genuine passion for guiding students towards post-graduation productivity.

Having collaborated with Ms. Bowles on multiple occasions, I confidently affirm her capability to lead the Proud to Partner Leadership Academy (PTPLA). As the Founding Board President, I am delighted to work alongside her in the collective endeavor to establish a school that caters to the educational needs of students in the Southwest Side of Oklahoma City.

In her leadership role, Ms. Bowles epitomizes the true essence of leadership, which extends beyond mere authority. It involves nurturing those entrusted to her care, enabling them to achieve their utmost potential, and fostering a shared commitment to greatness.

In service to students,

Dr. Sharri L. Coleman

Rachel Brainard

## Letter of Support

December 12, 2023

Rachel Brainard

Founding Board Vice Chair

Proud to Partner Leadership Academy

To the proposed authorizer of Proud to Partner Leadership Academy:

My name is Rachel Brainard and I am the Vice Chair of the founding board of the Proud to Partner Leadership Academy. I write this letter in support of both Ms. Dawn Bowles, school founder, and the Proud to Partner Leadership Academy.

I have known and served alongside Ms. Bowles for three years, two of which she served as my school leader and one as a professional mentor in education and youth and family engagement. Her leadership qualities both with staff and students are unrivaled. She is by far the best leader I have ever worked with as well as one of the best turnaround specialists in the country.

Ms. Bowles is an excellent instructional leader. She is in all classrooms at least once a week at a minimum. She not only makes sure all teachers and staff know what is expected of them, she also provides the support needed to help everyone become the best version of themselves and grow as an educator. I grew more under her leadership than I have anywhere else.

Next, Ms. Bowles has the most integrity of any administrator I have ever worked with. She is transparent in everything she does and every single decision she makes is made with students at the forefront. Even if it requires more work for herself, she always puts the students first in everything she does.


December 12, 2023  
Rachel Brainard  
Founding Board Vice Chair  
Proud to Partner Leadership Academy

Finally, I am very excited for everything that Proud to Partner Leadership Academy stands for and plans to offer. Many schools say that they want the community and families to be involved, but have no place for them. We plan to have a designated area for community and families. Many parents need a space to go and resources to find jobs, further their own education, etc. and we plan to provide this for them. We also plan to partner all students in their junior and senior years with people in the community who work in the field they are interested in. This will give them a clear path to follow post graduation whether that be going straight into the work force, going into the military, attending a tech school or going to college.

The need for another High School choice in this area is apparent. I urge you to authorize Proud to Partner Leadership Academy as a partner in educating the students of this community.

Best wishes,

**Rachel. Brainard**

 402-309-4230

 [rcapbrain@gmail.com](mailto:rcapbrain@gmail.com)

Charlesetta Jossell  
Founding Board Member  
405-249-1796

December 12, 2023

**Subject: Endorsement for Proud to Partner Leadership Academy**

I am writing to express my wholehearted support for the establishment of Proud to Partner Leadership Academy (PTPLA) and specifically, for Ms. Dawn Bowles, who has demonstrated exemplary leadership in her role as a school leader.

Having had the pleasure of witnessing Ms. Bowles' commitment and vision firsthand, I am confident in her ability to lead PTPLA towards success. In 2019, during her tenure as a school leader, she faced unprecedented challenges with grace and innovation. Her dedication to mentoring students and her creative approach to maintaining engagement during difficult times left a lasting impression on me.

As a community partner, my husband had the privilege of participating in the Community College & Career Day organized by Ms. Bowles as she served families in Southwest OKC. The event was a resounding success, showcasing her ability to inspire and engage students in meaningful ways.

When approached to join the Founding Board of PTPLA, I enthusiastically accepted, aligning with Ms. Bowles' vision that every student is a leader capable of achieving their aspirations with support from the school, community, colleges and businesses. I believe in fostering an environment where excellence is expected of everyone, and I am excited about the innovative approaches proposed to cater to diverse learning styles.

Ms. Bowles is not only a visionary leader but also a passionate advocate for students' success. Her emphasis on family and community involvement is a cornerstone of her approach, resonating deeply with my own high school experiences.

It is an honor and privilege for me to be part of the PTPLA Founding Board, as I share the belief in reaching back and bringing as many individuals as possible to success. I am confident that PTPLA, under Ms. Bowles' leadership, will make a significant and positive impact on the lives of the students and the community.

Thank you for your time and consideration.

Sincerely,

**Charlesetta Jossell**

6 de diciembre de 2023

Mi nombre es Gemma Bernardino y estoy orgullosa de asociarme con la escuela autónoma Proud To Partner Leadership Academy, al formar parte de la junta directiva de PTPLA. He trabajado con la Sra. Bowles y la he observado en su función anterior como administradora escolar, y la apoyo a ella y a la forma en que hace la escuela, especialmente en la escuela secundaria. La Sra. Bowles trabaja duro para involucrar a todas las familias y a todos los estudiantes en el proceso, obtiene buenos resultados y los estudiantes la aman y ella los ama a ellos.

Como miembro actual de la Junta Fundadora de PTPLA, estoy muy feliz de ser parte de un equipo que ya marca una diferencia en las vidas de los estudiantes de nuestra comunidad. Como miembro de la comunidad hispana, he visto a la Sra. Bowles valorar y apreciar a todas las comunidades y también enseñar a otros cómo hacer lo mismo. Necesitamos que personas como la Sra. Bowles se queden en el suroeste de la ciudad de Oklahoma, porque nuestras familias necesitan una escuela y un líder enfocado y preparado para abrazar todas las culturas y ayudarnos a tener éxito.

Creo que la Academia de Liderazgo Proud To Partner va a cambiar la forma en que los estudiantes ven la escuela y a sí mismos, porque ahora muchos no están interesados en la escuela, porque piensan que la escuela no está interesada en ellos. Sé que PTPLA está interesado en ellos ahora y lo estará en los años venideros, y creo que los estudiantes sabrán cuánto valen para PTPLA. Al formar parte de la Junta de PTPLA, sé que podré lograr un cambio para mi comunidad y la suya.

Atentamente,

Gemma Bernardino  
[gemmabernardino01@gmail.com](mailto:gemmabernardino01@gmail.com)

## (Will serve on PTPLA Governing Board)

Francie Ekwerekwu

Federal Public Defender Western District of OK



Dawn Bowles <dawn.bowles@opsrc.net>

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### Document shared with you: '

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Francie Ekwerekwu <francie4@gmail.com>  
To: Dawn Bowles <dawn.bowles@opsrc.net>  
Cc: bowlesd1970@gmail.com, dawn.bowles@opsrc.net

Hello Ms. Dawn Bowles,

It would be an honor to serve on the Proud to Partner Leadership Academy Community Partnership board. If approved to serve on the board for any term, I will gladly, dutifully and intently serve in my individual capacity until I am no longer able to serve as a board member for any reason. I will abide by any bylaws in governing documents of a board member in this organization. Thank you for your consideration.

Sincerely,

Francie Ekwerekwu

**Re: Letter of Intent to Serve on the Proud To Partner Leadership Academy Board of Directors**

December 11, 2023

To the proposed authorizer of Proud To Partner Leadership Academy:

Please allow this letter to serve as my intent to serve on the Board of Directors of the Proud To Partner Leadership Academy (PTPLA) of Southwest Oklahoma City, Oklahoma, as led by school founder, Ms. Dawn Bowles.

I am a supporter of the development of great schools and of school choice. I strongly believe that the families in Southwest Oklahoma City, specifically those in the areas of Putnam City Schools and Western Heights Public Schools would benefit from school choice, especially on the secondary level.

My experience with Ms. Bowles enables me to confidently believe in her ability to motivate and educate students as leaders, in areas of academic achievement, and social and emotional accountability. Additionally, her love for community partnership and mentoring has been an enriching addition for numerous families in the OKC area.

I look forward to serving on the PTPLA Board of Directors, bringing my educational expertise to assist and support the governing body of the school. It is without reservation that I support and encourage all efforts of Ms. Dawn Bowles and those of the Proud To Partner Leadership Academy charter high school.

Sincerely,

Mrs. Barbara Jaramillo  
[bjaramillo@sbcglobal.net](mailto:bjaramillo@sbcglobal.net)



## **Attachment I - Requested Services & Food Services**

- (I-1) Requested services (Transportation updated)
- (I-2) Child Nutrition/Food Services

## **(Attachment I-1) Requested Services**

**Transportation** (PTPLA understands that Putnam City Schools is no longer offering the contracted transportation services as outlined in the PCS Charter School Application.)

The physical location of PTPLA shall be within the Putnam City Schools District boundaries. Admission to PTPLA Charter School shall be in compliance with the Act. PTPLA will not be required by law to provide transportation unless in the case of an Individualized Education Plan, a documented 504 Plan, or homelessness. To the extent required by law, PTPLA has explored options to assist all families with transportation needs, such as with public/private partnerships or the use of public transportation (Embark, Lift, area churches, and purchase of vans/minibus), and zoned transportation stops for district. Suggested transportation solutions will be provided to all parents upon enrollment, and specific transportation accommodations for those meeting one of the aforementioned designated categories. PTPLA will submit student residency and attendance information through our Student Information System and state accreditation to receive transportation funding to support the cost of providing public transportation for students. Although it will not be the responsibility of PTPLA to provide transportation for the general student population, families/guardians will be expected to ensure that their student meets attendance requirements as established by PTPLA. Additionally, the proposed PTPLA grounds support the required minimum number of parking spaces, and will implement a process to support valid, licensed student drivers.

PTPLA has also received quotes from Ross Transportation in Oklahoma City, Oklahoma. Ross Transportation is the major provider of transportation services for Oklahoma schools. As noted, the Dean of Instructional Technology/Operations will oversee Transportation. If transportation is financially feasible for the general school population, PTPLA will ensure that we provide transportation meeting ADA requirements as well as ensure compliance with local regulations. Two members of the PTPLA staff/board are licensed with a Commercial Driver License (CDL).

## **(Attachment I-2) Child Nutrition/Food Services**

In cooperation with the OSDE Child Nutrition Services under the provisions outlined in the Agreement for Food Services template that has been approved by USDA and the OSDE, PTPLA will manage food service for both faculty and students. Negotiations have begun with Keystone Food Services and Sodexo Food & Facilities Management to secure an approved food provider/vendor. PTPLA will work with the food service provider to develop a pricing structure that is fair and affordable to all students and faculty. PTPLA will utilize a customized industrial/commercial food trailer. Quotes have been secured and the proposed vendor is Custom Trailer Pros.

### **Providing Food Service for Faculty and Students**

PTPLA will participate in one or more of the following:

- USDA National School Lunch Program
- School Breakfast Program
- After-School Snack Program
- Fresh Fruit and Vegetable Program

PTPLA will also participate in the No Kid Hungry program and the Local Food for Schools Program - ODAFF, applying for a reimbursable grant of \$25,000 per year. PTPLA may participate via contract with a meal service vendor. The School shall be responsible for the Child Nutrition Agreement, Renewal Agreement, Permanent Policy Statement and all other reporting requirements required by USDA and/or the USDE. Meals will be prepared onsite and will follow the requirements of the National School Lunch Program. Faculty will be charged at an acceptable rate approved by the Board as recommended by the food service provider.

### **Annual Sanitation Certification**

PTPLA shall comply with the Health Inspections of Kitchens Section 111 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) amended Section 9(h) of the Richard B. Russell National School Lunch Act regarding health inspections required in schools participating in the NSLP or SBP. PTPLA must obtain the following:

- At least two health inspections each school year conducted by the Oklahoma Health Department
- Post, in a publicly visible location, the most recent health inspection, and provide a copy of the health inspection report to a member of the public upon request
- Report the number of health inspections annually to the OSDE through eClaims by the School prior to the submission of the September claim for reimbursement

If the school does not receive the required two inspections per year, the school shall contact the Oklahoma Health Department to request that the inspections be conducted; the date and name of the person spoken to concerning this matter shall be documented.

PTPLA understands that Oklahoma law, Title 63 O.S. 2011, §§ 1-106.1(E) and 1-1118, and Title 75 O.S. 2011, § 314(C)(1), requires institutions such as the School to pay annual license renewal fees of \$100 per site to the Oklahoma State Department of Health. This fee is necessary to support the continued operation of food sanitation programs, including facility inspections conducted by the Health Department.

### **Free/Reduced Lunch Applications**

PTPLA staff will be trained in the Application Process, Benefit Issuance, Verification and Meal Counting and Claiming (ABVM) process annually as required by the USDA and OSDE. The Dean of Operations will be responsible for the management and supervision of the application process and procedures. The process is as follows:

- Free/reduced lunch applications will be distributed during the enrollment process and collected in a school office
- The Dean of IT/Operations shall approve the application within 10 days of receipt of the application
- Each application shall be approved either electronically through computer-assisted application or shall be reviewed by two staff members (Dean of Operations & Dean of Wraparound Services or designee, to ensure that the application has been properly approved and that benefits have been properly assigned.

### **School Cafeteria/Eating Facility**

Describe the planned cafeteria or other eating facility to include description of equipment, sanitation, and capacity parameters.

- a. The indoor PTPLA cafeteria shall be equipped for dine-in only, as our kitchen will be serviced by a customized industrial/commercial food trailer, to be stationed in the rear parking lot of the school building to provide for on-site meal preparation. The specs and floorplan of the PTPLA kitchen (food trailer) will be pre-approved by the Oklahoma County Health Department and OSDE Child Nutrition Services prior to purchase and prior to initial use. In compliance with sanitation requirements, the PTPLA shall follow Hazard Analysis and Critical Control Point (HACCP) System procedures (Reference USDA Policy Memo 2005-SP-21). Section 111 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) amended Section 9(h) of the Richard B. Russell National School Lunch Act by requiring SFAs to implement a food safety program for the preparation and service of school meals served to children in the school year beginning July 1, 2005. The program must be based on HACCP

principles and conform to guidance issued by USDA. All SFAs must have had a fully implemented food safety program no later than the end of the 2005-2006 school year. (Reference USDA Guidance on Developing a School Food Safety Program Based on the Process Approach to HACCP Principles—June 2005.) HACCP is a systematic approach to construct a food safety program designed to reduce the risk of foodborne hazards by focusing on each step of the food production process—receiving, storing, preparing, cooking, cooling, reheating, holding, assembling, packaging, transporting, and serving. The purpose of a school food safety program is to ensure the delivery of safe foods to children in the school meals program by controlling hazards that may occur or be introduced into foods anywhere along the flow of the food from receiving to service (food flow).

1. There are two types of hazards:
  - a. hazards specific to the preparation of the food, such as improper cooking for the specific type of food (beef, chicken, eggs, etc.) and
  - b. nonspecific hazards that affect all foods, such as poor personal hygiene. Specific hazards are controlled by identifying Critical Control Points (CCPs) and implementing measures to control the occurrence or introduction of those hazards. Nonspecific hazards are controlled by developing and implementing Standard Operating Procedures.
- b. Standard Operating Procedures (SOPs)
  - i. During the Development of the School Food Safety (SFA) Program, the School shall review the food service operations within the SFA and describe the facility, functions, and standard procedures for each. This initial review may include:
    1. Types of facilities in your SFA
    2. Existing SOPs
    3. Number and type of employees at the site
    4. Types of equipment
    5. Processes for food preparation
    6. Menu items
  - ii. Three main points are essential to developing this program:
    - i. Sanitation—Ensuring that all of the food preparation areas are clean and sanitary, such as workers’ hands, utensils, and food contact surfaces. Avoid cross contamination.
    - ii. Temperature control—Ensuring that cold foods are cold and hot foods hot. Cook to proper temperatures and hold at proper temperatures, and to

record those temperatures. A basic, properly calibrated food thermometer (digital or dial) is needed to check for proper temperatures.

iii. SOPs—The School will create Standard Operating Procedures for sanitation and verify that proper temperatures are being observed as well as other aspects of a foodservice operation with consideration given to the following:

1. General safety considerations
  - a. Prohibit bare hand contact with ready-to-eat (RTE) foods.
  - b. Store chemicals away from food and food-related supplies.
2. Personnel
  - a. Require hand washing after restroom use, sneezing, coughing, or after performing any cleaning activity.
  - b. Develop a policy for restricting or excluding ill employees from food production or preparation areas.
3. Product procurement
  - a. Follow recommendations for selecting vendors such as those found in state distributing agency vendor certification procedures.
  - b. Develop buyer product specifications.
4. Receiving
  - a. Reject all cans with swollen sides or ends, flawed seals and seams, rust or dents.
  - b. Put perishable foods into the refrigerator or freezer immediately.
5. Storing
  - a. Store all food and paper supplies six to eight inches off the floor.
  - b. Label all food with the name of the School and delivery date.
6. Transporting
  - a. Preheat transfer carts prior to use.
  - b. Limit transport travel time to a maximum of two hours.
7. Holding
  - a. Keep hot foods hot (above 135°F [Oklahoma Health Department requirement]) and cold foods cold (below 41°F).
8. Preparation
  - a. Do not keep food in the danger zone (between 41°F and 135°F) for more than four Hours.
  - b. Handle food with utensils; clean, gloved hands or clean hands. (Bare hand contact with food during preparation should be limited. Bare hand contact with RTE foods should be prohibited.)
9. Cleaning/Sanitizing
  - a. Use clean water, free of grease and food particles.
  - b. Keep wiping cloths in sanitizing solution while cleaning.

10. Cooking and documenting temperatures

- a. Record all temperatures when they are taken.
- b. Use only a clean and sanitized thermometer when taking internal temperatures of foods.

11. Cooling

- a. Containers: cover loosely so that heat can escape quickly.
- b. Keep cold foods cold by pre-chilling ingredients for salads.

12. Reheating

- a. Transfer reheated food to hot-holding equipment only when the food reaches the proper temperature.
- b. Use only cooking ranges, ovens, steamers, and microwave ovens to reheat foods. Use hot-holding equipment only to maintain temperature and not for rapidly heating food.

The PTPLA shall comply with applicable laws concerning food services at its school sites.

## **Attachment J - Certifications**

- (J-1) Board of Directors Charter Certification



*Office of State Superintendent*  
*State of Oklahoma*



THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RECOGNIZES AND APPLAUDS

DAWN BOWLES

UPON SUCCESSFUL COMPLETION OF CHARTER SCHOOL TRAINING FOR EXEMPLIFIED  
EXCELLENCE AND COMMITMENT TO ACADEMIC ACHIEVEMENT AND STUDENT SUCCESS, AND  
SERVES AS A MODEL FOR QUALITY VALUES AND ESTEEMED CHARACTER IN OUR COMMUNITY  
AND THROUGHOUT THE GREAT STATE OF OKLAHOMA.

AUGUST 31, 2023

DATE

A handwritten signature in black ink, appearing to be "R Walters", written over a horizontal line.

RYAN WALTERS  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

*Office of State Superintendent*  
*State of Oklahoma*



THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RECOGNIZES AND APPLAUDS

SHARRI COLEMAN

UPON SUCCESSFUL COMPLETION OF CHARTER SCHOOL TRAINING FOR EXEMPLIFIED  
EXCELLENCE AND COMMITMENT TO ACADEMIC ACHIEVEMENT AND STUDENT SUCCESS, AND  
SERVES AS A MODEL FOR QUALITY VALUES AND ESTEEMED CHARACTER IN OUR COMMUNITY  
AND THROUGHOUT THE GREAT STATE OF OKLAHOMA.

AUGUST 31, 2023

DATE

A handwritten signature in black ink, appearing to read "Ryan Walters".

RYAN WALTERS  
STATE SUPERINTENDENT of PUBLIC INSTRUCTION

*Office of State Superintendent*  
*State of*  *Oklahoma*

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RECOGNIZES AND APPLAUDS

RACHEL BRAINARD

UPON SUCCESSFUL COMPLETION OF CHARTER SCHOOL TRAINING FOR EXEMPLIFIED  
EXCELLENCE AND COMMITMENT TO ACADEMIC ACHIEVEMENT AND STUDENT SUCCESS, AND  
SERVES AS A MODEL FOR QUALITY VALUES AND ESTEEMED CHARACTER IN OUR COMMUNITY  
AND THROUGHOUT THE GREAT STATE OF OKLAHOMA.

AUGUST 31, 2023

DATE



RYAN WALTERS  
STATE SUPERINTENDENT of PUBLIC INSTRUCTION

*Office of State Superintendent*  
*State of*  *Oklahoma*


THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RECOGNIZES AND APPLAUDS

CHARLESETTA JOSSELL

UPON SUCCESSFUL COMPLETION OF CHARTER SCHOOL TRAINING FOR EXEMPLIFIED  
EXCELLENCE AND COMMITMENT TO ACADEMIC ACHIEVEMENT AND STUDENT SUCCESS, AND  
SERVES AS A MODEL FOR QUALITY VALUES AND ESTEEMED CHARACTER IN OUR COMMUNITY  
AND THROUGHOUT THE GREAT STATE OF OKLAHOMA.

AUGUST 31, 2023

DATE



RYAN WALTERS  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



# **Proud To Partner Leadership Academy**

## **Charter School Appeal Binder**



**Submitted to: Oklahoma State Board of Education**

**Submitted by: Ms. Dawn Bowles, School Founder & Head of School**

**Date: January 25, 2024**

- Cover Letter
- Putnam City Schools Charter Application Policy
- First Round Submission to Putnam City Schools
  - Initial Proud To Partner Leadership Academy Charter Application
  - First Rejection Letter from Putnam City Schools
  - December 4, 2023 PCS Board Minutes
  - First Round Feedback
- Second Round Submission to Putnam City Schools
  - Locator and Summary Sheet for Amended/Revised Charter Application
  - Amended/Revised Proud To Partner Leadership Academy Charter Application
  - Second Round Revision Feedback
  - January 22, 2024 Item of Consideration and Recommended “No” Vote
  - January 22, 2024 PCS Board Agenda (Minutes have not been posted)



## **Proud To Partner Leadership Academy**



### **Charter Appeal Cover Letter**

**Submitted to: Oklahoma State Board of Education**

**Submitted by: Ms. Dawn Bowles, School Founder & Head of School**

The mission of the Proud To Partner Leadership Academy is to transform the lives of high school students through leadership development in a culturally relevant experience fostering academic excellence, community partnership, and social and emotional accountability, so that they are empowered to believe in themselves and prepared to lead beyond today.

Proud To Partner Leadership Academy (PTPLA) is concerned about the chronic lack of educational and post-secondary preparedness for students and families in Southwest Oklahoma City, specifically those in the Putnam City West school zone of Putnam City Schools, and the neighboring district, Western Heights Public School District. PTPLA and the surrounding community believe that this pressing need can be met with the solution of a public charter high school option, thus found in our proposed charter high school: Proud To Partner Leadership Academy. As a collective school and community, we intend to honor our commitment in changing the trajectory of life for families in Southwest Oklahoma City, through our PTPLA Foundational Pillars: Post-Secondary Leadership, Academic Excellence, Community Partnership, and Social Emotional Learning.

Research has confirmed that when there is at least one accountable adult in the lives of school-aged children, at school, the success rate for attendance, academic performance, behavioral outcomes, graduation, and productive life after high school improves significantly. The most recent school report card data from Putnam City Schools informs us that the district has an overall performance rate of 28% of students meeting their performance group targets. Specifically at Putnam City West High School there was an overall performance rate of 20% of students meeting performance group targets, 75-80% of Black and Brown students are performing below academic targets and have just above 20% access to post-secondary opportunities, and 45% of students are chronically absent. Additionally, in the overall performance of the 1800 PC West High School students, less than 200 students were proficient, with lowest scores reported in Math and Science. Data trends from the feeder middle schools,

Western Oaks and Mayfield, indicate that the rising ninth grade classes will enter PC West High School with even greater deficiencies, in terms of these same performance indicators. PTPLA has a founding team with more than 50 combined years of outstanding educational outcomes on PK-Collegiate levels, as well as local site, district, and state accolades, and we are committed to an aggressive approach to improvement.

A staple in the PTPLA model is that we provide a one to one community partnering and mentoring program, which is embedded in our model for each student and aligned to their post-secondary interest. To date, PTPLA has secured more than one hundred partnerships for our students and families. As students enroll, they will be partnered with a mentor that the PTPLA Dean of Leadership & Community Partnership determines is most aligned to assist them in becoming the best version of themselves as they navigate their graduate aims. In addition to the commitment of our community partner mentors, we have a clear demonstration of community support for PTPLA, found in signatures/petitions, and responses from PTPLA Community Needs Survey, which highlights the urgent need for a school choice option in Southwest Oklahoma City. Community support entries can be viewed in the charter application, and additional evidence can be provided if necessary. Furthermore, the founding team has successfully partnered with middle and high school students and families in Southwest Oklahoma City, experiencing firsthand the need expressed by students and families for a school choice option.

After submitting a thorough and high-quality revised charter school application to Putnam City Schools, based on the authorizing standards in subsection B of Section 3-134 of the Charter School Act, the Proud To Partner Leadership Academy does not believe that the grounds and basis of objection/rejection by Putnam City Schools was supported by the greater weight of evidence and the strength of our application in the following ways:

1. PTPLA applied using the PCS charter application as provided by the PCS Board Charter Policy on the district website, but the PCS review team scored the PTPLA charter application using a rubric that was unaligned to the PCS charter application.
2. PCS Board Member, Steve Burger, at the December 4, 2023, board meeting during open board discussion of the PTPLA agenda item, expressed his opinion that the district has no interest in authorizing a charter school as they would not



want the responsibility of managing that charter school. Additionally, he asked for clarification as to whether a “No” vote would move the charter approval to the State and relieve PCS of all responsibility.

3. Based on PCS review team feedback, a revised PTPLA application was submitted on December 23, 2023, within the required timeline of 30 days, along with a Locator & Summary Sheet. This document was included to assist the review team in targeting the areas of revision based on their initial feedback; however, there are numerous discrepancies in the second round feedback and scoring, as PTPLA was not given adequate credit for revisions. These discrepancies have been highlighted on the Locator & Summary Sheet that is included in the appeal binder.
4. PCS Board Members were not adequately prepared or briefed for either board meeting, and three of the board members made that known to the Superintendent and the review team, and addressed this as a concern in being able to make an informed decision: December 4, 2023 (Jay Sherrill), January 22, 2024 (Gail LoPresto & Charity Avery). Additionally, at both board meetings there were multiple instances of confusion with orderly motioning and voting, as well as retracting and changing of vote based upon lack of clarity on the PTPLA agenda item, and charter school law and processes. PTPLA can provide an audio recording of the seven minute and fifty-seven seconds of board member conversation related to PTPLA.
5. PTPLA (School Founder), on December 23, 2023, at the point of resubmission, requested to meet with Jason Memoli, the Senior Cabinet, and or the PCS Board of Education members to further discuss PTPLA and how a potential partnership would work best for families that we all want to serve in SW Oklahoma City, but PTPLA was denied the opportunity to meet in advance of the board meeting. PTPLA also requested to be placed on the agenda for an official presentation and time for discussion, question and answer at the January 22, 2024 board meeting, and again this request was denied. PTPLA received the following response: “As per our standard procedure, public presentations to the Board are not customary. However, we do offer an opportunity for public engagement in line with our

public participation policy.” PTPLA was allowed to participate in the 3 minute public comment section; however, PCS Board Vice-President and President noted that they wished they could have time to review the materials provided by PTPLA, as well as learn more about the school and what it had to offer in advance. Additionally, they agreed that they simply had not been given enough information or time to make an informed decision, and asked if they could table the vote and be given time to adequately assess the school and the need before voting, but the Superintendent and review team noted that the 30 day time frame for a PCS vote would expire as of this meeting.

The time is here, the time is now, and Proud To Partner Leadership Academy is prepared and ready to bring “Greater” to Southwest Oklahoma City. The PTPLA founding team has worked diligently since the conception of our charter process in March 2022, partnering with nationally recognized charter school development organizations, and respected former charter school founders and leaders, inclusive of the State Charter School Association. There are 174,000 individuals without a high school diploma or equivalency in Oklahoma, and PTPLA is not willing to allow another year pass without ensuring that at least 100 additional students per year from Southwest Oklahoma City are ready for college, career, and life excellence. This is a matter of urgency. An approval for the Proud To Partner Leadership Academy to open its doors in August 2024 is an approval for our students and families and the State of Oklahoma, to experience a greater solution aligned to their present and future focused needs. More importantly it is an approval providing the opportunity for all students and families to have the right to exercise school choice, and receive a quality education.



January 25, 2024

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