

**TULSA PUBLIC SCHOOLS**  
**2018 SCHOOL MODEL PROPOSALS**  
*for the 2019-2020 academic year*



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T U L S A

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PUBLIC SCHOOLS

Tulsa Public Schools  
Charles C. Mason Education Service Center  
3027 South New Haven Avenue  
Tulsa, OK 74114  
<http://www.tulsaschools.org>

*Revised June 2018*

## 2019-2020 School Proposal Content and Instructions

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## I. INTRODUCTION & TYPES OF APPLICANTS

During the 2015-16 academic year, Tulsa Public Schools unveiled a new strategic plan: Destination Excellence. Through a collaborative process with input from students, teachers, families, community and district leaders, the District set forth a road map for the next five years. Destination Excellence affirms the belief that our community is full of learners, contributors and designers that must work together to provide a quality learning experience for every child.

TPS recognizes that traditional schools may not be the only environment for all students to be successful. Many Tulsa students and families need new, unique educational programs to have a quality learning experience. Charter Schools and Partnership Schools are two innovative models contemplated within the District's Theory of Change to create and sustain high-performing schools. Multiple innovative school models currently exist, and the Board has authorized a number of charter schools. By leveraging these strong foundations, we can create conditions that empower teachers and school leaders to create joyful places where powerful learning occurs every day.

TPS welcomes Charter School and/or Partnership School proposals that help meet its school design goals, including, but not limited to:

- A research-based, school model that addresses the instructional needs of our most underserved students and includes whole child supports
- An innovative educational model for the elementary or middle-school grades.
- An alternative school model that focuses on serving students with special needs, including but not limited to English Language Learners, students with Individual Education Programs (IEPs) or Section 504 plans, students identified as academically gifted, and students at risk of academic failure or dropping out.

The following document contains guidelines for creating and submitting a Charter School proposal and/or a Partnership School proposal to Tulsa Public Schools.

**Charter Schools:** Pursuant to Oklahoma statutes, the Board may elect to authorize a charter school for one or more of the following purposes:

- To improve student learning;
- To increase learning opportunities for students;
- To encourage the use of different and innovative teaching methods;
- To provide additional academic choices for parents/guardians and students;
- To require the measurement of student learning and create different and innovative forms of measuring student learning;
- To establish new forms of accountability for schools; and,
- To create new professional opportunities for teachers and administrators including the opportunity to be responsible for the learning program at the school site.

To be designated under Oklahoma law as a public charter school, the proposed governing board of a charter school must receive:

- Formal approval of its proposal for sponsorship by the Tulsa Public School Board of Education; and,
- Formal approval and publication of its charter (contract) to operate. The charter contract must be entered into by the TPS Board and proposed governing board of the charter school.

**Partnership Schools:** A TPS school providing instruction to its students through an education service provider shall be called a Partnership School. Partnership school refers to a variety of autonomy-rich school models—whether they are innovative schools of the future or well-established models already within the TPS network. They embody the expectations and strategies described by the district within its new strategic plan, Destination Excellence and the district’s theory of change. The Board may elect to contract with a public or private nonsectarian entity for that entity to provide direct instructional services to students within the school district. The instructional services provided by this organization will include core and non-core instructional services as defined by of agreement with the school district. The organization and its employees are exempt from all statutes and rules relating to schools, boards of education and school districts to the same extent that a charter school is exempt under the Oklahoma Charter Schools Act. For all purposes, including but not limited to attendance, funding from all sources and accountability, all students who are provided services by a contracting entity pursuant to an educational services contract shall at all times be and remain students of the school district.

When evaluating a partnership school proposal, the Board will look for strong plans within the following autonomous areas so as to improve student learning opportunities while encouraging the use of different and innovative teaching methods:

- Calendars and/or bell times
- Assessment(s)
- Budget
- Staffing, including hiring, evaluating and dismissing employees
- Curriculum

The district will receive, review, and recommend to the TPS Board action concerning written charter school and partnership school proposals as stipulated by the legislation within the timelines established under the law. A specific timeline for each proposal type can be found on pages 6 and 7.

Please feel free to contact Tulsa Public Schools with any questions that arise regarding the application or review. You can direct questions to Becky Gligo, [Director](#) of Portfolio Management at [gligore@tulsaschools.org](mailto:gligore@tulsaschools.org)

## II. CHARTER SCHOOL & PARTNERSHIP SCHOOL TIMELINE

- a. The chart below outlines the statutory timeline and review process for a Charter School Application and submission:

<b>Process Stage</b>	<b>Date/Timing</b>
<b>Deadline for Proposal Submission</b>	<b>September 1, 2018</b>
Proposals may be received on or before this date. The Board of TPS shall either accept or reject sponsorship of a proposed charter school within ninety (90) days of receipt of the proposal.	
<b>Submission of Charter Proposal</b>	<b>Day 1</b>
Completed proposals must be received in the Office of the Superintendent on or before 4:30 pm on September 1, 2018 (or the next workday is September 1 falls on a weekend or a day when the District office is otherwise closed). Late or incomplete proposals will not be considered.	
<b>Internal Review of Charter Proposal</b>	<b>Days 1-30 after Submission Date</b>
Review of proposals shall go forward using a process and procedure as defined by and under the direction of the Superintendent or designee. The process shall require complete review of each individual proposal received and shall lead to a written report evaluating the quality of the proposal.	
<b>Capacity Interview/Development of Recommendation</b>	<b>Days 31-60 after Submission Date</b>
TPS staff will schedule a capacity interview with any charter applicant. Failure by an applicant(s) to participate in a capacity interview may result in a recommendation to deny the charter school application.	
<b>Superintendent Recommendation to the Board and Formal Board Action</b>	<b>Days 61-90 after Submission Date</b>
The written report shall be submitted with a formal recommendation for action to the Board. The Board shall either accept or reject sponsorship of a proposed charter school within ninety (90) days of receipt of the proposal.	
<b>Deadline for Board Action</b>	<b>No later than December 1, 2018</b>
Applications whose proposals are rejected are eligible to appeal as specified by the Oklahoma Charter Schools Act.	

- b. The chart below outlines the timeline and review process for a Partnership School Application and submission:

<b>Process Stage</b>	<b>Date/Timing</b>
<b>Deadline for Letter of Intent Submission</b>	<b>August 1, 2018</b>
<p>Letters of Intent may be received on or before this date. Due to the contractual nature of the Partnership school model, this will provide TPS and the prospective partnership operator with additional planning time as necessary. More information regarding the letter of intent template is provided on page 5.</p>	
<b>Submission of Partnership School Proposal</b>	<b>September 1, 2018</b>
<p>Completed proposals must be received in the Office of the Superintendent on or before 4:30 pm on September 1, 2018 (or the next workday is September 1 falls on a weekend or a day when the District office is otherwise closed).</p>	
<b>Internal Review of Partnership Proposal/ Initial Contract Negotiations</b>	<b>Days 1-60 (after) Submission Date</b>
<p>Review of proposals shall go forward using a process and procedure as defined by and under the direction of the Superintendent or designee. The process shall require complete review of each individual proposal received and shall lead to a written report evaluating the quality of the proposal. TPS may elect to begin contract negotiations as a result of a positive internal review.</p>	
<b>Capacity Interview/Development of Recommendation</b>	<b>Days 61-90 (after) Submission Date</b>
<p>TPS staff will schedule a capacity interview with any charter applicant. Failure by an applicant(s) to participate in a capacity interview may result in a recommendation to deny the partnership school application.</p>	
<b>Superintendent Recommendation to the Board and Formal Board Action</b>	<b>Days 91-120 (after) Submission Date</b>
<p>The written report shall be submitted with a formal recommendation for action to the Board. The Board shall make every effort to either accept or reject sponsorship of a proposed partnership school within a one hundred twenty (120) days of receipt of the proposal.</p>	
<b>Deadline for Board Action</b>	<b>No later than January 1, 2019</b>
<p>Applications whose proposals are approved will move into contract negotiations. Applicants that are not approved are eligible to reapply the following year.</p>	

**Partnership School applicants are strongly urged to submit proposals in advance of the deadlines listed above.**





### III. CHARTER SCHOOL APPLICATION INSTRUCTIONS

The Charter School Proposal consists of three parts. The first of these is the *SCHOOL OVERVIEW* which seeks information about aspects of the educational program design. Second is the *SCHOOL NARRATIVES* which seek more detailed information about the academic plan, operations plan, and financial plan as well as demonstrates the applicant's capacity to implement each aspect of the plan effectively. Last is the *APPENDIX* which includes artifacts to support the written responses. Each of these sections is described in detail in this document.

#### Specifications

Each proposal must be submitted using the format set forth herein. All requested information must be provided in order for the proposal to be considered.

- All elements of the proposal must be typed with 1" margins at the tops and bottoms of each page and 1.25" on the right and left sides of each page. The copy shall be double-spaced and prepared using an English language font of not less than 12 pt.
- The proposal shall include a maximum of 200 single-sided pages not including appendices. (Applicants may elect to submit no more than 100 double-sided pages.)
- Each major section should begin with a new page to facilitate review.
- Five (5) copies of the complete proposal package must be submitted. Each copy must be three (3) hole punched and separately bound in a 3-ring binder.
- A compact disc or flash drive with the contents of the proposal (but not necessarily including appendices) must be provided using Microsoft Word format (.doc file).
- All proposals must be submitted by the published due date and time. Late or incomplete proposals will not be considered.
- The proposal shall be assembled as follows:
  1. Proposal Cover Sheet
  2. School Enrollment Projection
  3. School Overview
  4. Educational Design and Capacity
  5. Operations Plan and Capacity
  6. Financial Plan and Capacity
  7. Demonstration of Support

## 8. Final Documentation



**IV. CHARTER PROPOSAL COVER SHEET & ENROLLMENT PROJECTIONS**

Name of the Proposed School: \_\_\_\_\_

Name of the Founder/Applicant of the Proposed School:  
\_\_\_\_\_

Mailing Address of the Founder/Applicant:  
\_\_\_\_\_  
Street/ PO Box  
\_\_\_\_\_  
City State Zip

Telephone Number of the Founder/Applicant: \_\_\_\_\_

E-mail address: \_\_\_\_\_ Fax: \_\_\_\_\_

Name of the Primary Contact (if different from the above):  
\_\_\_\_\_

Mailing Address of the Primary Contact (if different from above):  
\_\_\_\_\_  
Street/ PO Box  
\_\_\_\_\_  
City State Zip

Telephone Number of the Primary Contact (if different from above):  
\_\_\_\_\_

E-mail address: \_\_\_\_\_ Fax: \_\_\_\_\_

Have you/will you file a proposal to charter this school with other sponsoring organizations?  
Have you successfully or unsuccessfully filed a proposal in another state?

YES  NO If yes to either question, please complete the table and explain below:

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Please provide a brief one-paragraph description of 300 words or less of the proposed charter school suitable for release to the media as may be required.

## SCHOOL ENROLLMENT PROJECTION

Please provide the projected student enrollment breakdown for each of the first five (5) years of the proposed charter school's operation.

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 (specify)			
Year 2			
Year 3			
Year 4			
Year 5			
At Capacity (specify year)			

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

Grade Level	Number of Students					
	Year 1 20____	Year 2	Year 3	Year 4	Year 5	At Capacity 20____
Pre-K						
1						
2						
3						
4						
5						
6						
7						
8						
9						

10						
11						
12						

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.



## V. CHARTER SCHOOL OVERVIEW

Please respond to each of the following questions to complete your school overview in 500 words or less. The school overview should provide a concise summary of the following:

- The proposed plan for the school;
  - The geographic and population considerations of the school environment;
  - The challenges particular to those considerations; and
  - The applicant team’s capacity to successfully open and operate a high quality school given the above considerations.
1. **Mission, Vision, and Educational Philosophy.** Please provide the Mission Statement for the school, the date of its adoption, and the organizational entity or person(s) formulating such statement. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve long term. Taken together, these statements should:
    - Identify the students and community to be served
    - Illustrate what success will look like
  2. **Educational Need and Student Population.** Provide a description of the anticipated student population to be served. This description should include geographic preferences (if applicable), student’s anticipated educational needs, and any non-academic challenges the school is likely to encounter. Identify any enrollment priorities and methods to be employed for enrollment eligibility and selection, including those that guarantee no enrollment restrictions based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or measures of achievement or aptitude.
  3. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and non-negotiables of the school model. Please provide a minimum of five (5) and a maximum of seven (7) instructional goals for the proposed school to have been attained/achieved by the end of the first five (5) years of operation.
  4. **Community Engagement.** Describe the relationships, if any, that you have already established to generate community engagement in and support for the proposed schools. If you have assessed demand and/or solicited support for the school, briefly describe these activities and summarize their results.

5. **Leadership and Governance.** Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.





## **VI. CHARTER SCHOOL NARRATIVES**

### **SECTION 1. EDUCATIONAL DESIGN & CAPACITY**

This section includes primary instructional methods and assessment strategies, non-negotiable elements of the school model, and evidence that promises success for the program with the anticipated student population.

#### **A. Consistency With the Purpose(s) of the Act**

1. Describe how the school will fulfill one or more of the purposes of a charter school as enumerated in the Oklahoma Charter School Act.
2. Provide certification that the proposed school has not had or will not have an affiliation with a non-public sectarian agency, organization or association.

#### **B. Educational Program**

1. Outline the instructional methods to be used by the proposed school, including any distinctive models being employed and what strategies, programming, and/or other special teaching techniques are planned.
2. (*High Schools Only*) Provide a detailed description of the strategies/course offerings that will assure that students can meet graduation requirements of the state and district. Explain how these requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

#### **C. Curriculum Instruction and Design**

1. Provide a detailed description of the planned curriculum (grade by grade and/or subject by subject), including identified course outcomes and demonstrated alignment with current state standards.
2. Describe any curriculum emphasis planned for the school that targets a specific learning philosophy or style, or has certain/selected subject areas as school themes.
3. Describe the overall plan to serve students with special needs, including but not limited to English Language Learners, students with Individualized Education Programs (IEPs) or Section 504 plans, student identified as academically gifted, and students at risk of academic failure or dropping out.
4. List the curriculum materials (textbooks, workbooks, etc.) contemplated for use in support of the proposed curriculum and describe the anticipated availability.

#### **D. Admission Standards/Procedures**

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families.
2. Describe the school's enrollment policy, which should include the following:

- a. Non-discriminatory, open enrollment, and freedom of choice parameters;
  - b. A timeline for admission, including a deadline for receipt of applications, timetable for admission consideration, and timeline for registering students after admission;
  - c. Evidence that the school will require legal residence within the boundaries of Tulsa Public Schools for any and all applicants;
  - d. A description of the approach the school will use to seek to achieve racial and ethnic balance among its student population; and
  - e. A plan for an admission lottery if the number of eligible and qualified applicants exceeds the program capacity.
3. Designate, if applicable, a specific geographic area as an academic enterprise zone limiting admissions to students who reside within that area. (An academic enterprise zone must have a minimum of 60% of its students qualify for free or reduced lunch).
  4. Provide an example of an application packet for parents and students describing eligibility criteria and qualifications for admission.

#### **E. Student Discipline**

1. Describe the planned approach to student discipline. This plan should include:
  - a. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.
  - b. A preliminary list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended, respectively.
  - c. Methods to communicate discipline policies to students and families.
  - d. Procedures for due process when a student is suspended as a result of a code of conduct violation, including a description of the appeal process that the school will employ for student facing both short-term and long-term suspension.

#### **F. Student Assessment**

1. Describe the plan for assessing student performance in the core academic areas.
2. Describe the strategy to be employed to collect and report the baseline data against which student achievement growth will be measured.
3. Describe how student progress toward enhanced academic performance will be evaluated and compared with the progress of other closely comparable student populations.
4. Detail the instruments to be used and/or the methods of measurement planned relative to student performance. Include a calendar for assessing and reporting results.
5. Describe the methods to be used to identify, document and monitor academic strengths and needs of students.
6. Describe plans for student participation in the Oklahoma School Testing Program.
7. (*High Schools Only*) Describe the method to be used to track that students are meeting or have met state and local graduation requirements.

#### **G. School Accountability**

1. Outline the criteria to be used to measure the effectiveness of the charter school.

2. Describe how the school will meet the reporting requirements of the Oklahoma School Testing Program and the State Department of Education.
3. Describe how the school will respond to requests for data that may be received from and/or required by the State Office of Accountability.
4. Describe plans, if any, for periodic instructional program and curriculum audits for the school.

## **SECTION 2. OPERATIONS PLAN & CAPACITY**

This section includes details about school governance, administrative leadership, personnel, and information regarding general operations of the proposed charter school.

### **A. Founding Group(s)/Individual(s)/Incorporator(s) & Legal Counsel**

1. Provide the names, addresses, background and experience, and references for those persons who composed the founding group and/or the initial incorporators (to include disclosure statements regarding criminal activities and any pending legal actions).
2. Provide the name, address, e-mail, and telephone number of the proposed schools' legal counsel, if any.

### **B. Governing Board**

1. Describe how/when the governing board will be/was chosen.
2. List current board members' names, addresses, telephone numbers, and provide resumes.
3. Describe the steps taken, if any, to assure a governing board that represents a well-balanced group bringing together people with a range of professional skills capable of the organizational, financial, pedagogical, legal, and other tasks required to open and operate a functioning public school.
4. Describe how the board's composition reflects local representation.
5. Describe what steps will be/have been taken to maintain continuity between the founder's vision and that of the permanently established governing board.
6. Provide verification of fingerprinting and other background checks completed or planned for all governing board members and confirm that any exceptions noted will be disclosed to the Board of Education.

### **C. Duties and Responsibilities of the Governing Board**

1. Describe the roles and responsibilities of the governing board, including its relationship to teachers and administrators and whether any employee of the school is eligible to serve on the governing board.
2. Describe any business arrangements, partnerships or other affiliations of the governing board with existing schools, educational programs, businesses, or non-profit organizations.
3. Describe the governing board's responsibilities for the creation and monitoring of policies and for the operational decisions of the school.
4. Describe the planned meeting schedule of the governing board and how it will be communicated to stakeholders and constituents.
5. Describe the governing board's understanding of the conflict of interest requirements for board members under Oklahoma law.
6. Describe the steps taken to provide for the assumption of liability, to include tort liability, and the governing board's understanding of its status relative to entering into contracts, its ability to sue and be sued, and the prohibition against levying taxes or issuing bonds.

7. Discuss the proposed method for resolving conflicts between the governing board of the charter school and the Board of Education.
8. Submit copies of the school's articles of incorporations, by laws, contracts and other legal documents as may have been executed to date or planned to be executed upon approval of the charter (contract).

#### **D. Parent and Community Involvement**

1. Discuss the anticipated nature and extent of parental involvement in the decision-making responsibilities of the governing board.
2. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
3. Discuss how the governing board will comply with both the Open Meetings Act and the Oklahoma Open Records Act.

#### **E. Administration/Leadership**

1. Provide a detailed organizational chart describing all paid positions contemplated for the school in a) Year 1; and b) at full expansion.
2. Provide job descriptions for all leadership, management and supervisory personnel.
3. Provide a calendar that ensures the school meets all pre-opening conditions for opening prior to the beginning of the academic year.

#### **F. Employment Policy for Personnel**

1. Detailed descriptions of policies related to: a) employment contracts; b) certification issues; c) professional development provisions; d) personnel evaluation plans and procedures; e) suspension, dismissal and non-reemployment rules; f) sick leave, personal business leave, emergency leave, and family and medical leave provisions; and g) fingerprinting and background check requirements and expectations.
2. Specification of the set of salary, hours, fringe benefits, and working conditions for all employees by class of employment.
3. Plans for use of employer-employee bargaining, if any.
4. Plans for the disclosure of employment rights of employees in the event the charter school closes or the charter is not renewed
5. Anticipated participation in the Oklahoma Teacher Retirement System, if any.
6. Anticipated participation in the health and related insurance programs available to the employees of Tulsa Public Schools.
7. Plans for providing required employee' right to know training and documentation.

#### **G. Hiring Process/Procedure**

1. Provide a copy of the school's staffing plan, if any.
2. Describe the standards to be used in the hiring process of teachers, administrators, and other school staff.

3. Describe how the qualifications of teachers will be described to parents considering the charter school for their children.
4. Define the target staff size, by category of employment, for the school.
5. Specify the projected student-to-teacher ratios by grade and/or subject.

#### **H. Facilities**

1. Identify any possible facilities and provide the locations for the proposed school.
2. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities. If not a TPS facility, please provide a detailed site plan
3. If applicable, discuss any progress, partnership developments, or other future steps toward acquisition of a school facility. Describe any financial plans for the acquisition of the facility, if applicable.
4. Provide evidence that the proposed site(s) will be suitable, including evidence that the facility is properly zoned to house an operating common school program.
5. Demonstrate the safety and structural soundness of the school and compliance with applicable state/local building codes and fire protection codes, including written documentation of any inspections, or provide details of any plans to renovate and/or otherwise bring the proposed facility into compliance.

#### **I. Transportation**

1. Provide the school's decisions and rationale relative to the provision of transportation in accordance with Sections 9-101 through 9-118 of Title 70 of the Oklahoma Statutes.
2. Provide a description of the transportation plans, if any, for workable, fair, non-discriminatory and cost-effective processes and procedures to safely transport students to and from school. How will the school assure that transportation is not a barrier to equal access for all eligible and interested students?
3. Describe any planned arrangements that will be made with private providers or Tulsa Public Schools relative to transportation services.
4. Describe the provisions for providing to parents/guardians the necessary information regarding transportation, if any, at the time the student enrolls.

#### **J. Child Nutrition Services**

1. Discuss the school's plans for providing food service for faculty and students.
2. Describe any arrangements that will be made with any private agency for providing food services.
3. Describe the plan for meeting reporting requirements and for documenting annual sanitation certification.
4. Describe procedures to process free/reduced lunch applications for eligible students.
5. Describe the planned cafeteria or other eating facility to include description of equipment, sanitation, and capacity parameters.

**K. School Calendar**

1. Discuss the annual academic schedule for the school.
2. Provide the school's proposed calendar for the first three (3) years of operation, including start/end times, total minutes of instruction each day, and total number of instructional days each year. Explain how the calendar reflects the needs of the educational program.
3. Provide clear intention relative to either conformity to or variances from the published TPS school year calendars.

## **SECTION 3. FINANCIAL PLAN & CAPACITY**

### **A. Financial Plan**

1. Present a financial plan, including cash flows, for the first three (3) years of operation.
2. Present a budget for start-up expenses covering the planning and capital expense necessary before school opens.
3. Present a budget including all projected sources of revenue, both public and private, and an outline of planned expenditures for the initial term of the charter.
4. Describe competent financial management and internal accounting procedures for the school.
- 5.
6. Describe plans to conduct any fundraising efforts to generate capital or to supplement state/local allocations.

### **B. Finance Expertise**

1. Provide a description of the treasurer's qualifications and the qualifications of any other officers or persons who shall have primary responsibility for finances.
2. Provide evidence that the treasurer has demonstrated experience in school finance or the equivalent thereof.

### **C. Audit & Reporting**

1. Provide a clear understanding of the annual requirement for a financial audit, audit procedures, and financial reporting for local school districts in Oklahoma.
2. Certify that the school shall use the Oklahoma Cost Accounting System to report financial transactions to Tulsa Public Schools.

### **D. Insurance Coverage**

1. Explain the manner in which the school will be insured.
2. Present the school's insurance coverage plans, including applicable health, general liability, property insurance and director's and officer's liability coverage.







## **VII. CHARTER SCHOOL ADDITIONAL EXHIBITS**

### **A. Demonstration of Support**

Provide evidence of support from residents who may include, but not be limited to, surveys or petitions. Document, to the degree possible, support among teachers, parents, students, community members, institutional/community leaders, and other groups or organizations.

### **B. Evidence of State Department of Education Training**

With your Proposal, provide documentation that the Applicant has completed mandatory charter school training provided by the State Department of Education on the process and requirements for establishing a charter school, as specified in OKLA. STAT. tit. 70, § 3-134(A).

### **C. Final Documentation**

No later than two (2) calendar weeks (fourteen days) prior to the first day of school operation, the board of the charter school shall:

1. Certify that it has complied with all applicable laws, ordinances and codes of federal, state, and local governments. Such certification shall include compliance with the Americans with Disabilities Act, as it may apply.
2. Provide all necessary licenses, permits, user approvals, facility certifications, and other approvals as required for use of the planned facility as a public school by the local governmental entities and/or other governmental agencies as may be necessary. If the governing board fails to provide such documentation, the charter contract shall immediately terminate with no compensation due to the school. The charter contract will include this termination condition.
  - i. The governing board shall further agree that all costs for or associated with complying with local ordinances; securing licenses, permits, use approvals, or facility certifications; and/or any costs associated with any other approvals shall be paid by the school and from its resources. Such costs shall include but not be limited to application fees, legal advertising costs, survey costs, plan review fees, permit costs and licensing costs and any other additional charges or surcharges by the local government or any other governmental agencies.

In addition, no later than fourteen (14) days prior to the opening of school, the governing board must certify, in writing, that it:

1. Has followed and/or implemented all federal regulations and state and local rules and statutes relating to health, safety, civil rights and insurance.
2. Has complied with all federal and state laws relating to the education of children with disabilities in the same manner as a school district.
3. Shall not use the charter school as a method of generating revenue for students who are being home schooled and are not being educated at the charter school site.
4. May not charge tuition or fees for any student.
5. Must comply with the student suspension requirements of the State of Oklahoma.
6. Commits not to allow/encourage student resignation and/or transfer in lieu of suspension/expulsion.
7. Has secured the necessary insurance coverage to properly protect the state's investment in the school.

I certify that I have read the above section entitled "Final Documentation" and understand the requirements for meeting the conditions of this section by no later than fourteen (14) days prior to the official opening of the school.

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Signature of Applicant

Title/Office

Date

---

Signature of Notary Public

Date





**Proposed Charter School:**  
**Reviewer Name/Department:**

T

**VIII. Charter School Proposal Rubric and Evidence Collection 2019-2020**

Instructions for Review Team:

- This template guides reviewers through the quality review of new charter school proposals consistent with the Schools Act and the 2019-20 Charter School Application. Reviewers will score key categories within three main Program Design, Operations, and Finance. Please note that the category names align with the sub-headers found in the application so reviewers are easily able to locate the relevant information in the application.
- For each category, key characteristics of a “Meets Expectations” response are outlined. Applications that “Meet or Exceed Expectations” 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. For each domain, reviewers should score each category based on the evidence found in the application. For each domain, there are text boxes for reviewers to share evidence to support your category ratings. Be sure to include evidence on each category for which you provided a score. Evidence should be as factual and objective as possible (i.e., “there are 30 sign-up forms for the school, but no mention of intent to enroll forms from parents” instead of “there is insufficient communication for the school”).

**S c h o o l**  
**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>				
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>				

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>				
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>				
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>				

**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>				
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. (High Schools Only) Thorough understanding of state and local graduation requirements.</li> </ol>				

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 Tulsa 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>				
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>				
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>				



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>				
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>				

## 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>				

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>				
2. E	Administrati on/ Leadership	<ol style="list-style-type: none"> <li>1. Evidence of a clear understanding of organizational planning.</li> <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>				
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>				
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>				

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>				
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 temperature controls, etc.).</li> </ol>				
2.J	School Calendar	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>				

**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 d d i t i o n a l  
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>				



## IX. PARTNERSHIP SCHOOL APPLICATION INSTRUCTIONS

The Partnership School Proposal consists of three parts. The first of these is the *SCHOOL OVERVIEW* which seeks information about aspects of the educational program design. Second is the *SCHOOL NARRATIVES* which seek more detailed information about the academic plan, operations plan, and financial plan as well as demonstrates the applicant's capacity to implement each aspect of the plan effectively. Last is the *APPENDIX* which includes artifacts to support the written responses. Each of these sections is described in detail in this document.

### Specifications

Each proposal must be submitted using the format set forth herein. All requested information must be provided in order for the proposal to be considered.

- All elements of the proposal must be typed with 1" margins at the tops and bottoms of each page and 1.25" on the right and left sides of each page. The copy shall be double-spaced and prepared using an English language font of not less than 12 pt.
- The proposal shall include a maximum of 200 single-sided pages not including appendices. (Applicants may elect to submit no more than 100 double-sided pages.)
- Each major section should begin with a new page to facilitate review.
- Five (5) copies of the complete proposal package must be submitted. Each copy must be three (3) hole punched and separately bound in a 3-ring binder.
- A compact disc or flash drive with the contents of the proposal (but not necessarily including appendices) must be provided using Microsoft Word format (.doc file).
- All proposals must be submitted by the published due date and time. Late or incomplete proposals will not be considered.
- The proposal shall be assembled as follows:
  1. Proposal Cover Sheet
  2. School Enrollment Projection
  3. School Overview
  4. Educational Design and Capacity
  5. Operations Plan and Capacity
  6. Financial Plan and Capacity
  7. Demonstration of Support

## 8. Final Documentation



## **X. PARTNERSHIP SCHOOL LETTER OF INTENT INSTRUCTIONS**

Any entity wishing to submit an application for a partnership school to open to students in 2019-2020 must file a Letter of Intent with TPS no later than August 1, 2018. The purpose of the Letter of Intent is to notify TPS of an entity's interest in founding a partnership school.

The Letter of Intent must specify:

- Name of the entity that intends to apply;
- Proposed location of the intended school;
- Grade(s) to be served by the school;
- School program design (300 words or less);
- Target population;
- Anticipated first year enrollment and projected total enrollment at scale;
- Anticipated opening date of the school during the 2019-2020 academic year; and
- Contact person information.

A Letter of Intent does not obligate the entity to file an application, but failure to file a Letter of Intent makes an entity ineligible to file an application for a partnership school.



**XI. PARTNERSHIP SCHOOL COVER SHEET & ENROLLMENT PROJECTION**

Name of the Partnership School Applicant (“Applicant”):

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Mailing Address of the Applicant:

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Street/ PO Box

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City State Zip

Telephone Number of the Applicant: \_\_\_\_\_

E-mail address: \_\_\_\_\_ Fax: \_\_\_\_\_

Name of the Primary Contact (if different from the above):

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Mailing Address of the Primary Contact (if different from above):

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Street/ PO Box

---

City State Zip

Telephone Number of the Primary Contact (if different from above):

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E-mail address: \_\_\_\_\_ Fax: \_\_\_\_\_

Have you successfully or unsuccessfully filed a similar proposal (charter or otherwise) in another state?

YES  NO      If yes to either question, please complete the table and explain below:

State	Authorizer	Proposed School Name	Application Due Date	Decision Date



Please provide a brief one-paragraph description of 300 words or less of the proposed partnership school suitable for release to the media as may be required.

**SCOPE OF INTEREST**

Please provide the school’s scope and sequence for each of the first five (5) years of the proposed partnership school’s operation.

<b>Academic Year</b>	<b>Planned Number of Students</b>	<b>Maximum Number of Students</b>	<b>Grade Levels Served</b>
Year 1 (specify)			
Year 2			
Year 3			
Year 4			
Year 5			
At Capacity (specify year)			

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

<b>Grade Level</b>	<b>Number of Students</b>					
	<b>Year 1 20____</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>At Capacity 20____</b>
Pre-K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

11						
12						

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.



## **XII. PARTNERSHIP SCHOOL OVERVIEW**

Please respond to each of the following questions in 500 words or less. The school overview should provide a concise summary of the following:

- The proposed school plan;
- The geographic and population considerations of the school environment;
- The challenges particular to those considerations; and
- The applicant team’s capacity to successfully provide the described educational services given the considerations listed above.

### **1. Vision and Mission:**

- **Vision:** What is the vision of the school?
- The vision statement should provide readers with an image of the school and should align with your mission statement to be meaningful and measurable. The vision statement should serve as a vivid organizing principle and common direction of growth that helps all stakeholders focus on the desired target outcomes. An effective vision also announces to parents and students where the school is heading and why they should pursue this option.
- **Mission:** What is the mission of the school?
- The mission statement should be a clear and concise statement of the school’s purpose and function. The mission should state what the school does and why it exists. The mission of the school should align with the TPS mission, should be brief, concise and clear, and should be achievement oriented.

### **2. School Profile**

- **What is the current state of the school?**
- This section should demonstrate the applicant’s knowledge and understanding of qualitative and quantitative data as well as empirical and anecdotal data to tell the story of the school community. Consider using demographic, performance, school culture data, classroom observation information, and school and/or student survey information as part of your overall analysis. This section should convey a clear understanding of the data analyzed. At a minimum, your analysis should discuss:
  - i. Areas of strength and areas of concern
  - ii. Trends observed over a period of years (positive and negative)
  - iii. Underlying root cause(s) of persistent trends
  - iv. How the school’s actions relate back to the mission and vision of the school

v. How the results of this analysis ties into the school's improvement plan

3. **Education Plan/School Design.** Provide an overview of your educational program, including major instructional methods and non-negotiables of your instructional model. Building upon the analysis above, identify a minimum of five (5) and a maximum of seven (7) instructional goals to be attained/achieved by the end of the first five (5) years in order for the school's efforts to be successful, including instructional, behavioral and operational. The issues identified should be key to helping the school achieve its vision. It is also important to provide a sound rationale, supported by evidence that leads you to identify these as the school's highest priorities to address.
4. **Community Engagement.** Families and community organizations are expected to participate as partners in expanding learning opportunities and support services for students. Describe the relationships, if any, that you have already established to generate community and family engagement in and support for your instructional services. If you have assessed demand and/or solicited support for your services, briefly describe these activities and summarize their results. Explain how families will be meaningfully involved in their child's education.
5. **School Culture and Climate**
  - **Academic Culture:** Describe the academic culture that must be in place at your school, including how teachers and students will build strong relationships together and work/learn in a safe environment so that vision of the school becomes a reality. Describe what academic achievement, student motivation to succeed, personalization, and safety would look like. Identify specific practices, routines, activities, structures, etc. that will support the achievement of the collaborative culture and climate envisioned, and how they will be introduced to teachers, students and parents.
  - **Professional Culture:** Describe the professional culture you envision at the school. Explain how the culture will reinforce the instructional program and discuss how you plan to develop and sustain the envisioned culture throughout the school.
6. **Leadership and Governance.** Explain the governance structure and philosophy that will guide your instructional services and mission. List the members of the application team, their experience and qualifications. Explain the role of different stakeholder groups and community members both in the development of this proposal and in the governance structure of the school.



### **XIII. PARTNERSHIP SCHOOL NARRATIVES**

#### **SECTION 1. EDUCATIONAL DESIGN & CAPACITY**

This section includes primary instructional methods and assessment strategies, non-negotiable elements of the education model, and evidence that promises success for the program with the anticipated student population.

##### **A. Educational Program**

1. Outline the instructional methods that you will use, including any distinctive models and the strategies, programming, and/or other special teaching techniques. If these differ from the District's current educational program, please highlight these differences and include a strong rationale.
2. Describe plans, if any, for periodic instructional program and curriculum audits for the school.
3. (*High Schools Only*) Provide a detailed description of the strategies/course offerings that will assure that students can meet graduation requirements of the state and district. Explain how these requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

##### **B. Curriculum Instruction and Design**

1. Provide a detailed description of the planned curriculum (grade by grade and/or subject by subject), including identified course outcomes and demonstrated alignment with current state standards. If the planned curriculum differs from the District's current curriculum, please highlight these differences and include a strong rationale that provides evidence that the proposed curriculum is standards based, supported by research, and likely to be effective.
2. Describe your curriculum and any specific learning philosophy or style and subject areas as school themes.
3. Describe the overall plan to serve students with special needs, including but not limited to English Language Learners, students with Individualized Education Programs (IEPs) or Section 504 plans, student identified as academically gifted, and students at risk of academic failure or dropping out.
4. List the curriculum materials (textbooks, workbooks, etc.) contemplated for use in support of the proposed curriculum and describe the anticipated availability.

##### **C. Admission Standards/Procedures**

1. Explain the plan for communicating with students and families about your instructional model and marketing to ensure equal access for interested students and families.

#### **D. Student Discipline**

1. Describe any deviation from the District's policy planned approach to student discipline. If requesting a change, the proposed plan should include:
  - a. Practices used to promote good discipline, including both penalties for infractions and incentives for positive behavior.
  - b. A preliminary list and definitions of the offenses for which students must (where non-discretionary) and may (where discretionary) be suspended.
  - c. Methods to communicate discipline policies to students and families.
  - d. Procedures for due process when a student is suspended as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing both short-term and long-term suspensions, and your willingness to ensure alignment with TPS policies and protocols as well as state law.

#### **E. Student Assessment**

1. Describe the school-wide assessment plan that will be used to monitor progress and to make instructional decisions. If the school is electing to deviate from the District assessment plan, please respond to the following questions:
  2. Describe the plan for assessing student performance in the core academic areas. Include a calendar for assessing and reporting results. If you are planning to develop your own assessment(s), describe the process of development. Explain what type of assessments you will use (formative and/or summative) and include a timeline that outlines your plans to develop the assessments.
  3. Describe the strategy you will use to collect, report and measure baseline data and student achievement growth.
  4. Describe the methods you will use to identify, document and monitor student academic strengths and needs.
  5. Describe plans for student participation in the Oklahoma School Testing Program.
  6. (*High Schools Only*) Describe the method you will use to track students' progress to meeting state and local graduation requirements.

#### **F. Accountability**

1. Outline the criteria you propose to measure the effectiveness of your education services.
2. Describe how you plan on working with TPS to respond to requests for data that may be received from and/or required by the TPS Office of Accountability that pertain to your educational services.

## **SECTION 2. OPERATIONS PLAN & CAPACITY**

This section includes details about school governance, administrative leadership, personnel, and information regarding general operations of the proposed partnership school.

### **A. Governing Board (if applicable)**

1. Describe how/when the governing board will be/was chosen.
2. List current board members' names, addresses, telephone numbers, and provide resumes.
3. Describe the steps taken, if any, to assure a governing board that represents a well-balanced group bringing together people with a range of professional skills capable of the organizational, financial, pedagogical, legal, and other tasks required to provide the services described in this application.
4. Describe how the board's composition reflects local representation.
5. Provide verification of fingerprinting and other background checks completed or planned for all governing board members and confirm that any exceptions noted will be disclosed to the Board of Education.

### **B. Duties and Responsibilities of the Governing Board (if applicable)**

1. Describe the roles and responsibilities of the governing board, including its relationship to teachers and administrators and whether any employee of the school is eligible to serve on the governing board.
2. Describe any business arrangements, partnerships or other affiliations of the governing board with existing schools, educational programs, businesses, or non-profit organizations.
3. Describe the governing board's responsibilities for the creation and monitoring of policies and operational decisions of services.
4. Describe the meeting schedule of the governing board and how it will be communicated to stakeholders and constituents.
5. Describe the governing board's understanding of the conflict of interest requirements for board members under Oklahoma law.
6. its ability to sue and be sued, and the prohibition against levying taxes or issuing bonds.
7. Discuss the proposed method for resolving conflicts between the governing board of the partnership school and the TPS Board of Education.

### **C. Parent and Community Involvement**

1. Discuss the anticipated nature and extent of parental involvement in the decision-making responsibilities of the governing board.
2. Explain the process that you will follow should a parent or student have an objection to a governing board policy, decision, or administrative procedure.
3. Discuss how you and your governing board plan to cooperate with TPS regarding the Oklahoma Open Records Act.



#### **D. Administration/Leadership**

1. Provide a detailed organizational chart describing all paid positions contemplated for the school in a) Year 1; and b) at full expansion.
2. Provide job descriptions for all leadership, management and supervisory personnel.
3. Provide a calendar that ensures all pre-opening conditions are met by the beginning of the academic year.

**F. Staffing: How will the school use staffing autonomy?**1. Discuss the academic and non-academic staffing necessary to achieve the vision and mission beginning in the first year through year three. Include all personnel along with the number and type of positions.

2. Describe how the proposed staffing plan will ensure adequate instruction and services to all students. Explain how the proposed staffing structure is necessary for the school to achieve its mission.

3. Describe the criteria and process for teacher selection. Explain how the criterion provided aligns with the school's vision and mission.

#### **G. Hiring Process/Procedure**

1. Provide a copy of your staffing plan.
2. Describe the standards to be used in the hiring process of teachers, administrators, and other staff.
3. Define the target staff size, by category of employment.
4. Specify the projected student-to-teacher ratios by grade and/or subject.

#### **H. School Calendar**

1. Discuss the annual academic and professional development schedule.
2. Provide the proposed calendar for the first five (5) years of operation, including total minutes of instruction each day, bell times, and total number of instructional days each year. Explain how the calendar reflects the needs of the educational program and how the program enhances the learning experience for students and families
3. Describe the calendar and daily/weekly schedule for staff, including how time will be used to maximize professional development and collaborative planning time focused on instruction and student learning.

## **SECTION 3. FINANCIAL PLAN & CAPACITY**

### **A. Financial Plan**

1. Present a financial plan, including cash flows, for the first three (3) years of operation.
2. Present a budget for start-up expenses covering the planning and expense necessary before school opens.
3. Present a budget including all projected sources of revenue, both public and private, and an outline of planned expenditures for the first three (3) years of operation.
4. Describe competent financial management and internal accounting procedures for the school.
5. Describe plans to conduct any fundraising efforts to generate capital or to supplement state/local allocations.

### **B. Finance Expertise**

1. Provide a description of the treasurer's qualifications and the qualifications of any other officers or persons who shall have primary responsibility for finances.
2. Provide evidence that the treasurer has demonstrated experience in school finance or the equivalent thereof.

### **C. Audit & Reporting**

1. Provide a clear understanding of the annual requirement for a financial audit, audit procedures, and financial reporting for local school districts in Oklahoma.
2. Certify that the school shall use the Oklahoma Cost Accounting System to report financial transactions to Tulsa Public Schools.

### **D. Insurance Coverage**

1. Explain the manner in which the school will be insured.
2. Present the school's general liability insurance coverage plans.





#### **XIV. PARTNERSHIP SCHOOL ADDITIONAL EXHIBITS**

##### **A. Demonstration of Support**

Provide evidence of support from residents who may include, but not be limited to, surveys or petitions. Document, to the degree possible, support among teachers, parents, students, community members, institutional/community leaders, and other groups or organizations.

I certify that I have read the above section entitled “Final Documentation” and understand the requirements for meeting the conditions of this section by no later than fourteen (14) days prior to the official opening of the school.

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Signature of Applicant

Title/Office

Date

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Signature of Notary Public

Date

**Proposed Partnership School:  
Reviewer Name/Department:**

**XV. Partnership School Proposal Rubric and Evidence Collection**

Instructions for Review Team:

- This template guides reviewers through the quality review of new partnership school proposals consisting of a Partnership School Application. Reviewers will score key categories within three main domains: Educational Operations, and Finance. Please note that the category names align with the sub-headers found in each component so reviewers are easily able to locate the relevant information in the application.
- For each category, key characteristics of a “Meets Expectations” response are outlined. Applications that “Meet or Exceed Expectations” 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. For each domain, reviewers should score each category based on the evidence found in the application. For each domain, there are text boxes for reviewers to share evidence to support your category ratings. Be sure to include evidence on each category for which you provided a score. Evidence should be as factual and objective as possible (i.e., “there are 30 sign-up forms for the school, but no mention of intent to enroll forms from parents” instead of “there is insufficient communication from the school”).

**S c h o o l 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 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>				
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> </ol>				

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>				
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>				
Leadership and Governance (as applicable)	<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>				

**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 Educational Program	<ol style="list-style-type: none"> <li>1. Innovative teaching methods supported by research.</li> <li>2. Evidence that the proposed programs, services and activities are potentially more successful than those currently available for students in other public schools.</li> <li>3. Creative approaches backed by data reflecting their respective potential for success.</li> <li>4. Informed descriptions of models, techniques, and strategies.</li> <li>5. (High Schools Only) Thorough understanding of state and local graduation requirements.</li> </ol>				

1.B	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 Tulsa 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>				
1.C	Admission Standards/ Procedures	<ol style="list-style-type: none"> <li>1. Recruitment and communication plans are clear and provide families and communities with</li> <li>2. A clear and easily understood open enrollment, opt-out, and non-discriminatory admission process.</li> </ol>				
1.D	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 within the TPS system and guidelines as well as state law.</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>				
1.E	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>				

1.F	School Accountability	<ol style="list-style-type: none"><li>1. Competent plan to evaluate the effectiveness of the educational services.</li><li>2. Detailed plan for working with the TPS Office of Accountability.</li></ol>				
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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 (as applicable)	<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>			
2. D	Parent and Community Involvement (as applicable)	<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 and conflict of interest requirements.</li> <li>3. Appropriate opportunity and avenue for parental input relative to board decision-making.</li> </ol>			
2. E	Administration/ Leadership	<ol style="list-style-type: none"> <li>1. Evidence of a clear understanding of organizational planning.</li> <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>			

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>				
2. G	Facilities	<ol style="list-style-type: none"> <li>1. Detailed facility support plans that are reasonable, clarify the expectations of TPS, and are within reason.</li> </ol>				
2. H	Transportation	<ol style="list-style-type: none"> <li>1. Detailed transportation plans that are reasonable, clarify the expectations of TPS, and are within reason.</li> <li>2. Bell times are reasonable and allow easy access for students and families.</li> </ol>				
2. I	Child Nutrition Services	<ol style="list-style-type: none"> <li>1. Detailed Child Nutrition Services plans that are reasonable, clarify the expectations of TPS and are within reason.</li> </ol>				

2.J	School Calendar	<ol style="list-style-type: none"> <li>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.</li> <li>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. The school calendar also provides information on the required hours of Professional Development offered to teachers.</li> </ol>				
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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>				

## 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 setting 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>				