

TULSA PUBLIC SCHOOLS

School Staffing Plan for 2022-23



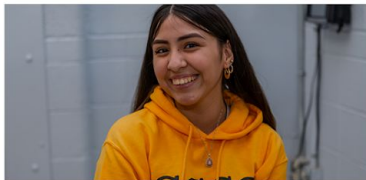


WHO WE ARE



OUR VISION AND MISSION

Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers and life. Our mission is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.



WHOLE CHILD PROMISE

Educating the whole child means supporting not only academic growth, but also ensuring that students have strong social emotional skills, participate in the fine arts, and explore diverse experiences and viewpoints. Our students learn to be responsible decision-makers who know how to manage their emotions, build relationships, and set and achieve goals.



COLLEGE AND CAREER READINESS

Our schools offer 70+ career and technology education programs in which students can earn industry certifications. Through our partnership with Tulsa Community College, high school students can graduate with college credits. Our 12 high schools provide 100+ Advanced Placement courses with rigorous college-level content.



EARLY CHILDHOOD EDUCATION

Our early childhood classrooms provide joyful, purposeful play environments that engage students through exploration, inquiry and conversation to build language, literacy, and math skills. Students also develop social emotional skills; learning to understand and manage emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



NEIGHBORHOOD SCHOOLS EXPERIENCE

Great schools are the hearts of thriving communities. Our neighborhood schools have served generations of Tulsans; each school with its own unique traditions and educational approaches. Our 76 schools offer safe and welcoming learning communities that meet the needs of every kind of learner.



INCLUSIVE LEARNING COMMUNITIES

We know that all children thrive within a diversity of experiences and perspectives that reflect the world outside of the classroom. We believe that Black and Brown lives matter and that living our values requires working actively to dismantle systems of racial oppression. We celebrate and affirm every individual regardless of race, religion, sexual orientation, gender identity and expression, or country of origin.



ABOUT OUR DISTRICT



78 UNIQUE LEARNING COMMUNITIES

44
ELEMENTARY
SCHOOLS

10
JUNIOR HIGH
AND MIDDLE
SCHOOLS

9
HIGH
SCHOOLS

6
ALTERNATIVE
SCHOOLS

6
DISTRICT
AUTHORIZED
CHARTER
SCHOOLS

1
VIRTUAL
SCHOOL

1
PARTNERSHIP
SCHOOL

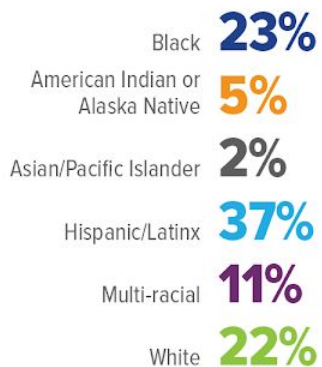
Our Mission and Vision

Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers, and life. Our mission is to inspire and prepare every student to love learning, achieve ambitious goals, and make positive contributions to our world.



OUR 33,211 STUDENTS*

RACIAL/ETHNIC DISTRIBUTION*

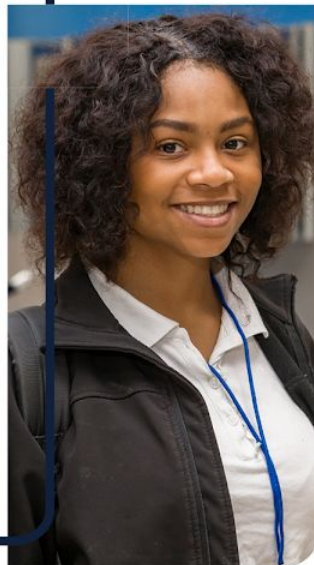


Economically disadvantaged
79%

Gifted and talented
11%

Students with disabilities
14%

Multilingual learners
38%**



*As of October 1, 2021.

**Represents both current and former multilingual learners



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A Note from the Chief Financial & Operations Officer



A Note from the Chief Financial & Operations Officer

Next school year (August, 2022), Tulsa Public Schools begins the implementation of Pathways to Opportunity, our new strategic plan to achieve the goals adopted by the Tulsa Board of Education last July, 2021. The school site staffing plan is guided by the strategic priorities and implementation plan established through more than a dozen community engagement sessions.

The school site staffing plan is the tool that provides each school with the instructional, administrative, and support staff needed to design the educational experience for their students. The school site staffing allocations for individual sites are based upon the guidelines of the plan and enrollment projections.

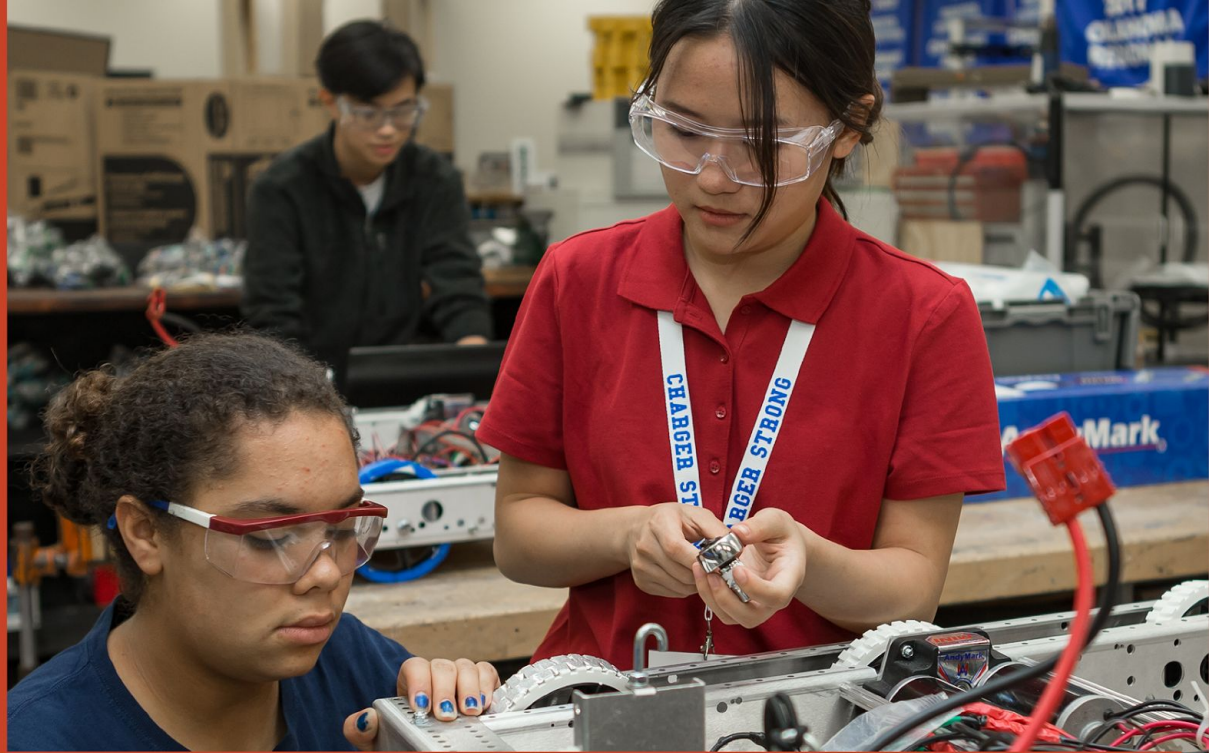
The primary components of the staffing plan, including staffing ratios for the school year 2022-2023 remain consistent and have not changed compared to the current school year (2021-2022). Enrollment projections for next school year are entered into the school site staffing plan, and the resulting staff allocations inform site planning teams as they design the site's master schedule and relevant supports for the upcoming year.

For SY22-23, Tulsa Public Schools is making targeted investments that will focus on improving service to students and expanding school support to assist in their work toward achieving board goals. Some of the key strategic investments for next school year are focused on creating more room for school teams to plan and support for students and families, and include extending the contract year for assistant principals, some secondary counselors and secretaries to 12 months, teaching assistant contract day to seven hours, and increasing the English language development supports at schools.

We believe that the adopted 2022-2023 School Site Staffing Plan outlined in this document provides the distribution of instructional, administrative, and support personnel to each school to successfully support the implementation of our new strategic plan, and achieve the desired outcomes for our students in Tulsa.

OUR STRATEGIES AT-A-GLANCE





How the Staffing Plan Works





Introduction to the Staffing Plan

The *School Staffing Plan* is a detailed set of guidelines that Tulsa Public Schools uses to determine how staff is allocated to schools each year. These allocations serve as a starting point for school leaders as they develop their school plans.

While staffing guidelines vary by school type, the *School Staffing Plan* generally consists of five components:

1. *Instructional Staff for General Education*: Determines the number of General Education Teachers and Teacher Assistants each school receives by setting target and max student-to-teacher ratios.
2. *Instructional Staff for Special Populations*. Determines the number of English Language Development and Special Education Teachers each school needs to meet state requirements and target caseloads.
3. *Student Support Staff*. Determines the number of non-instructional student support providers each school receives based on its enrollment.
4. *Administrative & Clerical Staff*. Determines the number of administrative and clerical staff each school receives based on its enrollment.
5. *Program-Specific Allocations*: Provides allocations to schools to support specific academic programs or supports, such as Gifted & Talented or Itinerant Fine Art Teachers.

While most school allocations are determined through the guidelines above, schools may receive additional *site-specific staffing* at the discretion of the district leadership. These additional positions are allocated to schools with unique needs or program designs that are not reflected elsewhere.



Overview of Annual Staffing Plan Milestones

Timing	Milestones
Fall & Winter	<ul style="list-style-type: none">• Team Finance estimates the level of funding available for the staffing plan based on revenue projections of the following school year• Input is gathered from school leaders, instructional leadership directors and the teaching and learning team on program- and site-specific priorities.• Senior leaders review the staffing plan to determine if changes need to be made to based on the district's strategic focus.
Spring	<ul style="list-style-type: none">• On an annual basis the staffing plan for the coming school year is presented to the board for approval in early spring.• Approved staffing plan along with student enrollment projection is used to generate initial allocations for staff at each school site.

Note: Outside of this process, the Superintendent may choose to modify staffing allocations as needed to meet new or changing district needs.



Enrollment Projections & Fall Rebalance

To calculate the number of allocations each school will earn for the following school year, TPS uses enrollment projections, or estimates of how many students will enroll at each site in the Fall. These projections are based on a variety of inputs, including historic trends and data gathered from student registrations during the enrollment window.

Since *actual* enrollment may end up being higher or lower than the district's original projections, schools' allocations are adjusted in the Fall based on the number of students that are enrolled on a designated day near the beginning of the school year, which is often the 10th day of school. This process, called Fall Rebalance, ensures that there is sufficient staffing to support each site.

During Fall Rebalance, schools may experience one of two types of adjustments:

- Schools whose actual enrollment falls below their original enrollment projections may have staff reassigned to other sites with greater staffing needs
- Schools whose actual enrollment exceed their original enrollment projections may gain new staff allocations to support

Each year, rebalance decisions are reviewed thoroughly to minimize disruption to schools. The methodology used for rebalancing staff may vary from year to year depending on district-wide staffing needs.



Summary of Staffing Plan Changes for SY22-23

- 1. More time for school staff**
 - a. Three additional Teacher contract days to support professional learning
 - b. 12-month contract for APs and Secretaries
 - c. 12-month contract for 1 secondary Counselor per site (2 at combined sites)
 - d. 7-hour day for all Teaching Assistants, including Pre-K
- 2. Alignment of staffing allocation methodology with the design of special programs**
 - a. Specialized staffing model for Montessori sites
 - b. Updated allocation methodology for Multilingual sites
 - c. Small increase to Gifted & Talented support at the HS level
- 3. Increased ELD Teacher allocations through a max caseload of 70 students per teacher**
- 4. Support for JH to MS transition through two-year allocation of Counselor/Dean and AP at Hale and East Central MS**

Throughout this document, the changes described above will be highlighted in **yellow**

- Special education Paraprofessional allocations that remain vacant for 60 days may be reallocated to other schools.



Summary of Program Staffing Models



Summary Program Staffing Models

School Type	Program Description <i>Click links to see the staffing plan for each program</i>
Elementary	<u>Traditional</u> : Schools serving students in Pre-K through 5th through a standard elementary program model
	<u>Montessori</u> : Schools serving students through a Montessori model with specialized program design, multi-age classrooms and self-paced learning
	<u>Multilingua</u> : Schools implementing one-way language programs, two-way language programs, or language immersion programs
Secondary	<u>Standalone Middle School</u> : Schools serving students in grades 6-8 at a standalone campus
	<u>Standalone High School</u> : Schools serving students in grades 9-12 at a standalone campus
	<u>Combined 6-12 Sites</u> : Schools serving students in grades 6-12 with middle and high schools programs on the same campus
Alternative & Special Center	<u>Alternative</u> : Schools that provide specialized settings for students who need non-traditional pathways to personal, academic, and social success
	<u>Special Centers</u> : Non-traditional student support centers for students with unique academic or wellness needs



Traditional Elementary



Instructional Staff for General Education

TRADITIONAL
ELEMENTARY
SCHOOLS

Staff Type	Staffing Methodology	Contract Length
General Ed Teachers: Pre-K	20/1 - allocations rounded up to the nearest whole FTE	176 Days
Teacher Assistants: Pre-K	1 Teacher Assistant for every Pre-K Teacher	172 Days, 7 hour days
General Ed Teachers: K-5	<p><i>Target ratio: 24/1, rounded to the nearest whole FTE</i></p> <p><i>Class size max: Additional Teacher FTEs added so that the ratio of students to Teachers in a given grade does not exceed the following</i></p> <p>K-2: 28/1 3-5: 34/1</p>	176 Days



Instructional Staff for Enrichment

TRADITIONAL
ELEMENTARY
SCHOOLS

Number of General Ed Teachers	Number of Enrichment Teachers
< 17	2
18-20	2.5
21-24	3
25-27	3.5
28-31	4
32-34	4.5
35-38	5
39-41	5.5
42-45	6
46-48	6.5
49-52	7

Methodology Notes

- Enrichment Allocations are provided to each elementary site so that they can offer Art, Music and/or PE to students
- Enrichment allocations also help provide coverage so that teachers can plan and meet as a team
- Enrichment teachers work on a 176-day contract



Instructional Staff - Exceptional Student Services Teachers

TRADITIONAL
ELEMENTARY
SCHOOLS

Setting	Target Caseload
Consultation & Monitoring: Regular Class >80% of Time	40:1
Collaboration & Co-Teaching: Regular Class >80% of Time	25:1
Special Class Part Time: Regular Class 40-80% of Time	20:1
Special Class Part Time: Regular Class <40% of Time	15:1
Special Class Full Time: Regular Class <10% of Time	10:1

Caseload and percent time are based on [Oklahoma state guidance](#)

Methodology Notes

- Teacher Allocations will be assigned based on the needs of the students as determined by the IEP process.
- Allocations may be adjusted throughout the year to comply with state requirements and weighted caseload calculations
- Allocations may also be adjusted as IEP teams make revisions to support the evolving needs of individual students
- Special education allocations that remain vacant for 60 days may be reallocated to other schools.
- Special Education Teachers work on a 176-day contract



Instructional Staff - Exceptional Student Services Paras

TRADITIONAL
ELEMENTARY
SCHOOLS

Staff Type	Ratio of Teachers to Paras
Mild Moderate	<2.0/1.0
Intellectual Disability	1.0/1.0-3.0
Pre-Kindergarten (3 & 4 year-olds)	1.0/1.0-3.0
Emotional Disturbance	1.0/1.0-3.0
Multiple Disabilities	1.0/1.0-3.0
Autism	1.0/1.0-3.0
Hearing Impairment	1.0/1.0
Interpreters	5.0 allocated to Patrick Henry ES

Methodology Notes

- Special Education Paraprofessionals are allocated with a starting ratio of 1 Paraprofessional for every Special Education Teacher
- This ratio may be increased as high as 1 Paraprofessional for every 3 Teachers as needed to manage class sizes
- The decision to change Paraprofessional ratios is made by the district's Special Education Department
- Special education Paraprofessional allocations that remain vacant for 60 days may be reallocated to other schools.
- All Paraprofessionals work on a 172-day contract and 7-hour day



Instructional Staff - English Language Development

TRADITIONAL
ELEMENTARY
SCHOOLS

Staff Type	Staffing Methodology
Teachers- English Language Development	1.0 per 70 English Language Development students FTEs are rounded to the nearest 0.5 FTE

Methodology Notes

- ELD allocations are based on a maximum teacher caseload of 70 students
- Due to rounding, actual caseloads may be much lower than the maximum, particularly at schools with small multilingual learner populations
- ELD Teachers work on 176-day contract



Student Support Staff

TRADITIONAL
ELEMENTARY
SCHOOLS

Staff Type	Staffing Methodology	Contract
Counselor	1 per school 2 for schools with at least 600 students	176 Days
Librarian	1 per school	176 Days
Nurse	0.1 per school, with nurse rotating across schools	176 Days
Health Assistant	1 per school 2 for schools with at least 1000 students	181 Days, 8 hour days



Administrative & Clerical Staff

TRADITIONAL
ELEMENTARY
SCHOOLS

Staff Type	Staffing Methodology	Contract
Principal	1 per school	12 Months
Principal Secretary	1 per school	12 Months, 8 hour days
Assistant Principal	1 for schools with at least 550 students 2 for schools with at least 850 students	12 Months
Clerk	1 per school 2 for schools with at least 600 students 3 for schools with at least 800 students	181 Days, 8 hour days



Montessori Elementary

A Note on Staffing for Montessori Sites

As of the 2022-23 school year, there will be three elementary sites implementing Montessori programs, which rely on non-traditional staffing model that includes more Teacher Assistants, larger group sizes, and multi-grade classrooms.

Two of these sites are in the process of transitioning to this model, meaning that they first rollout a Prekindergarten & Kindergarten cohort, then expand Montessori programming one grade at a time over the course of several years.

During this transition period, Montessori schools will receive staff through two different methodologies: For the grades with Montessori programming, they will receive staff using the method described in the following slides. For those grades with a Traditional model, they will receive staff using the method described in the [Traditional Elementary](#) section.

Depending on enrollment, schools may end up earning additional staff during the transition period. This reflects an intentional investment on the part of TPS to ensure a smooth transition to a new model of education.



Instructional Staff for General Education

MONTESSORI
ELEMENTARY
SCHOOLS

Staff Type	Staffing Methodology	Contract Length
Teachers: Pre-K & Kindergarten	Teachers allocated to maintain class sizes of no more than 26 students.	176
Teachers: Lower Elementary (Grades 1-3)	Teachers allocated to maintain class sizes of no more than 28 students.	176
Upper Elementary Teachers (Grades 4-5)	Teachers allocated to maintain class sizes of no more than 34 students.	176
Teacher Assistants	1 Teacher Assistant per General Ed Teacher	172 Days, 7 hour days

Number of General Ed Teachers	Number of Enrichment Teachers
< 17	2
18-20	2.5
21-24	3
25-27	3.5
28-31	4
32-34	4.5
35-38	5
39-41	5.5
42-45	6
46-48	6.5
49-52	7

Methodology Notes

- Enrichment Allocations are provided to each elementary site so that they can offer Art, Music and/or PE to students
- Enrichment allocations also help provide coverage so that teachers can plan and meet as a team
- Enrichment teachers work on a 176-day contract

Setting	Target Caseload
Consultation & Monitoring: Regular Class >80% of Time	40:1
Collaboration & Co-Teaching: Regular Class >80% of Time	25:1
Special Class Part Time: Regular Class 40-80% of Time	20:1
Special Class Part Time: Regular Class <40% of Time	15:1
Special Class Full Time: Regular Class <10% of Time	10:1

Caseload and percent time are based on [Oklahoma state guidance](#)

Methodology Notes

- Teacher Allocations will be assigned based on the needs of the students as determined by the IEP process.
- Allocations may be adjusted throughout the year to comply with state requirements and weighted caseload calculations
- Allocations may also be adjusted as IEP teams make revisions to support the evolving needs of individual students
- Special education allocations that remain vacant for 60 days may be reallocated to other schools.
- Special Education Teachers work on a 176-day contract



Instructional Staff - Exceptional Student Services Paras

MONTESSORI
ELEMENTARY
SCHOOLS

Staff Type	Ratio of Teachers to Paras
Mild Moderate	<2.0/1.0
Intellectual Disability	1.0/1.0-3.0
Pre-Kindergarten (3 & 4 year-olds)	1.0/1.0-3.0
Emotional Disturbance	1.0/1.0-3.0
Multiple Disabilities	1.0/1.0-3.0
Autism	1.0/1.0-3.0
Hearing Impairment	1.0/1.0

Methodology Notes

- Special Education Paraprofessionals are allocated with a starting ratio of 1 Paraprofessional for every Special Education Teacher
- This ratio may be increased as high as 1 Paraprofessional for every 3 Teachers as needed to manage class sizes
- The decision to change Paraprofessional ratios is made by the district's Special Education Department
- Special education Paraprofessional allocations that remain vacant for 60 days may be reallocated to other schools.
- All Paraprofessionals work on a 172-day contract and 7-hour day



Instructional Staff - English Language Development

MONTESSORI
ELEMENTARY
SCHOOLS

Staff Type	Staffing Methodology
Teachers- English Language Development	1.0 per 70 English Language Development students FTEs are rounded to the nearest 0.5 FTE

Methodology Notes

- ELD allocations are based on a maximum teacher caseload of 70 students
- Due to rounding, actual caseloads may be much lower than the maximum, particularly at schools with small multilingual learner populations
- ELD Teachers work on 176-day contract



Student Support Staff

MONTESSORI
ELEMENTARY
SCHOOLS

Staff Type	Staffing Methodology	Contract
Counselor	1 per school 2 for schools with at least 600 students	176 Days
Librarian	1 per school	176 Days
Nurse	0.1 per school, with nurse rotating across schools	176 Days
Health Assistant	1 per school 2 for schools with at least 1000 students	181 Days, 8 hour days



Administrative & Clerical Staff

MONTESSORI
ELEMENTARY
SCHOOLS

Staff Type	Staffing Methodology	Contract
Principal	1 per school	12 Months
Principal Secretary	1 per school	12 Months, 8 hour days
Assistant Principal	1 for schools with at least 550 students 2 for schools with at least 850 students	12 Months
Clerk	1 per school 2 for schools with at least 600 students 3 for schools with at least 800 students	181 Days, 8 hour days



Multilingual Elementary Programs



Summary of Multilingual Programs

MULTILINGUAL
PROGRAMS

Schools with Dual Language Strands	Schools with Whole-School Dual Language Programming	Schools Transitioning to Dual Language Program
<p>These schools have implemented one- and two-way dual language programs that enroll a subset of the student population.</p> <p>To support these models, TPS uses the same staffing ratios as all other elementary schools, but separates out dual language enrollment as if it is a separate school.</p>	<p>These schools have implemented dual language programs that enroll the entire school population. These schools receive staff allocations through the same formula as other elementary schools.</p>	<p>For schools transitioning to a Dual Language program, TPS uses a mix of the methodologies described to the left depending on which grades have programs implemented.</p>
<ul style="list-style-type: none">● Cooper ES (Pre-K - Kinder)● Disney ES (Pre-K-first)● Celia Clinton ES (Pre-K - second)● Springdale ES (Pre-K- fifth)● Skelly ES (Pre-K- fifth)● Sequoyah ES (Pre-K-fifth)● Kendall-Whittier ES (3-5)	<ul style="list-style-type: none">● Eisenhower IES● Zarrow IES● Felicitas Mendez IES	<ul style="list-style-type: none">● Kendall-Whittier ES (PK-2)



Instructional Staff for General Education

MULTILINGUAL
PROGRAMS

Staff & Program Type	Staffing Methodology	Contract Length
General Ed Teachers: Pre-K	20/1, rounded down to the nearest whole FTE	176 Days
Teacher Assistants: Pre-K (7 Hours)	1 Teacher Assistant for every Pre-K Teacher	172 Days, 7 hour days
General Ed Teachers: Dual Language Strands	<p><i>Enrollment:</i> Teacher allocations are calculated separately for students enrolled in Dual Language strands</p> <p><i>Target ratio:</i> 24/1 , rounded to the nearest whole FTE</p> <p><i>Class size max:</i> Additional allocations provided so that the ratio of students to Teachers <i>in a given grade and strand</i> does not exceed the following</p> <p>K-2: 28/1 3-5: 34/1</p>	176 Days
General Ed Teachers: Whole-School Programming	<p><i>Target ratio:</i> 24/1, rounded to the nearest whole FTE</p> <p><i>Class size max:</i> Additional allocations provided so the ratio of students to Teachers <i>in a given grade</i> does not exceed the following</p> <p>K-2: 28/1 3-5: 34/1</p>	176 Days



Instructional Staff for Enrichment

MULTILINGUAL
PROGRAMS

Number of General Ed Teachers	Number of Enrichment Teachers
< 17	2
18-20	2.5
21-24	3
25-27	3.5
28-31	4
32-34	4.5
35-38	5
39-41	5.5
42-45	6
46-48	6.5
49-52	7

Methodology Notes

- Enrichment Allocations are provided to each elementary site so that they can offer Art, Music and/or PE to students
- Enrichment allocations also help provide coverage so that teachers can plan and meet as a team
- Enrichment teachers work on a 176-day contract



Instructional Staff - Exceptional Student Services Teachers

MULTILINGUAL
PROGRAMS

Setting	Target Caseload
Consultation & Monitoring: Regular Class >80% of Time	40:1
Collaboration & Co-Teaching: Regular Class >80% of Time	25:1
Special Class Part Time: Regular Class 40-80% of Time	20:1
Special Class Part Time: Regular Class <40% of Time	15:1
Special Class Full Time: Regular Class <10% of Time	10:1

Caseload and percent time are based on [Oklahoma state guidance](#)

Methodology Notes

- Teacher Allocations will be assigned based on the needs of the students as determined by the IEP process.
- Allocations may be adjusted throughout the year to comply with state requirements and weighted caseload calculations
- Allocations may also be adjusted as IEP teams make revisions to support the evolving needs of individual students
- Special education allocations that remain vacant for 60 days may be reallocated to other schools.
- Special Education Teachers work on a 176-day contract



Instructional Staff - Exceptional Student Services Paras

MULTILINGUAL
PROGRAMS

Staff Type	Ratio of Teachers to Paras
Mild Moderate	<2.0/1.0
Intellectual Disability	1.0/1.0-3.0
Pre-Kindergarten (3 & 4 year-olds)	1.0/1.0-3.0
Emotional Disturbance	1.0/1.0-3.0
Multiple Disabilities	1.0/1.0-3.0
Autism	1.0/1.0-3.0
Hearing Impairment	1.0/1.0

Methodology Notes

- Special Education Paraprofessionals are allocated with a starting ratio of 1 Paraprofessional for every Special Education Teacher
- This ratio may be increased as high as 1 Paraprofessional for every 3 Teachers as needed to manage class sizes
- The decision to change Paraprofessional ratios is made by the district's Special Education Department
- Special education Paraprofessional allocations that remain vacant for 60 days may be reallocated to other schools.
- All Paraprofessionals work on a 172-day contract and 7-hour day



Instructional Staff - English Language Development

MULTILINGUAL PROGRAMS

Staff Type	Staffing Methodology
Teachers-English Language Development	1.0 per 70 English Language Development students FTEs are rounded to the nearest 0.5 FTE

Methodology Notes

- ELD allocations are based on a maximum teacher caseload of 70 students
- Due to rounding, actual caseloads may be much lower than the maximum, particularly at schools with small multilingual learner populations
- ELD Teachers work on 176-day contract



Student Support Staff

MULTILINGUAL
PROGRAMS

Staff Type	Staffing Methodology	Contract
Counselor	1 per school 2 for schools with at least 600 students	176 Days
Librarian	1 per school	176 Days
Nurse	0.1 per school, with nurse rotating across schools	176 Days
Health Assistant	1 per school 2 for schools with at least 1000 students	181 Days, 8 hour days



Administrative & Clerical Staff

MULTILINGUAL
PROGRAMS

Staff Type	Staffing Methodology	Contract
Principal	1 per school	12 Months
Principal Secretary	1 per school	12 Months, 8 hour days
Assistant Principal	1 for schools with at least 550 students 2 for schools with at least 850 students	12 Months
Clerk	1 per school 2 for schools with at least 600 students 3 for schools with at least 800 students	181 Days, 8 hour days



Site-Specific Staffing

MULTILINGUAL
PROGRAMS

School	Positions	Contract
Eisenhower	Para Teachers (10.0)	172 Days, 7 hour days
Skelly	Additional Principal Secretary (1.0)	12 Months
	Additional Librarian (1.0)	179 Days
	AP if <850 Students (1.0)	12 Months
	Additional Health Assistant	181 Days
Zarrow	Para Teachers (8.5)	172 Days, 7 hour days



Program-Specific Staffing Elementary



Program-Specific Staffing

Staff Type	Staffing Methodology
AP (12 Months) & Academic Engagement Teachers (176 Days)	The Instructional Leadership Directors for elementary schools will be given 15 positions to be utilized as Assistant Principals or Academic Engagement Teachers, at elementary sites.
Itinerant Fine Arts (176 Days)	The music department under Teaching and Learning will be given 15 instructional allocations for itinerant fine arts teachers to distribute throughout the district.
Gifted & Talented Teachers (176 Days)	<p>The needs of the district's elementary and middle school Gifted and Talented (GT) student will be met via direct service guided by district Gifted Education Talent Development (GETD) curated curriculum through appropriate pull-out programs, electives, and seminars.</p> <p>The GETD department under Teaching and Learning will be given 37 instructional allocations for itinerant G/T teachers who will be hired by the GETD department and assigned to serve the district's elementary and middle schools.</p>



Elementary Staffing Conversion Rules



Staffing Allocation Conversions

Guidelines

1. Conversions are for the current school year only.
2. Conversions must be reviewed and approved by the Instructional Leadership Director (ILD).
3. Sites should work with their School Strategy Partner to ensure all conversions are reflected in the sites School Planning Workbook.
4. Counseling and Instructional allocations (including enrichment, but excluding Pre-K) can be converted using the ratios in the table to the right.
5. Pre-K allocations cannot be converted for other positions

Conversion Ratios

Positions	Ratio
Dean	1:1
Counselor	1:1
Enrichment Teacher	1:1
Librarian	1:1
Teacher Assistants (7 hrs/day)	1:3
Assistant Principal	2:1



Standalone Middle Schools





Instructional Staff for General Education

MIDDLE
SCHOOLS

Staff Type	Staffing Methodology	Contract
General Ed Teachers: 6-8	<i>Target ratio: 29/1, rounded to the nearest whole FTE</i>	176 Days



Instructional Staff - Exceptional Student Services Teachers

MIDDLE
SCHOOLS

Setting	Target Caseload
Consultation & Monitoring: Regular Class >80% of Time	40:1
Collaboration & Co-Teaching: Regular Class >80% of Time	25:1
Special Class Part Time: Regular Class 40-80% of Time	20:1
Special Class Part Time: Regular Class <40% of Time	15:1
Special Class Full Time: Regular Class <10% of Time	10:1

Caseload and percent time are based on [Oklahoma state guidance](#)

Methodology Notes

- Teacher Allocations will be assigned based on the needs of the students as determined by the IEP process.
- Allocations may be adjusted throughout the year to comply with state requirements and weighted caseload calculations
- Allocations may also be adjusted as IEP teams make revisions to support the evolving needs of individual students
- Special education allocations that remain vacant for 60 days may be reallocated to other schools.
- Special Education Teachers work on a 176-day contract



Instructional Staff - Exceptional Student Services Paras

MIDDLE
SCHOOLS

Staff Type	Ratio of Teachers to Paras
Mild Moderate	<2.0/1.0
Intellectual Disability	1.0/1.0-3.0
Pre-Kindergarten (3 & 4 year-olds)	1.0/1.0-3.0
Emotional Disturbance	1.0/1.0-3.0
Multiple Disabilities	1.0/1.0-3.0
Autism	1.0/1.0-3.0
Hearing Impairment	1.0/1.0

Methodology Notes

- Special Education Paraprofessionals are allocated with a starting ratio of 1 Paraprofessional for every Special Education Teacher
- This ratio may be increased as high as 1 Paraprofessional for every 3 Teachers as needed to manage class sizes
- The decision to change Paraprofessional ratios is made by the district's Special Education Department
- Special education Paraprofessional allocations that remain vacant for 60 days may be reallocated to other schools.
- All Paraprofessionals work on a 172-day contract and 7-hour day



Instructional Staff - English Language Development

MIDDLE
SCHOOLS

Staff Type	Staffing Methodology
Teachers- English Language Development	1.0 per 70 English Language Development students FTEs are rounded to the nearest 0.5 FTE

Methodology Notes

- ELD allocations are based on a maximum teacher caseload of 70 students
- Due to rounding, actual caseloads may be much lower than the maximum, particularly at schools with small multilingual learner populations
- ELD Teachers work on 176-day contract



TRAICE Satellite Teachers

MIDDLE
SCHOOLS

School	Positions	Contract
Carver	TRAICE Satellite - Teacher Assistant (1.0)	172 Days - 7 hour days
East Central	TRAICE Satellite - Teacher (1.0)	181 Days
Hale	TRAICE Satellite - Teacher (1.0)	181 Days
Memorial	TRAICE Satellite - Teacher (1.0)	181 Days
Monroe	TRAICE Satellite - Teacher (1.0)	181 Days
Thoreau	TRAICE Satellite - Teacher Assistant (1.0)	172 Days - 7 hour days



Student Support Staff

MIDDLE
SCHOOLS

Staff Type	Staffing Methodology	Contract
Counselor	1 per school	12 Months
Counselor	1 for schools with more than 450 students 2 for schools with more than 900 students	181 Days
Librarian	1 per school	181 Days
Nurse	0.1 per school, with nurse rotating across schools	176 Days
Health Assistant	1 per school 2 for schools with 1000 or more students	181 Days, 8 hour days



Administrative & Clerical Staff

MIDDLE
SCHOOLS

Staff Type	Staffing Methodology	Contract
Principal	1 per school	12 Months
Principal Secretary	1 per school	12 Months, 8 hour days
Assistant Principal	1 per school 2 for schools with at least 850 students	12 Months
Clerk	1 for schools with at least 400 students 2 for schools with at least 800 students 3 for schools with at least 1000 students	181 Days, 8 hour days
Teaching Assistant or Office Assistant	1 per school	172 Days, 7 hour days



Site-Specific Staffing

MIDDLE
SCHOOLS

School	Positions	Contract
Carver	Chinese Teacher (0.5)	176 Days
	Fine Arts/MYP Program Teacher (4.0)	176Days
	Japanese Teacher (0.5)	176Days
E Central	AP if <850 (SY 23 & SY 24 only)	12 Months
	Counselor if <900 (SY 23 & SY 24 only)	181 Days
Hale	AP if <850 (SY 23 & SY 24 only)	12 Months
	Counselor if <900 (SY 23 & SY 24 only)	181 Days
Monroe	Teacher Conversion = 1 Teacher for 3 Para Teachers	172 Days, 8 hour days
	Extended Contract Paraprofessionals	172 Days, 8 hour days
	AP if <850 students	12 Months
	Dean (2.0)	181 Days
	Learning Director (1.0)	200 Day
	Health Assistant (1.0)	181 Days, 8 hour days
Thoreau	Teacher Conversion = 1 Teacher for 3 Para Teachers	172 Days, 8 hour days
	Extended Contract Paraprofessionals	172 Days, 8 hour days
	Foreign Language Immersion Teacher (2.0)	176 Days



Standalone High Schools



Instructional Staff for General Education

HIGH
SCHOOLS

Staff Type	Staffing Methodology	Contract
General Ed Teachers: 9-12	<i>Target ratio: 33/1, rounded to the nearest whole FTE</i>	176 Days



Instructional Staff - Exceptional Student Services Teachers

HIGH
SCHOOLS

Setting	Target Caseload
Consultation & Monitoring: Regular Class >80% of Time	40:1
Collaboration & Co-Teaching: Regular Class >80% of Time	25:1
Special Class Part Time: Regular Class 40-80% of Time	20:1
Special Class Part Time: Regular Class <40% of Time	15:1
Special Class Full Time: Regular Class <10% of Time	10:1

Caseload and percent time are based on [Oklahoma state guidance](#)

Methodology Notes

- Teacher Allocations will be assigned based on the needs of the students as determined by the IEP process.
- Allocations may be adjusted throughout the year to comply with state requirements and weighted caseload calculations
- Allocations may also be adjusted as IEP teams make revisions to support the evolving needs of individual students
- Special education allocations that remain vacant for 60 days may be reallocated to other schools.
- Special Education Teachers work on a 176-day contract



Instructional Staff - Exceptional Student Services Paras

HIGH
SCHOOLS

Staff Type	Ratio of Teachers to Paras
Mild Moderate	<2.0/1.0
Intellectual Disability	1.0/1.0-3.0
Pre-Kindergarten (3 & 4 year-olds)	1.0/1.0-3.0
Emotional Disturbance	1.0/1.0-3.0
Multiple Disabilities	1.0/1.0-3.0
Autism	1.0/1.0-3.0
Hearing Impairment	1.0/1.0

Methodology Notes

- Special Education Paraprofessionals are allocated with a starting ratio of 1 Paraprofessional for every Special Education Teacher
- This ratio may be increased as high as 1 Paraprofessional for every 3 Teachers as needed to manage class sizes
- The decision to change Paraprofessional ratios is made by the district's Special Education Department
- Special education Paraprofessional allocations that remain vacant for 60 days may be reallocated to other schools.
- All Paraprofessionals work on a 172-day contract and 7-hour day



TRAICE Satellite Teachers

HIGH
SCHOOLS

School	Positions	Contract
East Central (9-12)	TRAICE Satellite - Teacher (1.0)	181 Days
Hale (9-12)	TRAICE Satellite - Teacher (1.0)	181 Days
McLain (9-12)	TRAICE Satellite - Teacher (1.0)	181 Days
Memorial (9-12)	TRAICE Satellite - Teacher (1.0)	181 Days
Washington (9-12)	TRAICE Satellite - Teacher Assistant (1.0)	172 Days - 7 hour days



Student Support Staff

HIGH
SCHOOLS

Staff Type	Staffing Methodology	Contract
Counselor	1 per school	12 Months
Counselor/ Dean	2 per school 3 for schools with at least 1000 students 4 for schools with at least 1200 students	186 Days
Librarian	1 per school	186 Days
Nurse	1.0 per school	176 Days



Administrative & Clerical Staff

HIGH
SCHOOLS

Staff Type	Staffing Methodology	Contract
Principal	1 per school	12 Months
Principal Secretary	1 per school	12 Months, 8 hour days
Assistant Principal	1 per school 2 for schools with at least 550 students 3 for schools with at least 1000 students	12 Months
Clerk	1 per school	12 Months, 8 hour days
Clerk	2 per school 3 for schools with at least 1000 students 4 for schools with at least 1200 students 5 for schools with at least 1500 students	195 Days, 8 hour days
Teacher Assistant or Office Assistant	2 per school	172 Days, 7 hour days



Site-Specific Staffing

HIGH
SCHOOLS

School	Positions	Contract
Hale	Magnet Teacher (1.0)	176 Days
	Artist-In-Residence (1.0)	176 Days
	AP if <1000 Students (1.0)	12 Months
	Counselor if <1000 Students (1.0)	186 Days
McLain	Career Tech Teacher (5.0)	176 Days
Memorial	Engineering Teacher (2.0)	176 Days



Combined 6-12 Sites





Instructional Staff for General Education

6-12
SITES

Staff Type	Staffing Methodology	Contract Length
General Ed Teachers: 6-8	<i>Target ratio: 29/1, rounded to the nearest whole FTE</i>	176 Days
General Ed Teachers: 9-12	<i>Target ratio: 33/1, rounded to the nearest whole FTE</i>	176 Days



Instructional Staff - Exceptional Student Services Teachers

6-12
SITES

Setting	Target Caseload
Consultation & Monitoring: Regular Class >80% of Time	40:1
Collaboration & Co-Teaching: Regular Class >80% of Time	25:1
Special Class Part Time: Regular Class 40-80% of Time	20:1
Special Class Part Time: Regular Class <40% of Time	15:1
Special Class Full Time: Regular Class <10% of Time	10:1

Caseload and percent time are based on [Oklahoma state guidance](#)

Methodology Notes

- Teacher Allocations will be assigned based on the needs of the students as determined by the IEP process.
- Allocations may be adjusted throughout the year to comply with state requirements and weighted caseload calculations
- Allocations may also be adjusted as IEP teams make revisions to support the evolving needs of individual students
- Special education allocations that remain vacant for 60 days may be reallocated to other schools.
- Special Education Teachers work on a 176-day contract



Instructional Staff - Exceptional Student Services Paras

6-12
SITES

Staff Type	Ratio of Teachers to Paras
Mild Moderate	<2.0/1.0
Emotional Disturbance	1.0/1.0-3.0
Multiple Disabilities	1.0/1.0-3.0
Autism	1.0/1.0-3.0
Interpreter	5.0 at Edison MS and 5.0 at Edison HS

Methodology Notes

- Special Education Paraprofessionals are allocated with a starting ratio of 1 Paraprofessional for every Special Education Teacher
- This ratio may be increased as high as 1 Paraprofessional for every 3 Teachers as needed to manage class sizes
- The decision to change Paraprofessional ratios is made by the district's Special Education Department
- Special education Paraprofessional allocations that remain vacant for 60 days may be reallocated to other schools.
- All Paraprofessionals work on a 172-day contract and 7-hour day



Instructional Staff - English Language Development

6-12
SITES

Staff Type	Staffing Methodology	Contract Length
Teachers- English Language Development	1.0 per 70 English Language Development students FTEs are rounded to the nearest 0.5 FTE	176 Days

- ELD allocations are based on a maximum teacher caseload of 70 students
- Due to rounding, actual caseloads may be much lower than the maximum, particularly at schools with small multilingual learner populations



TRAICE Satellite Teachers

6-12
SITES

School	Positions	Contract
Central (6-8)	TRAICE Satellite - Teacher (1.0)	181 Days
Central (9-12)	TRAICE Satellite - Teacher (1.0)	181 Days
Edison (6-8)	TRAICE Satellite - Teacher (1.0)	181 Days
Edison (9-12)	TRAICE Satellite - Teacher (1.0)	181 Days
Rogers (6-8)	TRAICE Satellite - Teacher (1.0)	181 Days
Rogers (9-12)	TRAICE Satellite - Teacher (1.0)	181 Days
Webster (6-8)	TRAICE Satellite - Teacher (1.0)	181 Days
Webster (9-12)	TRAICE Satellite - Teacher (1.0)	181 Days



Student Support Staff

6-12
SITES

Staff Type	Staffing Methodology	Contract
Librarian	1 per campus (.50 MS, .5 HS) <1849 Students	186 Days
	2 for campus with at least 1,850 students 1.0 HS 1.0 MS	186 Days 181 Days
Nurse	1 per campus	176 Days
Health Assistant	1 for campus with at least 2,000 students	181 Days, 8 hour days
Middle School Counselor	1 per school	12 Months
Middle School Counselor	1 for schools with more than 450 students 2 for schools with more than 900 students	186 Days
High School Counselor	1 per school	12 Months
High School Counselor/ Dean	2 per school 3 for schools with at least 1000 students 4 for schools with at least 1200 students	186 Days



Administrative & Clerical Staff

6-12
SITES

Staff Type	Staffing Methodology	Contract
CAMPUSWIDE ALLOCATIONS		
Principal	1 per campus	12 Months
Principal Secretary	1 per campus	12 Months, 8 hour days
MIDDLE SCHOOL ALLOCATIONS		
Assistant Principal	1 per school 2 for schools with at least 550 students 3 for schools with at least 850 students	12 Months
Clerk	1 per school 2 for schools with at least 600 students 3 for schools with at least 800 students 4 for schools with at least 1000 students	195 Days, 8 hour days
Teacher Assistant or Office Assistant	1 per school	172 Days, 7 hour days



Administrative & Clerical Staff

6-12
SITES

Staff Type	Staffing Methodology	Contract
HIGH SCHOOL ALLOCATIONS		
Assistant Principal	1 per school 2 for schools with at least 550 students 3 for schools with at least 1000 students	12 Months
Clerk	1 per school	12 Months, 8 hour days
Clerk	1 per school 2 for schools with at least 500 students 3 for schools with at least 1,000 students 4 for schools with at least 1,200 students 5 for schools with at least 1,400 students	195 Days, 8 hour days
Teacher Assistant or Office Assistant	1 per school 2 for schools with at least 500 students	172 Days, 7 hour days



Site-Specific Staffing

6-12
SITES

School	Positions	Contract
Central (9-12)	Fine Arts Magnet Teacher (3.5)	176 Days
	Artists-In-Residence (5.0)	176 Days
Edison (6-8)	Chinese Teacher (0.5)	176 Days
Edison (9-12)	Chinese Teacher (0.5)	176 Days
Rogers (6-8)	Foreign Language/MYP Teacher (3.0)	176 Days
Rogers (9-12)	Teacher Assistant (0.5)	172 Days
Webster (9-12)	Agriculture Teacher* (2.0)	12 Months
	Magnet Teacher (2.0)	176 Days

*Extended Time partially funded from Vocational Education



Program-Specific Staffing Secondary





Program-Specific Staffing

PROGRAM
SPECIFIC
SECONDARY

Staff Type	Staffing Methodology
Itinerant Fine Arts (176 Days)	The music department under Teaching and Learning will be given 15 instructional allocations for itinerant fine arts teachers to distribute throughout the district.
PE Teacher Assistants (172 Days, 7 hour days)	The Instructional Leadership Directors for secondary schools will be given 4.0 PE-TA (7 Hrs/day) allocations for locker room coverage to distribute as needed throughout the district.
Gifted & Talented Teachers (176 Days)	<p>The needs of the Gifted and Talented students at the district's high schools will be addressed through the AP/IB programs, concurrent enrollment and differentiation documented in lesson plans. Each site will designate a gifted contact to oversee district and state gifted compliance requirements. A high school instructional allocation for an itinerant gifted advocate will support the district gifted at high school level.</p> <p>The needs of the district's elementary and middle school Gifted and Talented (GT) students will be met via direct service guided by district GETD curated curriculum through appropriate pull-out programs, electives, and seminars.</p> <p>The Gifted Education Talent Development (GETD) department under Teaching and Learning will be given 37 instructional allocations for itinerant G/T teachers who will be hired by the GETD department and assigned to serve the district's elementary and middle schools.</p>



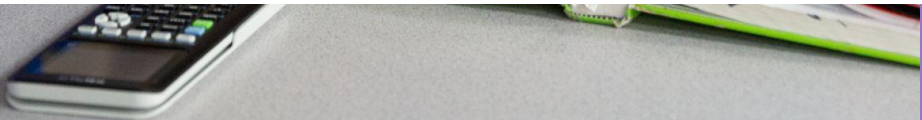
Program-Specific Staffing

PROGRAM
SPECIFIC
SECONDARY

Staff Type	Staffing Methodology
High School JROTC	For each teacher allocation designated from site's instructional allocations used for JROTC, 1.0 additional JROTC instructor will be allocated.
High School Advanced Placement/International Baccalaureate (176 Days)	1.0 AP/IB instructor will be allocated for every 5 sections with a minimum of 100 eligible students. Sections of less than 20 students do not qualify. The eligible student count is based on a site's AP/IB enrollment at the conclusion of the previous school year.



Secondary Conversion Rules





Staffing Allocation Conversions

Guidelines

1. Conversions are for the current school year only.
2. Conversions must be reviewed and approved by the Instructional Leadership Director (ILD).
3. Sites should work with their School Strategy Partner to ensure all conversions are reflected in the sites School Planning Workbook.
4. Counseling and Instructional allocations can be converted using the ratios in the table to the right.

Conversion Ratios

Positions	Ratio
Dean	1:1
Counselor	1:1
Enrichment Teacher	1:1
Librarian	1:1
Teacher Assistants (7 hrs/day)	1:3
Assistant Principal	2:1



Alternative Schools



Instructional Staff for General Education

ALTERNATIVE PROGRAMS

School (s)	Staff Type	Length of Contract	Staffing Methodology
Project Accept	General Ed Teachers K-5	181 Days	<i>Target ratio:</i> 15/1, rounded to the nearest whole FTE
	Teacher Assistants: K-5	172 Days, 7.5 hour days	1 Teacher Assistant for every K-5 Teacher
Phoenix Rising, Tulsa Met, TRAICE	General Ed Teachers: 6-12	181 Days	<i>Target ratio:</i> 20/1, rounded to the nearest whole FTE
Tulsa Virtual Academy	General Ed Teachers Pre-K	176 Days	<i>Target ratio:</i> 20/1, rounded to the nearest whole FTE
	Teacher Assistant Pre-K	172 Days, 7 hour days	1 Teacher Assistant for every PreK Teacher
	General Ed Teachers K-5	176 Days	<i>Target ratio:</i> 35/1 by grade, rounded to the nearest whole FTE
	Enrichment Pre-K - 5	176 Days	2 Allocations
	General Ed Teachers 6-8	176 Days	<i>Target ratio:</i> 55/1, rounded to the nearest whole FTE
	General Ed Teachers 9-12	176 Days	<i>Target ratio:</i> 65/1, rounded to the nearest whole FTE



Instructional Staff - Exceptional Student Services Teachers

ALTERNATIVE
PROGRAMS

Setting	Target Caseload
Consultation & Monitoring: Regular Class >80% of Time	40:1
Collaboration & Co-Teaching: Regular Class >80% of Time	25:1
Special Class Part Time: Regular Class 40-80% of Time	20:1
Special Class Part Time: Regular Class <40% of Time	15:1
Special Class Full Time: Regular Class <10% of Time	10:1

Caseload and percent time are based on [Oklahoma state guidance](#)

Methodology Notes

- Teacher Allocations will be assigned based on the needs of the students as determined by the IEP process.
- Allocations may be adjusted throughout the year to comply with state requirements and weighted caseload calculations
- Allocations may also be adjusted as IEP teams make revisions to support the evolving needs of individual students
- Special education allocations that remain vacant for 60 days may be reallocated to other schools.
- Special Education Teachers work on a 181-day contract



Instructional Staff - Exceptional Student Services Paras

ALTERNATIVE PROGRAMS

Staff Type	Ratio of Teachers to Paras
Mild Moderate	<2.0/1.0
Intellectual Disability	1.0/1.0-3.0
Pre-Kindergarten (3 & 4 year-olds)	1.0/1.0-3.0
Emotional Disturbance	1.0/1.0-3.0
Multiple Disabilities	1.0/1.0-3.0
Autism	1.0/1.0-3.0
Hearing Impairment	1.0/1.0

Methodology Notes

- Special Education Paraprofessionals are allocated with a starting ratio of 1 Paraprofessional for every Special Education Teacher
- This ratio may be increased as high as 1 Paraprofessional for every 3 Teachers as needed to manage class sizes
- The decision to change Paraprofessional ratios is made by the district's Special Education Department
- Special education Paraprofessional allocations that remain vacant for 60 days may be reallocated to other schools.
- All Paraprofessionals work on a 172-day contract and 7-hour day



Student Support Staff

ALTERNATIVE PROGRAMS

School	Staff Type and Allocation	Length of Contract
North Star Academy	Counselor (1.0)	12 Months
Phoenix Rising	Counselor (.5)	12 Months
	Health Assistant (.5)	181 Days, 4 hour days
Project Accept	Counselor (1.0)	181 Days
	Librarian (.5)	181 Days
	Health Assistant (.5)	181 Days, 4 hour days
Street School	Health Assistant (.5)	181 Days, 4 hour days
TRAICE Academy	Counselor (1.0)	12 Months
	Librarian (.5)	186 Days
	Health Assistant (1.0)	181 Days, 8 hour days



Student Support Staff (Continued)

ALTERNATIVE
PROGRAMS

School	Positions	Contract
Tulsa MET	Counselor (1.0)	12 Months
	Librarian (1.0)	186 Days
	Health Assistant (1.0)	181 Days
Tulsa Virtual Academy (additional counselor added if over 1200 students)	Elementary Counselor (1.0)	176 Days
	MS Counselor (1.0)	12 Months
	HS Counselor (1.0)	12 Months



Administrative & Clerical Staff

ALTERNATIVE
PROGRAMS

School	Positions	Contract
North Star Academy	Principal (1.0)	12 Months
	Assistant Principal (1.0)	12 Months
	Principal Secretary (1.0)	12 Months
	Virtual HS Systems Coordinator (1.0)	12 Months
Project Accept	Principal (1.0)	12 Months
TRAICE Academy	Principal (1.0)	12 Months
	Assistant Principal (1.0)	12 Months
	Principal Secretary (1.0)	12 Months



Administrative & Clerical Staff (Continued)

ALTERNATIVE PROGRAMS

School	Positions	Contract
Tulsa MET	Principal (1.0)	12 Months
	Principal Secretary (1.0)	12 Months
Tulsa Virtual Academy	Principal (1.0)	12 Months
	Assistant Principal (3.0) < 1200 students (4.0) > 1200 students	12 Months
	Principal Secretary (1.0)	12 Months
	Elementary Clerk (1.0) Secondary Clerk (1.0) Third clerk added if >1200 students	181 Days 195 Days
	TA/Office Assistant (1.0) <1000 secondary students (2.0.) >1000 secondary students	172 Days, 7 hour days



Site-Specific Staffing

ALTERNATIVE PROGRAMS

School	Positions	Contract
North Star Academy	Core Secondary Teachers (4.0)	181 Days
	Tulsa Beyond Teachers (2.0)	181 Days
Phoenix Rising	Science Teacher (1.0)	181 Days
	Vocational Teacher (1.0)	181 Days
Project Accept	Enrichment Teacher (1)	181 Days
Street School	Teachers (10.0)	181 Days
	Sp/Ed Teacher MM (1.0)	181 Days
TRAICE Academy	Supplemental Advisor (2.0)	181 Days
	Chief Leadership Instructor (1.0)	200 Days
	Leadership Instructors (4.0)	185 Days, 8 hour days
	Teacher Assistants (2.0)	172 Days, 7 hour days
Tulsa MET	Teacher Assistant (2.0)	172 Days, 7 hour days
	LTI Coordinator (1.0)	12 Months



Special Centers



Site-Specific Staffing

SPECIAL
CENTERS

School	Positions	Contract
Shared Staff	Principal (1.0)	12 Months
	Counselor (.5)	12 Months
	Principal Secretary (1.0)	12 Months
Calm Center	Teacher (.5)	181 Days
David L. Moss	Teacher (2.0)	181 Days
	SpEd Teacher M/M (.5)	181 Days
Juvenile Detention Center	Teacher (4.0)	181 Days
	SpEd Teacher M/M (.5)	181 Days
Laura Dester Shelter	SpEd Teacher M/M (2.0)	181 Days,
	SpEd Paraprofessional ID (2.0)	172 Days, 7 hour days



Site-Specific Staffing (Continued)

SPECIAL
CENTERS

School	Positions	Contract
Parkside	Teacher (3.0)	181 Days
	Sp/Ed Teacher MM (1.0)	181 Days
Positive Change	Teacher (4.0)	181 Days
	SpEd Teacher M/M (2.0)	181 Days
	SpEd Paraprofessional M/M (1.0)	172 Days, 7 hour days
Shadow Mountain Behavioral	Teacher (2.0)	181 Days



Operations



Child Nutrition Staffing

School cafeteria staffing is based upon a plan that recognizes different factors, such as revenue, number of meals served and the type of operation. The foundation of the plan is meals per labor hour. The actual number of reimbursable meals and local income are calculated into equivalent meals and divided by the number of labor hours, which produces meals per labor hour. The meals per labor hour are reviewed monthly and compared to targeted meals per labor hour. Targeted meals per labor are based on past performance, menu production and continuous improvement. Targets are evaluated yearly.

Formula for Meals per Labor Hour (M.P.L.H.)

Reimbursable Meals (lunches + Breakfast/2 + Snack/3) + Dinner + A la Carte Sales/\$3.7738 + Contract Meal Sales/\$3.7738= M.P.L.H.

A la Carte is the cash brought in from the sale of items at snack bars or additional items added to a reimbursable meal or meals sold that do not meet reimbursable meal requirements: entrée items, chips and beverages.

The minimum targeted meals per labor hour for the 2022-2023 school year are as follows:

Elementary	Target: 14-18 with the exception of sites with less than 200 meal equivalents
Secondary	Target: 14 with the exception of sites with less than 200 meal equivalents
	Up 100 meal equivalents = 10
	101 - 150 meal equivalents = 11
	151 - 200 meal equivalents = 12
	201 - 300 meal equivalents = 14
	301 - 400 meal equivalents = 15
	401 - 500 meal equivalents = 16
	501 - 600 meal equivalents = 17
	601 - 700 meal equivalents or above = 18



Custodial Staffing - Standard Facilities

Step 1: Select the highest of the following factors:

Teacher:	<u>Number of Teachers</u> 8
Student:	<u>Number of Students</u> 250
Room:	<u>Number of Rooms</u> 18
Area:	<u>Building Sq. Footage</u> 20,000

=

Step 2: Divide resulting factor by 4 to get unit equivalencies

FACTOR TOTAL
4

=

Step 3: Translate unit equivalencies into custodial hours

Classification*	1 Hr	8 Hr
Custodian	0.125	1.0
Assistant Head Custodian	0.159	1.27
Head Custodian	0.175	1.40

How are factors defined?

- **Teachers** reflect the total number of instructional allocations excluding TAs, Paras and Part-Time Staff
- **Students** reflect the official student count as of the 5th day of school
- **Rooms** include
 - Classrooms (including portables)
 - Offices (small offices/work areas in “open schools” are combined)
 - Large public restrooms
 - Square footage of large rooms and storage areas divided by 800
 - Square footage for gym, cafeteria and library divided by 1000
- **Area** reflects square footage of total enclosed space - i.e. outside wall to outside wall, including hallways, covered walkways and enclosed “outside” space

*The number of units allocated to schools is shown without any specific mention of classifications. Based upon the allocated units the composition of the custodial staff will be established to meet the unique requirements of the building. The chart reflects custodial allocations in unit equivalencies.



Custodial Staffing - Athletic Facilities

Step 1: Select the highest of the following factors:

Staff:	<u>Number of Staff</u> 8
Student:	<u>Number of Students</u> 250
Room:	<u>Number of Rooms</u> 18
Area:	<u>Building Sq. Footage</u> 20,000

=

FACTOR TOTAL
4

=

Step 2: Divide resulting factor by 4 to get unit equivalencies

Step 3: Translate unit equivalencies into custodial hours

Classification*	1 Hr	8 Hr
Custodian	0.125	1.0
Assistant Head Custodian	0.159	1.27
Head Custodian	0.175	1.40

How are factors defined?

- **Staff** reflects the total number of full-time staff assigned to the athletic facility. Does not include TA's, Para's or other part time staff.
- **Students** reflect the average number of students attending class on a regular basis in the athletic facility.
- **Rooms** include
 - Offices (very small offices are combined)
 - Shower rooms, dressing rooms, and locker rooms
 - Large public restrooms
 - Square footage of large rooms and storage areas divided by 800
 - Square footage for gym, cafeteria and library divided by 1000.
- **Area** reflects square footage of total enclosed space - i.e. outside wall to outside wall, including hallways, covered walkways and enclosed "outside" space

*The number of units allocated to schools is shown without any specific mention of classifications. Based upon the allocated units the composition of the custodial staff will be established to meet the unique requirements of the building. The chart reflects custodial allocations in unit equivalencies.