



May 21, 2020

VIA EMAIL ONLY

The Honorable Joy Hofmeister
State Superintendent of Public Instruction
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Oklahoma State Board of Education
2500 N. Lincoln Blvd.
Oklahoma City, OK 73105
c/o Brad Clark

RE: Appeal by Harlow Creek Charter School

Dear Superintendent Hofmeister and Members of the Board:

On behalf of the Board of Directors (the “Board”) of Harlow Creek School (“Harlow”), I am submitting an appeal of the denial of the revised charter school application submitted by my client to the Tulsa Public School District (the “District”) pursuant to 70 O.S. §3-132(A)(9) and 70 O.S. §3-134(E). The State Board of Education (“SBE”). The Oklahoma Charter School Act (the “Act”) provides at 70 O.S. §3-132(A)(9) that for the SBE to authorize a charter school there be evidence of:

- (a) a thorough and high-quality charter school application from the applicant based on the authorizing standards in subsection B of Section 3-134 of this title; (b) a clear demonstration of community support for the charter school; and (c) the grounds and basis of objection by the school district for denying the operation of the charter are not supported by the greater weight of evidence and the strength of the application.

In addition to the records previously submitted, Harlow is providing the SBE with its proposed Distance Learning Plan considering the challenges raised by the COVID-19 pandemic. While the school is scheduled to open for the 2021 school year, Harlow wanted the SBE to be aware that continuity of learning plan was an issue that it had and was considering. *See Exhibit “A.”* Before discussing the three elements in the law, I will provide a brief background for you.

OVERVIEW / BACKGROUND

In 2016, Harlow initiated discussions with the District about the school. In 2018, Harlow held meetings with TPS representatives and attended charter school training. In March 2019, Harlow submitted its initial charter school application pursuant to the Act. On May 29, 2019, the District denied the Initial Application. After the denial of the Initial Application, Harlow revised its application and submitted an Amended Application. On August 21, 2019, the District denied the Amended Application. The denial letter simply states that the District is denying “your application due to deficiencies in the educational program design and financial capacity.” Harlow



was not afforded any opportunity to present either the Initial Application or the Amended Application to the Board of Education of the District. Further, the Board of Education of the District did not take action to deny either application. In fact, Harlow was not afforded an opportunity to make a presentation to the Board of Education of the District, to answer questions of any Board member, or work collaboratively with the District. On August 21, 2019, the District rejected the revised charter school application without conducting a public hearing, taking public comments, or allowing a presentation by the applicant to the District's board. Additionally, the District did not provide Harlow with the evaluation rubric or the evaluator reviews. In December 2019, Harlow appealed to the SBE. On December 12, 2019, which was the eve of the SBE appeal meeting, the District submitted another letter expanding its grounds for denial from one-page to four-pages. As authorized by the SBE, Harlow made minor changes to its application and submitted it to the District's board of education on January 21, 2020. On January 26, 2020, the District's board of education denied the application as set out in its 8-page letter. Again, the District added alleged grounds for denial addressing portions of the application that had not changed since the submission in June 2019. Harlow has included with its submission the required documents, including the original application, the revised application, the grounds for denial as to both applications, communications between the District and Harlow, and other related documents.

ARGUMENT & AUTHORITIES

A. Thorough & High-Quality Charter Application & Grounds for Denial.

The Act requires that a thorough and high-quality charter application is submitted pursuant to the authorizing standards in 70 O.S. § 3-134. The pertinent provision of the Act describes the thirty-five (35) enumerated requirements to be submitted in a proposal to the sponsor (i.e., the charter application). There is no law, rule or District policy that authorizes any change, expansion, addition, or subtraction from these standards. In fact, the SBE has previously considered these standards in its consideration of the appeal of the Academy of Seminole ("Academy") and the Le Monde International charter school ("Le Monde"). A review of the Amended Application clearly indicates that it is a thorough and high-quality application that has been submitted as each of the enumerated topics have been systematically addressed. Further, Harlow provides numerous attachments to its application, which are not required by law, to further detail and support its Amended Application. The District's August 21, 2019 denial letter did not provide any specific grounds for the rejection of the Amended Application. Subsequently, the District added additional grounds for denial in its December 12, 2019 letter and January 26, 2020 letter.

Because the District is not relying on other requirements in the law, this appeal does not address every aspect of the Amended Application and the Act. Rather, the appeal is focused on the grounds for denial described by the District. In addition to the below summary to the general grounds for denial, Harlow submitted a more detailed response to the District on January 13, 2020, which is attached as Exhibit "B."



1. **Educational Program Design.** The District broadly states in its denial letter that there were deficiencies in the “educational program design.” A review of the Amended Application provides that there are more than thirty-five pages dedicated to discussing the educational design. These topics include consistency with the purpose of the Act, the educational program, curriculum instruction and design, admissions standards / procedures, student discipline, student assessment and school accountability. Furthermore, the Amended Application contains a charter school overview section which further discusses the educational plan and school design. The Amended Application contains the following description, which, in part, addresses the educational plan and school design issue raised by the District:

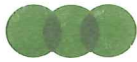
“Using a Reggio approach, education will occupy a multidimensional space focused on STEAM disciplines through project-based learning (“PBL”). STEAM is the acronym for the core content areas of science, technology, engineering, arts and mathematics. STEAM education provides learning experiences designed with purposeful connections. Goals include STEM literacy and 21st century competencies¹. STEM literacy develops an awareness of societal roles for science, technology, engineering and mathematics, while 21st century competencies blend “cognitive, interpersonal, and intrapersonal characteristics to support deeper learning and knowledge transfer” (Schweingruber, Pearson, Honey, 2014).

The content provided within a STEAM driven curriculum fits within the Reggio approach as students develop their cognitive, emotional, physical and social competencies. The application of STEAM enhances each child’s ability to use the “hundred languages of children”² broadening learning possibilities. STEAM and PBL will be woven throughout all subject areas including English Language Arts, Mathematics, Science, Social Studies, Art, Health & Physical Education, Technology and World Languages. Math, ELAL and Science will be driven by the Oklahoma Curriculum Frameworks³. However, rather than utilize traditional methods of lecture and textbook driven lessons for delivering instruction, students will engage in authentic, meaningful projects that promote deep content knowledge as well as critical thinking, creativity, and communication skills. Within a specific lesson, one subject may have a dominant role, but the strategy is to develop students' knowledge or skills in multiple content areas simultaneously. Concepts or practices from other content areas enhance learning and understanding in multiple subjects.

¹ <http://www.p21.org/our-work/p21-framework>

² Edwards, Gandini, Forman (1998) The Hundred Languages of Children: The Reggio Emilia Approach –Advanced Reflections, 2nd edition, Ablex Publishing, Westport Connecticut, London

³ <https://sde.ok.gov/oklahoma-curriculum-frameworks>



PBL's hands-on applications will be used to teach subjects in an integrated Reggio approach. The Reggio approach is closely aligned with constructivist learning theory, which holds that children construct knowledge rather than receive it from others. Constructivist teaching is then based on the belief that students learn best when they gain knowledge through exploration, active involvement, and interaction with others. PBL provides students opportunities to apply knowledge and engage in STEAM practices through relevant experiences. PBL is student-centered, experiential and open-ended with successful results. PBL encourages active learning by engaging students in projects based on real-life problems. Unique PBL characteristics include small group work where teachers serve more as facilitators than lecturers. The teacher responsively designs the curriculum, judiciously employs a variety of teaching strategies and promotes reflective practices that deepen understanding. In the Reggio classroom students are encouraged to think creatively, theorize and explain their reasoning. Children become aware of their own learning. New information is often acquired through self-directed learning. Research (Boaler, 2002) shows that PBL students often outperform traditional students.

Harlow will utilize Rubicon Atlas (Rubicon) to document the emergent curriculum across the content and grade levels. Rubicon incorporates ready-access to outlines, abstracts, resources, standards, and more. Collaboration tools enable educators to work together on curriculum. Curriculum will be horizontally and vertically aligned to Oklahoma's Academic Standards⁴. Rubicon will be customized to reflect Harlow's STEAM and PBL pedagogy, standards and unique curricular needs.

To improve teaching and learning, teachers will regularly meet to engage in the analysis and understanding of recent assessment results and to develop authentic practices for making learning more visible to the community. Teachers will be supported in the Reggio approach through memberships in Reggio collaboratives, the North America Reggio Emilia Alliance, and Reggio Children (the international organization). While assessment is not just measurement, results are reviewed to determine intervention strategies. As the Board of Directors, administrators and teachers look regularly at data, they: 1) plan improvements; 2) put processes in place to assure improvements; 3) assess processes; and 4) act. This multi-dimensional approach arms teachers to identify challenges and opportunities. Aggregate assessment data also provides objective measures for teacher accountability. Comparative data documents how students are performing individually, in class cohorts, as a school and against community and state averages.

⁴ <http://sde.ok.gov/sde/oklahoma-academic-standards>



To support the mission and vision, Harlow has adopted five educational goals. **Goal 1** is to provide a Reggio approach to education with a concentrated focus on science, technology, engineering, arts and mathematics (STEAM). **Goal 2** is to develop students who respect the environment and community. **Goal 3** is to prepare students for secondary education and entrance into colleges and universities. **Goal 4** is to prepare students for success in work and life, developing active citizenry. **Goal 5** is to enable English language students to acquire a firm command of English. Documented achievement of these goals will be evidenced through the assessment program.” See Amended Application, pps. 14-16.

To further explain Harlow’s educational program, a summary of the Reggio Emilia approach to education is attached as Exhibit “C.”

2. **Finance.** The District admits that Harlow has provided the required financial information. Rather, the District does not believe a charter school of 40 – 60 students is financially feasible. Harlow has revised its enrollment projections with 80 students projected in year 1. By the end of the 5th year, Harlow is projecting 140 students with the possibility of up to 160. As a phased elementary school, like most new charter schools, Harlow will only offer K-3 in year 1 with additional grade being added each year thereafter. Like other appeals that have been brought before you, the District also argues that Harlow’s budget is a basis for its denial. A review of the financial plan, including the budget and the fund-raising estimates, reveals that Harlow has a sound financial plan that is viable and sustainable. In fact, Harlow is a pivotal part of the Evolving Communities Development (“ECD”), which is designed to meet Tulsa’s growing housing need. ECD will be the first neighborhood in proximity to downtown Tulsa that integrates all income levels, promotes walkability, and enhances the quality of life. Harlow’s mission is under-pinned by the philosophy that guided the creation of ECD, which is to create an inclusive holistic living environment designed to promote community involvement and social action. The community-based school anchors the multi-million-dollar, 128-acre project in north Tulsa. Like all public schools in the current economic conditions, there are potential risks and budgets may have to be adjusted. In fact, a charter school, by definition, is intended to provide innovative solutions and to be independent of the District. As such, like the District has likely had to do during these financial conditions, Harlow can and will adjust its budget, if necessary, in its day to day operations while continuing to provide legally compliant, high level educational services. Furthermore, it is a bit incredulous for the District to be critical of Harlow’s budget considering the financial and budgetary issues that the District finds itself dealing with. Simply, a disagreement regarding budgetary estimates is not grounds for denial of the Amended Application.



3. **Facilities.** The District purportedly denies the Amended Application because it fails to identify an existing facility. However, the law does not require the applicant to have an existing facility. Rather, the law requires a facility plan. Harlow has a facility plan as set out in detail in the Amended Application. The application identifies the site of the school and provides the floor plans for the school, which will be erected upon authorization. It is not feasible to expect a charter applicant to have a school building secured prior to authorization. Furthermore, ECD is donating the school building at an estimated value of \$350,000 and each home will contribute \$20/month to support the school. The school facility is located within the proposed academic enterprise zone, which primarily consists of the 74127 zip-code area. A summary of key demographic information for this zip-code is attached as Exhibit "D."

B. Community Support.

In addition to determining that Harlow's Amended Application is a quality application, the SBE is to consider community support. In this instance, the District has not challenged the community support for Harlow. In fact, Harlow has tremendous community support, which is further documented in the back-up materials submitted with this appeal. Harlow already has 110 parent enrollment inquiries for the school. Because of this undisputed community support, I would urge the SBE to liberally interpret the law and the contents of the Amended Application for the benefit of Harlow in making your decision as this unique charter school is desired and needed.

CONCLUSION

In summary, the moms, dads, teachers, board members and supporters of Harlow respectfully request that the SBE grant this appeal and sponsor this community focused charter school. A strong public school is vital to a thriving community. Harlow is the backbone to the ECD, which is intended to revitalize a part of Tulsa that has struggled for years. The public schools that have served this area have failed and Harlow may be the only viable choice for families. In fact, the District recently announced that one elementary school is being closed in the academic enterprise zone, which makes Harlow the community-based option for students. Harlow respectfully requests that the SBE approve the Amended Application so there can be a brighter future for residents of north Tulsa.

On behalf of Harlow's Board, we request that you grant this appeal so that this unique school will be a choice for Tulsa families. Thank you for your service to public education in Oklahoma. If you have any questions, or if I may be of any assistance, please let me know.

Sincerely,

William Hickman

Continuity of Learning Plan – Executive Summary

Harlow Creek Elementary School Continuity of Learning Plan (“Plan”) Executive Summary

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, many school districts have been required to submit a Continuity of Learning and COVID-19 Response Plan (“Plan”). In the event that in the future, schools are again closed and not allowed to provide in-person instruction, Harlow Creek Elementary School believes that teaching and learning must continue. Educators will be called upon to provide our students with continued learning.

It is acknowledged that there will be varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

Guiding Principles

Should Harlow Creek Elementary School be called upon to implement its Continuity of Learning Plans, it will consider utilizing the following principles to guide the ongoing work:

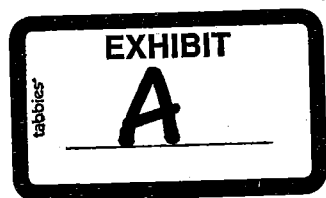
Keep Students at the Center of Instruction

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- Plan for Student Learning: Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.



- Teach Content: Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.

Continuity of Learning Plan – Executive Summary

- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

Assurances

Harlow Creek Elementary School thereby provides assurance under its Continuity of Learning Plan:

1. All student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. It will continue to pay school employees should the Plan be enacted.
3. The Plan will be developed in collaboration with district administrators, school board members, and teachers.
4. Food distribution will continue to be provided for eligible students.
5. To the extent practicable, Harlow Creek Elementary School will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
6. When necessary, the Continuity of Learning Plan will be posted to the website.

The goal of the Continuity of Learning Plan is to ensure that Harlow Creek Elementary School is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. The Plan recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

Harlow Creek Elementary School will provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

Harlow Creek Elementary School will keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued. Content will be delivered in multiple ways so that all pupils can access learning. Harlow Creek Elementary School will continue to manage and monitor learning by pupils. Administrators, board members, and teachers will collaborate in the development of the Plan.

Pupils and parents or guardians will be notified of the Plan using a variety of communication methods.

Harlow Creek Elementary School will provide mental health supports to pupils affected by a state of emergency or state of disaster requiring implementation of the Plan.



January 13, 2020

Dr. Deborah A. Gist
Superintendent, Tulsa Public Schools
3027 South New Haven Avenue
Tulsa Oklahoma, 74114

Dear Dr. Gist,

Please accept this communication as a response to the letter written to the General Counsel of the Oklahoma State Board of Education written by you, dated December 12, 2019 summarizing what your office deemed to be deficiencies in the Charter Application submitted on behalf of Harlow Creek Elementary. As you know, we have appealed your denial to the State Board of Education. This letter will serve both as our response to your office and them.

You state that the application was deficient in four domains:

1. Mission/Development/Opening
2. Educational Program
3. Budgets and Finance
4. Facilities

Our response is a reply to the deficiencies as you have identified them.

Mission/Development/Opening

You state that Harlow's purpose is misaligned with the purpose of charter schools as described in the Oklahoma Charter School Act. And yet, on page 20 of the application, Harlow specifically states that it aligns with six of the seven purposes set forth in the Oklahoma Charter School Act. Pages 20-26 of the application then describe the alignment. As such, Harlow Creek Elementary School has been expressly designed to:

1. Improve student learning
2. Increase learning opportunities for students
3. Encourage the use of different and innovative teaching methods
4. Provide additional academic choices for parents and students
5. Require the measurement of student learning and create different innovative forms of measuring student learning
6. Establish new forms of accountability for schools

You cite a statement from out of context to imply that the school is being formed for the purpose of supporting a for-profit land development. Harlow Creek Elementary School is being planned as a cornerstone of that development, but the inclusion of the charter school within the boundaries of the planned development is not a requirement for the development's success. Additionally, beyond a documented lease agreement with the development for the charter school facility, there will be no conflicts of interest or related party transactions that would make this arrangement inappropriate. Page





91 of the application reads, "From the original envisioning process for Evolving Communities Development, a school was envisioned to be a key element of the master plan." The concept of the community school model is not new and in fact is research-based. A In 2017, Maler, Daniels and Oakes wrote:

Increasing economic inequality and residential segregation have triggered a resurgence of interest in community schools—a century-old approach to making schools places where children can learn and thrive, even in under-resourced and underserved neighborhoods. Community schools represent a place-based strategy in which schools partner with community agencies and allocate resources to provide an "integrated focus on academics, health and social services, youth and community development, and community engagement." (01) Many operate on all-day and year-round schedules, and serve both children and adults. Although this strategy is appropriate for students of all backgrounds, many community schools arise in neighborhoods where structural forces linked to racism and poverty shape the experiences of young people and erect barriers to learning and school success. These are communities where families have few resources to supplement what typical schools provide.

Community schools vary in the programs they offer and the ways they operate, depending on their local context. However, four features—or pillars—appear in most community schools, and support the conditions for teaching and learning found in high-quality schools (see Table 1).

1. Integrated student supports
2. Expanded learning time and opportunities
3. Family and community engagement
4. Collaborative leadership and practice

Their 2017 report examined 143 research studies on each of the four community school pillars. It evaluated community schools as a comprehensive strategy.

Educational Program

On page 2 of your letter, you cite deficiencies in the educational program related to transportation, "an unrealistic hybrid of project-based, Reggio inspired instruction, a founding team with limited experience, and staff development concerns.

A key element of the proposed development wherein the school will be located is the feature of walk-ability. As a community school, it is specifically planned that Harlow shall be a school located in proximity to neighboring homes so that children can walk to and from school on a daily basis. Recent research (Egelund, Bosch, Wells, Lum, Reid, et al) has shown that students who walk or bike to school have improved concentration and are less likely to be obese. Furthermore, the developers have acknowledged the need to provide transportation for those



students who may have special needs that require transportation services. On page 94 of the application, they specifically state that, “Harlow Creek Elementary School will offer transportation...”

The comment that the proposed educational program is “an unrealistic hybrid of project-based Reggio inspired instruction shows a lack of misunderstanding on the part of the reviewers. The Emilio Reggio approach to education creates the foundation for the program to be offered at Harlow Creek Elementary School. Reggio is not an instructional methodology but a philosophy of education that believes in the gifts and talents that children bring to the learning experience. As described in detail on pages 26-48, Reggio inspired schools incorporate the following five principles of learning:

1. Learning is purposeful
2. Learning is social
3. Learning is emotion
4. Learning is empowering
5. Learning is representational

Project-based Learning (PBL) is then further described the primary instructional method. Most Reggio inspired schools utilize a PBL instructional methodology as it allow students to take ownership of their learning to gain knowledge and skills by working for an extended prior of time to investigate and respond to an authentic, engaging and complex question, problem or challenge.

The application cites numerous schools utilizing the Reggio approach successfully across the nation.

You state that the proposed founding team “has limited experience” and yet, the proposed founding team includes an experienced educator with over ten years of administrator experience, a master degree in Educational Leadership who is currently working on his doctorate in education. You erroneously state that the state “the apparent lack of an identified school leader” and yet the application clearly identifies the school leader who also has a master degree in Educational Leadership along with charter school and traditional school experience.

You write that “little attention to staff development” is a deficiency and yet there are numerous references to the support that teachers will receive from memberships in Reggio collaboratives, the North America Reggio Emilia Alliance, Reggio Children, professional learning communities, and on-site in-service training and off-site workshops and conferences.

Budgets and Finance

You indicate that the budget as attached to the application is flawed in its understanding of anticipated state aid. You provide a calculation that reduced the revenue calculation in year 1 by \$38,915.76 using TPA historical data. We would respond that your calculation is based on the



lowest WADM of the Tulsa charter schools. Were we to use the highest WADM the revenue would actually increase. We would point out that Sovereign Academy opened this past year with a comparative enrollment to what Harlow has projected and their initial revenue calculation by the State was \$301,687. The revenue difference is less than \$500.

The budget does rely on a \$300,000 start-up grant. While not guaranteed, the developers plan to apply for the State charter school grant. It cannot be applied for until a charter is secured. In addition, the developers have had beginning conversations with the Walton Family Foundation. An application has also been submitted to the New School Ventures Fund and an initial interview has been conducted. Results of their funding decision is expected in mid-March of this year. Additional steps will be taken to fund raise and secure other donations and contributions as needed to balance the first year budget. The Board of Directors of Harlow Creek Elementary School recognizes that the budget is an on-going work in progress. While understanding the state revenue calculation is critical, it will vary depending upon the ultimate enrollment that the school captures and retains. Monthly meetings of the Board will routinely focus on the balance sheet, the cash flow statement, the income and expense statement, and the budget versus actual report. The budget will be amended as necessary.

The founding team has had an external review of the budget calculations performed by the Oklahoma Public School Resource Center. Their feedback was, "Your concept and budget are viable, I don't agree with Tulsa that it won't work. Remember that we don't have any of the federal funds in this calculation or the state allocated revenue. I do think that the Economically Disadvantaged is calculated below what it will probably be if the concept of your community works out. The progression of your growth is well thought out"

Facilities

You indicate that the facility is deficient, noting that "Harlow is a proposed amenity for a planned community that is not built." Land has been purchased. Significant planning has occurred. The site for the school is identified and a sample floor plan was included in the application. Additionally, an overview of the Learning Cottage concept was provided as an attachment to the application. Obviously, the school will not be built until charter approval is secured.



In closing, we would argue that the Application submitted on behalf of Harlow Creek Elementary School aligns clearly with the purpose of the Oklahoma Charter School Act and that Harlow Creek Elementary School should be granted a charter as requested.

Respectfully,

Scott Pardee

Cc: Brad Clark, General Counsel, Oklahoma State Board of Education



To the Tulsa Public School Board of Education:

I would like to thank you all for the invitation to be included to share a few challenges I have faced during the review process of Harlow Creek Elementary School. I have worked to develop a collaborative and open process for the application of our charter school. Below is a brief summary of the process and challenges I have encountered working with your school district. I hope you find this frank feedback informative as the elected representatives of the school district.

- 1) Our conversations with TPS started in late 2016 with Mark Modrcin and Chris Hudgins. It wasn't until we used an Open Records Request to TPS to obtain addresses of families attending TPS within the 74127 zip code that we were able to have a substantive conversation about a possible partnership/charter school. We were originally told by the TPS staff to target students attending virtual schools, such as Epic as well as home school students. Please refer to the first application of our Charter. Subsequent to the discovery this violated the law, our Board voted to amend our application to comply with these provisions of the law.
- 2) We were told that a Partnership school option was not viable as contracts were new and the process was in a pilot type program. The opinion of this concept changed and was represented to our team as an option later into the future. We personally believe this was reintroduced and promoted to us as a tactic to enable TPS decisions to be postponed indefinitely.
- 3) Our first meeting with Dr. Gist was quite interesting. Our team spoke for less than 5 minutes before being interrupted. After roughly 30 minute dictation, I clearly remember the fire in Dr. Gist's eyes and recall the water welling up in them. I believe this was an attempt to get us to rid a problem or provoke an outburst from our team. This was a behavior unbecoming of a school leader and Leader for the City of Tulsa.
- 4) Information was submitted to the State Board of Education within 48 hours of the scheduled Board meeting by Dr. Gist, which included information that had not been previously provided to the applicant team. This information could have been included in our discussions at any point over a year prior. We never received any review or discussion of our charter application aside from the broad formation of the charter, partnership, or satellite school option. The only charter application feedback we received, in our 112 page document plus appendices, was a response to draft 1 through the charter application process and was just over 1 page in length. This lack of communication appeared intentional. Instead of trying to support or understand Harlow Creek's application, this process was made as difficult as possible and to point out as many flaws to prevent the passing of this application.
- 5) The only other advice we received on the charter was to not reach out to the families in the 74127 and to stop collection signatures at 150. We were also directed to stop seeking letters of enrollment. These were directives clearly defined within the TPS application process.
- 6) I have heard several examples of other community leaders (Elected officials) going door to door informing citizens within the 74127. This individual presented gross inaccurate statements about our school and project in general. I find this peculiar as I have never met these community leaders. Their statements, though heard second hand from several sources,



seemed to closely reflect the words I have heard in conversation from more than one employee within the TPS district.

- 7) While we have submitted two charter school applications as provided for by law for consideration by the school district. TPS staff has not heretofore brought any charter application for our school before you for your consideration. The Oklahoma State Board of Education has required us to appear before you so that you may consider our application and take action on it as required by law. The State Board of Education also acknowledged that TPS provided new grounds for the denial of the application at the state board of education meeting in December and afforded us an opportunity to address those comments with an amended application. This final amended application is before you tonight for your consideration and we respectfully request your approval of this application.
- 8) As a result of the lengthy process Harlow Creek has lost two school years through the TPS application process. With zoning approved through the board of adjustment in 2018. Harlow Creek was hoping to start their school in advance of the development opening in August of 2019. It was mutually agreed to delay this opening as a part of negotiations in the hopes of getting an approved Sponsorship with TPS. The second delay was a direct result of not going to the Board for approval, even upon request. The return to the meeting today does not afford enough time to plan, notify families, and seek grants. Our earliest opening is August 2021.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Scott Pardee", is written over a horizontal line.

Scott Pardee

The Reggio Emilia Approach to Education

The Reggio Emilia approach to education views children as individuals who are curious about their world and have the powerful potential to learn from all that surrounds them. Educational, psychological, and sociological influences are important factors to consider in understanding children and working to stimulate learning in appropriate ways. Reggio teachers employ strategies such as exposing children to a wide variety of educational opportunities that encourage self-expression, communication, logical thinking, and problem-solving.

Principles of the Reggio Emilia Approach:

The Reggio approach follows four major principles. These are:

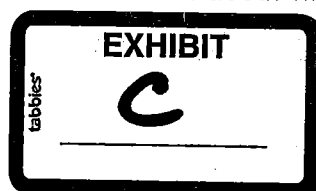
- **Emergent Curriculum.** A classroom's curriculum stems from the particular interests of children. Curriculum topics are derived from talking with children and their families, as well as from things that are known to be interesting to children (puddles, dinosaurs, and so on). Teachers compare notes and observations in team planning sessions to decide which projects would be best suited to children in their classes, what materials will be needed, and how they can encourage parents and the community to become involved.
- **In-Depth Projects.** These projects are thorough studies of concepts and ideas based on the information gathered about children's interests. Projects are often introduced to children as adventures, and can last anywhere from a week or two to the entire school year. Teachers act as advisors on these projects, helping children decide in which direction they would like to take their research, how they can represent what they learn, and what materials would be best suited for their representations.
- **Representational Development.** This principal takes into account Howard Gardner's concept of multiple intelligences. The Reggio Emilia approach calls for the presentation of new ideas and concepts in multiple forms, such as print, art, drama, music, puppetry, and so on. Varied presentations ensure that all children have the chance to understand and connect with the concepts being explored.
- **Collaboration.** The idea of collaboration is seen as necessary to further a child's cognitive development. Groups both large and small are encouraged to work together to problem-solve using dialogue, comparisons, negotiations, and other important interpersonal skills. Each child's voice is heard in order to promote a balance between a sense of belonging to the group and a sense of self.

The Teacher's Role

Teachers play a dual role in the Reggio Emilia classroom. Their primary role is to learn alongside children, becoming involved in group learning experiences as a guide and resource. A Reggio Emilia teacher must always carefully observe and track the growth of children and the classroom community. Reggio teachers will also take time to reflect on what they have learned about themselves and their teaching.

Observation and Documentation

Documentation of the growth of both children and teachers is another important component of the Reggio Emilia approach. Photos of children at work and play, along with dictations of their experiences, help teachers and parents learn more about what does and does not work for a child.



Teachers can then adjust the dynamics of their classrooms accordingly.

The Classroom as Teacher

The classroom is referred to as the “third teacher” in Reggio schools. Much like the Montessori approach, great care is taken to construct an environment that allows for the easy exploration of various interests. The documentation mentioned above is often kept at children’s eye level so that they, too, can see how they are progressing over the year. Items from home, such as real dishware, tablecloths, plants, and animals, contribute to a comforting, “homey” classroom environment.

All of these principles and beliefs combine to make Reggio Emilia classrooms an interesting and highly effective method of expanding children’s minds—one adventure at a time.

Using Reggio Emilia Techniques in Your Own Classroom

- Organize your classroom in a way that helps children make thoughtful decisions about the materials they would like to use for different projects
- Document children’s progress using many different methods, such as: video, photographs, tape recordings, work portfolios, and recorded dictations
- Form a group of other teachers and parents to help compare information and adjust to the special needs and interests of children

Zip Code 74127 Demographics

Estimated zip code population in 2017: 16,140

Zip code population in 2010: 17,151

Zip code population in 2000: 18,108

Houses and condos: 7,899

Renter-occupied apartments: 2,913

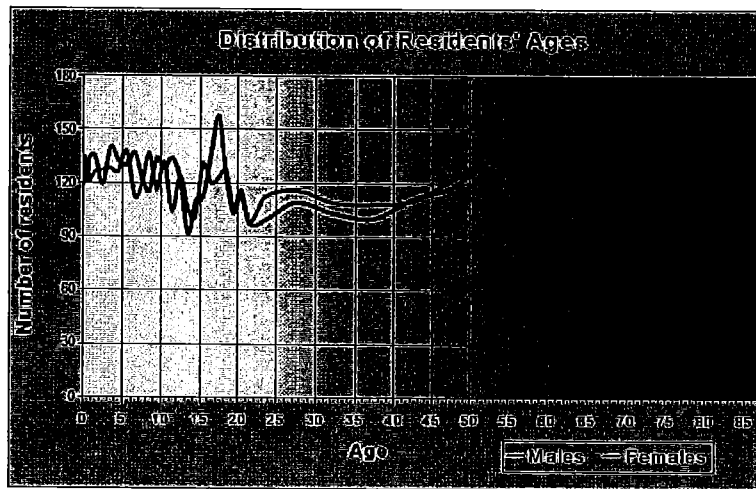
% of renters here: 43% State: 35%

March 2019 cost of living index in zip code 74127: 85.9 (less than average, U.S. average is 100)

Land area: 24.4 sq. mi.

Water area: 1.1 sq. mi.

Population density: 663 people per square mile (low).



For population 25 years and over in 74127:

High school or higher: 86.2%

Bachelor's degree or higher: 19.4%

Graduate or professional degree: 7.0%

Unemployed: 8.4%

Mean travel time to work (commute): 18.5 minutes

Never married: 31.5%



Now married: 41.2%

Separated: 3.4%

Widowed: 6.4%

Divorced: 17.5%

Zip code 74127 compared to state average:

Black race population percentage significantly above state average.

Length of stay since moving in significantly above state average.

House age significantly below state average.

Read more: <https://www.city-data.com/zip/74127.html>

Races in zip code 74127 (2017)

48.0% White

26.8% Black

7.3% American Indian

6.2% Hispanic or Latino

6.1% Two or more races

.3% Asian

.05% Some other race

.04% Native Hawaiian and Other Pacific Islander

Average Adjusted Gross Income (AGI) in 2004: \$29,741 (Individual Income Tax Returns)

Here: \$29,741 State: \$41,245

Percentage of family households:

This zip code: 40.5% Oklahoma: 48.9%

Residents with income below the poverty level in 2017:

This zip code: 22.0% Whole state: 15.8%



OKLAHOMA
State Courts Network

Title 70. Schools

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-132 - Application of Oklahoma Charter Schools Act

Cite as: 70 O.S. § 3-132 (OSCN 2020), Oklahoma Charter Schools Act

A. The Oklahoma Charter Schools Act shall apply only to charter schools formed and operated under the provisions of the act. Charter schools shall be sponsored only as follows:

1. By any school district located in the State of Oklahoma, provided such charter school shall only be located within the geographical boundaries of the sponsoring district and subject to the restrictions of Section 3-145.6 of this title;
2. By a technology center school district if the charter school is located in a school district served by the technology center school district in which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census;
3. By a technology center school district if the charter school is located in a school district served by the technology center school district and the school district has a school site that has been identified as in need of improvement by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized;
4. By an accredited comprehensive or regional institution that is a member of The Oklahoma State System of Higher Education or a community college if the charter school is located in a school district in which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census;
5. By a comprehensive or regional institution that is a member of The Oklahoma State System of Higher Education if the charter school is located in a school district that has a school site that has been identified as in need of improvement by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized. In addition, the institution shall have a teacher education program accredited by the Oklahoma Commission for Teacher Preparation and have a branch campus or constituent agency physically located within the school district in which the charter school is located in the State of Oklahoma;
6. By a federally recognized Indian tribe, operating a high school under the authority of the Bureau of Indian Affairs as of November 1, 2010, if the charter school is for the purpose of demonstrating native language immersion instruction, and is located within its former reservation or treaty area boundaries. For purposes of this paragraph, native language immersion instruction shall require that educational instruction and other activities conducted at the school site are primarily conducted in the native language;
7. By the State Board of Education when the applicant of the charter school is the Office of Juvenile Affairs or the applicant has a contract with the Office of Juvenile Affairs to provide a fixed rate level E, D, or D+ group home service and the charter school is for the purpose of providing education services to youth in the custody or supervision of the state. Not more than two charter schools shall be sponsored by the Board as provided for in this paragraph during the period of time beginning July 1, 2010, through July 1, 2016;
8. By a federally recognized Indian tribe only when the charter school is located within the former reservation or treaty area boundaries of the tribe on property held in trust by the Bureau of Indian Affairs of the United States Department of the Interior for the benefit of the tribe; or

9. By the State Board of Education when the applicant has first been denied a charter by the local school district in which it seeks to operate. In counties with fewer than five hundred thousand (500,000) population, according to the latest Federal Decennial Census, the State Board of Education shall not sponsor more than five charter schools per year each year for the first five (5) years after the effective date of this act, with not more than one charter school sponsored in a single school district per year. In order to authorize a charter school under this section, the State Board of Education shall find evidence of all of the following:

- a. a thorough and high-quality charter school application from the applicant based on the authorizing standards in subsection B of Section 3-134 of this title,
- b. a clear demonstration of community support for the charter school, and
- c. the grounds and basis of objection by the school district for denying the operation of the charter are not supported by the greater weight of evidence and the strength of the application.

B. An eligible non-school-district sponsor shall give priority to opening charter schools that serve at-risk student populations or students from low-performing traditional public schools.

C. An eligible non-school-district sponsor shall give priority to applicants that have demonstrated a record of operating at least one school or similar program that demonstrates academic success and organizational viability and serves student populations similar to those the proposed charter school seeks to serve. In assessing the potential for quality replication of a charter school, a sponsor shall consider the following factors before approving a new site or school:

- 1. Evidence of a strong and reliable record of academic success based primarily on student performance data, as well as other viable indicators, including financial and operational success;
- 2. A sound, detailed, and well-supported growth plan;
- 3. Evidence of the ability to transfer successful practices to a potentially different context that includes reproducing critical cultural, organizational and instructional characteristics;
- 4. Any management organization involved in a potential replication is fully vetted, and the academic, financial and operational records of the schools it operates are found to be satisfactory;
- 5. Evidence the program seeking to be replicated has the capacity to do so successfully without diminishing or putting at risk its current operations; and
- 6. A financial structure that ensures that funds attributable to each charter school within a network and required by law to be utilized by a school remain with and are used to benefit that school.

D. For purposes of the Oklahoma Charter Schools Act, "charter school" means a public school established by contract with a board of education of a school district, an area vocational-technical school district, a higher education institution, a federally recognized Indian tribe, or the State Board of Education pursuant to the Oklahoma Charter Schools Act to provide learning that will improve student achievement and as defined in the Elementary and Secondary Education Act of 1965, 20 U.S.C. 8065.

E. 1. For the purposes of the Oklahoma Charter Schools Act, "conversion school" means a school created by converting all or any part of a traditional public school in order to access any or all flexibilities afforded to a charter school.

2. Prior to the board of education of a school district converting all or any part of a traditional public school to a conversion school, the board shall prepare a conversion plan. The conversion plan shall include documentation that demonstrates and complies with paragraphs 1, 2, 6, 7, 8, 9, 10, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 34 and 35 of subsection B of Section 3-134 of this title. The conversion plan and all documents shall be in writing and shall be available to the public pursuant to the requirements of the Oklahoma Open Records Act. All votes by the board of education of a school district to approve a conversion plan shall be held in an open public session. If the board of education of a school district votes to approve a conversion plan, the board shall notify the State Board of Education within sixty (60) days after the vote. The notification shall include a copy of the minutes for the board meeting at which the conversion plan was approved.

3. A conversion school shall comply with all the same accountability measures as are required of a charter school as defined in subsection D of this section. The provisions of Sections 3-140 and 3-142 of this title shall not apply to a conversion school. Conversion schools shall comply with the same laws and State Board of Education rules relating to student enrollment which apply to traditional public schools. Conversion schools shall be funded by the board of education of the school district as a school site within the school district and funding shall not be affected by the conversion of the school.

4. The board of education of a school district may vote to revert a conversion school back to a traditional public school at any time; provided, the change shall only occur during a break between school years.

5. Unless otherwise provided for in this subsection, a conversion school shall retain the characteristics of a traditional public school.

F. A charter school may consist of a new school site, new school sites or all or any portion of an existing school site. An entire school district may not become a charter school site.

Laws 1999, HB 1759, c. 320, § 7, emerg. eff. July 1, 1999; Amended by Laws 2000, HB 2728, c. 232, § 5, emerg. eff. July 1, 2000 (superseded document available); Amended by Laws 2001, HB 1214, c. 33, § 67, emerg. eff. July 1, 2001 (superseded document available); Amended by Laws 2007, HB 1589, c. 257, § 1 (superseded document available); Amended by Laws 2010, HB 2753, c. 288, § 1, eff. November 1, 2010 (repealed by Laws 2011, SB 553, c. 1, § 35, emerg. eff. March 18, 2011); Amended by Laws 2010, SB 1862, c. 290, § 1, eff. November 1, 2010 (superseded document available); Amended by Laws 2011, SB 553, c. 1, § 34, emerg. eff. March 18, 2011 (superseded document available); Amended by Laws 2011, SB 278, c. 367, § 1 (superseded document available); Amended by Laws 2012, SB 1816, c. 367, § 1, emerg. eff. July 1, 2012 (superseded document available); Amended by Laws 2013, HB 1385, c. 83, § 3, emerg. eff. July 1, 2013 (superseded document available); Amended by Laws 2013, SB 267, c. 212, § 1, eff. September 1, 2013 (superseded document available); Amended by Laws 2015, SB 782, c. 170, § 1 (superseded document available); Amended by Laws 2015, HB 1034, c. 205, § 1, eff. November 1, 2015 (repealed by Laws 2016, HB 3201, c. 210, § 42, emerg. eff. April 26, 2016) (superseded document available); Amended by Laws 2016, HB 3201, c. 210, § 41, emerg. eff. April 26, 2016 (repealed by Laws 2017, SB 833, c. 42, § 30) (superseded document available); Amended by Laws 2016, HB 2720, c. 27, § 1, emerg. eff. July 1, 2016 (superseded document available); Amended by Laws 2017, SB 833, c. 42, § 29 (superseded document available).

Citationizer® Summary of Documents Citing This Document

Cite Name	Level
Oklahoma Attorney General's Opinions	
Cite	Name
<u>2007 OK AG 23</u>	<u>Question Submitted by: The Honorable Al McAffrey, State Representative, District 88</u>
<u>2012 OK AG 12</u>	<u>Question Submitted by: The Honorable Jabar Shumate, State Representative, District 73; The Honorable Mike Sanders, State Representative, District 59; The Honorable Bryce Marlatt, State Senator, District 27</u>
<u>2017 OK AG 7</u>	<u>Question Submitted by: The Honorable Tom Gann, Oklahoma State Representative, District 8</u>
<u>1999 OK AG 64</u>	<u>Question Submitted by: The Honorable Sandy Garrett, State Superintendent of Public Education</u>
<u>2000 OK AG 12</u>	<u>Question Submitted by: The Honorable Darrell Gilbert, Oklahoma House of Representatives, District 72</u>
Oklahoma Supreme Court Cases	
Cite	Name
<u>2003 OK 98, 82 P.3d 587</u>	<u>THE PENTAGON ACADEMY, INC. v. INDEP. SCHOOL DIST. NO. 1 OF TULSA COUNTY</u>
Oklahoma Session Laws - 2001	
Cite	Name
	Level

<i>Cite Name</i>	<i>Level</i>	
<u>2001 O.S.L. 33, 2001 O.S.L. 33,</u>	<u>Vocational technical education; changing the name of area vocational technical school districts to technology center school districts; changing statutory cites. Effective date. Emergency.</u>	<i>Cited</i>

Title 70. Schools

<i>Cite</i>	<i>Name</i>	<i>Level</i>
<u>70 O.S. 3-133,</u>	<u>Repealed</u>	<i>Cited</i>
<u>70 O.S. 3-134,</u>	<u>Sponsor Proposal</u>	<i>Cited</i>

Citationizer: Table of Authority

<i>Cite Name</i>	<i>Level</i>	
Title 70. Schools		
<i>Cite</i>	<i>Name</i>	<i>Level</i>
<u>70 O.S. 3-133,</u>	<u>Repealed</u>	<i>Cited</i>
<u>70 O.S. 3-132,</u>	<u>Application of Oklahoma Charter Schools Act</u>	<i>Cited</i>

Historical Data



OKLAHOMA

State Courts Network

Title 70. Schools

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Oklahoma Charter Schools Act

Article Article III - State Department of Education

Section 3-134 - Sponsor Proposal

Cite as: 70 O.S. § 3-134 (OSCN 2020), Oklahoma Charter Schools Act

A. For written applications filed after January 1, 2008, prior to submission of the application to a proposed sponsor seeking to establish a charter school, the applicant shall be required to complete training which shall not exceed ten (10) hours provided by the State Department of Education on the process and requirements for establishing a charter school. The Department shall develop and implement the training by January 1, 2008. The Department may provide the training in any format and manner that the Department determines to be efficient and effective including, but not limited to, web-based training.

B. Except as otherwise provided for in Section 3-137 of this title, an applicant seeking to establish a charter school shall submit a written application to the proposed sponsor as prescribed in subsection E of this section. The application shall include:

1. A mission statement for the charter school;
2. A description including, but not limited to, background information of the organizational structure and the governing body of the charter school;
3. A financial plan for the first five (5) years of operation of the charter school and a description of the treasurer or other officers or persons who shall have primary responsibility for the finances of the charter school. Such person shall have demonstrated experience in school finance or the equivalent thereof;
4. A description of the hiring policy of the charter school;
5. The name of the applicant or applicants and requested sponsor;
6. A description of the facility and location of the charter school;
7. A description of the grades being served;
8. An outline of criteria designed to measure the effectiveness of the charter school;
9. A demonstration of support for the charter school from residents of the school district which may include but is not limited to a survey of the school district residents or a petition signed by residents of the school district;
10. Documentation that the applicants completed charter school training as set forth in subsection A of this section;
11. A description of the minimum and maximum enrollment planned per year for each term of the charter contract;
12. The proposed calendar for the charter school and sample daily schedule;
13. Unless otherwise authorized by law or regulation, a description of the academic program aligned with state standards;
14. A description of the instructional design of the charter school, including the type of learning environment, class size and structure, curriculum overview and teaching methods;
15. The plan for using internal and external assessments to measure and report student progress on the performance framework developed by the applicant in accordance with subsection C of Section 3-135 of this title;

16. The plans for identifying and successfully serving students with disabilities, students who are English language learners and students who are academically behind;
 17. A description of cocurricular or extracurricular programs and how they will be funded and delivered;
 18. Plans and time lines for student recruitment and enrollment, including lottery procedures;
 19. The student discipline policies for the charter school, including those for special education students;
 20. An organizational chart that clearly presents the organizational structure of the charter school, including lines of authority and reporting between the governing board, staff, any related bodies such as advisory bodies or parent and teacher councils and any external organizations that will play a role in managing the school;
 21. A clear description of the roles and responsibilities for the governing board, the leadership and management team for the charter school and any other entities shown in the organizational chart;
 22. The leadership and teacher employment policies for the charter school;
 23. Proposed governing bylaws;
 24. Explanations of any partnerships or contractual partnerships central to the operations or mission of the charter school;
 25. The plans for providing transportation, food service and all other significant operational or ancillary services;
 26. Opportunities and expectations for parental involvement;
 27. A detailed school start-up plan that identifies tasks, time lines and responsible individuals;
 28. A description of the financial plan and policies for the charter school, including financial controls and audit requirements;
 29. A description of the insurance coverage the charter school will obtain;
 30. Start-up and five-year budgets with clearly stated assumptions;
 31. Start-up and first-year cash-flow projections with clearly stated assumptions;
 32. Evidence of anticipated fundraising contributions, if claimed in the application;
 33. A sound facilities plan, including backup or contingency plans if appropriate;
 34. A requirement that the charter school governing board meet at a minimum quarterly in the state and that for those charter schools outside of counties with a population of five hundred thousand (500,000) or more, that a majority of members are residents within the geographic boundary of the sponsoring entity; and
 35. A requirement that the charter school follow the requirements of the Oklahoma Open Meeting Act and Oklahoma Open Records Act.
- C. A board of education of a public school district, public body, public or private college or university, private person, or private organization may contract with a sponsor to establish a charter school. A private school shall not be eligible to contract for a charter school under the provisions of the Oklahoma Charter Schools Act.
- D. The sponsor of a charter school is the board of education of a school district, the board of education of a technology center school district, a higher education institution, the State Board of Education, or a federally recognized Indian tribe which meets the criteria established in Section 3-132 of this title. Any board of education of a school district in the state may sponsor one or more charter schools. The physical location of a charter school sponsored by a board of education of a school district or a technology center school district shall be within the boundaries of the sponsoring school district. The physical location of a charter school sponsored by the State Board of Education when the applicant of the charter school is the Office of Juvenile Affairs shall be where an Office of Juvenile Affairs facility for youth is located. The physical location of a charter school otherwise sponsored by the State Board of Education pursuant to paragraph 8 of subsection A of Section 3-132 of this title shall be in the school district in which the application originated.

E. An applicant for a charter school may submit an application to a proposed sponsor which shall either accept or reject sponsorship of the charter school within ninety (90) days of receipt of the application. If the proposed sponsor rejects the application, it shall notify the applicant in writing of the reasons for the rejection. The applicant may submit a revised application for reconsideration to the proposed sponsor within thirty (30) days after receiving notification of the rejection. The proposed sponsor shall accept or reject the revised application within thirty (30) days of its receipt. Should the sponsor reject the application on reconsideration, the applicant may appeal the decision to the State Board of Education with the revised application for review pursuant to paragraph 8 of subsection A of Section 3-132 of this title. The State Board of Education shall hear the appeal no later than sixty (60) days from the date received by the Board.

F. A board of education of a school district, board of education of a technology center school district, higher education institution, or federally recognized Indian tribe sponsor of a charter school shall notify the State Board of Education when it accepts sponsorship of a charter school. The notification shall include a copy of the charter of the charter school.

G. Applicants for charter schools proposed to be sponsored by an entity other than a school district pursuant to paragraph 1 of subsection A of Section 3-132 of this title may, upon rejection of the revised application, proceed to binding arbitration under the commercial rules of the American Arbitration Association with costs of the arbitration to be borne by the proposed sponsor. Applicants for charter schools proposed to be sponsored by school districts pursuant to paragraph 1 of subsection A of Section 3-132 of this title may not proceed to binding arbitration but may be sponsored by the State Board of Education as provided in paragraph 8 of subsection A of Section 3-132 of this title.

H. If a board of education of a technology center school district, a higher education institution, the State Board of Education, or a federally recognized Indian tribe accepts sponsorship of a charter school, the administrative, fiscal and oversight responsibilities of the technology center school district, the higher education institution, or the federally recognized Indian tribe shall be listed in the contract. No responsibilities shall be delegated to a school district unless the local school district agrees to assume the responsibilities.

I. A sponsor of a public charter school shall have the following powers and duties:

1. Provide oversight of the operations of charter schools in the state through annual performance reviews of charter schools and reauthorization of charter schools for which it is a sponsor;
2. Solicit and evaluate charter applications;
3. Approve quality charter applications that meet identified educational needs and promote a diversity of educational choices;
4. Decline to approve weak or inadequate charter applications;
5. Negotiate and execute sound charter contracts with each approved public charter school;
6. Monitor, in accordance with charter contract terms, the performance and legal compliance of charter schools; and
7. Determine whether each charter contract merits renewal, nonrenewal or revocation.

J. Sponsors shall establish a procedure for accepting, approving and disapproving charter school applications in accordance with subsection E of this section.

K. Sponsors shall be required to develop and maintain chartering policies and practices consistent with recognized principles and standards for quality charter authorizing as established by the State Department of Education in all major areas of authorizing responsibility, including organizational capacity and infrastructure, soliciting and evaluating charter applications, performance contracting, ongoing charter school oversight and evaluation and charter renewal decision-making.

L. Sponsors acting in their official capacity shall be immune from civil and criminal liability with respect to all activities related to a charter school with which they contract.

Historical Data

Laws 1999, HB 1759, c. 320, § 9, emerg. eff. July 1, 1999; Amended by Laws 2001, HB 1214, c. 33, § 69, emerg. eff. July 1, 2001 ([superseded document available](#)); Amended by Laws 2007, HB 1589, c. 257, § 2 ([superseded document available](#)); Amended by Laws 2010, HB 2753, c. 288, § 2, eff. November 1, 2010; Amended by Laws 2010, SB 1862, c. 290, § 2, eff. November 1, 2010 (repealed by Laws 2011,

SB 553, c. 1, § 37, emerg. eff. March 18, 2011) ([superseded document available](#)); Amended by Laws 2011, SB 553, c. 1, § 36, emerg. eff. March 18, 2011 ([superseded document available](#)); Amended by Laws 2011, SB 278, c. 367, § 2 ([superseded document available](#)); Amended by Laws 2015, SB 782, c. 170, § 2 ([superseded document available](#)).

Citationizer® Summary of Documents Citing This Document

Cite Name	Level
Oklahoma Attorney General's Opinions	
<i>Cite</i>	<i>Name</i> <i>Level</i>
2007 OK AG 23,	Question Submitted by: The Honorable Al McAffrey, State Representative, District 88 Discussed at Length
2012 OK AG 12,	Question Submitted by: The Honorable Jabar Shumate, State Representative, District 73; The Honorable Mike Sanders, State Representative, District 59; The Honorable Bryce Marlatt, State Senator, District 27 Discussed at Length
2017 OK AG 7,	Question Submitted by: The Honorable Tom Gann, Oklahoma State Representative, District 8 Discussed at Length
Oklahoma Supreme Court Cases	
<i>Cite</i>	<i>Name</i> <i>Level</i>
2003 OK 98, 82 P.3d 587,	THE PENTAGON ACADEMY, INC. v. INDEP. SCHOOL DIST. NO. 1 OF TULSA COUNTY Discussed at Length
Oklahoma Session Laws - 2001	
<i>Cite</i>	<i>Name</i> <i>Level</i>
2001 O.S.L. 33, 2001 O.S.L. 33,	Vocational technical education; changing the name of area vocational technical school districts to technology center school districts; changing statutory cites. Effective date. Emergency. Cited

Citationizer: Table of Authority

Cite Name	Level
Title 70. Schools	
<i>Cite</i>	<i>Name</i> <i>Level</i>
70 O.S. 3-132,	Application of Oklahoma Charter Schools Act Cited
70 O.S. 3-134,	Sponsor Proposal Cited

CHARTER SCHOOL APPLICATION

REVIEW GUIDE
SAMPLE ONLY

APPLICANT'S NAME | _____

RECEIPT DATE | _____

HEARING DATE | _____

PROPOSED SPONSOR | _____

PROPOSED EDUCATION
SERVICE PROVIDER* | _____

*If applicable, education service provider refers to an organization that contracts with the governing board of a school to provide comprehensive management services, such as Charter Management Organizations (CMO), Education Management Organizations (EMO), or comprehensive school design providers.

INTRODUCTION AND GUIDELINES

The Oklahoma State Board of Education Charter School Application Rubric guides reviewers through an assessment of the key elements needed to design, manage, and operate a quality charter school consistent with Oklahoma law. Each section restates the application request and provides criteria for evaluating the applicant's response to the request.

For each section, you are asked to determine whether the response is of high-quality or needs improvement and/or does not meet the requirement. Within each section, your rating and accompanying comments for the section should apply and reference those criteria.

Your comments and evidence are at least as significant as your rating.

HIGH-QUALITY

The response demonstrates an understanding of key issues and demonstrates capacity to open and operate a high-quality charter school. It addresses the topic with specific evidence that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

NEEDS IMPROVEMENT AND/OR DOES NOT MEET REQUIREMENT

The response meets some of the criteria, but lacks meaningful detail or requires additional information in one or more key areas. If the response does not meet the requirement(s), the response may lack details, demonstrates lack of preparation, and/or otherwise raise concerns about the applicant's understanding of and ability to implement an effective plan.

NOTES

Use the Notes box to identify notable positive aspects of the response. You should also use this box to identify questions and concerns that bear on whether the application should be approved.

The applicant must include a mission statement that must be clear and support the intent of the Charter Schools Act.

✓ **HIGH QUALITY**

The mission statement expresses a focused purpose for the school that supports the intent of the Charter Schools Act (the "Act"), and clearly identifies the name of the applicant.* (1) (5)

- The application contains an explanation of any partnerships or contractual relationships central to the operations or mission of the charter school. (24)
- The application identifies the name of applicant(s) and requested sponsor, and background information relating to the applicant and the school's governing body. (2) (5)

Appendices include:

- Demonstration of support for the charter school from residents of the geographic boundaries of the proposed sponsor, which may include a survey or petition of the residents. (9)
- Documentation that the applicant(s) completed the required charter school training. (10)

The application includes a section that discusses effective operation of the proposed charter school.

This section completely describes the following processes:

- A detailed school start-up plan that identifies tasks, timelines, and individuals responsible.
- The nature and extent of opportunities and expectations for parental involvement in the operation of the charter school.
- A plan for staff development. (26) (27)

Appendices include sample job descriptions (for administrators, teachers and key employees) and demonstration of community support.

✗ **NEEDS IMPROVEMENT**

The mission statement has been provided; however, it is not clear and/or does not support the intent of the Charter Schools Act and does not clearly identify the name of the applicant.

- The application does not contain an explanation of any partnerships or contractual relationships central to the operations or mission of the charter school.
- The application does not identify the name of applicant(s) and requested sponsor

Appendices do not include:

- Demonstration of support for the charter school from residents of the geographic boundaries of the proposed sponsor, which may include a survey or petition of the residents.
- Documentation that the applicant(s) completed the required charter school training.

The application fails to discuss effective governance and the operation of the proposed charter school. This section has incomplete information on the following processes:

- A detailed school start-up plan that identifies tasks, timelines, and individuals responsible.
- The nature and extent of opportunities and expectations for parental involvement in the operation of the charter school.
- A plan for staff development.

Appendices do not have job descriptions.

NOTES:

*Number identifies generally applicable subsection of the Act, at 70 O.S. § 3-134(B).
Some statements contained herein are intended to provide clarification to relevant sections of the Act.

The application must include a description of the charter school's admission policies and procedures.

✓ HIGH QUALITY

- The application includes a full, comprehensive description of student recruitment and admission plans and procedures, plans and timelines for student enrollment, including lottery procedures. (18)
- A description of realistic minimum and maximum enrollment planned per year for each grade. (11)

✗ NEEDS IMPROVEMENT

- The application fails to provide a clear description of the admission policies and procedures plans and timelines for student enrollment, including lottery procedures.
- Marketing of a lottery process and enrollment deadlines, placement notification, and as priority enrollment have not been fully described.
- There is no description of the minimum and maximum enrollment planned per year for each year of the contract.

NOTES:

The charter school's educational program and curriculum must be clearly described in the application. The application must demonstrate that the educational program is designed to enable each student to achieve these standards.

✓ **HIGH QUALITY**

The charter school's educational program and curriculum are clearly described in the application.

- The application clearly identifies the following:
 - i. Grades served (7)
 - ii. Academic program aligned to state standards
 - iii. Type of learning environment, class size and structure, curriculum overview and teaching methods (14)
 - iv. Cocurricular programs and extracurricular activities, and how funded (17)
 - v. Plans for transportation and food services, if applicable (25)
 - vi. School calendar and a sample daily schedule for the academic year that complies with state law(12)
- The application contains a framework for teaching and learning, demonstrates alignment to the Oklahoma Academic Standards, a plan for professional development that is likely to support effective implementation of the curriculum, and a realistic plan for how staff development will be funded and delivered. (13)

✗ **NEEDS IMPROVEMENT**

The application fails to provide adequate information on the educational program outlined in the application.

- The application does not clearly identify the following:
 - i. Grades served
 - ii. Academic program aligned to state standards
 - iii. Type of learning environment, class size and structure, curriculum overview and teaching methods
 - iv. Cocurricular programs and extracurricular activities, and how funded; and
 - v. Plans for transportation and food services
 - vi. School calendar and a sample daily schedule for the academic year
- The application does not contain a framework for teaching and learning, demonstrates alignment to the Oklahoma Academic Standards, a plan for professional development that is likely to support effective implementation of the curriculum, and a realistic plan for how staff development will be funded and delivered. (13)

NOTES:

The charter school's goals and objectives are clearly described in the application. The application must include a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the school's achievement standards. The school's evaluation plan must include state-mandated assessments and other assessments, the timeline for meeting these standards and the procedures to be taken if pupil achievement falls below the standards.



HIGH QUALITY

The school has identified goals and objectives that reflect high expectations and include benchmarks based on reliable research and data, such goals to be:

- aligned with the school's mission and educational program
- ambitious, yet attainable
- aligned with a performance framework, and
- set high standards for student learning (8) (13-15)

The school has included information on how the charter school will monitor progress toward meeting the goals of the school and how the school will make modifications based on data.

The goals are aligned with the academic standards adopted by the State of Oklahoma and with the mission and vision of the school.

The application clearly identifies the following:

- i. Criteria to measure the effectiveness of the school, (8) and
- ii. Plan for using internal and external assessments to measure and report student progress on the performance framework for individual students, cohorts, and the charter school as a whole. (15)



NEEDS IMPROVEMENT

The school has failed to identify goals and objectives that reflect high expectations and include benchmarks based on reliable research and data.

The school has included limited information on how the charter school will monitor progress toward meeting the goals of the school and how the school will make modifications based on data.

The application fails to discuss how goals are aligned with the academic standards adopted by the State of Oklahoma. The charter school application does not include a plan or timeline for evaluating pupil performance across the curriculum.

The application fails to provide a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the integrated goals and objectives. The school fails to adequately describe a plan or provide clear procedures to be taken if pupil achievement falls below the standards.

NOTES:

✓ HIGH QUALITY

- The application includes a discussion of how the charter will follow regulations related to Individuals Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, The Americans with Disabilities Act, Title III of Elementary Secondary Education Act (ESEA), and provision of a Free Appropriate Public Education (FAPE), and includes:
 - a demonstration or plan of capacity to meet state and federal requirements regarding the identification and evaluation of students with disabilities
 - indicates a commitment to serve the full range of needs of students with disabilities, including transportation of a student pursuant to an Individualized Education Plan (16)
- The application identifies that plans will be place to ensure that a free and appropriate public education (FAPE) and a continuum of services are provided, and/or that plans will be in place to serve students who are English Learners and/or who are academically behind.

✗ NEEDS IMPROVEMENT

- The application fails to provide necessary information on how the charter will follow regulations related to Individuals Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, The Americans with Disabilities Act, Title III of Elementary Secondary Education Act (ESEA) and provision of a Free Appropriate Public Education (FAPE).
- Information is not sufficiently provided on the charter's process for referral and evaluation of students with disabilities, including transition, technical assistance, program evaluation and an exit strategy for students found to no longer require specialized services.
- The application does not identify that plans will be in place to ensure that a free and appropriate public education (FAPE) and a continuum of services are provided, and/or that plans will be in place to serve students who are English Learners and/or who are academically behind.

NOTES:

The charter school application must include plans for adopting a policy governing student conduct, student rights and responsibilities and student discipline standards and procedures.

✓ **HIGH QUALITY**

- The application includes plans for adopting a policy governing student conduct, student rights and responsibilities and student discipline standards and procedures that meet applicable law. The policy (or plan for its development) will set forth:
 - A description of student rights and responsibilities, including behavior and discipline standards, and
 - As applicable and if necessary, a reasonable hearing procedure, including notice and a hearing before the board of directors of the charter school.
 - The discipline policy complies with the Family Education Rights and Privacy Act (20 U.S.C. § 1232) (FERPA), and includes a charter board appeals process for students as may be required. (19)
- The application identifies cocurricular or extracurricular programs that the school intends to make available to students, and how they will be funded and delivered. (17)
- The application outlines a strategy for engaging parent and guardians in the life and culture of the school, including opportunities for engagement relating to promoting a safe and orderly learning environment. (26)

✗ **NEEDS IMPROVEMENT**

- The application fails to provide detailed policies governing student conduct, student rights and responsibilities and student discipline standards and procedures that meet state law.
- The discipline policy described does not comply with FERPA, and does not include discussion of the charter board appeals process for students, as may be required.
- The application does not identify cocurricular or extracurricular programs that the school intends to make available to students, and how they will be funded and delivered.

NOTES:

The application must include a description of the governance of the charter school.

✓ HIGH QUALITY

- The application includes a section that discusses effective governance of the proposed charter school. The application describes the model of governance, including the organizational chart for the proposed charter school, and clearly defines the governance structure for the school and the governing board and includes:
 - that the governing board has the capacity to oversee the successful development and implementation of the proposed educational program, management of public funds, compliance with legal obligations, represent the community well, and is aware of their duties and responsibilities as public servants (20)
- This section describes the background information of the organizational structure and governing body, including an explanation of powers and duties, size, terms, composition, qualifications, term limits, officer positions and duties, election procedure, vacancy replacement, minimum number on the board, quorum and decision making process, how board members are elected or appointed and when the election or appointment takes place. (20)
- The section substantively describes the relationship between the governing board and school administrators, advisory bodies, parent teacher councils, and/or any external organizations, including the amount of authority the governing board will convey to school administrators, including but not limited to the hiring policy of the school and leadership employment policies for the school. (20) (21)
- The governance section also includes full statements and information regarding bylaws, articles of incorporation and an organizational chart (with school administration, employees and their relationship to the sponsoring entity). (20) (21)(23)
- The governance section clearly articulates any anticipated fundraising, partnerships or contractual relationships central to the mission and/or operations of the school, including:
 - If applicable, a description of the contractual relationship and accountability between the third-party and the school's governing board
 - If applicable, evidence of success with the CMO/EMO in serving students similar to the school's target population; description of services to be provided by the CMO/EMO; delineation of the rolls and responsibilities between the school's governing board and CMO/EMO (24)
 - Assurances that the charter school will comply with the requirements of the Oklahoma Open Meetings Act and the Oklahoma Open Records Act, and that the governing body will meet at least quarterly in the state.* (34) (35)

✗ NEEDS IMPROVEMENT

- The application fails to coherently discuss effective governance of the proposed charter school. This section has incomplete information.
- The governance section does not describe the relationship between the governing board and school administrators, including the amount of authority the governing board will convey to the school administrators.
- There is no mention of bylaws, articles of incorporation and an organizational chart (with school administration, employees and their relationship to the sponsoring district).
- Appendices do not have the following items:
 - Bylaws, including compliance with Oklahoma Open Meeting Act and the Open Records Act.
 - Articles of incorporation
 - Organizational chart

*For charters proposed to be located outside of counties with a population of 500,000 or more, a majority of the members of the governing body must be residents of the geographic boundary of the sponsoring entity.

GOVERNANCE (CONTINUED)

CHARTER SCHOOL
APPLICATION

REVIEW GUIDE
SAMPLE ONLY

The application must include a description of the governance of the charter school.

NOTES:

The application must include a plan for the charter school that is economically sound and in compliance with state and federal requirements, including a proposed budget for the term of the charter. The application also must describe the manner in which an annual audit will be conducted.

✓ **HIGH QUALITY**

- The application includes a financial plan, to include an annual financial audit conducted by an outside, certified financial firm as may be required by law.
 - The budget included in the charter application reflects the educational and operational priorities of the school and a description of the treasurer or other officer(s) who will have primary responsibility for the finances of the charter school, who has demonstrated experience in school finance or equivalent thereof and demonstration of capacity and compliance with Oklahoma school finance laws (as applicable), including those related to child nutrition, special education and federal programs (3) (28)
 - The budget section fully explains how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, address any financial concerns and follow the Oklahoma Cost Accounting System's auditing, and reporting procedures.
 - Appendices include a Five-Year Budget (realistic assumptions and their basis, startup and first-year cash-flow projection of operation, minimum enrollment needed for solvency, anticipated fundraising (if any) and adequate staffing that fits with the application narrative in the educational plan and other related sections). (30) (31) (32)
 - Description of the insurance coverage the charter school will obtain. (29)

✗ **NEEDS IMPROVEMENT**

- The application does not include a plan to submit a financial audit, as required by law.
- Appendices do not include a Five-Year Budget (realistic assumptions and their basis, startup and first-year a cash-flow projection of operation, minimum enrollment needed for solvency and adequate staffing that fits with the application narrative in the educational plan and other related sections).
- The application does not include a description of the insurance coverage the charter school will obtain.

NOTES:

The charter school must employ administrators and teachers in a manner consistent with the Charter Schools Act. The application must explain the relationship that will exist between the charter school and its employees, including evaluation procedures.

✓ **HIGH QUALITY**

The application includes the following:

- A clear description of the process to be used to recruit, select and employ instructional staff and other employees that are realistic and likely to be effective, and demonstrate a sound understanding of expected staffing needs that are aligned with the budget, anticipated enrollment and the educational program.
- Employment policies, and how they will be communicated to employees, including any policy changes.
- A complete description of the proposed evaluation process, as applicable.
- A description of the grievance and termination procedure for the charter school's employees, as may be applicable.
- Assurance that the charter will not employ a teacher whose professional certificate/license has been suspended or revoked in Oklahoma or another jurisdiction, and will comply with applicable laws relating to background checks for prospective employees.
- A description of whether the charter school will require teachers to be certified by the state of Oklahoma. (4) (22)

✗ **NEEDS IMPROVEMENT**

The application fails to include required information or extremely limited information in the following areas:

- A clear description of the process to be used to recruit for, select and employ instructional staff and other employees.
- Employment policies, and how they will be communicated to employees, including any policy changes.
- A complete description of the proposed evaluation process.
- A description of the grievance and termination procedure for the charter school's employees, as may be applicable.

NOTES:

The application must include an address for the charter school.

✓ HIGH QUALITY

The application clearly details a facilities plan, the location of the charter school and backup or contingency plans, and demonstrates:

- knowledge of realistic facilities costs
- support of facilities related budget assumptions
- compliance with applicable health, safety, and occupancy requirements (6) (33)

✗ NEEDS IMPROVEMENT

The application does not clearly detail a facilities plan, the location of the charter school and backup or contingency plans.

NOTES:

APPLICATION SUMMARY

CHARTER SCHOOL
APPLICATION

REVIEW GUIDE
SAMPLE ONLY

Check "High Quality" or "Needs Improvement" for each category of the application.

MISSION STATEMENT	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
ENROLLMENT	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
EDUCATIONAL PROGRAM	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
GOALS, OBJECTIVES AND EVALUATIONS	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
SERVING STUDENTS WITH SPECIALS NEEDS	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
STUDENT DISCIPLINE	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
GOVERNANCE	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
OPERATIONS	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
BUDGET AND FINANCE	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
EMPLOYEES	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
FACILITIES	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT

FINAL EVALUATION OF APPLICATION AND COMMENTS

Narrative/Process

When an applicant has been denied a charter by the local school district in which it seeks to operate following submission of a revised application, the applicant may apply to the State Board of Education (the "Board") for sponsorship, subject to the limitations on number of State Board sponsored charter schools under 70 O.S. § 3-132(A)(8). In order to authorize a charter school that has been denied a charter by the local district, the Board must find evidence of the following:

- (1) A thorough and high-quality charter school application from the applicant, based on the authorizing standards in 70 O.S. § 3-134(B);
- (2) A clear demonstration of community support for the charter school; and
- (3) In reviewing the record on appeal, the grounds and basis of objection by the school district for denying the operation of the charter are not supported by the greater weight of evidence and the strength of the application.

A charter school applicant that has been denied a charter by a school district and wishes to appeal to the Board for sponsorship must submit a request in writing to the Executive Secretary of the Board. The written request submitted by the applicant must include, at a minimum:

- (1) The original charter application, the revised application submitted pursuant to 70 O.S. § 3-134(E), and all supporting documentation submitted by the applicant to the sponsor; and
- (2) The written record of the local board of education's decision.

Upon receipt, review of the written request and corresponding documents shall go forward using a process and procedure as defined by and under the direction of the Chair or designee. Applications will be reviewed by State Department of Education (the "Department") staff as set forth herein to determine compliance with the law, fulfillment of the purpose of the Oklahoma Charter Schools Act, and adherence to the Board's standards and principles for charter schools. Department staff will review the applications based on the soundness and quality of the charter school proposed, and will communicate their findings to the Chair for presentation and consideration by the Board. The Board's role in the charter school application process will include, but may not be limited to, reviewing reported findings by Department staff, as well as reviewing applications, to determine appropriateness for approval based on the requirements at 70 O.S. §3-132(A)(8).

Timelines

1. Step 1. Receipt of application on appeal, with corresponding documents as required by Oklahoma Administrative Rule 210:40-87-8.
2. Step 2. Letter from the Board acknowledging receipt of the application and beginning of the sixty (60)-day review period. Contemporaneously therewith, correspondence will be sent to the original proposed sponsor school district advising of receipt of the appeal and all appeal related documents.
 - a. Included in this correspondence, Appellant will be invited to make a brief presentation of twenty (20) minutes of the charter school application to the Board at an upcoming meeting. Similarly, the original proposed sponsoring school district will be invited to make a brief presentation of twenty (20) minutes to the Board. The Appellant and/or original proposed sponsoring school district may utilize the allotted twenty (20) minutes at their discretion, including reserving time for rebuttal.
3. Step 4. Department review
 - a. Copies of the appeal, with corresponding documents, will be provided to Department staff (identified below) with a request to review the application and reply with comments on the issues specific to that area. Comments and concerns should be submitted within thirty (30) days, or as otherwise requested by the Board chair or designee. Comments should address the substantive qualities of the application related to the perceived strengths and weaknesses in at least these areas: fiscal, facilities, curriculum (appropriate grade level), and administrative. The Department's review committee will include, but may not be limited to:
 - i. Deputy Superintendent, Federal Programs and Finance, or designee;
 - ii. Deputy Superintendent, Academic Affairs and Planning, or designee;
 - iii. Deputy Superintendent, Assessment and Accountability, or designee;
 - iv. General Counsel, or designee;
 - v. Executive Director, Office of Accreditation, or designee;
 - vi. Regional Accreditation Officer, Charter Schools;
 - vii. Executive Director, Office of Instruction and Curriculum, or designee;
 - viii. Executive Director, Special Education, or designee; and
 - ix. One member to be appointed at the discretion of the Superintendent;
 - x. At the discretion of the Superintendent, one external disinterested party;
 - xi. Alternate Committee Member(s)
 1. Chief of Staff
 2. Chief of Government Affairs
4. Step 6. Board Meeting
 - a. Copies of the Department reviews will be included with the application for Board review.

- b. The Board may receive a presentation from Department staff pertaining to the Department's review of the appellate record.
 - c. Further, the Board may receive presentations by the Appellant and proposed sponsor school district, as provided herein, as well as entertain arguments and ask questions of each party and/or representative(s) of a party.
 - d. Nothing provided herein shall preclude the Board from asking questions and requesting information from Department staff at the Board meeting.
5. Step 7. Board action and written notification to Appellant.

Brad Clark

From: William Hickman <hickman@hickmanlawgroup.com>
Sent: Wednesday, February 19, 2020 4:32 PM
To: Brad Clark
Subject: [External] Harlow Creek Appeal of Tulsa Public School Denial

Hi Brad:

Please consider this correspondence written notice that Harlow Creek Elementary School, Inc. is appealing the denial of its charter school application by Tulsa Public Schools. Based on the timing of the notice of appeal and the statutory period provided for the SDE to consider the appeal, I assume the appeal will be considered by the State Board of Education at its March 2020 meeting. Please confirm when the appeal will be considered.

Thank you for your consideration. Please let me know if you have any questions.

Best,

Bill

Sincerely,

William H. Hickman



Hickman Law Group

attorneys counselors mediators

330 West Gray Street, Suite 170

Norman, Oklahoma 73069

Phone: 405.605.2375

Fax: 405.605.2374

hickmanlawgroup.com

**APPLICATION TO
TULSA PUBLIC SCHOOLS
CHARTER SCHOOL APPLICATION**



Inspiring Imagination

In consideration for the

2021-2022 Academy Year

2021-2022 Charter School Application Table of Contents

I.	CHARTER PROPOSAL COVER SHEET & ENROLLMENT PROJECTIONS	3
	<i>Enrollment Projections</i>	5
II.	CHARTER SCHOOL OVERVIEW	8
III.	CHARTER SCHOOL NARRATIVES	21
	SECTION 1. EDUCATIONAL DESIGN & CAPACITY	21
A.	<i>Consistency with the Purpose(s) of the Act</i>	21
B.	<i>Educational Program</i>	27
C.	<i>Curriculum Instruction and Design</i>	35
D.	<i>Admission Standards/Procedures</i>	49
E.	<i>Student Discipline</i>	51
F.	<i>Student Assessment</i>	53
G.	<i>School Accountability</i>	55
	SECTION 2. OPERATIONS PLAN & CAPACITY	57
A.	<i>Founding Group(s)/Individual(s)/Incorporator(s) & Legal Counsel</i>	57
B.	<i>Governing Board</i>	60
C.	<i>Duties and Responsibilities of the Governing Board</i>	61
D.	<i>Parent and Community Involvement</i>	63
E.	<i>Administration/Leadership</i>	65
F.	<i>Employment Policy for Personnel</i>	71
G.	<i>Hiring Process/Procedure</i>	87
H.	<i>Facilities</i>	90
I.	<i>Transportation</i>	93
J.	<i>Child Nutrition Services</i>	94
K.	<i>School Calendar</i>	100
	SECTION 3. FINANCIAL PLAN & CAPACITY	102
A.	<i>Financial Plan</i>	102
B.	<i>Finance Expertise</i>	107
C.	<i>Audit & Reporting</i>	108
D.	<i>Insurance Coverage</i>	108
IV.	CHARTER SCHOOL ADDITIONAL EXHIBITS	110
A.	<i>Demonstration of Support</i>	110
B.	<i>Evidence of State Department of Education Training</i>	110

C.	<i>Final Documentation</i>	110
----	----------------------------------	-----

Included Exhibits

- A. Evidence of State Department of Education Training
- B. Curriculum Standards and Objectives
- C. Learning Cottage
- D. Site Plan
- E. 5-Year Budget
- F. Start-Up Budget
- G. Articles of Incorporation and Bylaws
- H. Support & Signatures
- I. Founding Team Resumes
- J. AEZ Map

I. CHARTER PROPOSAL COVER SHEET & ENROLLMENT PROJECTIONS

Name of the Proposed School: Harlow Creek Elementary School, Inc.

Name of the Applicant of the Proposed School: Harlow Creek Elementary School, Inc.

Mailing Address of the Founder/Applicant:

816 E. 6th Street

Street/ PO Box

Tulsa, Oklahoma 74120

City State Zip

Telephone Number of the Founder/Applicant: (918) 610-0100 main or (918) 841-1114 mob

E-mail address: spardee@pardeeconstruction.net Fax: (918) 610-0102

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

Mailing Address of the Primary Contact (if different from above): Not different.

Street/ PO Box City State Zip

Telephone Number of the Primary Contact (if different from above): Not different.

E-mail:
spardee@pardeeconstruction.net

Fax:
918-841-1114

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.

Harlow Creek Elementary School, Inc. (“Harlow”) will locate in an economically disadvantaged area of Tulsa, bordering a severely economically disadvantaged area in order to reach, engage, and improve lives (staff, students and families) within these communities. The student recruitment strategy will be to target those families with appropriately aged kids within the Academic Enterprise Zone. In August 2021, Harlow will initially enroll approximately 80 students in kindergarten through grade three. Harlow will then expand one grade per year until offering pre-kindergarten through fifth grade. Featuring small class sizes, Harlow will embrace the Reggio Emilia¹ philosophy while fostering community². Respect for community within a green environment³ is the foundation on which Harlow is developed. The Reggio approach is underpinned by the belief that children learn best in a collaborative environment through interaction with peers and adults. Harlow will be nestled within the Evolving Communities Development (ECD) just northwest of downtown Tulsa. Designed to meet Tulsa’s growing housing needs, ECD will be the first neighborhood in proximity to the downtown area that integrates all income levels, promotes walk-ability and enhances quality of life. The

¹¹¹ Reggio Emilia Approach to education is committed to the creation of conditions for learning that enhance and facilitate each child’s construction of his or her own powers of thinking through the synthesis of all the expressive, communicative and cognitive languages (Edwards and Forman, 1993).

² Self-organized network of people with common agenda, cause, or interest, who collaborate by sharing ideas, information, and other resources. <http://www.businessdictionary.com/definition/community.html>

³ Green building refers to the structure and application of environmentally responsible and resource-efficient processes throughout a building’s life-cycle: from planning to design, construction, operation, maintenance, renovation, and demolition. Green Building practice expands and complements the classical building design concerns of economy, utility, durability, and comfort.

design of both Harlow and the ECD community are synchronized in commitment to diversity, community, equity and equality. Harlow’s mission is to equip students to be community minded, globally responsible, active members of society through an emergent curriculum⁴ taught through a Reggio approach using project-based learning experiences that expand the traditional classroom into the community by utilizing the natural world and community partnerships.

Enrollment Projections

Academic Year	Planned Number of Students	Minimum Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 (specify) 2021/2022	80	20	100	K-3
Year 2 – 2022/2023	100	20	125	K-4
Year 3 – 2023/2024	132	40	166	K4-5
Year 4 – 2024/2025	136	40	166	K4-5
Year 5 – 2025/2026	136	80	166	K4-5
At Capacity 2026/2027			166	K4-5

⁴ Emergent curriculum is a philosophy of teaching and way of planning curriculum that focuses on being responsive to children's interests to create meaningful learning experiences. It can be practiced at any grade level. This philosophy prioritizes active participation, relationship building, flexible and adaptable methods, inquiry, and play-based learning. Curriculum is child-initiated, collaborative and responsive to the children's needs. Proponents of this style of teaching advocate that knowledge of the children is the key to success in your program (Cassidy, Mims, Rucker, & Boone, 2003; Crowther, 2005).

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

Grade Level	Number of Students (Based on Maximum Capacity)					
	Year 1 21/22	Year 2 22/23	Year 3 23/24	Year 4 24/25	Year 5 25/26	At Cap 26/27
K4	0	0	16	16	16	
K	20	20	20	20	20	
1	20	20	20	20	20	
2	20	20	20	20	20	
3	20	20	20	20	20	
4		20	20	20	20	
5			20	20	20	

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

Based on projected census data, Harlow plans to open August of 2021 with grades K-3 and grow by one grade level each year until the

K4-5 model reaches its full projected enrollment of 166 students. The minimum enrollment in year one is 20 students and the maximum is 80, allowing for 10-25 students per teacher. As Harlow expands, students will be placed in grade

Grade	Ratio	Age
K4	10-20:1	4-5
K	10-25:1	5-6
1	10-25:1	6-7
2	10-25:1	7-8
3	10-25:1	8-9
4	10-25:1	9-10
5	10-25:1	10-11

level cohorts. Each cohort will be located in a separate, home-like “cottage” building.

The cohort model allows for teachers to “loop” with their students and stay with them for a minimum of three years, thereby building stronger relationships and citizenry.

Each class will be limited in size to 25 students with a minimum of 10-15 students. At full capacity, in the 2026-2027 school year, Harlow may reach a maximum enrollment of

Additionally, the school has planned for future growth opportunities. The proposed facility would allow the school to grow to a maximum of 400 students accommodating two classes per grade level. However, enrollment projections have been conservatively estimated at only one class per grade. An existing church facility neighboring the school site operated as a school in the past and could accommodate K4 classrooms currently (or other grades with minor building modifications).

Quality education begins at a young age and active citizenship gives purpose to learning, unlocking curiosity and passion. Education at Harlow will respect place, culture and social diversity in its embrace of the Reggio philosophy. It is upon this foundation that Harlow will offer an emergent curriculum putting students on a trajectory for success through high school and college regardless of demographics and socio-economic status. Harlow will be a place where emergent curriculum and content standards coexist.

II. 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*

Mission – Embracing the Reggio philosophy⁵ to reach, engage, and improve lives. Harlow will prepare community minded, globally responsible students through an emergent curriculum using project-based learning focused on real-life experiences that expand the traditional classroom and utilize the natural world.

Vision – The location, design of the neighborhood, school facilities, operations and programming incorporate values of diversity, community, respect for the natural environment, equity and equality. Harlow will welcome students from all walks of life. Opening in 2021, Harlow will serve students in grades K-3 and then expand one grade per year to serve k4 through 5th grade. First-year enrollment is projected to be 80

⁵ North American Reggio Emilia Alliance. <http://www.reggioalliance.org>

students but, may be as low as 20. Research shows that students in smaller classes⁶ are more likely to be successful. Harlow will operate at a maximum 25:1 student to teacher ratio but, the initial ratio will be 10-20:1 to foster a greater sense of community. Harlow plans to start small and grow with its neighborhood. Maximum capacity may be 166 students, but strategic growth will be based on population growth due to neighborhood development and needs of the surrounding community. Responding to Tulsa's housing needs, Evolving Communities Development will be the first community in the Tulsa area that integrates various income levels, provides efficient green housing options, respects the environment, promotes walk-ability and enhances quality of life. This is similar to the approach that was utilized in the formation of Carlton Landing near Eufaula and the Wheeler District in Oklahoma City. Harlow Creek is designed to be an anchor of its community. Harlow will ensure quality programming and build a strong culture to meet the changing needs of its students and the community. The developer will employ a slow growth model to allow for flexibility of design options to ensure Harlow Creek will remain a quality yet attainable housing destination within the Tulsa community.

Educational Philosophy – Harlow's mission is under-pinned by the philosophy that guided the creation of Evolving Communities Development. ECD is creating an inclusive holistic living environment designed to promote community involvement and social action. The location was chosen to attract and encourage people from all walks of life to live and interact socially with a greater sense of community. Various features of the neighborhood layout are designed thoughtfully to enable interactions amongst diverse community residents. The neighborhood will be walk-able and located within three miles

⁶ Jonah Rockoff, "Field Experiments in Class Size from the Early Twentieth Century," *Journal of Economic Perspectives*, 23(4): 211–230 (2009).

of downtown Tulsa. ECD is being developed to be fully aligned with the Mayor's Resilient Strategies to "improve community resiliency with a focus on racial equality."⁷ This project aligns with 3 of the 4 stated strategies. Harlow is formed against this backdrop. Harlow and its board of governance are fully committed to community/citizenship through project-based learning with a Reggio approach. Children are often underestimated in traditional educational settings. Reggio believes that "children are competent, resourceful, curious, imaginative, inventive, and possess a desire to interact and communicate with others"⁸ By nurturing diversity and concentrating on citizenship, Harlow will fully engage students by making learning visible. Project Based Learning (PBL) as a method for delivering instruction within the Reggio approach will connect students' education to everyday life. Teachers will run classrooms as micro-communities. Projects, in turn, will be classroom or micro-community projects that produce results for the greater good of the school, neighborhood or the city.

As a school that is welcoming and inclusive; Harlow is committed to citizenship and community. Community support is integral to the Reggio philosophy in its belief that children are the collective responsibility of the community. As a community school, Harlow will integrate student supports, provide expanded and enriched learning opportunities, encourage active family engagement and promote collaborative leadership.

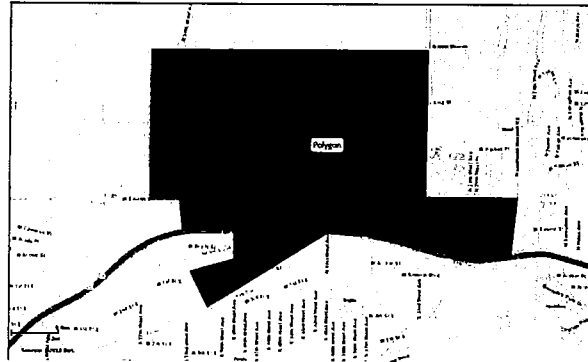
2. Educational Need and Student Population. *Provide a description of the anticipated student population to be served. This description should include geographic preferences (if applicable), student's anticipated educational needs, and any non-academic challenges the school is likely to encounter. Identify*

⁷ *City of Tulsa Strategic Plan*. Cityoftulsa.org: Accessed February 14, 2018.

⁸ The Studio School Charter School Proposal submitted to Madison Metropolitan School District

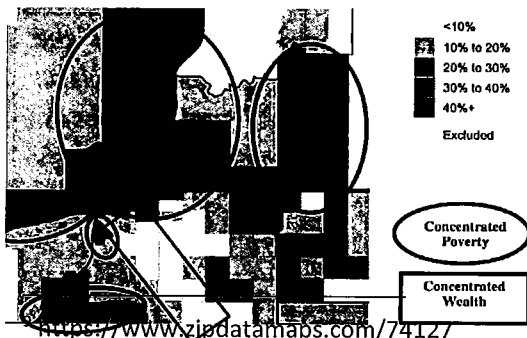
any enrollment priorities and methods to be employed for enrollment eligibility and selection, including those that guarantee no enrollment restrictions based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or measures of achievement or aptitude.

Located at 4305 W. Edison in Tulsa, OK 74127; Harlow will be nestled within the Evolving Communities Development situated northwest of downtown Tulsa. Primarily, the neighborhood Academic Enterprise Zone will be bound by W. Newton Street to the north, the 412 Expressway to the south, North 57th



West Avenue to the west, and North 33rd West Avenue to the east as identified in the map to the right. There are two additional pockets of areas where kids are within close proximity to the school. (1) A small area between Edison and the 412 to the N and S, then bound by 33rd St. and Gilcrease to the West and East. (2) An area south of the 412 which encompasses a small neighborhood along both sides of 49th St West and limited to north of the Katy Trail. A more legible map has been included as Exhibit J.

Currently, in zip code 74127, 94% of students enrolled in public school qualify for free and reduced lunch⁹. Zip code 74127 has a lower socioeconomic status than other zip codes in Oklahoma with a median household income of \$38,177 (from 2010 Census).

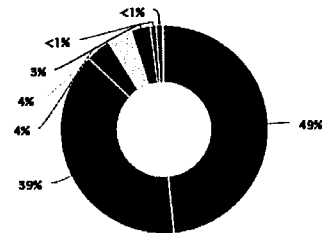


Harlow will be near the identified concentrated poverty regions identified in the poverty map.

This map shows the areas of Tulsa with concentrated poverty.

As indicated, areas surrounding Harlow document poverty rates that range from 10% to over 40%.

According to Great Schools (www.greatschools.org), The population of Chouteau (now Wayman Tisdale) in 2015 was 49% Caucasian, 39% American Indian, 4% Hispanic, 3% African-American and 5% Other as represented in the chart.



ECD believes that its neighborhood will reflect the demographics of the surrounding population and Harlow anticipates serving a population that is 10% Hispanic, 20% African-American, 40% Caucasian, and 20% American Indian with the remaining percentage of students identifying as other races or multiracial. Over 60% of students may qualify for free and reduced lunch, almost 20% will qualify for special education services and approximately 15-20% will identify as English language learners (Spanish, Hmong, and Burmese). About 6.7% of Tulsa's overall population includes immigrants and students from these families often facing language challenges. The school and ECD community has engaged a consultant with the task of guiding the direction of the diversity goals.

Harlow Creek Elementary School will be open to all children eligible under Oklahoma law for admission to a public charter school as set forth by Section 3-140 of Title 70. Children must be five years of age on or before September 1, 2021 to be eligible for admittance for the inaugural school year. Students who reside in the district shall be given preference. In congruence with the mission and vision, Harlow will comply with all applicable anti-discrimination laws governing public schools including the 1964 Civil Rights Act, Title VI.

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.*

Using a Reggio approach (educational philosophy), education will occupy a multidimensional space focused on STEAM disciplines (curriculum focus) through project-based learning (“PBL” as the primary teaching methodology). STEAM is the acronym for the core content areas of science, technology, engineering, arts and mathematics. STEAM education provides learning experiences designed with purposeful connections. Goals include STEM literacy and 21st century competencies¹⁰. STEM literacy develops an awareness of societal roles for science, technology, engineering and mathematics, while 21st century competencies blend "cognitive, interpersonal, and intrapersonal characteristics to support deeper learning and knowledge transfer" (Schweingruber, Pearson, Honey, 2014).

The content provided within a STEAM driven curriculum fits within the Reggio approach as students develop their cognitive, emotional, physical and social competencies. The application of STEAM enhances each child’s ability to use the “hundred languages of children”¹¹ broadening learning possibilities. STEAM and PBL will be woven throughout all subject areas including English Language Arts, Mathematics, Science, Social Studies, Art, Health & Physical Education, Technology and World Languages. Math, ELAL and Science will be driven by the Oklahoma Curriculum

¹⁰ <http://www.p21.org/our-work/p21-framework>

¹¹ Edwards, Gandini, Forman (1998) The Hundred Languages of Children: The Reggio Emilia Approach – Advanced Reflections, 2nd edition, Ablex Publishing, Westport Connecticut, London

Frameworks¹². However, rather than utilize traditional methods of lecture and textbook driven lessons for delivering instruction, students will engage in authentic, meaningful projects that promote deep content knowledge as well as critical thinking, creativity, and communication skills. Within a specific lesson, one subject may have a dominant role, but the strategy is to develop students' knowledge or skills in multiple content areas simultaneously. Concepts or practices from other content areas enhance learning and understanding in multiple subjects.

PBL's hands-on applications will be used to teach subjects in an integrated Reggio approach. The Reggio approach is closely aligned with constructivist learning theory, which holds that children construct knowledge rather than receive it from others. Constructivist teaching is then based on the belief that students learn best when they gain knowledge through exploration, active involvement, and interaction with others. PBL provides students opportunities to apply knowledge and engage in STEAM practices through relevant experiences. PBL is student-centered, experiential and open-ended with successful results. PBL encourages active learning by engaging students in projects based on real-life problems. Unique PBL characteristics include small group work where teachers serve more as facilitators than lecturers. The teacher responsively designs the curriculum, judiciously employs a variety of teaching strategies and promotes reflective practices that deepen understanding. In the Reggio classroom students are encouraged to think creatively, theorize and explain their reasoning. Children become aware of their own learning. New information is often acquired through self-directed learning. Research (Boaler, 2002) shows that PBL students often outperform traditional students.

¹²<https://sde.ok.gov/oklahoma-curriculum-frameworks>

Harlow will utilize Rubicon Atlas (Rubicon) to document and standardize the emergent curriculum in writing across the content and grade levels. Rubicon incorporates ready-access to outlines, abstracts, resources, standards, and more. Collaboration tools enable educators to work together on curriculum. Curriculum will be horizontally and vertically aligned to Oklahoma's Academic Standards¹³. Rubicon will be customized to reflect Harlow's STEAM and PBL pedagogy, standards and unique curricular needs.

To improve teaching and learning, teachers will regularly meet in professional learning communities to engage in the analysis and understanding of recent assessment results and to develop authentic practices for making learning more visible to the community. In addition to regular and sustained professional development, teachers will be supported in the Reggio approach through memberships in Reggio collaboratives, the North America Reggio Emilia Alliance, and Reggio Children (the international organization). While assessment is not just measurement or an objective goal, results are reviewed to determine intervention strategies. As the Board of Directors, administrators and teachers look regularly at data, they: 1) plan improvements; 2) put processes in place to assure improvements; 3) assess processes; and 4) act. This multi-dimensional approach arms teachers to identify challenges and opportunities. Aggregate assessment data also provides objective measures for teacher accountability. Comparative data documents how students are performing individually, in class cohorts, as a school and against community and state averages.

To support the mission and vision, Harlow has adopted five educational goals.

Goal 1 is to provide a Reggio approach to education with a concentrated focus on

¹³ <http://sde.ok.gov/sde/oklahoma-academic-standards>

science, technology, engineering, arts and mathematics (STEAM). **Goal 2** is to develop students who respect the environment and community. **Goal 3** is to prepare students for secondary education and entrance into colleges and universities. **Goal 4** is to prepare students for success in work and life, developing active citizenry. **Goal 5** is to enable English language students to acquire a firm command of English. Documented achievement of these goals will be evidenced through the assessment program.

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.*

With a belief that all “students should have access to schools with the resources, opportunities and supports that make academic success possible and create strong ties among families, students, schools, and communities”¹⁴, developers envision Harlow fundamentally as a community school. Harlow will partner with families and the community to provide a well-rounded educational opportunity. This is an equity strategy that will help eliminate systemic barriers that exist based on race and socioeconomics, along with other factors. Developers have been in contact with families, community leaders, non-profit organizations and city officials about Harlow. Community engagement has come from eight local churches, local leaders, support groups, local media organizations and the YWCA. In June 2018, Tulsa World reported that Harlow’s community “design follows a model called ‘new urbanism,’ which promotes environmentally friendly practices while encouraging residents to walk, shop and interact in the neighborhood. This article was based on 3 public meetings discussing the school

¹⁴ Community Schools Playbook, 2018, Partnership for the Future of Learning.

and development. A range of housing options will allow families to live in a well-rounded community while remaining close to downtown.” Former City Councilor Ewing commented that “Tulsans want to be able to live close to downtown in a neighborhood where every house doesn’t look the same, and where they can have access to healthy food and have a social setting in the neighborhood that facilitates relationships.”

The school and development team collected feedback in the form of digital surveys, community forums and community outreach. Outreach was focused to gauge community interest, design a robust program and plan for initial enrollment. Additional outreach was placed on hold after discussions with TPS staff prior to commencing the planned mail campaign to area residents.

The following agencies have been instrumental with initial community outreach: Common Good Tulsa (cgtulsa.org), Osage Hills Christian Church, Cavalry Temple and Owen Park Neighborhood Association. Northwest Tulsa has been hard hit in recent years with the closing of many industries. Re-growth and revitalization of the community takes a combined community effort. Common Good Tulsa is working to develop a localized hub to serve 12,000 people in the same area as Harlow. Common Good plans to build a 46,000 square foot facility to house a grocery store, healthcare, family service programs, and a Community Center with sports, enrichment, and social programs all under one roof. Joining this commitment to the revitalization of the area is the Owen Park Neighborhood Association. Owen Park is an historical part of Northwest Tulsa’s heritage.

Recruitment. The primary goal of Harlow Creek is to provide area residents with a quality educational program. A secondary goal is to be a cornerstone of the Evolving

Community neighborhood, to engage families and therefore students into the community and the school. Our primary recruitment goal is to target all families residing within the Academic Enterprise Zoning. The AEZ is designed to be small to promote the walk-ability of the school yet is still appropriately sized for a successful and sustaining school recruitment model.

Notification to families within the Academic Enterprise Zone will occur per State Regulations. In early 2018, it was determined that 79 households existed with children between the ages of 4-8 within the AEZ. To ensure an open enrollment process, we will plan to reach out to each of these households, and utilize a recruitment model that is best for the entire community, not just Harlow Creek Elementary.

To date, no mass distributions or town halls have been held. Public discussions were placed on hold after the initial required signatures were obtained.

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

Harlow understands the “charter” is a contract issued by the “authorizer” to Harlow’s Board of Directors (Board). Individuals serving on the Board become public officials in a volunteer capacity. Potential members recognize that their job will always be to govern and oversee the operations of Harlow with three primary questions in mind:

- Are the children learning?
- Is the money (public funds) being properly taken care of?
- Is Harlow compliant with all applicable laws and regulations?

Pursuant to the Board’s role as “governors” rather than managers, the Board will adopt policy and then direct the School Leader and the administrative team to promulgate appropriate procedures that ensure that Harlow’s day-to-day operations are in accord with

the mission, vision and overall policies. Members of the Board will remain free from conflicts of interest and incompatible offices.

The Board will engage in governance training as needed and as provided by various vendors to include the board's legal counsel, the Oklahoma Department of Education, Oklahoma Public Schools Resource Center (OPSRC), and the National Charter Schools Institute (NCSI). Alongside legal counsel, the Board may also employ the services of OPSRC and NSCI for the necessary development of policy for Harlow aligned to Oklahoma law and federal regulations as they pertain to public education. During regular and special meetings, issues of governance such as development and adherence to a properly prepared budget, allocation and expenditure of funds in accordance with state guidelines, review of budget versus actual expenditures, and the approval of service providers to the Board will be addressed. Meetings will be conducted in compliance with the Open Meetings Act and stakeholder groups may attend and provide comment. Stakeholder involvement will be limited to input and advice, with decision-making authority resting solely on the board.

Of all the responsibilities of a board, nothing is more central to its purpose than ensuring that a long-term vision is established for the school. This vision reflects the consensus of the board and stakeholders as to what Harlow students need to achieve their highest potential. The Board will be responsible for establishing and maintaining an organizational structure that supports the vision, empowers the professional staff and provides accountability to the community that it serves. Through its behavior and actions, the Board acts with a professional demeanor reflective of the precepts inherent to the school vision, makes policy decisions and provides resources that support the priorities

and goals of the school. The Board will be accountable to the public that it serves and dialog between the Board and stakeholders will ensure that this vision is a living, dynamic entity. The Board will establish systems and processes to monitor outcomes, evaluate its own progress toward accomplishing the vision and communicate progress providing meaningful feedback and ensuring consistent improvement. Board members are advocates for students and for Harlow. Always in the forefront of their decisions is the responsibility to act and represent the interest of Harlow's students.

III. 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.*

Harlow Creek Elementary School has been developed in response to the Oklahoma Charter School Act and as such, strives to accomplish six of the seven purposes set forth by the Oklahoma Charter Schools Act, as enumerated below:

- Improve student learning
- Increase learning opportunities for students
- Encourage the use of different and innovative teaching methods
- Provide additional academic choices for parents and students
- Require the measurement of student learning and create different innovative forms of measuring student learning.
- Establish new forms of accountability for schools

Harlow Creek Elementary School will improve student learning and increase opportunities for student learning:

While many schools solely focus on matriculation to and through college, Harlow is designed to create a culture where students focus on the ideal of community-minded, globally aware citizenry. College enrollment becomes secondary to the needs of the community whether entrepreneurship, craftsmanship, skilled trades or post-secondary

attainment. Through a Reggio approach to learning, the educational program will support student centered learning that becomes more self-directed and experiential in a relationship-driven environment. Furthermore, the program is based on principles of respect, responsibility, and community through exploration and discovery. Active citizenry will be achieved through a STEAM focused curriculum expanding the classroom into the surrounding community, participation in service driven community initiatives, utilization of community experts as presenters, project-based learning, character development and family centered outreach.

Harlow Creek Elementary School will encourage the use of different and innovative teaching methods:

The Evolving Communities Development is located northwest of downtown Tulsa. ECD chose this location for more than simple “land development for profit” in order to create a great place to live and work. Following the lead of Mayor, GT Bynum and the Tulsa City Council, Evolving Communities Development seeks to be an inclusive community and align itself with Resilient Tulsa strategies. Specific efforts, such as location and various housing options for all income levels have already been discussed in this application. The five years of preparation in starting this master planned development was not to create a place that was quickly profitable, but rather over time create a community that is revered by the entire region, yet affordable for most Tulsans’.

As this is the bedrock of the community, it makes sense that a core component of Harlow Creek Elementary School is that of citizenship within the community and the city at large. Drawing on the extensive work of J.A. Banks¹⁵, teachers will weave the concept

¹⁵ Banks, J.A. *Diversity and Citizenship Education*. New Jersey. Wiley and Sons. 2006.

of *Cultural Democracy and Citizenship* into the Harlow curriculum to explore Tulsa's historical context within the concept of community and diversity. To some, such topics may seem advanced for a K-5 student population, however; years of research on the Law of Implicit Bias¹⁶ show that such concepts are formed at an early age. Thus, Harlow and the adjacent community can and should gird the school and community in equity, equality, citizenship, culture, diversity and democracy. This unique focus on developing active citizenry drives the selection of its chosen innovative teaching methods.

While Harlow will use a variety of innovative approaches, the primary educational philosophy shall be based on the Reggio Emilia Approach and shall incorporate project-based learning as the primary teaching methodology. Teachers will gauge and then utilize student interest to group students and provide experiences that teach using their natural curiosity. Additionally, community experts will be regularly called upon to provide hands-on demonstrations based on Oklahoma's academic standards while teachers ensure that benchmarks are regularly met in core content areas. In the content area of mathematics, project-based learning will be driven by real world problems that require higher-order thinking skills that will be guided by teachers. In the content area of reading, the text *Reading Reconsidered*¹⁷ will serve as a foundational text to ensure the technical skills of word recognition and reading comprehension are learned. Reading texts will be a carefully selected mixture of interest-based reading and informational texts.

¹⁶ Jost, John T. et. Al. *The existence of implicit bias is beyond reasonable doubt*. Research in Organizational Behavior. 2009. Vol. 29. Pg. 39-69.

¹⁷ Lemov, Doug, Driggs, C., & Woolway, E. *Reading Reconsidered: A Practical Guide to Literacy Instruction*. Jossey-Bass; San Francisco, CA. 2016.

Within the surrounding neighborhood will be features that include community gardens, 50 acres of open space with identified eco-systems and a working farm. These features will allow for a wealth of learning experiences to take place outside of the traditional classroom.

Additionally, Harlow will focus on character development through the lens of effective citizenry¹⁸. Students will annually participate in at least one classroom project designed to give back to the community¹⁹.

Harlow Creek Elementary School shall provide additional academic choice for parents.

Harlow Creek Elementary School will be located at 4305 W. Edison in Tulsa, 74127 and will provide a new option for parents and students within this Northwest Tulsa community, specifically attracting those parents who seek a community-minded educational approach designed to create active citizenry. There are currently no private schools located in 74127 which is primarily served by Tulsa Public Schools and one other charter school (Academy Central). Tulsa Public Schools' elementary buildings in 74127 include Mark Twain and Wayman Tisdale Fine Arts. Tisdale and Mark Twain are both south of the 412 Expressway and Academy Central is north of Pine leaving the identified target area without a neighborhood school in close proximity.

Harlow Creek Elementary School will require the measurement of scholar learning and create different and innovative forms of measuring scholar learning and establish new forms of accountability for schools.

¹⁸ Lawton, Dennis, Carins, Jo., & Gardner, Roy. *Education for Citizenship*. New York, NY: Continuum, 2000.

¹⁹ Billing, S., *Research on K-12 School-based Service Learning: The Evidence Builds*. Pi Delta Kappan; Bloomington. Vol. 81, Issue 9, May 2000.

Harlow will provide foundational experiences that will propel students into becoming leaders within the community. This long-view approach will capture curiosity and spark self-determination. Utilizing *Leverage Leadership*²⁰ and *Driven by Data*²¹, leaders and teacher will ensure that quality metrics are built into all learning activities to incorporate standard assessments and the unique learning outcomes expected of Harlow students and that data is properly disaggregated for all. With respect to standards and assessment, “there is a widespread and mistaken view that the Reggio approach is incompatible with assessments of children’s progress”²² but, documentation does not always mean “testing” and quality assessment can be specifically designed to make learning visible and measurable. Quantitative and qualitative data will be used on a regular basis to inform instructional changes that need to happen for individual students ensuring that they are performing at the highest possible level. Data will also be aggregated to evaluate teacher and school performance. Furthermore, as noted, Harlow data will be both quantitative and qualitative. “Qualitative forms of sharing evidence – via learning portraits, student works, photographs, quotes and video – are powerful ways to shift the dialogue among stakeholders to a fuller view of what counts as learning.”²³

Finally, the Board of Governance will also develop an accountability system (stakeholder groups and frequent stakeholder surveys) to make sure that Harlow Creek

²⁰ Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco, CA: Jossey-Bass. 2018.

²¹ Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass. 2010.

²² Gandini, L., 2011, Early Childhood Matters.

²³ Krechevsky, M, Mardell, B, et al, (2013) *Visible Learners: Promoting Reggio Inspired Approaches in All Schools*, John Wiley & Sons

Elementary School has an ongoing positive effect in the community. While Harlow will be accountable directly to the governing Board of Directors, Tulsa Public Schools as authorizer and the Oklahoma Department of Education, Harlow will also be accountable to its parents and other community stakeholders.

Harlow's overall effectiveness will be measured, in part, by the methods established by Oklahoma Law and the OSDE regarding performance of students in all content areas, growth of students in reading and math and whole school performance indicators. Harlow will be assessed on Annual Measurable Objectives based on Harlow's 5-year goals. Additionally, Harlow will measure its Educational Effectiveness as determined by the following indicators: OSDE School Designation, OSDE School Grade, Measurement toward the Achievement of Harlow's Mission, and Implementation of Specialized Instruction.

Harlow will measure Financial Effectiveness as determined by the following indicators: a positive fund equity, an Annual External Audit to reflect a system with good business practices; policies and procedures to promote good internal controls; submission of timely and accurate financial information as required; and compliance with all USED (United States Education Department) financial guidelines (EDGAR).

Finally, Harlow will measure its Organizational Effectiveness as determined by the following indicators: Academy admissions policy and procedures (enrollment data); a safe and secure environment through consistent implementation of its discipline, health, and safety policies and procedures (discipline referral data, suspension data, health data); the governance structure (contracts); compliance with the Open Meeting and Open Records Act (minutes and responses to FOIA requests); and employment of instructional

staff that meets the State and Federal Highly Qualified Requirements (certified teacher data and retention data).

Harlow Creek Elementary School shall be and remain non-sectarian.

Harlow Creek Elementary School and its board of governance has not and will not engage in any contractual affiliation with any non-public sectarian agency, organization or association with respect to the educational programming, student admissions, school operations, or employment. The education program, admissions policies, employment practices and all other operations within Harlow Creek Elementary School will remain non-sectarian and comply with all applicable law and regulations related to the operation of any Oklahoma public school.

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).*

Harlow will utilize the Reggio model for its educational program. In the charter proposal written for the Studio School in Madison, Wisconsin, the authors write that:

Over a hundred Reggio inspired public and private schools serving children from the ages of 6 months through 8th grade can be found throughout the United States. In the past decade, several Reggio inspired public elementary charter schools have been established in the United States."

One such school is the Child Discovery Center in Grand Rapids Michigan, a charter school authorized by the local Grand Rapids Public School District. Founded in

2000 as a K-2 charter with 85 students, the charter was recently re-authorized by the local district and the school now serves 272 students in K-5. Their website²⁴ aptly describes that “the Reggio-Emilia Approach informs the **way** we teach, but **what** we teach comes from the Common Core State Standards.” At Harlow, the “what” will be based on the Oklahoma framework. **How** the curriculum will be taught will be primarily driven by project based learning. The Reggio model incorporates project based learning as an instructional methodology for a STEAM curriculum that is aligned to the Oklahoma standards. The Reggio model provides an educational philosophy through which all teaching, learning, and assessment are approached. This philosophy believes in the innate strength of children as learners and empowers them to take ownership of their learning. Through project-based experiential learning, Harlow’s Reggio approach to its educational program is designed to make academic standards come to life for students by connecting learning to real-world issues and needs specifically in the core content areas of mathematics and science and interfused with technology, engineering and the arts. The authors of the Common Core have aptly stated that standards “do not dictate curriculum or teaching methods.”²⁵ Standards do “allow for variation in how teachers teach, and students demonstrate understanding.”²⁶ Academically rigorous projects and service learning activities will inspire students to think and work as scholars and citizens. Teachers and school leaders will work together to develop and ensure that all students receive a standards-based curriculum that is mapped for effective planning and

²⁴ <https://childdiscoverycenter.org/our-school/academics/school-curriculum>

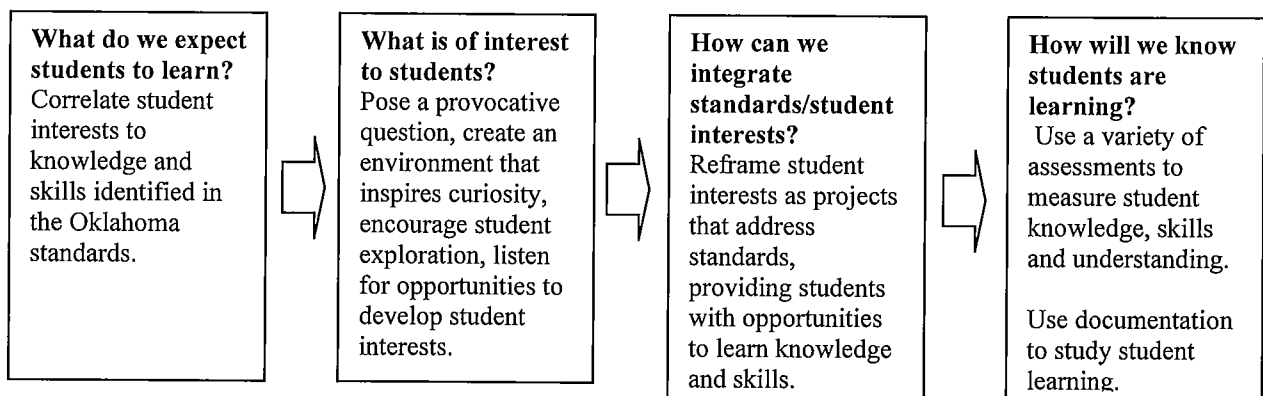
²⁵ <http://www.corestandards.org/the-standards>

²⁶ Krechevsky, M, Mardell, B, et al, (2013) Visible Learners: Promoting Reggio Inspired Approaches in All Schools, John Wiley & Sons.

instruction but, is taught in a Reggio approach using project-based inquiry that engages and nurtures students in the ownership of their education. Mapping skills and content throughout the curriculum involves intense standards alignment, skill and concept maps, and content maps.

As an emergent curriculum, the curriculum cannot be mapped out in detail in advance of instruction. It will emerge as a framework when teachers learn about the students. Teachers will observe student behaviors, listen to student conversations, engage in discussions, invite parent input, and gather documentation to make the learning processes visible. Teachers will collaborate with each other and the students, as well as other adult stakeholders to reflect on experiences and determine whether the students' level of interest, knowledge and abilities lie relative to a standard, concept or expected outcome. Using the information that unfolds, teachers will formulate a "learning hypothesis" and create instructional plans to move toward an educational objective by designing experiences and gathering resources that inspire and facilitate learning.

Planning for curriculum and instruction begins with the Oklahoma Standards as teachers ask, "What do we expect students to learn?" The following graph depicts the emergence of the curriculum at Harlow as a Reggio inspired school.



To develop meaningful learning activities, grade level teachers are responsible for collaboratively designing effective project-based learning activities that engage students in real-world connections guiding the students toward higher levels of academic achievement. Project based learning involves students in original research, critical thinking, and problem solving. This process builds character along with strong academic skills. Project-based learning is also designed to build literacy skills in students, particularly in the reading and writing of nonfiction text. Harlow classrooms will be places where powerful learning is experienced, demonstrated, assessed and made visible.

Harlow teachers will require students to produce high-quality work. Harlow will support, celebrate, and reflect on student work to create a culture of excellence. Students will be prepared for global citizenship in an increasingly, complicated and interconnected world. This preparation requires cross-discipline study which then develops knowledge of diverse cultures, languages and political systems in addition to a broad-based knowledge of physical terrains, ecosystems, and natural forces of our planet. Integrating global awareness also prepares students to be environmental stewards and proponents of social justice. Students will be challenged to consider solutions to social problems such as climate change, economic inequities, international relations and conflict. Students will be encouraged and supported to envision how they can personally make a difference whether at a micro or macro level locally, regionally or globally.

Most importantly, Harlow will prepare students academically for success as lifelong learners. Paving the way for college, if that is the student's selected path, must begin in the primary years. Eliminating inequities and learning barriers, Harlow will

ensure that all students have the option and opportunity to go to college by providing a college-bound curriculum, creating college-bound cultures and providing structures to support college and career readiness utilizing technology for a new generation. Harlow will also fully support students who may choose an alternate path to life including military service, entrepreneurship, skilled trades or craftsmanship.

Harlow has adopted the Reggio philosophy to education believing that children are capable and powerful learners when engaged in experiences that are of interest and are meaningful. Harlow therefore will embrace a pedagogy of listening and relationship building to cultivate a learner focused environment. To this end, Harlow recognizes the five principles of learning intrinsic to a Reggio approach:

- 1) Learning is purposeful. Teachers will make clear decisions about what is worth learning and create classrooms where learning is visible and is organized around understanding, knowledge and skills that are both purposeful and relevant to the learner.
- 2) Learning is social. Learning often involves multiple points of view and interpretations. This can lead more complex thinking and greater understanding as meaning emerges from acts of sharing, reflecting and revising one's knowledge over time. Students are encouraged to observe, interpret, and discuss challenges of individual and group learning.
- 3) Learning is emotional. Classrooms and instruction are both designed to develop more than intellectual knowledge and skills but, include the emotional aspects of learning to spark curiosity. Fears and frustrations are

consciously addressed as necessary to encourage children to open new doors of learning and develop self-confidence.

- 4) Learning is empowering. In a classroom where learning is visible, students become more self-directed, take charge of their own learning and commit to sharing their learning with others.
- 5) Learning is representational. Children learn in a variety of ways. Harlow scholars are encouraged to develop and express their thinking and learning through more than just words. Pictures, quotes, videos, audio recordings, performances, dance and movement, can demonstrate learning and when shared can build a collective knowledge.

The Reggio approach will be supported throughout Harlow with a vocabulary of collaboration, protocols, thinking routines, rubrics and norms. Assessment will be strengthened through a continuous cycle of feedback and reflection. Feedback practices will include quiet times for noticing and thinking, asking and listening. Students will be encouraged to increase their receptivity to critique and build a sense of reflection that acknowledges that not all feedback need be acted upon or accepted.

One of the primary instructional methods will be Project Based Learning (PBL). Within the Reggio model, “Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge”²⁷. Holm (2011) writes that PBL is “touted as superior to traditional teaching methods in improving problem solving and thinking skills and engaging students in their

²⁷ https://www.bie.org/about/what_pbl

learning”²⁸. The Buck Institute for Education is a source of projects, rubrics, planning documents and other resources for educators who are utilizing PBL in their classrooms.

To further support and codify the emerging curriculum, Harlow will utilize Rubicon Atlas²⁹ as described below:

Rubicon Atlas – “Atlas” - Atlas is a leading curriculum design and management system used by schools around the world. Atlas is customizable, with planning templates uniquely designed for each school’s curriculum approach, and Atlas also provides detailed reporting to help schools achieve curriculum goals. Atlas brings together the school’s community to support active collaboration in curriculum design and review. Teachers using Atlas develop their own unique curriculum, easily aligned to standards, and quickly share classroom best-practices with their colleagues.

As the trusted choice for education communities all over the globe, Atlas developers understand the need for a custom curriculum management system that grows with the school. More than just a repository, the system comes with incredible support and training for users to ensure engagement of stakeholders and a strong process. Atlas integrates any mandated curriculum into the school’s system and provides teachers the ability to personalize curriculum with differentiation and instructional strategies, key to the Reggio model. Curriculum mapping at Harlow will initially take the form of diary maps, wherein each teacher will independently record map elements that have been a part of the students’ learning based on Oklahoma standards. Atlas Rubicon will be used as a tool for curriculum mapping. “Curriculum maps are never intended to be static

²⁸ Holm, M. *Project-based Instruction: A Review of the Literature on Effectiveness*. Rivier College. 2011.

²⁹ <https://www.rubicon.com/offerings/atlascurriculum-design/>

documents. They are the living, breathing database of a learning organization's current and past curricular history that serves as a catalyst for ongoing curriculum dialogue and decision making."³⁰

Atlas and State Standards – As a curriculum tool, Atlas has a dedicated standards team that maintains national and international sets of standards. They also consult on the design of local school standards. Along with the standards editing tool, which facilitates the development, unpacking, and identification of power standards, Atlas contains all the sets of learning outcomes as aligned to the curriculum. Within unit planners, teachers can target specific standards and benchmarks and align assessments to these standards. Atlas is a web-based application and maintains regular backups of curriculum data, so school administrators and teachers don't have to. The system is password protected and the data is backed up daily. Teachers can always retrieve deleted content through recycle bins and activity logs accessible in the system. Atlas is integrated with Google Docs™, Microsoft OneDrive™, and SAML. An API has been created that is available when administrators or teachers need it. The newest product, Pleiades, connects the curriculum in Atlas to student assessment results. By visualizing the school's assessment data, teachers and administrators can compare multiple assessments at once and link the results to curriculum all in one place. All teachers will receive professional development in the use of Rubicon Atlas.

Harlow will open offering pre-kindergarten through grade three and will expand one grade per year until a full elementary school program is offered. Harlow does not

³⁰ Hale (2008). A Guide to Curriculum Mapping: Planning, Implementing and Sustaining the Process. Corwin Press Inc. Thousand Oaks, CA.

plan to offer middle school or high school grade offerings. Therefore, graduation requirements are not addressed within this application.

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.*

A Cross-Disciplinary Approach - The curriculum at Harlow will include instruction in the following subject areas across the grade levels aligned to the Oklahoma State Curriculum Frameworks and Academic Standards as appropriate.

Reading - Reading is a complex process about making meaning. The reading process includes phonemic awareness, fluency, vocabulary development, and comprehension. At Harlow, comprehension strategies and critical thinking skills are taught across all grade levels to help students make sense of content and the world around them. Students learn to read while reading to learn. Students at all grade levels work with a balance of informational and literary text and learn to read carefully to extract evidence from text. Complex text sources are used as an enriching challenge. Complex text presents students with an opportunity to go beyond perceived limits and accomplish more than they thought possible. Students tackle complex texts (individually and in groups) with care and patience to strengthen reading skill. Reading is taught across all content

areas because each subject area requires students to learn from different kinds of texts. Even math, science, technology and art teachers explicitly teach and support students to be strong readers of text within their discipline. By integrating reading throughout the school day, the importance of reading is conveyed, and students develop skills in critical thinking and meaning making both in school and in life. The primary reading program is Pearson's Cornerstone Reading supported by Reading Reconsidered.

Writing - At Harlow, writing is taught across the curriculum in all grade levels. Students learn to write effectively to inform and to build arguments substantiated with evidence. They also learn to write with literary power in narrative and poetic genres. Teachers of math, science, technology, and the arts explicitly teach and support quality writing within their discipline. Students learn to write like historians, scientists, mathematicians, and artists. Through writing, students learn more deeply about content and communicate what they know. They learn to craft quality writing in a variety of contexts. Students write to learn while learning to write. Students have regular opportunities to write for authentic purposes and audiences beyond the classroom. Writing is the central vehicle for learning and communicating in all classrooms. The primary writing program is "Being a Writer" (Center for the Collaborative Classroom).

Mathematics - At Harlow, math is taught with rigor and integrity in discrete math classes. However, along with discrete math instruction, math is integrated into projects whenever possible, in a lead or supporting role. Teachers of all disciplines support mathematical thinking in areas such as numeracy, statistics, patterns, and problem-solving. In the same way that Harlow celebrates literacy through events, projects, community meetings, exhibitions, and displays, mathematical thinking and learning is

showcased and discussed throughout the building. Teachers at Harlow focus on foundational facts – vocabulary, formulas, algorithms, and number facts – that are always grounded in conceptual understanding. Teachers ensure that students develop procedural fluency, calculating with accuracy and efficiency. There is a strong focus on developing problem-solving skills and critical thinking. Students learn to use appropriate technology strategically for problem solving. Technology tools are not used as a substitute for learning foundational facts but are used to enhance conceptual understanding and problem solving. Math teachers support students to think like mathematicians and cultivate mathematical habits of mind – curiosity, risk-taking, perseverance, and craftsmanship. Students learn to reason abstractly and quantitatively, model mathematically to empirical situations, and to construct and critique mathematical arguments. The primary resource for math instruction will be “My Math” from McGraw Hill.

Science - Teachers at the Harlow support students to read, write, think and work as scientists. Students use project-based learning and collaboration with professional scientists and engineers for interactive instructional practices to foster inquiry and enable authentic student research. When possible, student research contributes to the school community and the broader community. Harlow teachers reinforce connections among science, math, engineering and technology as they promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions, accurate when collecting data, insightful when

drawing conclusions, and unbiased when supporting statements with reliable scientific evidence. Harlow will utilize STEMscopes as part of the primary science curriculum resource.

Engineering - The Engineering curriculum at Harlow is an inquiry-based STEM curriculum that teaches students thinking and reasoning skills needed for success. Built around the engineering design process, Harlow students learn how to solve problems systematically, creating skills, optimism, and attitudes that are vital for their futures. Integrated lessons, activities, and web resources aim to help students learn more about engineering. Some of these resources come from the National Science Digital Library (NSDL). NSDL is the National Science Foundation's online library of resources for science, technology, engineering, and mathematics education.

Technology - Students at Harlow will become literate in technology and develop skills and abilities to utilize technology in ways that enhance communication and problem solving through various ways of accessing, managing, integrating, evaluating and creating information to improve learning in all subject areas. Technology education is designed to create lifelong knowledge and skills for the 21st century.

Social Studies - At Harlow, the social studies curriculum is prioritized so that students develop an understanding of enduring concepts that can be applied to the global world as it continues to evolve. Teachers view social studies instruction as an opportunity to develop each student's capacity to interpret their world critically and to then engage productively in the world. Teachers help students understand the big picture and timeline of history, emphasizing deep understanding rather than memorization of a myriad of facts and details. It is through this focus on the big picture that teachers support students to

appreciate and understand diverse cultures and develop an understanding of the connections among ancient and modern cultures. To help animate history, teacher choose compelling case studies and projects that include narratives that intertwine history, government, economics, geography and culture, eliciting and illuminating enduring themes. Students investigate and address social issues within their local community and become compassionate community members. While learning social studies, students act as social scientists. They analyze primary sources, consider multiple perspectives, conduct research, and draw conclusions. Explicit literacy instruction is a focus for all students at all grade levels. As a result, students learn to read, write and think as historians. Pearson is the primary resource for social studies.

Arts - At Harlow, the arts in all forms are celebrated as a foundation for understanding culture. They are considered and valued as a central aspect of learning and life. Artistic skills are understood as intelligences and artistic achievement is valued as academic achievement. Student exhibitions of learning feature the arts along with all other subjects. The halls of Harlow will be filled with student artwork, displayed in such ways that honor the work. Artistic performances are a point of pride for Harlow. The visual and performing arts are taught using the same effective instructional practices that are used in the other disciplines and all students have access to professional artists and professional exhibitions and performances. Classroom teachers use professional art educators and artists whenever possible to support high-caliber artistic learning. The arts build school culture and student character by emphasizing authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all

disciplines. Arts are often used as a window into disciplinary content in other academic subjects. The arts are also used as a window into diverse cultures and regions of the world.

Fitness and Well-Being - Harlow promotes wellness in students and staff.

Healthy eating, exercise, stress reduction, and healthy relationship – the key elements of physical and mental health – are included as part of Harlow’s wellness approach. The physical education program places a strong emphasis on personal fitness and nutrition and character development, and reinforces Harlow’s culture of respect, responsibility and achievement. Physical activity and outdoor time are woven into the school day whenever possible and appropriate. Experiences in the real world – working in and appreciating nature – are a priority for students and staff. Physical challenges push students to pursue excellence and assume responsibility for their own learning. Teachers help students understand the connections between physical challenge and academic challenge. Harlow provides a healthy hot lunch program with breakfast and snacks and discourages unhealthy foods. All staff emphasizes the importance of wellness and are stewards of a climate of social and emotional safety for students.

Curriculum Expectations - Curriculum expectations are communicated to staff, students and parents in a variety of ways. Staff is informed about the curriculum in written communications embedded in Harlow’s various operations manuals, to verbal communication via one-on-one or group meetings including professional learning communities (PLC), and regular in-service training. Ongoing communication with staff also occurs via Harlow evaluation system that includes Marzano’s iObservation tool. Parents are informed about the curriculum through the Parent/Student Handbook and

regular curriculum meetings. Students are informed about the curriculum expectations through classroom syllabi and daily content and learning expectations that are verbally communicated by the teacher and put in writing on classroom white-boards.

Harlow's Educational Program will be predicated by the Oklahoma Academic Standards. Instructional strategies are based on best practices and research-based frameworks. The teachers at Harlow will utilize Cooperative Learning strategies and Project Based Learning strategies to engage students in active academic tasks. Best practice methodology includes setting clear lesson goals, starting lessons with show and tell, questioning to check for understanding, utilizing graphical summaries, practice, providing students with feedback, flexibility with timelines for learning, encouraging productive group work, teaching student strategies for learning and nurturing meta-cognition.³¹

In addition to ATLAS, teachers will have access to a variety of primary and secondary resources, as noted below, which will be aligned to the standards and objectives of each lesson. Using the Marzano lesson design, teachers will incorporate lesson segments to interact with new knowledge, deepen and practice new knowledge and help students test and hypothesize to synthesize new knowledge. Teachers will also use formative assessment data to tailor instruction and provide feedback to students to help them monitor and track their learning goals. This best practice will empower teachers to reach all students at all levels, whether general education, students identified

³¹ (<http://www.evidencebasedteaching.org>).

for special education support services, English language learners, at-risk students or gifted students.

English Language Arts Instruction (Reading Comprehension & Fluency, Vocabulary, Grammar, Writing and Spelling): Harlow will utilize the Oklahoma Academic Standards for Language Arts instruction. The standards can be downloaded from the web by visiting:

http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-ELA-Final%20Version_0.pdf.

The site describes the ELA standards this way: “dependent reading and writing is a natural outgrowth of strong standards implementation through rigorous curriculum.” Students are asked to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer to what they’ve read. This develops critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines. Literacy standards allow teachers of ELA, history/social studies, science, and technical subjects to use their content area expertise to help students meet the challenges of reading, writing, speaking, listening, and language in their respective fields.

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

The textbook series will be Pearson Cornerstone/Keystone series, which will coordinate with the Pearson English Learning System utilized by English Learners. Cornerstone (Elementary) is a multi-level program designed for Elementary English Learners and struggling readers whose academic achievement is two or more years below grade level in grades K-5. The system uses a balance of content area reading and high interest stories to provide research-based reading and language skills instruction. The program features include academic language acquisition, instructional support imbedded resources, and ancillary support.

Harlow students will utilize the Pearson English Learning System not only to master English, but to improve their understanding of content material and vocabulary as well. The connection between the English Learning System and the actual reading program using Fountas and Pinnel leveled readers give students an integrated approach that reinforces instruction both in English and in reading comprehension.

In addition, students will work with their instructor daily in Guided Reading Groups. This gives every student the opportunity to work with their teacher one on one every day. Every student is given a chance to work on grade level reading comprehension

skills taught to the class at their own reading level. Celebration of success at all levels of performance is extremely important for continued growth.

One additional resource used is Making Meaning Comprehension and Vocabulary series. This allows English Learners to focus specifically on comprehension strategies and vocabulary that is used daily. Such a focus is extremely important for those students who are learning the English language and allows them to more easily read content area text books and stories.

Mathematics Instruction: The My Math series by McGraw-Hill will be utilized as the textbook for mathematics instruction. This program will be used to meet the State Standards content objectives for math, found at:

http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-Math-Final%20Version_3.pdf

For more than a decade, research studies of mathematics education in high-performing countries have concluded that mathematics education in the United States must become substantially more focused and coherent to improve mathematics achievement in this country. To deliver on this promise, the mathematics standards are designed to address the problem of a curriculum that is “a mile wide and an inch deep.” These standards build on the best of high-quality math standards from states across the country. They also draw on the most important international models for mathematical practice, as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators, parents and students, and members of the public.

The math standards provide clarity and specificity rather than broad general statements. They endeavor to follow the design envisioned by William Schmidt and Richard Houang (2002), by not only stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value and the laws of arithmetic to structure those ideas. In addition, the “sequence of topics and performances” that is outlined in a body of math standards must respect what is already known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” Therefore, the development of the standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time. The knowledge and skills students need to be prepared for mathematics in college, career, and life are woven throughout the mathematics standards. They do not include separate Anchor Standards like those used in the ELA/literacy standards.

Common Core concentrates on a clear set of math skills and concepts. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems. These standards define what students should understand and be able to do in their study of mathematics. But asking a student to understand something also means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One way for teachers to do that is to ask the student to justify, in a way that is appropriate to the student’s mathematical maturity, why a mathematical statement is true

or where a mathematical rule comes from. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

Manipulatives and technology will be utilized on a regular basis so that students can engage more meaningfully with the content. As students master grade level objectives in class, Accelerated Math worksheets will be given as homework. These sheets allow teachers to differentiate instruction by tailoring worksheets to each individual student learning level, arrange groups for small group or individualized instruction, and design groups for cooperative learning during class. The Accelerated Math program works by initialing assessing all students, determining their strengths and weaknesses, and then designs sheets that instruct students in areas of weakness or challenge them in areas of strength, offer practice opportunities, and then create assessment worksheets. Students complete the worksheets on a separate answer sheet that gets graded by the computer. At that point, the program determines whether more instruction and practice are needed or whether a new topic should be introduced.

Utilizing digital devices, students will also visit websites to practice skills, play games, and take assessments. In particular, students will utilize: BrainPOP! and BrainPOP! Jr., www.sheppardsoftware.com, and www.coolmath-games.com. Additional games and activities that allow students to use math skills to accomplish tasks for everyday life will be utilized whenever possible.

Science Instruction: Instructors will utilize Next Generation Science Standards to teach our students grade level science concepts. The standards are located at <http://www.nextgenscience.org/next-generationscience-standards>. While Harcourt

Science textbooks will serve as a resource, STEMscopes classroom science kits providing hands-on experiments and activities that engage students in the excitement of performing science. Delta-Foss kits are used as a supplemental performance piece, allowing students to work with more sophisticated pieces of equipment, integrate math and record-keeping and work more consistently using the Scientific Method. Resources such as STEMscopes, Discovery Ed streaming, www.primarygames.com/science.php , www.sheppardsoftware.com/science.html , www.sciencekids.co.nz/gamesactivities.html provide examples of the scientific method in process, view demonstrations or experiments, and demonstrate their understanding through various activities and performance assessments.

Social Studies Instruction: Harlow will follow the Oklahoma Academic Standards for all grade levels. The standards and several excellent resources (vocabulary lists and a toolkit) can be accessed from <http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Social%20Studies%20OK%20Academic%20Standards.rev815pdf.pdf> . The Scott Foresman textbook series serves as one resource. In addition, students will again utilize Discovery Education, Sheppard Software, other on-line games, and Reader's Theater as appropriate. Further, students will work to engage themselves in community projects, gaining a deeper understanding of community and the need to know about all cultures, history, geography, and economies of the world.

Special Needs: Harlow's commitment to a diverse and inclusive community will extend full support to students with disabilities and those that have limited English skills. Grounded in the educational philosophy that all children can learn; Harlow will maintain

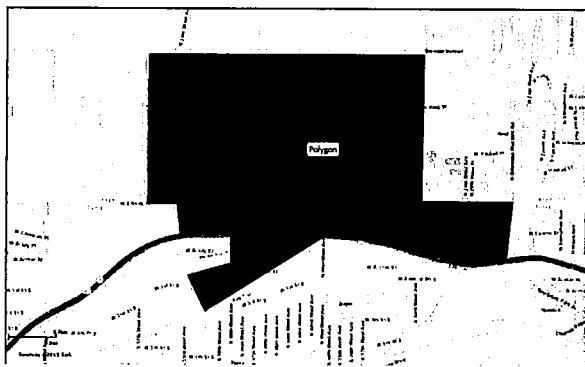
appropriate but rigorous standards for all students, while providing a support structure specific to the needs of each and every student. Harlow will provide a free and appropriate public education to all students. For students that have special needs we will ensure their education takes place alongside their classmates in the least restrictive environment in accordance with the individuals with disabilities in education act (IDEA). “Reggio's powerful image of the child nourishes the authentic practice of maximizing each child's capabilities. With that, inclusion has the potential to reduce fear, to build respect and understanding not only in school life, but for the future as well” (Gilman, 2007). Harlow will ensure that the appropriate number of teachers, having special education or English language learner certifications, are hired to meet the needs of our students and fulfill the obligations of any IEPs. Harlow will use an inclusion model to the extent practicable to allow students with disabilities and those with limited English to be part of the classroom community. Harlow will have a child study team to identify and ensure that the needs of all students are met. Harlow will also employ a response to intervention system to identify, support and monitor struggling students. This team will meet weekly to review support for individual students and ensure their needs are being met or make changes to meet student needs. Since Harlow is designed to be a diverse community, teachers will be trained to be sensitive to the different ways students can express their engagement, incorporating necessary modifications and accommodations to the delivery of instruction and assessment program, thus allowing students the freedom to learn and show their learning despite their differences. To support its English language learners, Harlow will utilize a focused, daily time block to give these students the support they need to master the English language. Harlow will utilize cooperative reading

strategies, graphic organizers, digital applications, and specially selected reading materials to allow English language learners to access the core curriculum, enhance language development and be a member of the classroom/school community.

The standards and objectives for the curriculum by grade level and content area have been added to this application in Other Documentation – Appendix B.

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.*



Located at 4305 W Edison in
Tulsa OK, 74127; Harlow will be open to
any student living within the designated

academic enterprise zone in accordance with Sections 8-103 and 8-104 and 3-140 of Title 70. No student will be denied admission based on race, ethnicity, national origin, gender,

disability, aptitude, or athletic ability. Harlow shall comply with all applicable anti-discriminations laws governing public schools including Title VI of the Civil Rights Act. Each year, students living within the academic enterprise zone, upon verification of residency, and in compliance with local immunization statutes, will be selected by lottery (if applications exceed available seats).

The Oklahoma Charter School Act states: "A charter school may designate a specific geographic area within the school district in which the charter school is located as an academic enterprise zone (AEZ) and may limit admissions to students who reside within that area. An academic enterprise zone shall be a geographic area in which sixty percent or more of the children who reside in the area qualify for the free or reduced school lunch program. Data documents that Chouteau Elementary School previously had a 99% free and reduced student enrollment. It is therefore anticipated that the proposed academic enterprise zone will qualify.

Any child meeting the eligibility requirements of Oklahoma law will be eligible to apply to the Harlow lottery. Preference will be given to students living within the academic enterprise zone as noted. Beside age and residence, there are no other requirements for admission. As of early 2018, there were 79 households with Children between the ages of 4-8 within the AEZ boundaries.

Applications for the forthcoming 2021-2022 academic year will be due on the first Friday of June 2021. If there are more applications than space available, a public lottery will be held for admittance on August 1, 2021. Parents will be notified by July 30, 2021 if a lottery needs to be held. Notification of admittance will be done via letter to be sent out no later than August 15, 2021. Parents must confirm that their student will be

attending by the last Friday in August 2021.

Harlow seeks to reflect the population of the community within which it resides. As such, we anticipate serving a population that is approximately 10% Hispanic, 20% African-American, 40% Caucasian, and 20% American Indian with the remaining percentage of students identifying as other races or multiracial. We project that over 60% of our students will qualify for free and reduced lunch, up to 20% may qualify for special education services and approximately 15-20% will identify as English language learners. Materials will be sent to all families within the academic enterprise zone informing them about Harlow and the steps to take to apply for admission. These materials will be made available in Spanish and any other languages (Hmong, Arabic, Burmese, etc.) that may be needed.

Harlow Creek seeks to use a slow growth model similar to that of the development in which it resides. As such, budgets have been developed to sustain the school at numbers as low as twenty students. This approach is reflective of the first six years of development at Carlton Landing.

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.*

The Board of Directors acknowledges that student conduct is closely related to learning and an effective instructional program requires an orderly school environment, as reflected in the behavior of students. Harlow will adopt and reflect the discipline policies established by Tulsa Public Schools as published in the Parent Guide³². The Board believes the best discipline is self-imposed, with students assuming responsibility for their own behavior and the resulting consequences.

The Board shall require each student of this Academy to adhere to the Code of Conduct established by the administration and submit to such disciplinary measures, appropriately assigned for infraction of those rules. Such rules shall require students to do the following:

- A. Conform to reasonable standards of socially acceptable behavior;
- B. Respect other persons and their property;
- C. Preserve the degree of order necessary for the educational program in which they are engaged;
- D. Respect the rights of others;
- E. Obey the constituted authority and respond with respect to those who hold that authority.

The School Leader shall develop Administrative Procedures for student conduct (Code of Conduct) that carry out the purposes of the Board adopted policy and have the following characteristics:

- A. Focus on the need to maintain a school environment conducive to learning;
- B. Do not discriminate among students;

³²<https://resources.finalsite.net/images/v1534447569/tulsaschoolsorg/dmagas8e3yqzfhlgfjf/ParentGuide1819.pdf>

C. Do not demean students;

D. Do not violate any individual rights constitutionally guaranteed to students.

The School Leader shall also designate sanctions, excluding corporal punishment, for the infractions of rules in the Code of Conduct. The sanctions shall accomplish the following:

A. Relate in kind and degree to the infraction;

B. Require the student to take responsibility for his/her actions;

C. Reduce the effects of any harm caused by the student's misconduct.

Harlow shall publish to all students and their parents the rules of this Academy regarding student conduct, the sanctions which may be imposed, and the due process procedures to be followed in administering the Code of Conduct.

The School Leader shall have the authority to assign discipline to students, subject to Administrative Procedures (Code of Conduct) and the student's due process right to notice, hearing, and appeal.

Staff members with authority over students shall have the authority to take the necessary means to control any disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board. The Reggio Approach to collaborative learning provides the perfect combination of child-directed discovery and teacher guidance and encouragement and reduces incidences of chronic misbehavior.

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.*

Harlow, its teaching staff, administration and its board of governance recognize and value the uses of quality assessments. Staff will receive regular professional development on the use of assessment data to drive continuous school improvement. Harlow will utilize the concept of feedback loops as a method to ensure that quality assessments are employed as a method of for continuous improvement as it pertains to teaching and learning. Teachers will create grade/subject level common formative assessments that will inform teachers what is being learned daily. This will allow teachers to find best practices that fit their students, adjust teaching strategies based on data, collaborate with fellow teachers and maximize student learning in real time. Teachers will also give common summative assessments at the end of units/projects to ensure that students are progressing toward established state standards. The school leader will collect, organize and disaggregate summative data to establish any potential patterns of areas in need of improvement. The school leader will work with teachers to ensure that students in need of improvement are re-taught utilizing a new differentiated approach. The school leader will report summative assessment data to the board during monthly board meetings. The school leader will also inform the board as to how the Harlow students are progressing relative to similar populations across the city, state and nation. Regular assessment will document the progression of student learning.

Administration will develop a continuously improved assessment and evaluation model that allows stakeholders to follow student progress and support learning. Assessments will include the NWEA's Measure of Academic Progress (MAP) and the Oklahoma State assessment program, including early literacy assessments. Assessments provide teachers with the ability to improve teaching and student learning through measurable, data-driven decision-making. The assessment program will include formative and authentic assessments used by classroom teachers to include portfolios of students' project based learning. Assessments designed to make learning visible in accord with the Reggio adopted philosophy may also include writing samples, artwork, videos, audio recordings, performances, dance and movement.

While assessment data is paramount for all schools, Harlow places great value on community. As such, students will also be assessed on their service to the community. To some, the idea of community service is seen as a compensatory requirement. Harlow will not simply measure students' service to the community in the traditional method of hours. Rather, Harlow seeks to create community-minded citizens. As such, Harlow values service in terms of social action, in other words, meeting a need within the community. This expectation is not something to be done wholly outside of the school day. Rather, Harlow teachers will facilitate learning through social actions and; students are expected to achieve academic understanding through learning about their community and meeting needs therein.

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.

Harlow Creek School will comply with all Oklahoma School Testing Program requirements and will adhere to all guidelines, rules and requests set forth by the State Office of Accountability. Harlow Creek will act with complete transparency to the board of governance, Tulsa Public Schools, the State Department of Education and all other partner agencies. Harlow will adhere to the standards set forth by federal legislation including but not limited to Title I, Title III, Title VI, Title IX, and Every Student Succeeds Act.

All assessments mentioned in the student assessment portion of this document will be aggregated to provide a yearly perspective document that informs the board, sponsoring agency and other partners of academic progress. The yearly perspective will include achievement data for all sub-groups, grade levels, and will highlight trend data. Included in the report will be areas in need of improvement and a plan for improvement. In addition to this academic report, Harlow will provide an organizational perspective to ensure financial transparency and organizational health.

Harlow will follow the Tulsa Public Schools accountability plan and process, including all testing and reporting procedures set forth by the district. We will follow all Oklahoma State testing programs and reporting procedures. The designated school testing coordinator will attend all required trainings and ensure that all building personnel are properly trained and adhere to all testing protocols.

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.*

The following individuals have been actively involved with the development of Harlow Creek Elementary School from its inception. Incorporated with the Oklahoma Secretary of State on July 26, 2018, the initial incorporators currently serve as the officers and directors of Harlow Creek Elementary School, Inc. and are the initial proposed members of the Board of Directors ("Board").

Name	Address	Background and Experience	References
Scott Pardee	9802 E. 85 th Place Tulsa OK 74133	Entrepreneur & Construction Mgr	To be provided separately
Caleb Starr	8937 S. Darlington Ave Tulsa OK 74137	Educator	To be provided separately
Kelsey Pierce	11522 S. Mulberry Lane Jenks OK 74037	Attorney at Law	To be provided separately
Jerry Goodwin	2406 W. Pine Pl. Tulsa, OK 74127	Educator	To be provided separately
Rachael Stagner-Farrell	7304 S. 99 th E. Ave, #711 Tulsa, OK 74133	Accountant	To be provided separately
Employees/Consultants			

Sarah Luna	1331 E. 21 st Street Tulsa, OK 74114	Educator	To be provided separately
Dr. Lorilyn Coggins	317 W. Caroline Fenton, MI 48430	Educator	To be provided separately

With a Bachelor of Science degree from Oklahoma State University, Scott Pardee is a managing member at Pardee Construction and Evolving Communities development. Scott served on the board for several community organizations including the U.S. Green Building Council and has over fifteen years of experience in construction management.

With a Master's Degree in Educational Leadership from Oklahoma State University, and working to complete his E.D.D. from the University of Oklahoma, Caleb Starr worked for nine years at Tulsa Public Schools and is currently employed at Broken Arrow Public Schools.

Kelsey Pierce, current Board Treasurer, is a practicing attorney having earned his law degree from the University of Tulsa College of Law after having earned a Bachelor's Degree from the University of Oklahoma. Pierce currently works for Barber & Bartz with expertise in business organization, non-profit corporations, zoning, property law and intellectual property. As we approach our first school year Oklahoma Consulting and Accounting Services LLC will move into the role of treasurer.

This founding team includes an education expert, operations expert and school finance expert. As the education lead, Mr. Starr has been instrumental in establishing the school's unique approach to delivering the curriculum to fulfill Harlow's mission and vision and enhanced student achievement. As the operations expert, Mr. Pardee will be instrumental in procuring the facility and has also been influential in reaching out to the community to establish community partnerships. Mr. Pierce understands school finance

and has been instrumental in developing an accurate pre-operational and first year operations budget.

Additionally, Board Member Rachael Stagner-Farrell is currently employed at Muret CPA and has served in volunteer capacity in assisting Educare with accounting support and community awareness for the past several years. Jerry Goodwin, a respected writer in the community and local college professor, has served on the National Board for the American Red Cross. We believe both of these individuals offer balance and leadership to our blossoming school.

Part of founding team, Sarah Luna has been identified as the School Leader. As School Leader, she will be a non-voting member of the Board of the Directors. Sarah has earned a master's degree in educational leadership from Concordia University. Her bachelor's degree was earned at the University of Oklahoma. With both charter school and traditional public-school experience, Ms. Luna will step in and lead Harlow with the requisite skills and abilities to move the school forward toward its stated vision.

As needed, additional legal counsel may be provided by William Hickman of Hickman Law Group and Gregory M Meihn of Foley & Mansfield. Based in Ferndale Michigan, Mr. Meihn is licensed to practice in the State of Oklahoma and has extensive experience in the national charter school sector. Contact information is as follows:

Name	Address	Telephone	E-mail address
Bill Hickman	330 W. Gray St, Ste. 170 Norman, OK 73069	(405) 605- 2375	hickman@hickmanlawgroup.com
Gregory M. Meihn	130 E. Nine Mile Ferndale MI 48220	(248) 672- 4132	gmeihn@foleymansfield.com

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.*

Harlow will be governed by the Board of Directors (the "Board"). Harlow has been established and incorporated as an Oklahoma non-profit. Harlow was organized by a group of community members interested in forming a high-quality charter school for the primary purpose of providing educational choice for residents of the Northwest Tulsa, to improve student learning, and to promote innovation within the school through a Reggio approach and a focus on the community. The governing board is comprised of community and educational leaders that want to volunteer their time to serve Harlow. These individuals represent a cross-section of experience, to include education (organizational and pedagogical), business (organizational, operational and financial) and law. As the Board evolves, some of the board members may be parents of students who will attend Harlow.

The Board of Harlow (the "Board") plans to conduct fingerprinting and background checks on Board members and any exceptions noted on the background check(s) will be disclosed to the Tulsa Board of Education. Additionally, Harlow intends to require any disclosure statements regarding criminal activities, pending legal actions, and/or conflicts of interest be executed by Board members as required by law.

To protect the original plan and culture of Harlow, the Board will seek to stagger Board terms and use an interview process for the selection of new Board members to ensure that the mission and vision remain in alignment.

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).*

The governing Board is comprised of all board members and the School Leader, who is a non-voting member. The School Leader is on the Board to serve as a liaison between board members and the school and its employees and is responsible for reporting on day-to-day operations, academic and financial reports and general organizational health. No school employee shall be eligible to serve on the Board as a voting member. The prospective members of the Board understand that their role is to ensure, while the School Leader's role is to execute. The Board will be responsible for the following:

- **Mission and Vision**: Create and steward the vision and mission of the school.

- **School Policy**: Create a comprehensive set of policies to facilitate academic and organizational success and protect the school, students and all other stakeholders.
- **Financial Oversight**: Ensure the financial health of the school, create a mechanism for fundraising, create budget and ensure adherence, maintain financial transparency.
- **Community Visibility**: Advocate for the school throughout the community, respond to community questions and concerns, increase the school's network of partner agencies.
- **Compliance**: Make sure the school and organization operate within all laws, policies and regulations pertaining to public charter schools, file all legal and regulatory documents.
- **School Leader Oversight**: Select, manage, evaluate and support the School Leader.

The Board will elect a president, vice president, secretary and treasurer. The following oversight committees may be formed to assist in the governance process: Finance, Academics, Organizational Governance, and School Leadership Development. A copy of the filed Articles of Incorporation and Bylaws has been included in Attachment G.

The Board intends to secure liability insurance to assume liability for any issues arising from Harlow, to include tort liability. The Board also agrees that the sponsor has no liability relating to Harlow.

The Board is responsible as the governing entity of a public school for the creation and monitoring of the policies to ensure compliance with the law and the

achievement of the mission of Harlow. The Board also understands its responsibility for the operational decisions of Harlow and the oversight necessary of administrators, teachers, and staff to ensure the legal and proper implementation of these operational decisions.

The Board understands that it is subject to the same conflict of interest requirements as any traditional public-School board member, as well as the conflict of interest requirements of a non-profit entity. A proposed conflict of interest policy will be provided upon request.

The Board understands that it may not enter into a contract, to include an employment contract, until it has an approved application and charter. The Board understands that it exists solely as a result of the charter approval and that it must at all times comply with the terms and conditions of that charter. The Board will endeavor to create a partnership with the authorizer, fulfilling the purposes of the Charter School Act. The Board understands that, as a legal entity, it has the authority to sue and be sued in its own name. The Board understands that it is prohibited from levying taxes or issuing bonds.

Meetings are tentatively planned for the third Tuesday of each month. This timing specifically allows for timely financial reports to be presented after a monthly reconciliation and closing of the prior month's books. Meetings will be held at the school.

The Board of Directors will comply with the Oklahoma Open Meeting Act and the Oklahoma Open Records Act by regularly consulting with legal counsel.

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.*

While parents may be selected to serve on the Board or serve on a special committee under the Board, only the voting members of the Board of Directors shall have decision making responsibility.

Parents may attend board meetings in accordance with the Open Meetings Act and express opinions or objections during the public comment section of the board agenda. Concerns should always be addressed to the School Leader before bringing a complaint to the Board. A complaint procedure will be published in the Student Handbook.

Parent volunteer opportunities exist where parents can chaperone field trips, serve as playground monitors or coordinate special guest speakers. Parents can also aide the Board to achieve the mission of Harlow by:

- Ensuring their child attends school on time and is prepared to learn.
- Being aware of their child's progress and talk about school with him/her.
- Communicating with teachers and school staff to support and challenge their child.
- Encouraging reading and writing at home.
- Encouraging child to complete homework.
- Expecting the school to maintain proper discipline.
- Participating in activities that support the school.
- Being responsible for their child wearing uniform.

Parent/Teacher Conferences: Parents will be notified frequently about student progress. During the school year, there will be a minimum of two formal parent/teacher conferences scheduled for the parents and teachers to have one-to-one discussion regarding the student's progress.

Harlow embraces the concept of community identifying parents as the most important stakeholder group. Once opened, active involvement by parents can take the following forms:

- Attendance at professional workshops and trainings held on campus
- Assistance with tutoring and support programs
- Volunteering to assist with classroom activities, labs, and field trips
- Assistance with the development of community partnerships
- Attendance at regular Parent University meetings
- Utilization of the Parent Participation Station

Parent University events will feature experts from the community who will speak on various topics based on community need. The **Parent Participation Station (PPS)** will be an on-site resource center for parents with a lending library, computer center (for access to surveys and electronic communications), minutes from committee and board meetings, and data charts showing academic progress. The PPS will be home to the PTO, Parent University, and the location from which volunteer activities will be coordinated and community partnerships established.

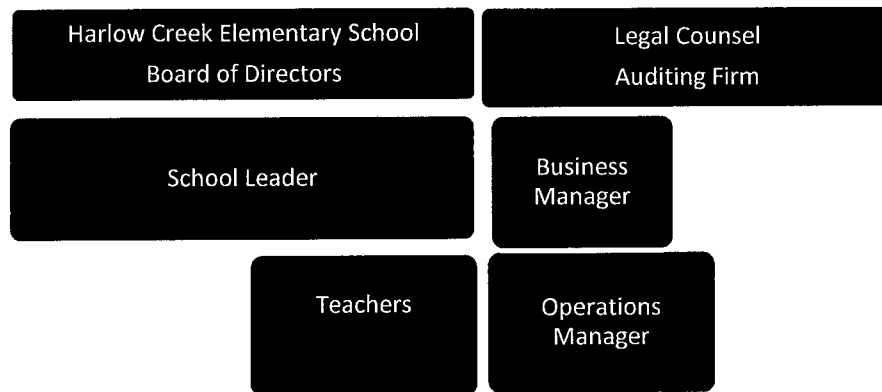
E. Administration/Leadership

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.*

Oklahoma Department of Education

Tulsa Public Schools



School Leader. The School Leader is an employee of the School Board and will perform the following duties:

- Embody, manifest, and advocate the mission of the school.
- Articulate the vision for the school and its future.
- Monitor and address all matters of school climate and culture.
- Serve as an ex-officio member of all standing committees.
- Provide to the Board with various scenarios and possibilities for the Board to consider as it does its work focusing on the strategic future of the school.
- Represent the Board in its relations with the faculty, staff, students and the patrons of Harlow.

- Direct or assist with all operations of Harlow, including facilities maintenance and operation, food service, transportation, athletics, extracurricular, summer programs, development and fund raising, and community affairs.
- Monitor curriculum, grading, testing, and reporting to parents
- Prepare for and conduct periodic program evaluations
- Submit reports to external agencies as required
- Establish disciplinary policies and standards of conduct
- Represent the school in its relations with state and federal agencies and with local, state, regional, and national educational organizations and accrediting agencies.
- Act as liaison with the other organizations to ensure fulfillment of the school's contractual obligations; to coordinate schedules, arrange for rentals, and coordinate procedures where the interests of both organizations are involved.

During the first school year, the school leader will need to operate in the role of a teacher and school leader for sustainability purposes.

Operations Manager. The Operations Manager reports directly to the School Leader.

The following duties will be performed by the Operations Manager or, as the size of Harlow grows, by office staff under the supervision of the Operations Manager:

- **Admissions Duties:** Supervise the admissions process to determine programs for the recruitment of students, including marketing and outreach, information dissemination, applicant testing and interviews and acceptance and decisions.
- **Human Resource Duties:** Handle all matters regarding employment, retention, and dismissal of personnel; salaries and contracts; job assignments and performance

evaluation; and orientation and training. To prepare employee handbooks and maintain appropriate personnel records.

Business Manager. The Business Manager reports directly to the Board. This position may be initially outsourced to an independent contractor. The following duties will be performed by the Business Manager or, as the size of Harlow grows, by office staff under the supervision of the Business Manager:

- **Budgeting.** Supervise the office staff in the preparation of preliminary and final budgets;
- **Financial Modeling.** Prepare financial models and projections as requested by the School Leader;
- **Assessments and Collections.** The Business Manager will oversee the collection of all monies as they become due.
- **General Records.** The Business Manager will maintain and keep complete, accurate and up-to-date books and records for Harlow, including accounting and financial records, correspondence, and all other records that are provided to School Leader and reasonably related to Harlow. This includes, but is not limited to, the contracts relating to Harlow, business and other dealings with suppliers, and all others with whom business is transacted.
- **Financial Management and Records.** The Business Manager will establish a financial accounting system for the affairs of Harlow, including the establishment of reserve accounts. This financial accounting system will include the following activities:

- Maintenance of the checkbook and entering deposits and drawing checks as necessary. The Business Manager will oversee the prompt deposit all monies collected on behalf of Harlow. The Board reserves the right to designate signatories on all accounts.
- Preparation of the Financial Report as part of the Management Report.
- Receipt and reconciliation of the monthly bank statements, delivery to the Board access to the monthly reconciliation, and maintenance of a system of office records, books, and accounts in accordance with generally accepted accounting principles.
- Maintenance of the general ledger and subsidiary accounts.
- Disbursement from the funds of Harlow regularly and punctually:
- payments for salaries and any other compensation due and payable to the employees of Harlow, together with the payroll taxes thereon,
- any benefit related expenses, and any markup required;
- Academy insurance premiums; and
- Sums otherwise due and payable by Harlow as operating and maintenance expenses.

In no instance should there ever be a late payment charge on an obligation because of failure to pay on time unless the Business Manager has been instructed not to pay on time. In the event of such a late charge or penalty, School Leader will reimburse Harlow for such charge or penalty providing Harlow was financially capable of making payment when originally due.

Teacher. The Teachers are responsible for most direct instruction and direct contact with the students with a job description more specifically defined below:

- Maintain and enrich their expertise in the subject area they will teach
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis
- Provide direct and indirect instruction
- Long and short-term planning addressing individual needs of students
- Prepare students adequately for all required assessments
- Evaluate students' progress
- Prepare at least quarterly individual student achievement reports for parents
- Provide an inviting, exciting, innovative, learning environment
- Engage in effective and appropriate classroom management
- Accept and incorporate feedback and coaching from administrative staff
- Serve as an advisor to students, including organizing advisory groups,
- Overseeing academic and behavioral progress
- Perform other duties, as deemed appropriate by the School Leader.

Other positions necessary to the effective operations of Harlow may be initially outsourced to include support services required by students' IEPs in accordance with their disability that may include teacher consultants, resource room teachers, occupational therapy, speech therapy, psychological evaluations, and social work. Additionally,

custodial services and lunch room supervision will initially be outsourced until Harlow's enrollment is such that the positions can be filled by full-time employees. Harlow shall ensure that at all times all students are provided with an appropriate education. It is anticipated that some of these support services could be contracted through Tulsa Public Schools. Staffing levels will be determined on an annual basis based on enrollment needs.

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.*

PERSONNEL AND EMPLOYMENT POLICIES

1. Discrimination. It is the policy of Harlow to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex or disability. It is further this Academy's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, layoff and termination. Harlow complies with all applicable equal opportunity laws and regulations administered by the U.S. Department of Education, the U.S. Department of Labor and the U.S. Equal Employment Opportunity

Commission. Qualified disabled individuals will not be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any program or activity operated by or through Harlow solely by reason of disability. Administrators will make reasonable accommodations to the known physical or mental limitations of otherwise qualified disabled applicants or employees unless such accommodations impose undue hardship on the operation of Academy's programs and activities.

2. Harassment. It is the policy of Harlow to prohibit harassment, upon any basis, from occurring in the workplace or any other place where an Academy sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate Harlow's commitment to maintaining a workplace environment that is free of harassment of and by its employees. It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

a. Defining Harassment - Unwelcome verbal, physical, or visual conduct may constitute harassment when:

- i. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with Harlow.
- ii. Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,
- iii. Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

b. Harassment may include such actions as: repeated offensive or unwelcome verbal comments, jokes, or innuendo words or gestures used to describe a person or depict a situation; or the display of offensive objects or pictures.

c. Investigation and Remediation. If an employee believes that he or she has experienced harassment, or believes that he or she has witnessed harassment, that employee should immediately notify an administrator or Board member with whom the employee feels most comfortable in discussing the matter.

d. A designee of the Board will promptly investigate all reports of harassment. This information will be kept confidential by the investigator and will only be reported to the Board or its' legal representative.

e. If an investigation confirms that harassment has occurred, the Board will take appropriate corrective action which may include but not be limited to, a verbal reprimand, an official memorandum in an employee's personnel file, salary adjustment, suspension with or without pay, or termination of the offending employee.

f. No employee will be subject to employment-based retaliation, intimidation, or discipline because of making a complaint of harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of harassment.

2. Employment Policies.

a. **Employment of Faculty and Administration.** The employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with Harlow or a prospective employee's likelihood of being

hired. Upon employment by Harlow, all employees are required to complete all necessary financial forms and benefit applications as deemed necessary by Harlow or its designee.

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

c. Certification. Every attempt will be made by Harlow to place fully certified teachers according to state Teacher Certification requirements, or highly qualified teachers in accordance with No Child Left Behind Act and Every Student Succeeds Act. Finally, Harlow will attempt to employ experienced teachers when possible, experienced teachers will have more than three years of classroom teaching experience.

d. Employee Discipline, Suspension and Dismissal. Due Process: Review by Committee of Directors. A teacher has the right to appeal the decision of the School Leader to a Committee of Directors. The Committee will then review all information, including but not limited to evaluation reports, documents related to the teacher's work history, logs of conversations, "Plan of Improvement", and written responses by the employee. The Committee will review the procedure taken by the School Leader, both in their Performance Review of the teacher, assistance with a Plan of Improvement, counseling of the teacher and the process used by the School Leader in their determination of teacher discipline, termination, or suspension. The Committee will determine if the process followed was in keeping with the policies, procedures and philosophy of Harlow. If the Committee determines that the process was

correctly followed and that the decision of the School Leader was sound based upon the facts, then they will uphold the decision of the School Leader. If the Committee finds that proper procedure was not followed or finds that a correct decision concerning the teacher was not made, then they will overturn the decision and the School Leader will formulate a new “Plan for Improvement”. If the Plan of Improvement is successfully completed, then the teacher is retained. If the Plan of Improvement is not completed within the time frame, the teacher will go directly before the Committee for determination of their employment status. If it is the opinion of the School Leader that the teacher presents a direct threat to the safety and/or welfare of the students, to Harlow, or any Academy employee, then the School Leader may immediately suspend the teacher without pay and arrange for a prompt hearing before the Committee without first consulting with the President.

e. Employed “At-Will”. All employees of Harlow are at-will employees.

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

g. Employee Resignations. If an employee finds it necessary to resign during the school term, the employee will give written notice to the School Leader and the Directors not less than two weeks before the effective date of the resignation, unless the Directors make an exception. In the event of termination of employment prior to the end of an employment contract, the employee will be only entitled to the prorated salary and

benefits earned through the last date of employment. If an employee fails to give a minimum of two weeks' notice prior to the desired resignation date, that employee will forfeit compensation for any unused accrued vacation leave and benefits as it pertains to Supplemental Compensation or Leave Days. Such an employee remains eligible for any salary due, prorated to the date of resignation. Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined in the approved Policy and Procedure.

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

i. Hiring Policies. Employees may be hired as regular full-time employees or regular part-time employees. Employees will be placed on Harlow payroll and will be eligible for all benefits. Employees who are not regular full time or regular part time will be contracted on an individual basis. Support personnel will be individually contracted. Employee benefits packages will be administered on an individual employee basis.

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

k. Hiring Procedures. The following procedures will be administered for the hiring of regular full-time or regular part-time employees.

i. Declaration of Available Position.

1. The School Leader will declare a regular full-time or regular part-time faculty position to be available.

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

3. If the position is not offered to an existing faculty member, then the School Leader will report the position vacancy to the Directors.

ii. Notice and Review of Applications.

1. If the position is to be filled, the Directors will direct the School Leader to file notice of the position vacancy with various sources to attract the best qualified applicant.

2. The School Leader will review applications and resumes and will determine which applicants that will be interviewed.

3. The employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with Harlow or a prospective employee's likelihood of being hired.

4. Interviews will be declared closed by the School Leader. He/she will evaluate all applicants.

iii. Recommendation and Background Check.

1. The School Leader will recommend the best-qualified applicant for the position to the Directors.

2. The Directors will vote on the recommendation and the applicant will be notified in writing of the Directors' decision.

3. If the Directors vote to offer the job to the applicant, the applicant will be asked to submit to an OSBI background check and allow fingerprinting as required by Oklahoma Statutes.

iv. Employment Agreement.

1. Pending the results of the OSBI background check, the School Leader will discuss the terms of employment including salary and benefits with the applicant.

2. If the applicant passes the background check and accepts the proposed salary and benefits, the applicant will be given a reporting date.

3. Employees may be hired as regular full-time employees or regular part-time employees. Employees who are not regular full time or regular part time will be contracted on an individual basis.

4. All terms and conditions of employment will be evidenced in a mutually executed Employment Memorandum of Understanding.

5. On or before the Date of Hire as designated in the Employment Memorandum of Understanding, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by Harlow or its designee.

3. Employee's Rights and Responsibilities

a. Ethical Behavior. Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and

professionalism, with children, parents, prospective parents, co-workers, and the community. Faculty will be expected to adhere to the OK Standards of Performance and Conduct for Teachers, OAC 210:20-29-3 and 210:20-29-4.

b. Personnel Protection Against Retribution and Retaliation. No employee of the Academy will prohibit or discipline any other employee for:

- i. Refusing to act in violation of an established and well-defined public policy or for performing an act consistent with a clear and compelling public policy;
- ii. Reporting a violation of the Constitution or laws of the United States, the Constitution or laws of the State of Oklahoma;
- iii. Reporting violations of Academy Policy or Regulations;
- iv. Reporting intentional misuse or destruction of the assets of Harlow;
- v. Reporting inappropriate conduct of any employee toward students, patrons or employees of this Academy;
- vi. Reporting such information without giving prior notice to the employee's supervisor or anyone else in the employee's chain of command.

This policy will not be construed to protect any employee from appropriate disciplinary action who is otherwise engaged in misconduct or is unwilling to perform his/her duties. It should also not be construed to protect employees who report information that they know or reasonably should know to be false or information, which is confidential pursuant to law.

c. Grievance Procedures. The Board and School Leader will do whatever is practicable to provide the proper environment for the positive resolution of employee concerns.

Any employee aggrieved may submit a grievance pursuant to these Grievance Procedures. Failure to follow these Grievance Procedures constitutes a waiver of the employee's right to grieve.

i. Notice. In the event of a dispute involving employment or the implementation of personnel policies, the employee will submit a written notice to the School Leader stating clearly the nature of their grievance. All pertinent facts and details will be provided in this report that will assist the School Leader in his/her determination.

ii. Good Faith Effort to Resolve. Upon receipt of said written notice, the School Leader will perform a good faith effort to respond to the grievance and resolve the situation. This good faith effort will include (1) problem identification; (2) presentation of possible solutions; (3) selection of the resolution, including an action plan for specific implementation, if applicable; (4) time-line for implementation; and (5) follow-up.

iii. Recorded to File. A written summary of the good faith effort will be included in the employee's personnel file.

iv. Employee's Response. Upon receipt of the School Leader's good faith effort response, the employee will provide written response indicating one of the actions below:

1. Acceptance. If the employee agrees with the decision of the School Leader, he/she will commit to perform according to the action plan identified in the good faith effort to resolve.

2. Appeal. If the employee does not agree with the decision of the School Leader, the employee may appeal to the School Board.

v. Appeal to Board. If the employee elects to appeal to the School Board, the Committee of the Directors will review the original complaint and will determine if the School Leader followed proper procedure in determining a response to the grievance. The Board, in making its determination, may also review any written information, or logs of interviews or conversations with individuals that are submitted by the employee and the School Leader. The Board's determination will be the ultimate decision in the matter.

d. Remuneration from Other Sources. The following guidelines will be used in determining eligibility of employees for additional remuneration from Harlow over their contract salary and benefits or other sources of funds for services rendered:

i. Employees may not receive remuneration from other sources for work that they perform during their regular duty days or duty hours.

ii. Employees cannot be paid twice by Harlow for services performed during their regular duty day or duty hours except as provided in their employment contract.

iii. Employees may receive remuneration from other sources for services they perform outside of their regular workday that are not a part of their job responsibilities and duties.

iv. Employees may not use personal leave days or pooled school-leave days, disability leave days or workers' compensation days to provide services for remuneration from other sources.

v. This regulation will not apply when employees are directed to participate in Reserve, U.S. Armed Forces Activities or state or federal jury duties in accordance with federal and state statutes.

e. Professional Development. On an annual basis, Harlow staff professional development to teachers, which may include, but not be limited to, the following: Reggio Approach, Project Based Learning, Classroom Management, Blood borne Pathogens, Recognition and Reporting Requirements of Child Abuse and Neglect, School Safety, Bullying, Family Educational Rights and Privacy Act (FERPA), CPR, Common Core State Standards, School Policies and Procedures, and the Oklahoma State Testing Program Act. The professional development will include, but not be limited to the TPS professional calendar. The proposed five year budget supports regular and sustained professional development for all staff.

f. Participation in Political Activities. The Board recognizes that employees of the Academy have the same civic responsibilities and privileges as other citizens. Among these are campaigning for and holding public office. Employees' political activities will not interfere with job duties. Involvement in such activities will be at the discretion of individual employees and will not involve the educational programs of the district. Employees will not use Academy time, equipment, or supplies or facilities for solicitation of funds for any campaign purposes.

g. Change in Rights. Plans for the disclosure of employment rights of employees in the event the charter school closes or the charter is not renewed. In the event the Academy closes, or the charter is not renewed, employees will participate in an exit interview where Harlow will review the rights of employees. Employees will sign an exit interview form indicating that they have been informed of their rights prior to the issuance of the employees' final paycheck.

h. Leave. Harlow respects the individual needs of employees to have access to proper amounts of leave time without fear of loss of income. The Board further would like to express its confidence in the faculty for their expression of professionalism and judicious use of leave time.

i. Regular Leave. Employees will be able to accrue leave time at a rate of one (1) day per month of employment during each regular school year.

Employees are limited to such leave to one (1) day per month with a maximum of five (5) days within each semester of Harlow unless the employee requests in writing a waiver from the School Leader. Leave time may be used in half-day increments and does not accrue from year to year.

ii. Jury Duty. Time off for jury duty, continuing education and military duty will not be counted as leave time under these terms. The employee will be asked to substantiate the cause for leave.

iii. Continuing Education. Arrangements for continuing education leave will be made on an application basis with the School Leader and will be awarded at his discretion. Leave time does not accrue from year to year. The School

Leader may deny leave if she/he believes the student population will be underserved.

iv. Family Medical Leave Act. The Board will comply with the Family Medical Leave Act, as required.

i. Suspension or Dismissal.

i. Notice to Employee. When there is cause to believe that an employee's acts or failures to act may warrant suspension, or immediate dismissal, the employee will be given notice of the reasons for such proposed action and an opportunity for a fair hearing. The employee will have the full opportunity to prepare and respond to the allegations against him/her. The matter will be heard before the School Leader who will consider all relevant evidence in the matter in reaching a decision. Harlow will bear the burden of proving the allegations by a preponderance of the evidence.

ii. Review by Committee of Directors. The employee has the right to appeal the decision of the School Leader to a Committee of Directors. The Committee will then review all information, including but not limited to evaluation reports, documents related to the employee's work history, logs of conversations, "Plan of Improvement," and written responses by the employee. The Committee will review the procedure taken by the School Leader, both in their Performance Review of the employee, assistance with a Plan of Improvement, counseling of the employee and the process used by the School Leader in their determination of employee discipline, termination, or suspension. The Committee will determine if the process followed was in keeping with the

policies, procedures and philosophy of Harlow. If the Committee determines that the process was correctly followed and that the decision of the School Leader was sound based upon the facts, then they will uphold the decision of the School Leader. If the Committee finds that proper procedure was not followed or finds that a correct decision concerning the employee was not made, then they will overturn the decision and the School Leader will formulate a new “Plan for Improvement”. If the Plan of Improvement is successfully completed, then the employee is retained. If the Plan of Improvement is not completed within the time frame, the employee will go directly before the Committee for determination of their employment status. If it is the opinion of the School Leader that the employee presents a direct threat to the safety and/or welfare of the students, to Harlow, or any Academy employee, then the School Leader may immediately suspend the employee without pay and arrange for a prompt hearing before the Committee without first consulting with the President.

j. Other Miscellaneous Employment Policies:

i. Confidentiality. Except as otherwise required by law, employees of Harlow will not, in any way, release any information about this organization, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Board or its designee. No employee will publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this organization, unless otherwise provided

by the Board or its designee. Any document or other material containing such information is required to be returned to the School Leader upon an employee's termination or resignation.

ii. Personnel Inquiries. No one in this organization other than the Board, the School Leader or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this organization.

iii. Return of Materials. Immediately upon termination or upon the effective date of employee's resignation the employee who is terminated or who resigns must return all office and room keys, identification, security cards and codes, office materials and supplies, including Academy purchased or donated materials, and classroom supplies in said employee's possession to the School Leader.

iv. Examination of Personnel Files. Any employee may examine his or her personnel file(s) at any time but only in the presence of the School Leader, the Chairperson of the Board or their designee. Such employee may make copies of or take written notes about the contents of the file and may add comments for inclusion in the file at any time. No personnel file is to be removed from the office or campus grounds unless expressly provided for in writing by the School Leader, the President of the Board, or their designee.

v. Copyrights. Copyrights, payments and/or royalties which occur because of a project of any employee or employees of this organization which are derived, constructed, developed or otherwise generated because of their employment with

Harlow will remain the property of Harlow. The Board may assign copyrights, royalties, or other payments to the author or authors or project participants in accordance with the Board's Intellectual Property Policy.

vi. Personnel Evaluation Plans and Procedures. The Board will adopt one of the state approved Teacher Leader Effectiveness (TLE) Evaluation Processes or develop its own to evaluate staff members on an annual basis.

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.*

Recruiting, hiring, and developing quality teachers will be a priority of Harlow. Harlow will hire teachers who share the adopted core values of citizenship, inclusivity and community. The Evolving Communities Development will offer two incentives to interested teachers. First, a signing stipend will be provided to encourage many applicants. Second, down payment assistance up to \$10,000 will be provided for teachers who choose to live in the Evolving Communities Development. This will be paid for through a sponsorship by the developer. Once selected, teachers will receive intensive month-long training in integrating citizenship and project-based learning into the Oklahoma and Common Core curriculum with a focus on the Reggio approach and philosophy. Continued professional development will take place monthly. Additionally, the school leader will provide weekly feedback to teachers based on individual classroom observations. These weekly observation and feedback cycles will foster a culture of

professional, continuous improvement while providing accountability for all staff members.

This practice of hiring of highly skilled, highly motivated staff will be one of the most important pieces to the foundation of Harlow Creek Elementary School. Research supports the fact that good teachers early in life play a major role in the trajectory of students' education performance for years to come.³³ Teachers at Harlow Creek will be selected on, and expected to employ the following characteristics and skills:

A growth mindset. Carol Dwek's research on the growth mindset³⁴ will be a core value for all Harlow Creek teachers. This value should be internalized in a way that encourages students to seek continually improvement, show grit and determination, and produces a sustainable academic work ethic. Furthermore, teachers should model a growth mind set for students by continual improvement based on school-based professional development, participation in professional learning communities, experience, and collaboration with colleagues.

High expectations. Harlow Creek teachers will use data and student information to teach at the appropriate level for each student. However, a mounting body of evidence in the field of brain research is proving that children are more capable than we may know based on the elasticity of brain. This research indicates that younger students, despite poor environmental or biological factors, can meet high expectations under the guidance of highly skilled and caring teachers.

³³ Darlington-Hammond, Linda. *Teacher Quality and Student Achievement*. education policy analysis archives, Vol. 8, pg. 1, Jan. 2000.

³⁴ Dwek, Carol. *Carol Dwek revisits Growth Mindset*. Education Weekly. Sept. 3, 2015.

A passion for students. While this seems an obvious criterion for teaching, it is one that we will not overlook. We believe the adage, “They don’t care what you know until they know that you care” to be true. Teachers at Harlow Creek will display this passion by establishing meaningful relationships with students and their families, by being part of the community, and by recognizing and celebrating the cultural differences that make each student unique and special

The ability to differentiate instruction. The research on the importance of individualizing (differentiating) instruction is clear.³⁵ Instructors at Harlow Creek will be expected to know their students’ academic abilities as well as their interests to give quality differentiated instruction.

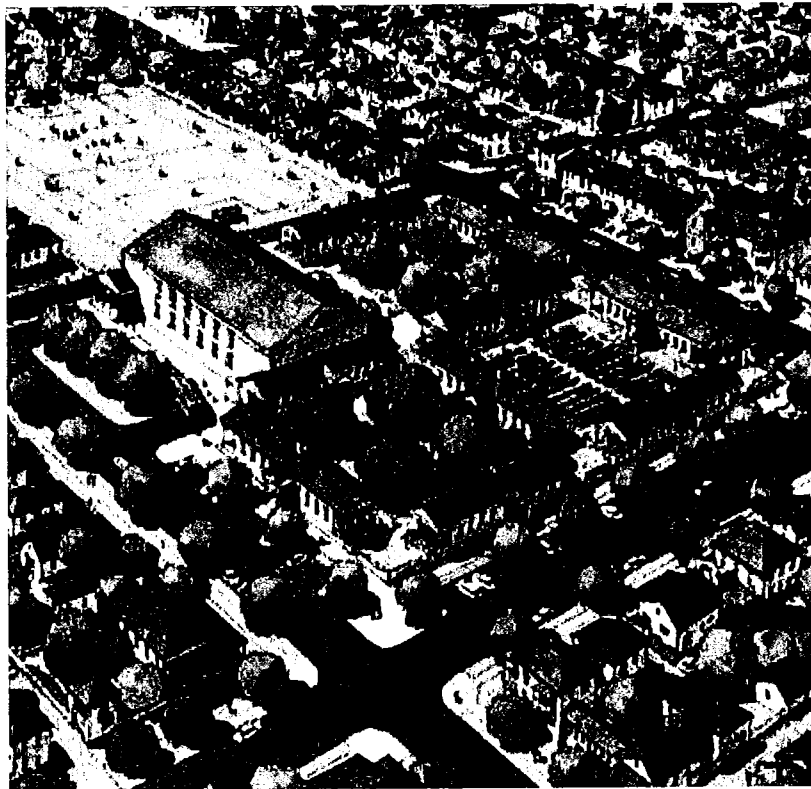
Community focus. One of the most important factors used to determine which teachers will be hired is that of community focus. Community focus will guide student learning projects, selection of reading passages, and provide a mechanism through which students will build an inclusive, curious, open-mind about the world around them. Teachers, and students, will be expected to engage in civic projects that have a positive impact in their community. It is therefore an expectation display a passion for civic responsibility and social action.

Data disaggregation. Teachers will be expected to develop, collect, analyze various types of data. Teachers will need to work in teams to use data to develop customized approaches to teaching that maximizes students’ abilities and strengthens areas identified as needs to improve.

³⁵ Brimijoin. Kay., Ede. Marquissee., Tomlinson. Carol Ann. *Using Data to Differentiate Instruction*. Educational Leadership. Vol. 60 No. 9. Pg.70-73 February 2003.

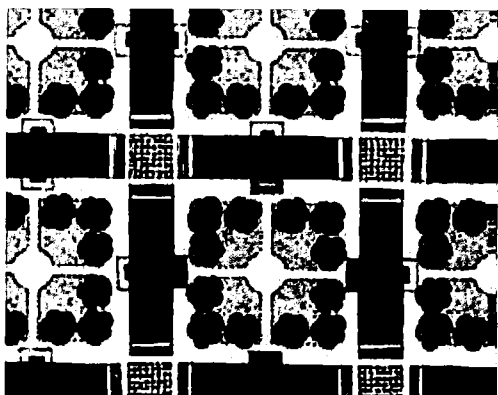
H. Facilities

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.*



Harlow will be located at 4305 W Edison, Tulsa OK, 74127 in a newly built facility that will not only be suitable for the educational program and properly zoned to

operate a public-school program but, will also be complementary to the surrounding community and provide a safe, nurturing environment conducive to students' exploration, discovery and learning. Wells' research³⁶ demonstrates that "the nearby natural environment plays a far more significant role in the well-being of children residing in poor urban environments than has previously been recognized". Her research concludes that nature benefits children and can improve cognitive functioning and attention capacity. She states that, "there is strong and abundant evidence that experiences with nature are positively associated with well-being in its psychological, physical, and



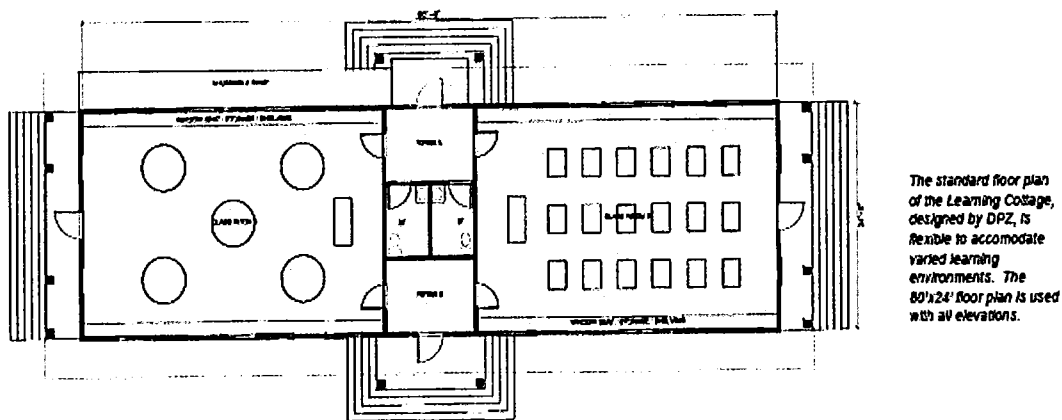
cognitive aspects".

With this research in mind, the developers have envisioned a school where the classroom extends beyond the four walls of the school and children's learning experiences include outdoor discovery and adventure utilizing the

community's natural resources. It is the belief that a school should be central to the life of the community. So, from the initial envisioning process for Evolving Communities Development, a school was envisioned to be a key element of the master plan. For this reason, the location of Harlow was intentionally embedded within the neighborhood with homes and parks immediately adjacent to the site. A community park and community garden will be located in the direct vicinity of the school such as directly across the street. In its central and convenient location, Harlow facilities can also be used for community meetings, cultural events, visiting speakers and fitness classes.

³⁶ Wells, N. *At Home with Nature: Effects of "Greenness" on Children's Cognitive Functioning*. Sage Publications. Environment and Behavior, Vol. 32 No. 6, November 2000. Pg. 775-795.

In recent decades, urban communities have incorporated mass transportation systems and have had to be built around personal transportation as more and more families own personal vehicles. As a result, urban settings have been designed around the automobile at the expense of providing for the needs of the pedestrian. People living in auto-oriented suburbs drive more, walk less and are more obese than people living in walk-able communities. Walking for transportation reduces the risk of obesity. Additionally, when children get physical activity before class, they are more on task and fidget less. This has been shown to be particularly beneficial for children who have the most trouble paying attention and those with attention deficit disorders. To provide the opportunity for children to walk safely to school, a framework of walk-able infrastructure will be central to the design and construction in Evolving Communities. Over time, hundreds of homes will be built within a 10-minute walk to Harlow. With proper parental permission, students at Harlow can then actually walk home for lunch.



The design of the school was inspired by the “Learning Cottage” concept for school design from the North Carolina architect / planner Tom Low. An overview of the Learning Cottage concept is attached as Appendix “C.” Many iterations of the Learning

Cottage have been designed and envisioned in different parts of the country, and Harlow will join this movement.

The first Academy building will be constructed in 2020 according to the state building codes for public schools. The hope is to let it serve as a Friday gathering center for virtual and home school kids in an attempt to attract them to the school in the 2021 school year. A second and possibly a third building will be constructed in 2021 as the school experiences strategic growth. Harlow's Building Plans and Specs are attached hereto as Appendix "D."

The buildings will be owned by the Evolving Communities Development and will be provided to Harlow or its Foundation free of charge for the first couple of years until enrollment can then sustain a less than market value monthly rental. The proposed lease will be reviewed by the Board's legal counsel and will be an arms-length agreement free from potential conflicts of interest.

There is a long term goal at or near the school's capacity to seek a gymnasium and cafeteria. This solution has not yet been determined, but cost effective solutions for construction, partnering with TPS, and sharing facilities with the new potential YWCA are all possibilities.

Additionally, there is currently a basement to the existing Gilcrease house on site. We believe this can serve as a short-term tornado shelter while enrollment is under 40 students. After than period a larger structure will need to be funded. This solution also has yet to be identified.

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.*

Harlow Creek Elementary School will offer transportation to students who live within the academic enterprise zone, in accordance with sections 9-101 through 9-118 of Title 70 of the Oklahoma statutes and who qualify for special services as written in their individualized education plan (IEP). Information about transportation will be available to parents during enrollment. We intend to contract with Tulsa Public Schools for transportation services, or another suitable provider. It should be noted that in alignment with the intent and purpose of the overall development, it is expected that most students will walk to and from school. As a result, transportation shall be a minimal expense in the budget.

However, as needed, Harlow Creek School intends to contract with Tulsa Public Schools to provide transportation for students and has budgeted for this expense. If it is financially beneficial, the Board may also enter into an agreement with one or more other charter schools to share transportation services. Any student who meets the requirements set forth may access the transportation services if they comply with the guidelines for student conduct as outlined in the Student Handbook. As per the handbook, transportation privileges may be suspended for disciplinary reasons.

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.*

Harlow may elect to participate in the USDA National School Lunch Program, School Breakfast Program, After-school Snack Program, and Fresh Fruit and Vegetable Program under the provisions outlined in the Agreement for Food Services template that has been approved by USDA and the OSDE or will contract with a vendor to provide meal service. Harlow will be responsible for the Child Nutrition Agreement, Renewal Agreement, Permanent Policy Statement and all other reporting requirement required by USDA and/or the OSDE. In the first few years, meals will be prepared off-site by an approved vendor and will be delivered to the school, warmed and served to students in their classrooms. The long-term plan will be to have meals prepared on-site when the facility expansion allows for a licensed kitchen. Either way, Harlow will at all times follow the requirements of the National School Lunch Program. No arrangements at this time have been made with any private agencies for food services. Harlow may explore contracting with a private group for food services.

In future years, when a kitchen is available, Harlow will comply with the Health Inspections of Kitchens Section 111 of the Child Nutrition and WIC reauthorization Act of 2004 (Public Law 108-265) amended Section 9(h) of the Richard B. Russell National School Lunch Act regarding health inspections required in schools participating in the NSLP or SBP. As appropriate, Harlow shall obtain the necessary health inspections each school year. The inspections must be conducted by the Health Department. In addition,

schools must post, in a publicly visible location, the most recent health inspection and provide a copy of the health inspection report to a member of the public upon request. If Harlow does not receive the required two inspections per year, Harlow will contact the Health Department to request that the inspections be conducted; the date and name of the person spoken to concerning this matter will be documented. Harlow will report the number of health inspection annually to the OSDE through eClaims by Harlow prior to the submission of the September claim for reimbursement. Oklahoma law, Title 63 O.S. 2011, §§ 1-106.1(E) and 1-1118, and Title 75 O.S. 2011, §314(C)(1), requires institutions such as Harlow to pay annual license renewal fees of \$100 per site to the Oklahoma State Department of Health. This fee is necessary to support the continued operation of food sanitation programs, including facility inspections conducted by the Health Department. Harlow will comply with applicable laws, to include Hazard Analysis and Critical Control Point (HACCP) System procedures (Reference USDA Policy Memo 2005-SP-21) and Section 111 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) amended Section 9(h) of the Richard B. Russell National School Lunch Act by requiring SFAs to implement a food safety program for the preparation and service of school meals served to children in the school year beginning August 2016. The program must be based on HACCP principles and conform to guidance issued by USDA. (Reference USDA Guidance on Developing a School Food Safety Program Based on the Process Approach to HACCP Principles—June 2005.) The eating facility will be equipped with tables, chairs, and sanitation systems to ensure adequate, safe, and clean eating areas, as well as any food preparation facilities. Additionally, the eating facility

will have the capacity to accommodate all students in staggered lunch periods during the day.

HACCP is a systematic approach to construct a food safety program designed to reduce the risk of food borne hazards by focusing on each step of the food production process—receiving, storing, preparing, cooking, cooling, reheating, holding, assembling, packaging, transporting, and serving. The purpose of a school food safety program is to ensure the delivery of safe foods to children in the school meals program by controlling hazards that may occur or be introduced into foods anywhere along the flow of the food from receiving to service (food flow). There are two types of hazards:

a. hazards specific to the preparation of the food, such as improper cooking for the specific type of food (beef, chicken, eggs, etc.) and

b. nonspecific hazards that affect all foods, such as poor personal hygiene.

Specific hazards are controlled by identifying Critical Control Points (CCPs) and implementing measures to control the occurrence or introduction of those hazards.

Nonspecific hazards are controlled by developing and implementing Standard Operating Procedures (SOPs).

During the Development of the School Food Safety Program, Harlow will review the food service operations within the SFA and describe the facility, functions, and standard procedures for each. This initial review may include:

- Types of facilities in your SFA
- Existing SOPs
- Number and type of employees at the site
- Types of equipment

- Processes for food preparation
- Menu items

Three main points are essential to developing this program:

Sanitation: Ensuring that all the food preparation areas are clean and sanitary, such as workers' hands, utensils, and food contact surfaces. Avoid cross contamination.

Temperature control: Ensuring that cold foods cold and hot foods hot. Cook to proper temperatures and hold at proper temperatures; and to record those temperatures. A basic, properly calibrated food thermometer (digital or dial) is needed to check for proper temperatures.

SOPs: Harlow will create Standard Operating Procedures for sanitation and to verify that proper temperatures are being observed as well as other aspects of a foodservice operation with consideration given to the following:

- General safety considerations
- Prohibit bare hand contact with ready-to-eat (RTE) foods.
- Store chemicals away from food and food-related supplies.
- Personnel
- Require hand washing after restroom use, sneezing, coughing, or after performing any cleaning activity.
- Develop a policy for restricting or excluding ill employees from food production or preparation areas.
- Product procurement
- Follow recommendations for selecting vendors such as those found in state distributing agency vendor certification procedures.

- Develop buyer product specifications.
- Receiving
 - Reject all cans with swollen sides or ends, flawed seals and seams, rust or dents.
 - Put perishable foods into the refrigerator or freezer immediately.
- Storing
 - Store all food and paper supplies six to eight inches off the floor.
 - Label all food with name of Harlow and delivery date.
- Transporting
 - Preheat transfer carts prior to use.
 - Limit transport travel time to a maximum of two hours.
- Holding
 - Keep hot foods hot (above 135°F [Oklahoma Health Department requirement]) and cold foods cold (below 41°F).
- Preparation
 - Do not keep food in the danger zone (between 41°F and 135°F) for more than four hours.
 - Handle food with utensils; clean, gloved hands; or clean hands. (Bare hand contact with food during preparation should be limited. Bare hand contact with RTE foods should be prohibited.)
- Cleaning/Sanitizing
 - Use clean water, free of grease and food particles.
 - Keep wiping cloths in sanitizing solution while cleaning.
- Cooking and documenting temperatures

- Record all temperatures when they are taken.
 - Use only a clean and sanitized thermometer when taking internal temperatures of foods.
 - Cooling
 - Containers: cover loosely so that heat can escape quickly.
 - Keep cold foods cold by pre-chilling ingredients for salads.
 - Reheating
 - Transfer reheated food to hot-holding equipment only when the food reaches the proper temperature.
 - Use only cooking ranges, ovens, steamers, and microwave ovens to reheat foods.
- Use hot-holding equipment only to maintain temperature and not for rapidly heating food.

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.*

Harlow will adopt a school calendar that is in alignment with the calendar adopted by TPS each school year and meet the Oklahoma minimum number of instructional days and hours (1080). However, within the calendar scheduling and learning activities will be differentiated to support the experiential learning process. Rather than utilizing four (4) 9-week sessions, the Academy will utilize six (6) sessions that average six (6) weeks each. These six-week sessions provide an ideal timeframe for teaching units that can focus on six different main topics over the course of a given school year. On the last day

or two of each six-week session, the students participate in an experiential outing that brings the key topic into more direct understanding. These outings create memorable experiences where the students can visit a museum, historical site, cultural center or business operation directly applicable to what the students have studied for the previous six weeks.

PROPOSED 2020-21 SCHOOL CALENDAR

Unit 1 (6 Weeks) Sept 3-Oct 11	Unit 4 (6 Weeks) Jan 6 – Feb 14
Fall Break (1 Week) Oct 14-18	Winter Break (1 Week) Feb 17 - 21
Unit 2 (5 Weeks) Oct 21 – Nov 22	Unit 5 (6 Weeks) Feb 24 – Apr 3
Thanksgiving Break (1 Week) Nov 25-29	Spring Break (1 Week) Apr 6 - 10
Unit 3 (3 Weeks) Dec 2 – Dec 20	Unit 6 (6 Weeks) Apr 13 – May 22
Christmas Break (2 Weeks) Dec 23-Jan 3	Unit 7 (3 Weeks) May 26 – June 12
	Summer Break June 15-Aug 14

Holidays and Other “No Class” Days Calendar Summary

Labor DaySept 2	Total Instruction Hrs1,080
Teacher Conferences Oct 25	Days Off to School Breaks 25
Martin Luther King Day Jan 13	Days Off to Federal Holidays 7
Teacher Conferences Feb 28	Days Off to Teacher Conferences 2
Standardized TestingTBD	Days Off to Standardized Testing 2

PROPOSED DAILY SCHEDULE

<i>Morning Recess / Early Arrival</i>	45 minutes.....	7:45am – 8:30am
Morning Instruction	150 minutes	8:30am – 11:00am
Start of Day Routine	15 minutes	8:30am – 8:45am
Mathematics	45 minutes	8:45am – 9:30am
Reading	45 minutes	9:30am – 10:15am
Grammar / Spelling	45 minutes	10:15am – 11:00am
<i>Lunch</i>	30 minutes.....	11:00am – 11:30am
<i>Lunch Recess</i>	30 minutes.....	11:30am – 12:00pm
Afternoon Instruction	90 minutes	12:00pm – 1:30pm
History / Literature	45 minutes	12:00pm – 12:45pm
Science	45 minutes	12:45pm – 1:30pm
Enrichment Electives	60 minutes	1:30pm – 2:30pm
End of Day Instruction	30 minutes	2:30pm – 3:00pm
Journaling	15 minutes	2:30pm – 2:45pm
End of Day Routine	15 minutes	2:45pm – 3:00pm

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. Describe plans to conduct any fundraising efforts to generate capital or to supplement state/local allocations.*

Appendix “E” presents a five (5) year financial plan based on the projected (average) student growth as well as the growth scenario at maximum capacity. The budget is sustainable in future years with the small enrollment that is anticipated based on an organizational structure that limits excessive administration costs and utilizes the proposed facility to keep overhead expenditures to a minimum. Start-up costs are expected to be offset by a grant from the Charter School Program. Harlow Creek will apply for \$900,000 dollars in grants from OPSRC (\$600,000) and the Walton Family Foundation (\$300,000). Harlow has also submitted a \$210,000 planning grant application to the New Schools Venture Foundation and has participated in a first interview. If received, this source would also provide additional funding for one to two implementation years. Only \$300,000 is needed to balance the budgets. Our accounting firm is Oklahoma Consulting and Accounting Services LLC. Mr. Jack “Jay” Jenkins has extensive experience in working with Oklahoma area public schools and charter schools throughout the state. His contact information is as follows:

Name	Address	Telephone	E-mail address
Jay Jenkins	116 W. Breckenridge Ave. Bixby, OK 74008	(918) 366-4440	jhjcpa@jackhjenkinscpa.com

Additional funds will be used to expedite the building of additional space.

Furthermore, the school will be located within a \$200 million development and as the school is deemed critical to the success of the community development, the development will support the school financially (through donations) as needed to ensure Harlow's ultimate success. The third component is a Community Development Corporation. This organization was formed to provide community supporting services to the federally recognized economically depressed areas in which the development is situated. Revitalization of the Northwest Tulsa area cannot occur without all three of these components. While a charter school is not critical to the Evolving Communities Development, Harlow Creek Elementary School is planned as a cornerstone of this Northwest Tulsa community. The core values of the development hinge on community and diversity. A tuition free school is important to making the development accessible to all people.

The Board will contract with Jack Jenkins, CPA and Michael Kemper, CPA of Oklahoma Consulting and Accounting Services LLC to advise them in financial and legal matters, and the Board has contracted with Education Management & Networks, Inc. to provide administrative, financial and accounting services on a contract basis until such time that the Board deems it appropriate for Harlow to directly hire such functions.

The Business Manager and School Leader will assist the Board in preparing the annual budget and the long-range financial plan. Budgets include reasonable revenue and expenses based on forecasted enrollment and available grant funding, as well as necessary professional development for teachers to ensure their knowledge of the adopted Reggio model. In periods of high-growth enrollment, funding is used to maximize student academic instruction through annual student initiatives, and in periods of low-to-flat periods of enrollment, efforts are made

to maintain an appropriate level of instruction as delivered in prior years. As enrollment stabilizes, multiple year revenue and expenses will be used for budgeting purposes. Future technology and instructional investments are evaluated each year to maximize improved student outcomes, such as additional teachers, wrap-around student support to assist students with motivation, scheduling and organization, and tools/personnel to improve instruction.

Forecasting enrollment is an essential and challenging component of budgeting. The forecasts are based on prior year enrollment and include the number of students expected to re-register, less students which may withdraw, plus the number of expected new enrollees. An initial five-year budget forecast has been submitted with this application. The five-year budget is based on state aid calculated at \$3,045.60 per WADM. Teacher salaries have been based on an average annual salary of \$38,000 with corresponding taxes and benefits. The projected budget will be amended as needed by the Board to reflect actual enrollment and costs.

The financial stability of the school is evidenced by an appropriate risk management plan, performance of an independent financial audit, and adequate cash flows to support operational expenses. Harlow is financially stable because proper internal control processes are in place and cash is managed to ensure funds are always available to fulfill financial commitments.

Harlow mitigates financial risk by implementing internal controls into the financial operational policies and procedures, which are evaluated and reviewed by the independent external financial auditors, and the Business Manager. These results are communicated to the Board and School Leader, along with recommended risk remediation plans. The external financial auditors will conduct a test of controls during the annual financial audit, and will

report these results with the annual audit – “Independent Auditor’s Report on Internal Control.” Key internal control procedures include adopting new or updated current financial policies and procedures, evaluating separation of duty for all financial processes, ensuring appropriate collateral to cover bank balances, having dual signatures on all accounts, implementing disaster recovery plans which include backing up financial and student data, annual inventory processes, and limiting control to systems only to individuals with a necessary purpose.

Harlow will be audited annually by an independent financial auditor selected by the Board from the Oklahoma state auditor and inspector list of individuals or firms approved to perform public school audits.

Harlow’s cash flow is administered by the Business Manager, along with oversight from the School Leader. Cash flow projections of receipts and expenses, and those incurred, are reported to the Board monthly by the Business Manager. All receipts and expenses comply with the Oklahoma Cost Accounting System & Reporting requirements, and the State procurement guidelines. Harlow will have a balanced budget.

The Business Manager reports directly to the Board. The following duties will be performed by the Business Manager or, as the size of Harlow grows, by office staff under the supervision of the Business Manager:

Budgeting. Supervise the office staff in the preparation of preliminary and final budgets;

Financial Modeling. Prepare financial models and projections as requested by the School Leader;

Assessments and Collections. The Business Manager will oversee the collection of all monies as they become due, as well as all monies due from any vendor which has an obligation to Harlow.

Grants. It is evident in the modeling that some grants are required to in order for the school to start up and become solvent over the first 2-3 years of operation. Significant steps have been taken to procure both planning and implementation grants.

General Records. The Business Manager will maintain and keep complete, accurate and up-to-date books and records of the management of Harlow, including accounting and financial records, correspondence, and all other records that are provided to Administrator and reasonably related to the Academy. This includes, but is not limited to, the contracts relating to the Academy, business and other dealings with suppliers, and all others with whom business is transacted.

Financial Management and Records. The Business Manager will establish a financial accounting system for the affairs of Harlow, including the establishment of reserve accounts. This financial accounting system will include the following activities:

- Maintenance of the checkbook and entering deposits and drawing checks as necessary.
The Business Manager will promptly ensure the deposit all monies collected on behalf of Harlow. The Board reserves the right to designate signatories on all accounts.
- Preparation of the Financial Report as part of the Management Report.
- Receipt and reconciliation of the monthly bank statements, delivery to the Board access to the monthly reconciliation, and maintenance of a system of office records, books, and accounts in accordance with generally accepted accounting principles.
- Maintenance of the general ledger and subsidiary accounts.

- Disbursement from the funds of Harlow regularly and punctually:
- Payments for salaries and any other compensation due and payable to the employees of Harlow, together with the payroll taxes thereon, any benefit related expenses, and any markup required;
- Academy insurance premiums; and
- Sums otherwise due and payable by Harlow as operating and maintenance expenses.
- In no instance should there ever be a late payment charge on an obligation because of failure to pay on time unless the Business Manager has been instructed not to pay on time. In the event of such a late charge or penalty.

A budget with five year projections has been included in Appendix F.

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.*

The Board Treasurer is Kelsey Pierce, a practicing attorney who has extensive experience in business and finance. Mr. Pierce may be assisted in the finance functions for the school by Dr. Lorilyn Coggins of Education Management & Networks, Inc. Dr. Coggins has over twenty years of experience in charter school accounting and other business responsibilities to include grant writing, grants management, audit preparation, financial reporting, budget preparation, accounts payable functions, compliance with EDGAR and other reporting requirements. Dr. Coggins attended the Oklahoma charter school training. Prior to the commencement of the Schools opening day, an employee of Oklahoma Consulting and Accounting Services LLC will assume the position of bookkeeper for the school. Additional Resources such as the Oklahoma Public School Resource Center can serve a counseling role.

Current board member, Caleb Starr, can serve a role as assisting in auditing instructional programs with his background serving as principal of other former TPS schools.

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.*

Harlow will be audited annually by an independent financial auditor selected by the Board from the Oklahoma state auditor and inspector list of individuals or firms approved to perform public school audits. Harlow shall use the Oklahoma Cost Accounting System to report financial transactions to Tulsa Public Schools. Currently, Oklahoma Consulting and Accounting Services LLC is the organization planned for this Reporting.

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 officers' liability coverage.*

Harlow shall purchase all insurance as required by federal and state statute.

Harlow shall participate in Unemployment Insurance and Workers Compensation programs as required by statute. Harlow shall purchase liability insurance, property insurance, and shall purchase surety bonds on staff that are responsible for the control of finances to the extent required by Oklahoma statutes. Harlow shall participate in the Oklahoma State Education Employees Group Insurance Board for health coverage. All other insurance coverage shall be procured through the procurement process approved by the Board. Copies of individual policies shall be forwarded once they are fully executed.

Harlow intends to obtain all insurance coverage required by applicable law. In particular, Harlow intends to obtain educators' errors and omissions and employment practice liability

insurance, automobile insurance coverage for employees as necessary for employment purposes or for any vehicles used to transport any students, property insurance coverage for the school facility as well as for any damage to personal property and bodily harm to any individuals relating to damage to the facility, as well as general liability coverage for any harm to individuals associated with Harlow, to include employees and students, and causes of action under the Oklahoma Governmental Tort Claims Act against Harlow.

IV. 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.

Please refer to Exhibit H. Community support signatures based upon requests and guidance by Tulsa Public Schools.

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).

Please Refer to included Exhibit 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:

- a. 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.*
- b. 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.

Signature of Applicant

Title/Office

Date

Signature of Notary Public

Date



TULSA CITY COUNCIL

11DEC19

Oklahoma State Board of Education Members
Oklahoma State Department of Education
Oliver Dodge Building
2500 N Lincoln BLVD
Oklahoma City, Oklahoma 73105

Dear State Board of Education Members,

I am writing this letter to voice my strident and unwavering support for Harlow Creek Elementary School. I have come to know of their philosophy of education, commitment to diversity, and their passion to produce outstanding members of society at an early age. Additionally, the Evolving Communities Development, where Harlow Creek Elementary will be located, is an opportunity for the community of northwest Tulsa to finally receive the much needed, and long overdue, support it needs to open investment in a part of our city that has been ignored for far too long.

Both of these initiatives are imperative to the growth of this underserved community, and Harlow Creek Elementary will play a pivotal role in producing leaders of character and integrity.

Best Regards,

A handwritten signature in black ink, appearing to read 'Ben Kimbro', with a long horizontal line extending to the right.

Ben Kimbro
City Councilor, District 9

Office of State Superintendent State of Oklahoma



THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RECOGNIZES AND APPLAUDS

SCOTT PARDEE

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

FEBRUARY 28, 2018

DATE

Joy Hobmeister
JOY HOBMEISTER
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

EXHIBIT

A

Tables

Pre-K Math Sequence of Instruction

Numbers & Operations (N)

Pre-K Kindergarten (PK)				
PK.N.1 Know number names and count in sequence.	PK.N.1.1 Count aloud forward in sequence by 1's to 20. (1st trimester= counts to 10; 2nd trimester= counts to 20)	I	E	R
	PK.N.1.2 Recognize and name written numerals 0-10. (1st trimester= 0-5; 2nd trimester= 6-10)	I/E	I/E	R
	PK.N.1.3 Recognize that zero represents the count of no objects.	I	E	R
PK.N.2 Count to tell the number of objects.	PK.N.2.1 Identify the number of objects, up to 10, in a row or column.	I	R	E
	PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects. (e.g., up to five)	I	R	E
	PK.N.2.3 Understand the last numeral spoken, when counting aloud, tells how many total objects are in a set.	I	E	R
	PK.N.2.4 Count up to 5 items in a scattered configuration; not in a row or column.	I/E	R	R
PK.N.3 Compare sets using number.	PK.N.3.1 Compare two sets of 1-5 objects using comparative language such as same, more, or less.	I	E	R
Topic addressed at other grade levels.				
Topic addressed at other grade levels.				
Topic addressed at other grade levels.				

EXHIBIT

B

tabbles

Algebraic Reasoning & Algebra (A)

PK.A.1 Recognize, duplicate, and extend patterns.

PK.A.1.1 Sort and group up to 5 objects into a set based upon characteristics such as color, size, and shape and explain verbally what the objects have in common.

NE

NE

I/E

PK.A.1.2 Recognize, duplicate, and extend repeating patterns involving manipulatives, sound, movement, and other contexts.

I

E

R

Topic addressed at other grade levels.

Geometry & Measurement

PK.GM.1 Identify common shapes.

PK.GM.1.1 Identify circles, squares, rectangles, and triangles by pointing to the shape when given the name.

I/E

R

R

PK.GM.2 Describe and compare measurable attributes.

PK.GM.2.1 Identify measurable attributes of objects. Describe them as little, big, long, short, tall, heavy, light, or other age appropriate vocabulary.

I/E

R

R

PK.GM.2.2 Directly compare two objects with a common measurable attribute using words such as longer/shorter; heavier/lighter; or taller/shorter.

I

E

R

PK.GM.2.3 Sort objects into sets by one or more attributes.

NE

I

E

Topic addressed at other grade levels.

Data & Probability (D)

PK.D.1 Collect and organize categorical

PK.D.1.1 Collect and organize information about objects and events in the environment.

I/E

I/E

I/E

	data.	PK.D.1.2 Use categorical data to create real-object graphs.	I	R	E
--	-------	---	---	---	---

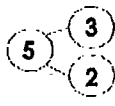
Kindergarten Math Sequence of Instruction

Numbers & Operations (N)

Kindergarten (K)					
K.N.1 Understand the relationship between quantities and whole numbers.	K.N.1.1 Count aloud forward in sequence to 100 by 1's and 10's. <i>1st trimester: Count to 50 by ones</i> <i>2nd trimester: Count to 100 by ones</i> <i>3rd trimester: Count to 100 by tens</i> <i>Introduce counting to 100 by 5's but will not be evaluated.</i>				
	K.N.1.2 Recognize that a number can be used to represent how many objects are in a set up to 10. (e.g., one to one correspondence)	I/E	I/E	I/E	
	K.N.1.3 Use ordinal numbers to represent the position of an object in a sequence up to 10.	I/E	R	R	
	K.N.1.4 Recognize without counting (subitize) the quantity of a small group of objects in organized and random arrangements up to 10. Clarification statement: Subitizing is defined as instantly recognizing the quantity of a set without having to count. "Subitizing" is not a vocabulary word and is not meant for student discussion at this age. (e.g., Van de Walle dot cards, dice, five frames, and ten frames)	I	I/E	I/E	
	K.N.1.5 Count forward and backward, with and without objects, from any given number up to 10.	I/E	R	R	
	K.N.1.6 Read, write, discuss, and represent whole numbers from 0 to at least 20. Representations may include numerals, pictures, real objects	I/E	I/E	R	

		and picture graphs, spoken words, and manipulatives. <i>1st trimester: Write and represent numbers from 0-10</i> <i>2nd trimester: Write and represent numbers from 11-20.</i>			
		K.N.1.7 Find a number that is 1 more or 1 less than a given number up to 10.	NE	I	E
		K.N.1.8 Using the words more than, less than or equal to compare and order whole numbers, with and without objects, from 0 to 10.	I	E	R
		BA.K.N.1.9 Show how the numbers 11-19 are made of ten ones and more ones. (ex., using ten frames, drawings or manipulatives for basic understanding of beginning place value)	NE	I	I
	K.N.2 Develop conceptual fluency with addition and subtraction (up to 10) using objects and pictures.	K.N.2.1 Compose and decompose numbers up to 10 with numbers, objects, and pictures. <i>2nd trimester: addition</i> <i>3rd trimester: subtraction</i>	I	I/E	E
	K.N.3 Understand the relationship between whole numbers and fractions through fair share.	K.N.3.1 Distribute equally a set of objects into at least two smaller equal sets. (e.g., Showing halves in multiple ways; part-part whole, pattern blocks, etc.)	NE	I	E
	K.N.4 Identify coins by name.	K.N.4.1 Identify pennies, nickels, dimes, and quarters by name.	NE	I	E

Algebraic Reasoning & Algebra (A)

K.A.1 Duplicate patterns in a variety of contexts.	K.A.1.1 Sort and group up to 10 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.	I/E	R	R
	K.A.1.2 Recognize, duplicate, complete, and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds, movement, and other contexts. (e.g., AB, AAB, AAAB or using pictures for the patterns, etc. using academic vocabulary increase and decrease)	I/E	E	R
	BA.K.A.1.3 Begin to develop conceptual understanding of even and odd.	NE	NE	I
BA.K.A.2 Develop understanding of the relationship of numbers.	BA.K.A.2.1 Develop understanding how numbers are related using manipulatives (e.g., fact families and number bonds) <div style="text-align: right;">  </div> <p style="text-align: center;">2, 3 and 5 go together as a fact family</p> <p><i>2nd trimester: thru 5 3rd trimester: thru 10</i></p>	NE	I	I/E

Geometry & Measurement

K.GM.1 Recognize and sort basic two-dimensional shapes and use them to represent real-world objects.	K.GM.1.1 Recognize and name squares, circles, triangles, and rectangles.	I/E	R	R
	K.GM.1.2 Sort two-dimensional objects using characteristics such as shape, size, color, and thickness.	I/E	R	R
	K.GM.1.3 Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	I/E	R	R
	K.GM.1.4 Use smaller shapes to form a larger shape when there is an outline to follow.	I/E	R	R

	K.GM.1.5 Compose free-form shapes with blocks.	I	E	R
	K.GM.1.6 Use basic shapes and spatial reasoning to represent objects in the real world.	I	E	R
K.GM.2 Compare and order objects according to location and measurable attributes.	BA.K.GM.2a Develop beginning measurement skills with nonstandard units of measure (e.g., pencil, paper clip, block, etc.)	I/E	R	R
	K.GM.2.1 Use words to compare objects according to length, size, weight, position, and location.	I	R	E
	K.GM.2.2 Order up to 6 objects using measurable attributes, such as length and weight.	NE	I/E	E
	K.GM.2.3 Sort objects into sets by more than one attribute.	I	I/E	R
	K.GM.2.4 Compare the number of objects needed to fill two different containers.	NE	I/E	E
	BA.K.GM.2.5 Identify tool needed to measure an object. (e.g., length: ruler; weight: scale; time: clock; calendar: day, month, year, season; temperature; thermometer)	I	I/EI	R/E
K.GM.3 Tell time as it relates to daily life.	K.GM.3.1 Develop an awareness of simple time concepts using words such as yesterday, today, tomorrow, morning, afternoon, and night within his/her daily life.	I/E	R	R
	BA.K.GM.3.2 Tell time to the hour. (analog and digital)	NE	I	E
Data & Probability (D)				
K.D.1 Collect, organize, and	K.D.1.1 Collect and sort information about objects and events in the	I	R	R/E

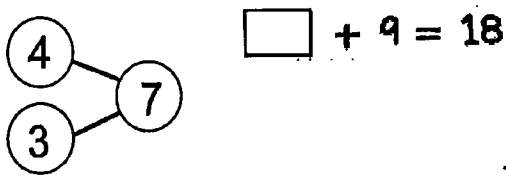
	Interpret categorical data.	environment.			
		K.D.1.2 Use categorical data to create real-object and picture graphs.	I	R	R/E
		K.D.1.3 Draw conclusions from real-object and picture graphs.	I	R	R/E

1st Grade Math Sequence of Instruction

Numbers & Operations (N)

First Grade (1)					
1.N.1 Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones.	1.N.1.1 Recognize <i>and decompose</i> * numbers to 20 without counting (subitize) the quantity of structured arrangements. (ex., using dot cards, ten frames, place value blocks, etc.) Clarification statement: Subitizing is defined as instantly recognizing the quantity of a set without having to count. "Subitizing" is not a vocabulary word and is not meant for student discussion at this age. <i>*Decompose meaning the ability to recognize whole numbers are made from the combination of smaller parts</i>	R/E	R/E	R/E	
	1.N.1.2 Use concrete representations to describe whole numbers in terms of hundreds, tens and ones. <i>2nd trimester: tens and ones 3rd trimester: all</i>	I	I/E	E	
	1.N.1.3 Read, write, discuss, and represent whole numbers up to 120. Representations may include numerals, pictures, tally marks, number lines and manipulatives, such as bundles of sticks, base 10 blocks, and/or addition and subtraction. (e.g., How many ways can they show the number 27?)	I	I/E	R	

		<p>1.N.1.4 Count forward and backward, with and without objects, from any given number up to 120 by 1s, 2s, 5s and 10s.</p> <p><i>1st trimester: 1s and 10s</i></p> <p><i>2nd trimester: 5s</i></p> <p><i>3rd trimester: 2s</i></p>	I/E	I/E	I/E
		<p>1.N.1.5 Find a number that is 10 more or 10 less than a given number up to 120. (e.g., develop concrete understanding using 100's chart, 120's chart, place value blocks, etc.)</p>	NE	I/E	R
		<p>1.N.1.6 Compare and order whole numbers from 0 to 120.</p> <p><i>1st trimester: 0-50 2nd trimester: 0-120</i></p>	I/E	I/E	R
		<p>1.N.1.7 Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 20.</p>	I/E	R	R
		<p>1.N.1.8 Use objects to represent and use words to describe the relative size of numbers, such as more than, less than, and equal to. (e.g., using mathematical vocabulary: greater than, less than, and equal to emphasizing reading the words THEN reading the symbol meaning "10 is greater than 7." before $10 > 7$.)</p> <p><i>1st trimester: 0-50</i></p> <p><i>2nd trimester: 51-100</i></p> <p><i>3rd trimester: 101-120</i></p>	I/E	I/E	I/E
	<p>1.N.2</p> <p>Solve addition and subtraction problems with</p>	<p>1.N.2.1 Represent and solve real-world and mathematical problems using addition and subtraction up to twenty.</p>	I	E	R

<p>sums and differences up to 20 in real-world and mathematical contexts.</p>	<p>1.N.2.2 Determine if equations involving addition and subtraction are true.</p>	I	E	R
	<p>1.N.2.3 Demonstrate fluency with basic addition facts and related subtraction facts up to 20 (e.g., using strategies such as: fact families, missing addends, part-part whole and number bonds)</p> <div>  </div>	<p>See Below for trimester breakdown</p>		
	<ul style="list-style-type: none"> Uses addition and subtraction strategies up to 20 	I/E	I/E	I/E
	<ul style="list-style-type: none"> Adds fluently 0-10 (memorization) 	I	R	E
	<ul style="list-style-type: none"> Subtracts fluently 0-10 (memorization) 	I	R	E
<p>1.N.3</p> <p>Develop foundational ideas for fractions.</p>	<p>1.N.3.1 Partition a regular polygon using physical models and recognize when those parts are equal.</p>	NE	NE	I/E
	<p>1.N.3.2 Partition (fair share) sets of objects into equal groupings.</p>	NE	NE	I/E
<p>1.N.4</p> <p>Identify coins and their values.</p>	<p>1.N.4.1 Identifying pennies, nickels, dimes, and quarters by name and value.</p>	I	E	R
	<p>1.N.4.2 Write a number with the cent symbol to describe the value of a coin.</p>	I	E	R
	<p>1.N.4.3 Determine the value of a collection of pennies, nickels, and/or dimes up to one dollar counting by ones, fives, and tens.</p>	NE	NE	I/E

Algebraic Reasoning & Algebra (A)

	1.A.1 Identify patterns found in real-world and mathematical situations.	1.A.1.1 Identify, create, complete, and extend repeating, growing, and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts. (e.g., use mathematical vocabulary: Increase and decrease)	I/E	R	R
		BA.1.A.1.2 Demonstrate understanding of even and odd numbers.	I/E	R	R
	BA.1.A.2 Apply properties of operations as strategies to add and subtract. (e.g., doubles, doubles plus one, etc.)	BA.1.A.2.1 Use strategy of commutative property to add numbers in any order (e.g., If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known)	I/E	R	R
		BA.1.A.2.2 Use strategy of associative property to group numbers together to find the answer (e.g., $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$)	NE	I	E

Geometry & Measurement

	1.GM.1 Recognize, compose, and decompose two- and three-dimensional shapes.	1.GM.1.1 Identify and name trapezoids, hexagons and rhombi by pointing to the shape when given the name.	I/E	R	R
		1.GM.1.2 Compose and decompose larger shapes using smaller two-dimensional shapes.	I/E	R	R
		1.GM.1.3 Compose structures with three-dimensional shapes.	I/E	R	R
		1.GM.1.4 Recognize and name three-dimensional shapes such as cubes, cones, cylinders, and spheres.	I/E	R	R
	1.GM.2 Select and use nonstandard and standard units to describe length and volume/capacity.	1.GM.2.1 Use nonstandard and standard measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.	NE	I	E
		1.GM.2.2 Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.	NE	NE	I/E
		1.GM.2.3 Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.	NE	NE	I/E

		1.GM.2.4 Describe a length to the nearest whole unit using a number and a unit (e.g., standard (inch) and nonstandard unit)	NE	NE	I/E
		1.GM.2.5 Use standard and nonstandard tools to identify volume/capacity. Compare and sort containers that hold more, less, or the same amount. (i.e., standard: cups and gallons)	NE	NE	I/E
		BA.1.GM.2.6 Recognize the difference between days, weeks, and months on the calendar.	I/E	R	R
1.GM.3. Tell time to the hour, half hour, and quarter hour.		1.GM.3.1 Tell time to the hour, half hour and quarter hour (analog and digital).	NE	I/E	I/E

Data & Probability (D)

1.D.1 Collect, organize, and interpret categorical and numerical data.	1.D.1.1 Collect, sort, and organize data in up to three categories using representations. (e.g., tally marks, tables, Venn diagrams)	I	R	E
	1.D.1.2 Use data to create picture and bar-type graphs to demonstrate one-to-one correspondence.	I	R	E
	1.D.1.3 Draw conclusions from picture and bar-type graphs.	I	R	E

2nd Grade Math Sequence of Instruction

Numbers & Operations (N)

Second Grade (2)				
2.N.1 Compare and represent	2.N.1.1 Read, write, discuss, and represent whole numbers up to 1000 (through four digits). Representations may include numerals, words, pictures, tally marks, number lines and	I/E	I/E	R

	whole numbers up to 1000 (through four digits) with an emphasis on place value and equality.	manipulatives (e.g., expanded form)			
		2.N.1.2 Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 120.	I/E	R	R
		2.N.1.3 Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1,000 is 10 hundreds.	I/E	I/E	I/E
		2.N.1.4 Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.	I/E	I/E	R
		2.N.1.5 Recognize when to round numbers to the nearest 10 and 100.	I/E	I/E	R
		2.N.1.6 Use place value to compare and order whole numbers up to 1,000 (clarification 4 digits) using comparative language, numbers, and symbols. (e.g., using mathematical vocabulary: greater than, less than, and equal to before numbers and symbols "Fifty-seven is greater than twenty-one" before $57 > 27$.)	I/E	I/E	R
	2.N.2 Add and subtract one- and two-digit numbers in real-world and mathematical problems.	2.N.2.1 Use the relationship between addition and subtraction to generate basic facts up to 20. [e.g., demonstrate the relationship by having students work with number bonds (fact families)]	I/E	R/E	R/E
		2.N.2.2 Demonstrate fluency with basic addition facts and related subtraction facts up to 20. (e.g., doubles, doubles plus one, etc.)	R/E	R/E	R/E
		2.N.2.3 Estimate sums and differences up to 100.	NE	I	R/E

		2.N.2.4 Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers with and without regrouping.	See Below for trimester breakdown.		
		• Addition without regrouping	I	I/E	R
		• Subtraction without regrouping	I	I/E	R
		• Addition with regrouping	NE	I/E	R
		• Subtraction with regrouping	NE	I/E	R
		2.N.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers up to 2 digits. (e.g. word problems.	NE	I/E	R/E
		2.N.2.6 Use concrete models and structured arrangements, such as repeated addition, arrays and ten frames to develop understanding of multiplication.	NE	NE	I/E
2.N.3	Explore the foundational ideas of fractions.	2.N.3.1 Identify the parts of a set and area that represent fractions for halves, thirds and fourths.	NE	NE	I/E
		2.N.3.2 Identify and construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths.	NE	NE	I/E
2.N.4	Determine the value of a set of coins.	2.N.4.1 Determine the value of a collection(s) of coins up to one dollar using the cent symbol.	I	R	R/E
		2.N.4.2 Use a combination of coins to represent a given amount of money up to one dollar.	I	R	R/E

Algebraic Reasoning & Algebra (A)

	2.A.1. Describe the relationship found in patterns to solve real world and mathematical problems.	2.A.1.1 Represent, create, describe, complete, and extend growing and shrinking patterns with quantity and numbers in a variety of real-world and mathematical contexts. (e.g., use mathematical vocabulary: increase and decrease. Example: counting on or back - starting at numbers other than traditional starting points such as 2, 5, 10, etc.)	I/E	R	R
		2.A.1.2 Represent and describe repeating patterns involving shapes in a variety of contexts.	I/E	R	R
		BA.2.A.1.3 Demonstrate a conceptual understanding of multi-digit even and odd numbers.	I/E	R	R
	2.A.2 Use number sentences involving unknowns to represent and solve real-world and mathematical problems.	2.A.2.1 Use objects and number lines to represent number sentences.	I	E	R
		2.A.2.2 Generate real-world situations to represent number sentences and vice versa. (e.g., word problems)	I/E	R	R
		2.A.2.3 Apply commutative, associative, and identity properties and number sense to find values for unknowns that make number sentences involving addition and subtraction true or false. (e.g., missing addends $2 + \underline{\quad} = 10$ or $3 + \underline{\quad} + 7 = 15$) Communicative - add numbers in any order Associative - group numbers to find the answer Identity - 0 added to any number is the number itself	I/E	R	R

Geometry & Measurement

	2.GM.1 Analyze attributes of two-dimensional figures and develop generalizations about their properties.	2.GM.1.1 Recognize trapezoids and hexagons.	NE	NE	I/E
		2.GM.1.2 Describe, compare, and classify two-dimensional figures according to their geometric attributes.	NE	NE	I/E

	2.GM.1.3 Compose 2-D shapes using triangles, squares, hexagons, trapezoids, and rhombi.	NE	NE	I/E
	BA.2.GM.1.3a Recognize and name the 3D shapes pyramid and rectangular prism.	NE	NE	I/E
	2. GM 1.4 Recognizes right angles and classify angles as smaller or larger than a right angle.	NE	NE	I/E
2.GM.2 Understand length as a measurable attribute.	2.GM.2.1 Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object. (e.g., what tool is appropriate to use when measuring: an inch would be used to measure a school box or a foot would be used to measure a table)	NE	NE	I/E
	2.GM.2.2 Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest inch and centimeter.	NE	NE	I/E
	2.GM.2.3 Explore how varying shapes and styles of containers can have the same capacity.	NE	NE	I/E
	BA.2.GM.2.4 Determine the difference between cup, pint, quart and gallon using a visual representation.	NE	NE	I/E
2.GM.3 Tell time to the quarter hour and in five minute intervals.	2.GM.3.1 Read and write time to the quarter-hour and in five minute intervals on an analog and digital clock. Distinguish between a.m. and p.m.	I	I/E	R/E
Data & Probability (D)				
2.D.1	2.D.1.1 Explain that the length of a bar in a bar graph or the number of objects in a picture graph represents the number	I	E	R

	Collect, organize, and interpret data.	of data points for a given category.			
		2.D.1.2 Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of 1s, 2s, 5s, or 10s.	I	E	R
		2.D.1.3 Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.	I	E	R
		2.D.1.4 Draw conclusions and make predictions from information in a graph.	I	E	R

3rd Grade Math Sequence of Instruction

May 2017

Numbers & Operations (N)

Third Grade (3)					
3.N.1 Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.	3.N.1.1 Read, write, discuss, and represent whole numbers up to 100,000 (through ten thousands place-99,999). Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives. (e.g., Expanded form)	I/E	R	R	
	3.N.1.2 Use place value to describe whole numbers between 1,000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones, including expanded form.	I/E	R	R	
	3.N.1.3 Find 10,000 more or 10,000 less than a given four- or five-digit number. Find 1,000 more or 1,000 less than a given four- or five-digit number. Find 100 more or 100 less than a given four- or five digit number.	I/E	R	R	
	3.N.1.4 Use place value to compare and order whole numbers up to 100,000, using comparative language,	I/E	R	R	

		numbers, and symbols.			
3.N.2 Add and subtract multi-digit whole numbers; multiply with factors up to 10; represent multiplication and division in various ways; solve real-world and mathematical problems through the representation of related operations.	3.N.2.1	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting.	I	E	R
	3.N.2.2	Demonstrate fluency of multiplication facts with factors up to 10.	NE	I/E	R/E
	3.N.2.3	Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract multi-digit numbers. (e.g., including across zeros up to 5 digit)	I/E	R	R
	3.N.2.4	Recognize when to round numbers and apply understanding to round numbers to the nearest ten thousand, thousand, hundred, and ten and use compatible numbers to estimate sums and differences.	I/E	R	R
	3.N.2.5	Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction (fact families), the use of technology, and the context of the problem to assess the reasonableness of results. (e.g., to determine reasonableness, student can explain "Does it make sense?")	I/E	R/E	R/E
	3.N.2.6	Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups.	NE	I/E	R
	3.N.2.7	Recognize the relationship between multiplication and division to represent and solve real-world problems. (e.g., fact families)	See Below for trimester breakdown		

		• Multiplication	I	E	R/E
		• Division	NE	I/E	R
		3.N.2.8 Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two-digit number by a one-digit number.	NE	I/E	R/E
3.N.3 Understand meanings and uses of fractions in real-world and mathematical situations. (Utilizing all fractions models such as bars, circles, sets, etc.)	3.N.3.1 Read and write fractions with words and symbols.	NE	I/E	R	
	3.N.3.2 Construct fractions using length, set, and area models. Clarification: The emphasis is on equal partitioning. (e.g., equal partitioning of a number line, set of objects, and/or paper folding)	NE	I/E	R	
	3.N.3.3 Recognize unit fractions and use them to compose and decompose fractions related to the same whole. Use the numerator to describe the number of parts and the denominator to describe the number of partitions. (e.g., using fractions strips to show $\frac{1}{3}$ and $\frac{1}{3}$ is $\frac{2}{3}$, also $\frac{3}{8}$ is made of $\frac{1}{8}$ and $\frac{1}{8}$ and $\frac{1}{8}$)	NE	I/E	R	
	3.N.3.4 Use models and number lines to order and compare fractions that are related to the same whole (like denominators).	NE	I/E	R	
3.N.4 Determine the value of a set of coins or bills.	3.N.4.1 Use addition to determine the value of a collection of coins up to one dollar using the cent symbol and a collection of bills up to twenty dollars.	NE	I/E	R	
	3.N.4.2 Select the fewest number of coins for a given amount of money up to one dollar.	NE	I/E	R	
	BA.3.N.4.3 Determine the correct amount of change when a purchase is made with five dollars.	NE	NE	I	

Algebraic Reasoning & Algebra (A)

3.A.1 Describe and create representations of numerical and geometric patterns.	3.A.1.1 Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts.	I	I/E	R/E
	3.A.1.2 Describe the rule (single operation) for a pattern from an input/output table or function machine involving addition, subtraction or multiplication.	I	I/E	R/E
	3.A.1.3 Explore and develop visual representations of growing geometric patterns and construct the next steps.	NE	I/E	R
3.A.2 Use number sentences involving multiplication and unknowns to represent and solve real-world and mathematical problems.	3.A.2.1 Find unknowns represented by symbols in arithmetic problems by solving one-step open sentences (equations) and other problems involving addition, subtraction, and multiplication. Generate real-world situations to represent number sentences.	See Below for trimester breakdown		
	• addition/subtraction	I/E	R	R
	• multiplication	I	R/E	R
	3.A.2.2 Recognize, represent and apply the number properties (commutative, and identity, and associative properties of addition and multiplication) using models and manipulatives to solve problems	See Below for trimester breakdown		
	• addition	I/E	R	R
	• multiplication	NE	I/E	R

Geometry & Measurement

3.GM.1 Use geometric attributes to describe and create shapes in various contexts.	3.GM.1.1 Sort three-dimensional shapes based on attributes.	NE	NE	I/E
	3.GM.1.2 Build a three-dimensional figure using unit cubes when picture/shape is shown.	NE	NE	I/E

		3.GM.1.3 Classify angles as acute, right, obtuse, and straight.	NE	NE I/E
	3.GM.2 Understand measurable attributes of real-world and mathematical objects using various tools.	3.GM.2.1 Find perimeter of polygon, given whole number lengths of the sides, in real-world and mathematical situations.	NE	NE I/E
		3.GM.2.2 Develop and use formulas to determine the area of rectangles. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these as grouped into rows and columns.(e.g., arrays)	NE	NE I/E
		3.GM.2.3 Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or meter.	NE	I/E R
		3.GM.2.4 Choose an appropriate measurement instrument and measure the length of objects to the whole yard, whole foot, or half inch.	NE	I/E R
		3.GM.2.5 Using common benchmarks, estimate the lengths (customary and metric) of a variety of objects.	NE	I/E R
		3.GM.2.6 Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.	NE	I/E R
		3.GM.2.7 Count cubes systematically to identify number of cubes needed to pack the whole or half of a 3D structure.	NE	NE I/E
		3.GM.2.8 Find the area of 2-D figures by counting total number of same size unit squares that fill the shape without gaps or overlaps.	NE	NE I/E

		BA.3.GM.2.9 Recognize and determine appropriate customary and metric units of measure for a variety of objects in capacity and mass. (i.e., ml, L, cup, pint, quart, gallon, g, Kg, oz., lbs.) Standard not covered in state assessments but should be introduced after testing to build background knowledge for students as they enter fourth grade.	NE	NE	I
3.GM.3 Solve problems by increasing mastery of reading and writing time to the nearest five-minute intervals. Read and write time to the minute.	3.GM.3.1	Increase mastery of reading and writing time to the nearest five-minute intervals. Read and write time to the minute. (analog and digital).	NE	I/E	R
	3.GM.3.2	Determine the solutions to problems involving addition and subtraction of time intervals of 5-minutes, up to one hour, using pictorial models, number line diagrams, and other tools.	NE	I/E	R

Data & Probability (D)

3.D.1 Summarize, construct, and analyze data.	3.D.1.1	Summarize and construct a data set with multiple categories using a frequency table, line plot, pictograph, and/or bar graph with scaled intervals.	NE	NE	I/E
	3.D.1.2	Solve one- and two-step problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled intervals.	NE	NE	I/E

4th Grade Math Sequence of Instruction

Numbers & Operations (N)

Fourth Grade (4)					
BA.4.N.a Compare and represent whole numbers up to 1,000,000 (through hundred thousands place-	BA.4.N.a	Read, write, discuss, and represent whole numbers up to 1,000,000 (through hundred thousands place-999,999) in word form, written (expanded) form and standard form. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives.	I/E	R	R


	999,999) with an emphasis on place value and equality.			
	BA.4.N.b Gain familiarity with factors, multiples, prime and composite.	BA.4.N.b Find factor pairs for whole numbers 1-100. Recognize a whole number as a multiple of each of its factors. Determine if a number is a multiple of given one-digit number. Determine if a whole number 1-100 is prime or composite.	I/ E	R/ E
	BA.4.N.c Increase mastery of rounding to estimate real-world and mathematical problems involving all operations with reasonableness.	BA.4.N.c Increase mastery of rounding to estimate real-world and mathematical problems involving all operations with reasonableness (e.g., to determine reasonableness, student can explain, "Does it make sense?").	See Below for trimester breakdown	
		<ul style="list-style-type: none"> • addition • subtraction • multiplication 	I/ E	R R
		<ul style="list-style-type: none"> • division 	I/ E	R R
	BA.4.N.d Increase mastery of addition and subtraction of whole numbers up to 6 digits.	BA.4.N.d Increase mastery of addition and subtraction of whole numbers up to 6 digits.(through hundred thousands place-999,999)	I/ E	R R
	4.N.1 Solve real-world and	4.N.1.1 Demonstrate fluency with multiplication and division facts up to 12 x 12.	See Below for trimester breakdown	

mathematical problems using multiplication and division.	<ul style="list-style-type: none"> multiplication 	I/ E	R/ E	R/ E
	<ul style="list-style-type: none"> division 	I/ E	R/ E	R/ E
	4.N.1.2 Use an understanding of place value to multiply or divide a number by 10, 100 and 1,000.	See Below for trimester breakdown		
	<ul style="list-style-type: none"> multiplication 	I/ E	R	R
	<ul style="list-style-type: none"> division 	I/ E	R	R
	4.N.1.3 Multiply 3-digit by 1-digit or a 2-digit by 2-digit whole numbers, using efficient and generalizable procedures and strategies, based on knowledge of place value, including but not limited to standard algorithms.	I/ E	R	R
	4.N.1.4 Estimate products of 3-digit by 1-digit or 2-digit by 2-digit whole numbers using rounding, benchmarks and place value to assess the reasonableness of results. Explore larger numbers using technology to investigate patterns.	I/ E	R	R
	4.N.1.5 Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of appropriate technology, and the context of the problem to assess the reasonableness of results.	I/ E	R/ E	R/ E
	4.N.1.6 Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide 3-digit dividend by 1-digit whole number divisors. (e.g., mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties).	I/ E	E	R
	4.N.1.7 Determine the unknown addend or factor in equivalent and nonequivalent expressions. (e.g., $5 + 6 = 4 + \square$, $3 \times 8 < 3 \times \square$).	N E	I	E

4.N.2 Represent and compare fractions and decimals in real-world and mathematical situations including assessing the reasonableness; use place value to understand how decimals represent quantities.	4.N.2.1 Represent equivalent fractions including simplifying fractions using fraction models (e.g., parts of a set, area models, fraction strips, number lines).	N E	I/E	R
	4.N.2.2 Use benchmark fractions (0, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 1) to locate additional fractions on a number line. Use models to order and compare whole numbers and fractions less than and greater than one using comparative language and symbols. Emphasis is on developing conceptual understanding of fractions less than and greater than one.	N E	I/E	R
	4.N.2.3 Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$).	N E	I/E	R
	4.N.2.4 Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations.	N E	I/E	R
	4.N.2.5 Represent tenths and hundredths with concrete models, making connections between fractions and decimals.	I	E	R
	4.N.2.6 Represent, read, and write decimals up to at least the hundredths place in a variety of contexts including money.	I	E	R
	4.N.2.7 Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks.	I/ E	R	R
	4.N.2.8 Rename and compare benchmark fractions ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$) to decimals (0.25, 0.50, 0.75) in real-world and mathematical situations.	N E	I	E

	4.N.3 Determine the value of coins in order to solve monetary transactions.	4.N.3.1 Given a total cost (whole dollars up to \$20 or coins) and amount paid (whole dollars up to \$20 or coins), find the change required in a variety of ways. Limited to whole dollars up to \$20 or sets of coins.	I/ E	R	R

Algebraic Reasoning & Algebra (A)

	4.A.1 Use multiple representations of patterns to solve real-world and mathematical problems.	4.A.1.1 Create an Input/output chart or table to represent or extend a numerical pattern.	N E	I/E	R
		4.A.1.2 Describe the single operation rule for a pattern from an input/output table or function machine involving any operation of a whole number.	N E	I/E	R
		4.A.1.3 Create growth patterns involving geometric shapes and define the single operation rule of the pattern. e.g., 	N E	I/E	R
	4.A.2 Use multiplication and division with unknowns to create number sentences representing a given problem situation.	4.A.2.1 Use number sense, properties of multiplication and the relationship between multiplication and division to solve problems and find values for the unknowns represented by letters and symbols that make number sentences true.	N E	I/E	R
		4.A.2.2 Solve for unknowns in problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, or division with whole numbers. Use real-world situations to represent number sentences and vice versa.	N E	I	E

Geometry & Measurement

4.GM.1 Name, describe, classify, and construct polygons and three-dimensional figures.	4.GM.1.1 Identify points, lines, line segments, rays, angles, endpoints, and parallel and perpendicular lines in various contexts.	N E	I/E	R
	4.GM.1.2 Describe, classify, and sketch quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms, and kites. Recognize quadrilaterals in various contexts.	N E	I/E	R
	4.GM.1.3 Given two three-dimensional shapes, identify similarities, and differences.	N E	I/E	R
4.GM.2 Understand angle, length, and area as measurable attributes of real-world and mathematical objects. Use various tools to measure angles, length, area, and volume.	4.GM.2.1 Measure angles in geometric figures and real-world objects with a protractor or angle ruler.	N E	I/E	R
	4.GM.2.2 Find the area of polygons that can be decomposed into rectangles.	N E	I/E	R
	4.GM.2.3 Using a variety of tools and strategies, develop the concept that the volume of rectangular prisms with whole-number edge lengths can be found by counting the total number of same-sized unit cubes that fill a shape without gaps or overlaps. Use appropriate measurements such as cm ³ .	N E	NE	I/E
	4.GM.2.4 Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or quarter-inch.	N E	NE	I/E
	4.GM.2.5 Solve problems that deal with measurements of length, when to use liquid volumes, when to use mass, temperatures above zero and money using addition, subtraction, multiplication, or division as appropriate (customary and metric).	See Below for trimester breakdown		
	Solve problems with money	I/ E	R	R
	Solve problems with measurement (customary and metric)	N	NE	I/E

		E		
4.GM.3	4.GM.3.1 Determine elapsed time.	N E	NE	R/ E
Determine elapsed time and convert between units of time.	4.GM.3.2 Solve problems involving the conversion of one measure of time to another.	N E	NE	I/E

Data & Probability (D)

4.D.1	4.D.1.1 Represent data on a frequency table or line plot marked with whole numbers and fractions using appropriate titles, labels, and units.	N E	NE	I/E
Collect, organize, and analyze data,	4.D.1.2 Use tables, bar graphs, timelines, and Venn diagrams to display data sets. The data may include benchmark fractions or decimals ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 0.25, 0.50, 0.75).	N E	NE	I/E
	4.D.1.3 Solve one- and two-step problems using data in whole number, decimal, or fraction form in a frequency table and line plot.	N E	NE	I/E

5th Grade Math Sequence of Instruction

Numbers & Operations (N)

5th Grade (5)				
BA.5.N.a	BA.5.N.a Read, write, discuss, and represent whole numbers up to 1,000,000,000 (through hundred millions-999,999,999) in word form, written (expanded) form and standard form. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives. <i>*Also see: 5.N.2.2</i>	I/E	R/E	R/E
BA.5.N.b	BA.5.N.b Find factor pairs for whole numbers 1-100. Recognize	R/E	R/E	R/E
Compare and represent whole numbers up to 1,000,000,000 with an emphasis on place value and equality.				
Gain familiarity with factors,				

	<p>multiples, prime and composite.</p>	<p>a whole number as a multiple of each of its factors. Determine if a number is a multiple of given one-digit number. Determine if a whole number 1-100 is prime or composite.</p>			
	<p>BA.5.N.c</p> <p>Increase mastery of multiplying multi-digit numbers and solving real-world and mathematical problems using arithmetic.</p>	<p>BA.5.N.c</p> <p>Increase mastery of estimating and multiplying multi-digit numbers and solving real-world and mathematical problems using arithmetic.</p>	R/E	R/E	R/E
	<p>5.N.1</p> <p>Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.</p>	<p>5.N.1.1 Estimate solutions to division problems in order to assess the reasonableness of results. (e.g., rounding, compatible numbers, front end estimation)</p>	I/E	R	R
		<p>5.N.1.2 Divide multi-digit numbers, by one and two digit divisors, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.</p>	I/E	R/E	R/E
		<p>5.N.1.3 Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal and consider the context in which a problem is situated to select and interpret the most useful form of the quotient for the solution.</p>	I/E	R	R
		<p>5.N.1.4 Solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-digit whole numbers including multi-step problems. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.</p>	I/E	R/E	R/E
	<p>5.N.2</p> <p>Read, write, represent, and</p>	<p>5.N.2.1 Represent decimal fractions (e.g. $\frac{1}{10}$, $\frac{1}{100}$) using a variety of models (e.g., 10 by 10 grids, rational number wheel, base-ten blocks, meter stick) and make</p>	I/E	R/E	R/E

	compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.	connections between fractions and decimals having denominators that are factors of 100 (e.g., $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{5}$, etc.). (e.g., fractions that can be written to equivalence of 100 as the denominator)			
		5.N.2.2 Represent, read and write decimals using place value in word form, written form and standard form to describe decimal numbers including fractional numbers as small as thousandths and whole numbers as large as millions (e.g., through nine digit whole numbers).	I/E	I/E	R/E
		5.N.2.3 Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line.	NE	I/E	R/E
		5.N.2.4 Recognize and generate equivalent decimals, fractions (including simplest form), mixed numbers and fractions less than one in various contexts.	NE	I/E	R/E
5.N.3	Add and subtract fractions with like and unlike denominators; mixed numbers and decimals to solve real-world and mathematical problems.	5.N.3.1 Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.	See Below for trimester breakdown		
		• fractions	NE	I/E	R/E
		• decimals	I/E	R	R
		5.N.3.2 Using the meanings of fractions, meanings of whole number addition and subtraction, and inverse relationships to illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods).	NE	I/E	R
		5.N.3.3 Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, using efficient and generalizable procedures, including but not limited to standard algorithms in order to solve real-world and mathematical problems including those involving money, measurement, geometry, and data.	See Below for trimester breakdown		

	• fractions	NE	I/E	R/E
	• decimals	I/E	R	R
	5.N.3.4 Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.	I/E	R	R

Algebraic Reasoning & Algebra (A)

5.A.1 Describe and graph patterns of change created through numerical patterns.	5.A.1.1 Use tables and rules of up to two operations to describe patterns of change and make predictions and generalizations about real-world and mathematical problems.	NE	I/E	R/E
	5.A.1.2 Use a rule or table to represent ordered pairs of whole numbers and graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.	NE	I/E	R
5.A.2 Understand and interpret expressions, equations, and inequalities involving variables and whole numbers, and use them to represent and evaluate real-world and mathematical problems.	5.A.2.1 Generate equivalent numerical expressions to and solve problems involving whole numbers by applying the commutative, associative, and distributive properties and order of operations (no exponents).	See Below for trimester breakdown		
	• commutative, associative, and distributive properties	R	R/E	R/E
	• order of operations	NE	I/E	R/E
	5.A.2.2 Determine whether an equation or inequality involving a variable is true or false for a given value of the variable.	NE	I/E	R
	5.A.2.3 Evaluate expressions involving variables when values for the variables are given.	NE	I/E	R/E

Geometry & Measurement

	5.GM.1 Describe, classify, and draw representations of two- and three-dimensional figures.	5.GM.1.1 Describe, classify and construct triangles, including equilateral, obtuse, acute, right, scalene, and isosceles triangles. Recognize triangles in various contexts.	NE	NE	I/E
		5.GM.1.2 Describe and classify three-dimensional figures including cubes, rectangular prisms and pyramids by the number of edges, faces or vertices as well as the shapes of faces.	NE	NE	I/E
		5.GM.1.3 Recognize and draw a net for a three-dimensional figure (e.g., cubes, rectangular prisms, pyramids).	NE	NE	I/E
	5.GM.2 Understand how the volume of rectangular prisms and surface area of shapes with polygonal faces are determined by the dimensions of the object and that shapes with varying dimensions can have equivalent values of surface area or volume.	5.GM.2.1 Recognize that the volume of rectangular prisms can be determined by the number of cubes (n) and by the product of the dimensions of the prism ($a \times b \times c = n$). Know that rectangular prisms of different dimensions (p, q , and r) can have the same volume if $a \times b \times c = p \times q \times r = n$. ($V = L \times W \times H$)	NE	NE	I/E
		5.GM.2.2 Recognize that the surface area of a three-dimensional figure with polygonal faces with whole numbered edges can be found by finding the area of each component of the net of that figure. Know that three-dimensional shapes of different dimensions can have the same surface area.	NE	NE	I/E
		5.GM.2.3 Find the perimeter of polygons and create arguments for reasonable values for the perimeter of shapes that include curves.	NE	NE	I/E
	5.GM.3 Understand angle and length as measurable attributes of real-world and mathematical objects. Use various tools to measure angles and lengths.	5.GM.3.1 Measure and compare angles according to size.	NE	I/E	R
		5.GM.3.2 Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or 1/16-inch.	I	R	R/E

		5.GM.3.3 Recognize and use the relationship between inches, feet, and yards to measure and compare objects. (Clarification: Includes converting units within the same measurement system)	NE	NE	I/E
		5.GM.3.4 Recognize and use the relationship between millimeters, centimeters, and meters to measure and compare objects. (Clarification: Includes converting units within the same measurement system)	I	R	R/E

Data & Probability (D)

	5.D.1 Display and analyze data to find the range and measures of central tendency (mean, median, and mode).	5.D.1.1 Find the measures of central tendency (mean, median, or mode) and range of a set of data. Understand that the mean is a "leveling out" or central balance point of the data.	NE	NE	I/E
		5.D.1.2 Create and analyze line graphs and double-bar using whole numbers, fractions and decimals.	NE	NE	I/E

PRE-K ELA Sequence of Instruction

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

PK.1.R.1	Students will actively listen and speak in complete sentences using agreed-upon rules with guidance and support.	I/E	I/E	I/E
PK.1.R.2	Students will begin to ask and answer questions about information presented orally or through text or other media with guidance and support.	I/E	I/E	I/E
PK.1.R.3	Students will begin to engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	I/E	I/E	I/E
PK.1.R.4	Students will follow simple oral directions.	I/E	I/E	I/E

PK.1.W.1	Students will begin to orally describe personal interests or tell stories to classmates with guidance and support. (e.g., think-pair-share, turn and talk)	I/E	I/E	I/E
PK.1.W.2	Students will work respectfully with others with guidance and support.	I/E/	I/E/	I/E
Standard 2: Reading Foundations Students will develop foundational skills for future reading success by working with sounds, letters, and text.				
PK.2.PA.1	Students will distinguish spoken words in a sentence with guidance and support. (e.g., concept of spoken word)	I	E	R
PK.2.PA.2	Students will recognize spoken words that rhyme.	I	E	R
PK.2.PA.3	Students will begin to recognize syllables in spoken words (e.g., <i>sunshine</i> = <i>sun</i> + <i>shine</i>).	NE	I	R
PK.2.PA.4	Students will begin to isolate initial and final sounds in spoken words. (e.g., The first sound in sun is /s/, the final sound is /n/.	NE	I	E
PK.2.PA.5	Students will begin to recognize initial sounds in a set of spoken words (i.e., <i>alliteration</i>). (e.g., bike, bell, boy)	NE	I	E
PK.2.PA.6	Students will combine onsets and rimes to form familiar one syllable spoken words with pictorial support (e.g., /c/ + at = cat).	NE	NE	I
Standard 3: Writing Foundations Students will develop foundational skills for future writing success by working with sounds, letters, and text.				
PK.2.PC.1	Students will write the majority of the letters in their first name and some uppercase and lowercase letters with guidance and support.	I/E	I/E	I/E
PK.2.PC.2	Students will understand that print carries a message by recognizing labels, signs, and other print in the environment with guidance and support.	I/E	R	R
PK.2.PC.3	Students will begin to demonstrate correct book orientation and identify the front and back covers of a book.	I	E	R
PK.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces with guidance and support.	I/E	R	R

PK.2.PC.5	Students will begin to understand that print moves from top to bottom, left to right, and front to back.	I	R	E
PK.2.PC.6	Students will recognize ending punctuation marks in print during shared reading or other text experiences with guidance and support.	NE	NE	I
Standard 1: Phonological Awareness and Print Concepts				
PK.2.PWS.1	Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support. (e.g., Literacy First requires 14/26 uppercase letters and 14/26 lowercase letters)	I/E	I/E	I/E
PK.2.PWS.2	Students will produce some sounds represented by letters with guidance and support.	I	I	E
Standard 1: Phonological Awareness and Print Concepts				
PK.2.F.1	Students will read first name in print.	I/E	R	R
Standard 2: Reading and Writing Process				
Students will use a variety of recursive reading and writing processes.				
Standard 2: Reading and Writing Process				
PK.2.R	Students will begin to retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.	I	E	R
Standard 2: Reading and Writing Process				
PK.2.W	Students will begin to express themselves through drawing, dictating, and emergent writing. (e.g., writing stations)	I/E	I/E	I/E
Standard 3: Critical Reading and Writing				
Students will apply critical thinking skills to reading and writing.				
Standard 3: Critical Reading and Writing				
PK.3.R.1	Students will describe the role of an author and illustrator, telling how they contribute to a story, with guidance and support.	I	E	R

PK.3.R.2	Students will describe characters in a story with guidance and support.	I	R	R
PK.3.R.3	Students will tell what is happening in a picture or illustration with guidance and support.	I	E	R
PK.3.R.4	Students will ask and answer basic questions (<i>e.g., who, what, where, and when</i>) about texts during shared reading or other text experiences with guidance and support.	I	R	R

Writing: Students will use drawing, labeling and dictating to express thoughts and ideas with guidance and support. (e.g., responding to a book or shared writing discussion)

PK.3.W	Students will use drawing, labeling and dictating to express thoughts and ideas with guidance and support. (e.g., responding to a book or shared writing discussion)	I	R	R
--------	--	---	---	---

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading: Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.

PK.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.	I	R	R
PK.4.R.2	Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	I	R	R
PK.4.R.3	Students will name and sort familiar objects into categories based on common attributes with guidance and support. (e.g., sorting pictures and/or descriptive words)	I	R	R

Writing: Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.

PK.4.W.1	Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.	I/E	I/E	I/E
PK.4.W.2	Students will begin to select appropriate language according to purpose.	I/E	I/E	I/E

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading: Students will begin to understand the function of grammar through exposure to

PK.5.R.1	Students will begin to understand the function of grammar through exposure to	NE	NE	I
----------	---	----	----	---

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Students will demonstrate interest in books during read-alouds, and shared reading, and interact independently with books.

PK.8.R	Students will demonstrate interest in books during read-alouds, and shared reading, and interact independently with books.	I/E	I/E	I/E
--------	--	-----	-----	-----

Students will express their ideas through a combination of drawing and emergent writing with guidance and support.

PK.8.W	Students will express their ideas through a combination of drawing and emergent writing with guidance and support.	I/E	I/E	I/E
--------	--	-----	-----	-----

Kindergarten ELA Sequence of Instruction

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.

K.1.R.1	Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.	I/E	R	R
K.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.	I/E	R	R
K.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	I/E	R	R
K.1.R.4	Students will follow one and two step directions.	I/E	R	R

Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.

K.1.W.1	Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.	I	E	R
---------	--	---	---	---

K.1.W.2	Students will work respectfully with others with guidance and support.	I	E	R
Standard 2: Reading Foundations Students will develop foundational skills for future reading success by working with sounds, letters, and text.				
K.2.PA.1	Students will distinguish spoken words in a sentence.	I/E	I/E	I/E
K.2.PA.2	Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.	I/E	I/E	I/E
K.2.PA.3	Students will isolate and pronounce the same initial sounds in a set of spoken words (i.e., alliteration) (e.g., "the puppy pounces").	I	E	R
BA.K.2.PA.3a	Students will isolate and produce the same ending sounds.	NE	I/E	R
K.2.PA.4	Students will recognize the short or long vowel sound in one syllable words.	NE	I/E	R
K.2.PA.5	Students will count, pronounce, blend, segment, and delete syllables in spoken words.	I/E	I/E	R
K.2.PA.6	Students will blend and segment onset and rime in one syllable spoken words (e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/ + at).	NE	I/E	I/E
K.2.PA.7	Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (e.g., /f/ /a/ /s/ /t/ = fast).	NE	I	E
K.2.PA.8	Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (e.g., "fast" = /f/ /a/ /s/ /t/).	NE	I/E	I/E
K.2.PA.9	Students will add, delete, and substitute phonemes in one syllable spoken words (e.g., "add /c/ to the beginning of "at" to say "cat;" "remove the /p/ from "pin," to say "in;" "change the /d/ in "dog" to /f/ /r/ to say "frog").	NE	NE	I/E
K.2.PC.1	Students will correctly form letters to write their first and last name and most	I/E	I/E	R

	uppercase and lowercase letters correctly.			
K.2.PC.2	Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.	I/E	I/E	I/E
K.2.PC.3	Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.	I/E	I/E	I/E
K.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces.	I	I/E	I/E
K.2.PC.5	Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice). (e.g., inventive text)	I/E	I/E	I/E
K.2.PC.6	Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.	I	I/E	I/E

Students will use a variety of recursive reading and writing processes. Students will use a variety of recursive reading and writing processes.

K.2.PWS.1	Students will name all uppercase and lowercase letters.	I	I/E	I/E
K.2.PWS.2	Students will sequence the letters of the alphabet.	NE	NE	I/E
K.2.PWS.3	Students will produce the primary or most common sound for each consonant, short and long vowel sounds (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).	I/E	I/E	R
K.2.PWS.4	Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (e.g. VC words= at, in, up; CVC words = pat, hen, lot).	NE	I/E	I/E

Students will use a variety of recursive reading and writing processes. Students will use a variety of recursive reading and writing processes.

K.2.F.1	Students will read first and last name in print.	I	I/E	R
K.2.F.2	Students will read common high frequency grade-level words by sight (e.g., not, was, to, have, you, he, is, with, are). (Literacy First Kindergarten Word List)	I/E	I/E	I/E

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Students will use a variety of recursive reading and writing processes.

K.2.R.1	Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea. (e.g., dramatic play or reader's theater)	I	I/E	I/E
K.2.R.2	Students will discriminate between fiction and nonfiction/informational text with guidance and support. (i.e., genre studies)	I	E	E
K.2.R.3	Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.	I	I/E	R

Standard 2: Writing

K.2.W.1	Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.	NE	I/E	I/E
K.2.W.2	Students will begin to develop first drafts by sequencing the action or details of stories/texts.	NE	I/E	I/E
K.2.W.3	Students will begin to edit first drafts using appropriate spacing between letters and words.	NE	I/E	E
BA.K.2.W.4	Students will complete the writing process by publishing their work (i.e., final draft).	NE	I/E	I/E

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Standard 3: Critical Reading and Writing

K.3.R.1	Students will name the author and illustrator, and explain the roles of each in a particular story.	I/E	E	R
K.3.R.2	Students will describe characters and setting in a story with guidance and support.	I	I/E	R
K.3.R.3	Students will tell what is happening in a picture or illustration.	I/E	E	R
K.3.R.4	Students will ask and answer basic questions (e.g., who, what, where, and when) during shared reading or other text experiences with guidance and support.	I/E	E	R

Standard 3: Critical Reading and Writing

K.3.W	Students will use drawing, labelling, dictating, and writing to tell a story, share	I/E	I/E	I/E
-------	---	-----	-----	-----

	information, or express an opinion with guidance and support.			
--	---	--	--	--

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Students will use a variety of strategies to build their vocabulary, including using context clues, using a dictionary, and using word cards.

K.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.	I	I	I/E
K.4.R.2	Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	NE	I	E
K.4.R.3	Students will name and sort pictures of objects into categories based on common attributes with guidance and support.	I/E	R	R

Students will use a variety of strategies to build their vocabulary, including using context clues, using a dictionary, and using word cards.

K.4.W.1	Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.	I	E	R
K.4.W.2	Students will select appropriate language according to purpose with guidance and support. (e.g., words will match their picture)	I	I/E	R

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Students will use a variety of strategies to build their language skills, including using context clues, using a dictionary, and using word cards.

K.5.R.1	Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.	I	I/E	E
K.5.R.2	Students will recognize concrete objects as persons, places or things (<i>i.e., nouns</i>) with guidance and support.	I	I/E	E
K.5.R.3		NE	I/E	E
K.5.R.4	Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support. (Including: over, under, around, below, etc.)	I	E	E

Students will use a variety of strategies to build their language skills, including using context clues, using a dictionary, and using word cards.

K.5.W.1	Students will capitalize, with guidance and support: <ul style="list-style-type: none"> • their first name • the pronoun "I" 	I	I/E	R
K.5.W.2	Students will begin to compose simple sentences that begin with a capital letter and end with a period, question mark and exclamation mark.	I	I	I/E

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

K.6.R.1	Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	NE	I	E
K.6.R.2	Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.	NE	I	E
K.6.W.1	Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.	I	I	E
K.6.W.2	Students will find information from provided sources during group research with guidance and support.	NE	I	I/E

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

K.7.R.1	Students will recognize formats of print and digital text with guidance and support.	NE	I	I/E
K.7.R.2	Students will explore how ideas and topics are depicted in a variety of media and formats. (e.g., speech bubbles, lists, menus, captions, etc.)	NE	I	I/E
K.7.W.1	Students will use appropriate technology to communicate with others with guidance and support. (e.g., utilize smartboard, appropriate websites such as	I	I/E	I/E

	storyblrd.com, etc.)			
K.7.W.2	Students will use appropriate props, images, or illustrations to support verbal communication. (e.g., posters, lists, menus, etc.)	I	I/E	I/E
Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.				
K.8.R	Students will demonstrate Interest In books during read-alouds and shared reading, and interact Independently with books.	I	I/E	I/E
K.8.W	Students will express their Ideas through a combination of drawing and emergent writing with guidance and support.	I	I/E	I/E

1st Grade ELA Sequence of Instruction

May

2017

Standard 1: Speaking and Listening Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.				
1.1.R.1	Students will actively listen and speak in complete sentences using agreed-upon rules for discussion.	I/E	R	R
1.1.R.2	Students will ask and answer questions to seek help, get information or clarify about information presented orally through text or other media, to confirm understanding.	I/E	R	R
1.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.	I/E	R	R
1.1.R.4	Students will restate and follow simple two-step directions.	I	R	E

1.1.W.1	Students will orally describe people, places, things, and events with relevant details expressing their ideas.	I	I/E	R
1.1.W.2	Students will work respectfully in groups.	I/E	R	R

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

1.2.PA.1	Students will blend and segment onset and rime in spoken words (e.g., /ch/ + /at/ = chat).	I/E	R	R
1.2.PA.2	Students will differentiate short from long vowel sounds in one syllable words. (e.g., cap vs. cape)	I/E	R	R
1.2.PA.3	Students will isolate and pronounce initial, medial, and final sounds in spoken words. (e.g., What sound do you hear at the beginning of bat? In the middle of bat? At the end of bat?)	I/E	R	R
1.2.PA.4	Students will blend phonemes to form spoken words with 4 to 6 phonemes including consonant blends (e.g., /s/ /t/ /r/ /l/ /ng/ = string).	I/E	R	R
1.2.PA.5	Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g., string = /s/ /t/ /r/ /l/ /ng/).	I/E	R	R
1.2.PA.6	Students will add, delete, and substitute phonemes in spoken words (e.g., "add /g/ to the beginning of low to say 'glow'; remove the /ldge/ from 'bridge' to say 'br'; change the /ar/ in 'charm' to /u/ to say 'chum'")	I/E	I/E	I/E

1.2.PC.1	Students will correctly form letters and use appropriate spacing for letters, words, sentences using left-to-right and top-to-bottom progression.	I/E	R	R
BA.1.2.PC.1a	Students will correctly form letters to write their first and last name.	I/E	R	R
BA.1.2.PC.1b	Students will recognize the difference between letters, words, and sentences.	I/E	R	R
1.2.PC.2	Students will recognize the distinguishing features of a sentence (e.g.,	I	E	R

	capitalization of the first word, ending punctuation, comma, quotation marks).			
Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.				
<p>Students will read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 1-2 reading level range appropriate for their reading level.</p>				
1.2.PWS.1	<p>Students will decode phonetically regular words by using their knowledge of:</p> <ul style="list-style-type: none"> Single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/) Consonant blends (e.g., bl, br, cr) Consonant digraphs and trigraphs (e.g., sh-, tch) Vowel sounds: <ul style="list-style-type: none"> Long Short R-controlled vowels (e.g., ar, er, ir, or, ur) Vowel spelling pattern: <ul style="list-style-type: none"> Vowel digraphs (e.g., ea, oa, ee) Vowel-consonant-silent-e (e.g., lake) <p>*This standard corresponds with 1.2.W.3 in which students are asked to use phonics and word analysis skills when spelling words in writing.</p>	I/E	I/E	I/E
1.2.PWS.2	<p>Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> Most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled) Inflectional endings (e.g., -s, -ed, -ing) Compound words contractions 	NE	I	E
1.2.PWS.3	Students will read words in common word families (e.g., -at, -ab, -am, -in)	I/E	R	R
<p>Students will read and comprehend literary texts, including fiction, drama, and poetry, in the grades 1-2 reading level range appropriate for their reading level.</p>				
1.2.F.1	Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text. (i.e., Literacy First High Frequency Lists allowing	I/E	I/E	I/E

	response within 3 seconds or less without prompting.)			
1.2.F.2	Students will only read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	I	I/E	I/E

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

1.2.R.1	Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.	I/E	R	R
1.2.R.2	Students will discriminate between fiction and nonfiction/informational text. (e.g., using compare and contrast strategies)	I	E	R
1.2.R.3	Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text.	I/E	R	R

1.2.W.1	Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.	I	R	E
1.2.W.2	Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.	I	I/E	I/E
1.2.W.3	Students will correctly spell grade-appropriate, highly decodable words (<i>e.g., cup, like, cart</i>) and common, irregularly spelled sight words (<i>e.g., the</i>) while editing.	NE	I	E
1.2.W.4	Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary, notebook</i>).	I/E	I/E	I/E

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

1.3.R.1	Students will identify the author's purpose (<i>i.e., tell a story, provide information</i>) with guidance and support.	I	R	E
1.3.R.2	Students will describe who is telling the story (<i>i.e., point of view</i>).	NE	I	E

1.3.R.3	<p>Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> • Setting (<i>i.e., time, place</i>) • Plot • Main characters and their traits in a story 	I/E	I/E	I/E
1.3.R.4	Students will ask and answer basic questions <i>e.g., who, what, where, why, and when</i>) about texts.	I/E	R	R
1.3.R.5	Students will begin to locate facts that are clearly stated in a text.	I	E	R
BA.1.3.R.6	<p>Students will use metacognitive strategies to enhance their comprehension.</p> <ul style="list-style-type: none"> • making connections • predicting • questioning • visualizing • inferring • summarizing • determining importance <p><i>*Note:</i> Metacognitive strategies help students “think about their thinking” before, during and after they read.</p>	I/E	I/E	I/E
<p>Writing – Students will write narratives, informative/explanatory texts, and opinion pieces to examine a topic or text, convey ideas and perspectives, and analyze a topic or text, convey ideas and perspectives, and analyze a topic or text, convey ideas and perspectives.</p>				
1.3.W.1	<p>NARRATIVE</p> <p>Students will begin to write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>) and a basic setting (<i>i.e., time, place</i>) with guidance and support.</p>	I/E	R	R
1.3.W.2	<p>INFORMATIVE</p> <p>Students will begin to write facts about a subject in response to a text aloud to demonstrate understanding with guidance and support.</p>	NE	E	R
1.3.W.3	<p>OPINION</p> <p>Students will express an opinion in writing about a topic and provide a reason to</p>	NE	I	E

	support the opinion.			
Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.				
1.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	I/E	I/E	I/E
1.4.R.2	Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define unfamiliar words with guidance and support.	I	E	R
1.4.R.3	Students will use context clues to determine the meaning of words with guidance and support.	I/E	I/E	I/E
1.4.R.4	Students will name and sort words into categories based on common attributes.	I/E	I/E	I/E
1.4.R.5	Students will use a dictionary (<i>print and/or electronic</i>) to find words.	I	E	R
Standard 4: Writing Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.				
1.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.	I/E	I/E	I/E
1.4.W.2	Students will select appropriate language according to purpose in writing with guidance and support.	I/E	I/E	I/E
Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.				
1.5.R.1	Students will recognize nouns as concrete objects (<i>i.e., people, persons, places, and things</i>) and use pronoun "I".	I/E	R	R
1.5.R.2	Students will recognize and use verbs as actions.	I	E	R

1.5.R.3	Students will recognize and use color, number, and other descriptive adjectives.	NE	I	E
1.5.R.4	Students will recognize and use prepositions (<i>e.g., The dog is on top of the doghouse</i>) through pictures and movement. (i.e., directional words)	NE	I/E	R
1.5.R.5	Students will recognize and use singular and plural nouns with correct verbs in simple sentences (<i>e.g., He sits; we sit</i>).	NE	I/E	R

Students will use appropriate capitalization and punctuation when writing complete sentences.

1.5.W.1	Students will capitalize: <ul style="list-style-type: none"> The first letter of a sentence, Proper names Months and days of the week 	I	E	R
BA.1.5.W.1a	Students will use correct end punctuation when writing complete sentences.	I	E	R
1.5.W.2	Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.	I	E	R

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Students will use appropriate research skills to find and evaluate information.

1.6.R.1	Students will decide who can answer questions about their topic or what resources they will need to find the information.	NE	I/E	R
1.6.R.2	Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.	NE	I/E	R
1.6.R.3	Students will identify the location and purpose of various visual and text reference sources.	NE	I/E	R

Students will generate questions about topics of interest.

1.6.W.1	Students will generate questions about topics of interest.	NE	I/E	R
1.6.W.2	Students will organize information found during group or individual research,	NE	I/E	R

	using graphic organizers or other aids with guidance and support.			
1.6.W.3	Students will make informal presentations of information gathered.	NE	I/E	R

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

1.7.R.1	Students will use provided print and digital resources with guidance and support.	I/E	I/E	I/E
1.7.R.2	Students will explore and compare how ideas and topics are depicted a variety of media and formats.	I	E	R

1.7.W.1	Students will select and use appropriate technology or media to communicate with others with guidance and support.	I/E	I/E	I/E
1.7.W.2	Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	I/E	I/E	I/E

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

1.8.R	Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.	I	I/E	I/E
-------	--	---	-----	-----

1.8.W	Students will write independently for extended periods of time through a combination of emergent and conventional writing with guidance and support.	I/E	I/E	I/E
-------	--	-----	-----	-----

2nd Grade ELA Sequence of Instruction

May

2017

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

2.1.R.1	Students will actively listen and speak using appropriate discussion rules.	I/E	R	R
2.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding. (e.g., stop-and-wonder, clarify with questions)	I/E	R	R
2.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups. (e.g., incorporate pre-reading skills such as: make predictions, activate prior knowledge, use picture clues, and establish a purpose for reading.)	I/E	R	R
2.1.R.4	Students will restate and follow multi-step directions.	I/E	R	R

2.1.W.1	Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I/E	R	R
2.1.W.2	Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group or member.	I/E	R	R

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and

text.

Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.

Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.

Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.

2.2.PC	Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.	I/E	R	R
--------	--	-----	---	---

Students will continue to review and apply earlier grade level expectations for this standard. If prints concepts skills are not mastered, students will address skills from previous grades.

Students will continue to review and apply earlier grade level expectations for this standard. If prints concepts skills are not mastered, students will address skills from previous grades.

2.2.PWS.1	<p>Students will decode one- and two- syllable words by using their knowledge of:</p> <ul style="list-style-type: none">• single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem, goat])• consonant blends (e.g., bl, br, cr)• consonant digraphs and trigraphs (e.g., sh-, -tch)• vowel sounds:<ul style="list-style-type: none">○ long○ short○ "r" controlled vowels (e.g., ar, er, ir, or, ur)• vowel spelling patterns:<ul style="list-style-type: none">○ vowel digraphs (e.g., ea, oa, ee)○ vowel-consonant-silent-e (e.g., lake)○ vowel diphthongs (vowel combinations having two vowel sounds [e.g., oi as in boil, oy as in boy])	I/E	R	R
-----------	--	-----	---	---

2.2.PWS.2	<p>Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> all major syllable patterns (<i>e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled</i>) inflectional endings (<i>e.g., -s, -ed, -ing</i>) compound words contractions abbreviations common roots and related prefixes and suffixes <p>Students will apply word study skills in daily writing.</p>	I/E	I/E	I/E
2.2.PWS.3	Students will read words in common word families (<i>e.g., -ight, -ink, -ine, ow</i>)	I/E	R	R
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If fluency skills are not mastered, students will address skills from previous grades.</i></p>				
2.2.F.1	Students will read high-frequency and/or common irregularly spelled grade-level words with automaticity in text. (i.e., Literacy First High Frequency Lists allowing response within 3 seconds or less without prompting.)	I/E	I/E	I/E
2.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension using strategies to self-monitor and correct.	I/E	I/E	I/E
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If fluency skills are not mastered, students will address skills from previous grades.</i></p>				
<p>Standard 2: Reading and Writing Process</p> <p>Students will use a variety of recursive reading and writing processes.</p>				
2.2.R.1	Students will locate the main idea and supporting details of a text.	I	I/E	R
2.2.R.2	Students will begin to compare and contrast details. (<i>e.g., plots or events, settings, and characters</i>) to discriminate genres.	I	I/E	R
2.2.R.3	Students will begin to retell and summarize events or plots (<i>i.e., beginning, middle,</i>	I/E	I/E	R

	<i>end, and conflict</i>) of a story or text.			
<p>Standard 2: Critical Reading and Writing</p> <p>Students will apply critical thinking skills to reading and writing.</p>				
2.2.W.1	Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences to form a paragraph.	I/E	E	R
2.2.W.2	Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.	I/E	I/E	I/E
2.2.W.3	Students will correctly spell grade-appropriate words while editing using patterns used in word study.	I/E	I/E	I/E
2.2.W.4	Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and/or digital dictionaries</i>).	I	I/E	R
<p>Standard 3: Critical Reading and Writing</p> <p>Students will apply critical thinking skills to reading and writing.</p>				
2.3.R.1	Students will determine the author's purpose (<i>e.g., tell a story, provide information</i>).	I/E	I/E	I/R
2.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	I	E	R
2.3.R.3	Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> • setting (<i>e.g., time, place</i>) • characters • characterization (i.e., thoughts, actions, dialogue, interactions) • Plot including relationships within plot: sequence, compare/contrast, cause/effect, problem/solution 	I	E	R
2.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> • simile • metaphor • Idioms 	NE	I	E

	<ul style="list-style-type: none"> alliteration 			
2.3.R.5	Students will locate facts that are clearly stated in a text. (i.e, fiction: who, what, when, where; nonfiction: Identify facts)	I/E	I/E	R
2.3.R.6	Students will describe the structure of a text (e.g., <i>sequential (T2), problem/solution (T2), description (T2), compare/contrast (T2), cause/effect (T3)</i>) with guidance and support.	I/E	I/E	I/E
2.3.R.7	Students will answer inferential questions (e.g., <i>how and why</i>) with guidance and support.	I	I/E	I/E
BA.2.3.R.8	<p>Students will use metacognitive strategies to enhance their comprehension.</p> <ul style="list-style-type: none"> making connections predicting questioning visualizing Inferring summarizing determining Importance <p><i>*Note: Metacognitive strategies help students "think about their thinking" before, during and after they read.</i></p>	I/E	I/E	I/E
<p>Writing is a complex skill and students will be expected to write in a variety of genres and formats. The following standards are intended to provide a framework for writing instruction. Students will be expected to write in a variety of genres and formats, including narrative, informative, and opinion. The standards are intended to provide a framework for writing instruction.</p>				
2.3.W.1	<p>NARRATIVE</p> <p>Students will write narratives Incorporating characters, plot (e.g., <i>beginning, middle, end</i>), and a basic setting (e.g., <i>time, place</i>) with guidance and support.</p>	I/E	R	R
2.3.W.2	<p>INFORMATIVE</p> <p>Students will write facts about a subject and include a main idea with supporting details.</p>	NE	I/E	R
2.3.W.3	<p>OPINION</p> <p>Students will express an opinion about a topic and provide reasons as support.</p>	NE	NE	I/E

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Students will use domain-appropriate vocabulary to communicate ideas in writing.

2.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	I/E	I/E	I/E
2.4.R.2	Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define and determine the meaning of new words.	I	E	R
2.4.R.3	Students will use context clues to determine the meaning of words with guidance and support.	I	E	R
2.4.R.4	Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.	I	E	R
2.4.R.5	Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings of words or phrases.	I	I/E	R

Students will use domain-appropriate vocabulary to communicate ideas in writing.

2.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.	I/E	I/E	I/E
2.4.W.2	Students will select appropriate language according to purpose in writing.	I/E	I/E	I/E

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Students will use domain-appropriate vocabulary to communicate ideas in writing.

2.5.R.1	Students will recognize nouns, pronouns, common, proper and irregular plural nouns.	I/E	R	R
2.5.R.2	Students will recognize and use different types and tenses of verbs. <i>1st Trimester: Recognize verbs</i> <i>3rd Trimester: Recognize and use verb tenses</i>	I	I/E	R
2.5.R.3	Students will recognize and use adjectives.	I/E	E	R

2.5.R.4	Students will recognize and use prepositions.	NE	I	E
2.5.R.5	Students will recognize and use the subject and predicate of a sentence.	I/E	I/E	I/E
Standard 5: Writing				
2.5.W.1	Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> the first letter of a quotation (including the use of quotation marks) holidays product names Initials months and days of the week (including the use of commas within dates) 	I/E	I/E	R
2.5.W.2	Students will use simple contractions (e.g., <i>Isn't</i> , <i>aren't</i> , <i>can't</i>).	I	E	R
2.5.W.3	Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.	I	I/E	R
Standard 6: Research				
Students will engage in inquiry to acquire, refine, and share knowledge.				
2.6.R.1	Students will create their own questions to find information on their topic.	I	E	R
2.6.R.2	Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.	I	I/E	I/E
2.6.R.3	Students will consult various visual and text reference sources to gather information. (e.g., table of contents, glossary, index, etc.)	I	I/E	I/E
Standard 6: Writing				
2.6.W.1	Students will generate a list of topics of interest and individual questions about one specific topic of interest.	I	E	R

2.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids.	NE	I/E	R
2.6.W.3	Students will organize and present their information in written and/or oral reports or display.	NE	I/E	R

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

2.7.R.1	Students will locate information for research and using print and digital resources with guidance and support.	I/E	I/E	I/E
2.7.R.2	Students will explain how ideas and topics are depicted in a variety of media and formats.	I/E	I/E	I/E

2.7.W.1	Students will select and use appropriate technology or media to communicate with others with guidance and support.	I	E	R
2.7.W.2	Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	NE	I/E	R

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

2.8.R	Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.	R/E	R/E	R/E
2.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	I/E	I/E	I/E

3rd Grade ELA Sequence of Instruction

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

3.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.	I/E	R	R
3.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.	I/E	R	R
3.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.	I/E	R	R

Students will continue to review and apply earlier grade level expectations for this standard.

3.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.	I/E	I/E	R
3.1.W.2	Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	I/E	I/E	R

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Students will continue to review and apply earlier grade level expectations for this standard.

Students will continue to review and apply earlier grade level expectations for this standard.

If phonological awareness skills are not mastered, students will address skills from previous grades.

Students will continue to review and apply earlier grade level expectations for this standard.

3.2.PC	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.	I	I/E	R
--------	--	---	-----	---

Students will continue to review and apply earlier grade level expectations for this standard.

If print concepts skills are not mastered, students will address skills from previous grades.

Students will continue to review and apply earlier grade level expectations for this standard.

3.2.PWS.1	Students will decode multisyllabic words using their knowledge of: <ul style="list-style-type: none"> "r" controlled vowels (e.g., ar, er, lr, or, ur) vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boll, oy as in boy) 	I/E	R	R
-----------	--	-----	---	---

3.2.PWS.2	Students will decode multisyllabic words by applying knowledge of structural analysis: <ul style="list-style-type: none"> all major syllable patterns (Students will continue to review and apply earlier grade level expectations for syllable patterns. If patterns are not mastered, students will address skills from previous grades.) contractions abbreviations common roots and related prefixes and suffixes 	I	E	R
-----------	---	---	---	---

3.2.PWS.3	Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words. (i.e., applies word study skills)	I	E	E
-----------	---	---	---	---

Students will continue to review and apply earlier grade level expectations for this standard.

3.2.F.1	Students will read high frequency and/or irregularly spelled grade-level words with	I	E	R
---------	---	---	---	---

	automaticity in text.			
3.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	I/E	R	R
Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.				
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.				
3.2.R.1	Students will locate the main idea and key supporting details of a text or section of a text.	I	I/E	E
3.2.R.2	Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.	I	R	E
3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.	I/E	R/E	R/E
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.				
3.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.	I	I/E	I/E
3.2.W.2	Students will edit drafts and revise for clarity and organization.	I	I	I/E
3.2.W.3	Students will correctly spell grade-appropriate words while editing.	R/E	E	E
3.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries).	I	I/E	R
3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain,	I	I/E	R

	<i>inform, persuade).</i>			
3.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literacy and/or informational text.	I	I	E
3.3.R.3	Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> • setting (<i>i.e., time, place</i>) • characters • characterization (<i>i.e., thoughts, actions, dialogue, interactions</i>) • Theme • Plot including relationships within plot (<i>sequence, compare/contrast, cause/effect, problem/solution</i>) 	I/E	I/E	I/E
3.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • idioms • alliteration 	I	I	I/E
3.3.R.5	Students will distinguish fact from opinion in text.	NE	I/E	R
3.3.R.6	Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support.	I	I	E
3.3.R.7	Students will ask and answer inferential questions using the text to support answers with guidance and support.	I	I/E	R/E

BA.3.3.R.8	<p>Students will use metacognitive strategies to enhance their comprehension.</p> <ul style="list-style-type: none"> • making connections • predicting • questioning • visualizing • Inferring • summarizing • determining Importance <p><i>*Note: Metacognitive strategies help students “think about their thinking” before, during and after they read.</i></p>	I/E	I/E	R
------------	---	-----	-----	---

Standard 3: Writing

3.3.W.1	<p>NARRATIVE-Grade Level Focus</p> <p>Students will write narratives incorporating characters, plot, setting, point of view, and conflict (<i>i.e., solution and resolution</i>).</p>	I/E	E	E
3.3.W.2	<p>INFORMATIVE</p> <p>Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.</p>	NE	I/E	E
3.3.W.3	<p>OPINION</p> <p>Students will express an opinion about a topic and provide reasons as support.</p>	NE	I	I/E

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Standard 4: Vocabulary

3.4.R.1	<p>Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. (e.g., academic vocabulary can be found on the Oklahoma State Department of Education website.)</p>	I/E	I/E	I/E
3.4.R.2	<p>Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define and determine</p>	NE	I/E	E

	the meaning of new words.			
3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	I	R	E
3.4.R.4	Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.	NE	I/E	E
3.4.R.5	Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, and pronunciation of words.	NE	I	E

3.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.	I/E	I/E	I/E
3.4.W.2	Students will select appropriate language according to purpose in writing.	I/E	I/E	I/E

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

3.5.R.1	Students will recognize pronouns and possessive nouns.	I/E	R	R
3.5.R.2	Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.	I/E	R	R
3.5.R.3	Students will recognize adjectives, articles as adjectives, and adverbs.	NE	I/E	R
3.5.R.4	Students will recognize prepositions and conjunctions.	NE	NE	I/E
3.5.R.5	Students will recognize the subject and verb agreement.	I/E	R	R

3.5.W.1	<p>Students will capitalize and appropriately punctuate:</p> <ul style="list-style-type: none"> • titles of respect • appropriate words in title • geographical names • proper nouns <p>Students will continue to review and apply earlier grade level capitalization expectations. If capitalization skills are not mastered, students will address skills from previous grades.</p>	I/E	R/E	R/E
3.5.W.2	Students will use complex contractions (<i>e.g., should've, won't</i>).	NE	I/E	R/E
3.5.W.3	Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.	I	I	R/E
3.5.W.4	Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.	I/E	I/E	R/E

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

3.6.R.1	Students will use their own questions to find information on their topic.	NE	I	R/E
3.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.	NE	I/E	R/E
3.6.R.3	Students will locate information in visual and text reference sources, electronic resources, and/or interviews.	NE	I	I/E
3.6.R.4	Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.	NE	NE	I

3.6.W.1	Students will generate a list of topics of interest and individual questions about one specific topic of interest.	NE	I	R/E
3.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids.	NE	NE	I/E
3.6.W.3	Students will summarize and present information in a report.	NE	NE	I/E

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Students will use a variety of media and technology to communicate and share knowledge and information.

3.7.R.1	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.	I	I/E	E
3.7.R.2	Students will compare how ideas and topics are depicted in a variety of media and formats.	NE	I	R

Students will use a variety of media and technology to communicate and share knowledge and information.

3.7.W.1	Students will create multimodal content that communicates an idea using technology or appropriate media.	NE	NE	I/E
3.7.W.2	Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	NE	NE	I/E

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Students will use a variety of media and technology to communicate and share knowledge and information.

3.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.	R/E	R/E	R/E
3.8.W	Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or</i>	I/E	R/E	R/E

	two) to communicate with different audiences for a variety of purposes.			
--	---	--	--	--

4th Grade ELA Sequence of Instruction

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

4.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.	I/E	R	R
4.1.R.2	Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding.	NE	I/E	R
4.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	I/E	R	R

4.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.	I	E	R
4.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	I/E	R	R

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and

text.

Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.

4.2.PC	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.	I/E	R	R
--------	--	-----	---	---

Students will continue to review and apply earlier grade level expectations for this standard. If print concept skills are not mastered, students will address skills from previous grades.

4.2.PWS.1	Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words. (Including application of word study skills such as: prefixes, suffixes, root words)	I/E	I/E	I/E
-----------	--	-----	-----	-----

Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.

4.2.F.1	Students will read high frequency and irregularly spelled grade-level words with automaticity in text.	R/E	R/E	R/E
4.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that supports comprehension.	R/E	R/E	R/E

Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

4.2.R.1	Students will distinguish how key details support the main idea of a passage.	I/E	R	R
4.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to distinguish various genres across the curriculum.	I/E	R	R
4.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.	I/E	R	R
4.2.R.4	Students will begin to paraphrase main ideas with supporting details in a text.	I	I/E	R/E

4.2.W.1-4.2.W.4: Students will develop drafts by categorizing ideas or organizing them into paragraphs. Students will edit drafts and revise for clarity and organization. Students will correctly spell grade-appropriate words while editing. Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).

4.2.W.1	Students will develop drafts by categorizing ideas or organizing them into paragraphs.	I	E	R
4.2.W.2	Students will edit drafts and revise for clarity and organization.	I	E	R
4.2.W.3	Students will correctly spell grade-appropriate words while editing.	I	E	R
4.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).	I	E	R

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

4.3.R.1-4.3.R.3: Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose. Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text. Students will describe key literary elements:

4.3.R.1	Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.	I/E	R	R
4.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	I/E	R	R
4.3.R.3	Students will describe key literary elements: <ul style="list-style-type: none"> • setting • plot • characters (i.e., protagonist, antagonist) • characterization • theme 	I/E	R	R

4.3.R.4	<p>Students will find examples of literary devices:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • Imagery • Idiom • alliteration • symbolism* • tone* <p><i>*Students will find textual evidence when provided an examples.</i></p>	NE	I/E	R
4.3.R.5	Students will distinguish fact from opinion in a text and investigate facts for accuracy.	R/E	R/E	R/E
4.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).	NE	R/E	R/E
4.3.R.7	Students will ask and answer inferential questions using the text to support answers.	I	E	R
BA.4.3.R.8	<p>Students will use metacognitive strategies to enhance their comprehension.</p> <ul style="list-style-type: none"> • making connections • predicting • questioning • visualizing • Inferring • drawing conclusions • summarizing • determining Importance 	R/E	R/E	R/E

	<ul style="list-style-type: none"> synthesizing <p>*Note: Metacognitive strategies help students “think about their thinking” before, during and after they read.</p>			
--	---	--	--	--

4.3.W.1-4.3.W.3: Students will write narratives, informational/explanatory text, and opinion pieces that are supported by relevant facts and details. Students will use a variety of media and formats to communicate their ideas.

4.3.W.1	NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue.	I/E	R	R
4.3.W.2	INFORMATIVE-Grade Level Focus Students will write facts about a subject including a clear main idea with supporting details, and use transitional and signal words.	NE	NE	I/E
4.3.W.3	OPINION Students will express an opinion about a topic and provide fact-based reasons as support.	NE	I/E	R

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

4.4.R.1-4.4.R.5: Students will use general and domain-specific academic vocabulary to understand and communicate about texts. Students will use a variety of media and formats to communicate their ideas.

4.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	I/E	I/E	I/E
4.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.	I	E	R
4.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	I/E	I/E	I/E
4.4.R.4	Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex, homographs and homonyms.	I/E	R	R
4.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.	I	E	R

Students will use domain-appropriate vocabulary to communicate ideas in writing.

4.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.	I/E	I/E	I/E
4.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.	I/E	I/E	I/E

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Students will recognize pronouns and irregular possessive nouns.

4.5.R.1	Students will recognize pronouns and irregular possessive nouns.	R/E	R/E	R/E
4.5.R.2	Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.	R/E	R/E	R/E
4.5.R.3	Students will recognize comparative and superlative adjectives and adverbs.	R/E	R/E	R/E
4.5.R.4	Students will recognize prepositional phrases and conjunctions.	R/E	R/E	R/E
4.5.R.5	Students will recognize the subject and verb agreement.	R/E	R/E	R/E

Students will continue to review and apply earlier grade level expectations for this standard. If language skills are not mastered, students will address skills from previous grades.

4.5.W.1	Students will capitalize <ul style="list-style-type: none"> • familial relations • proper adjectives • conventions of letter writing 	R/E	R/E	R/E
4.5.W.2	Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as	R/E	R/E	R/E

	needed for dialogue.			
4.5.W.3	Students will compose single, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.	R/E	R/E	R/E
4.5.W.4	Students will compose declarative, interrogative, imperative, and exclamatory sentences.	R/E	R/E	R/E

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Research is a process of inquiry that involves asking questions, gathering information, and sharing findings. It is a key skill for students to develop, as it helps them to understand the world around them and to make informed decisions.

4.6.R.1	Students will use their own viable research questions to find information about a specific topic.	NE	I/E	R
4.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret text.	I	E	R
4.6.R.3	Students will determine the relevance and reliability of the information gathered.	NE	E	R

Research is a process of inquiry that involves asking questions, gathering information, and sharing findings. It is a key skill for students to develop, as it helps them to understand the world around them and to make informed decisions.

4.6.W.1	Students will generate a viable research question about a specific topic.	NE	I	E
4.6.W.2	Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support.	NE	I	E
4.6.W.3	Students will summarize and present information in a report.	NE	I	E

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Multimodal literacies are the skills and knowledge needed to understand and use different types of texts, including written, oral, visual, digital, non-verbal, and interactive texts. These skills are essential for students to be able to communicate effectively in a variety of contexts.

4.7.R.1	Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.	NE	I	E
4.7.R.2	Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.	NE	I	E
Standard 7: Speaking and Listening Students will speak and listen effectively in a variety of situations including, but not limited to, responses to media and texts.				
4.7.W.1	Students will create multimodal content that effectively communicates an idea using technology or appropriate media.	NE	I	E
4.7.W.2	Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	NE	I	E
Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.				
4.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.	R/E	R/E	R/E
Standard 9: Writing Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.				
4.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.	R/E	R/E	R/E

5th Grade ELA Sequence of Instruction

2017

May

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses

to reading and writing.

Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.

5.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.	R	R	R
5.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.	R	R	R
5.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	R/E	R/E	R/E

Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.

5.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.	I	E	R
5.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	R	R	R

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.

Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.

5.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	R/E	R/E	R/E
5.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres across the curriculum.	R/E	R/E	R/E

5.2.R.3	Students will begin to paraphrase main ideas with supporting details in a text.	R/E	R/E	R/E
<p>Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. (i.e., effective introduction, conclusion, and supporting details)</p>				
5.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. (i.e., effective introduction, conclusion, and supporting details)	R/E	R/E	R/E
5.2.W.2	Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.	R/E	R/E	R/E
5.2.W.3	Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.	I/E	R/E	R/E
5.2.W.4	Students will edit and revise multiple drafts for intended purpose (<i>e.g., staying on topic</i>) and coherence.	R/E	R/E	R/E
5.2.W.5	Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>)	R	R	R

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

<p>Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved.</p>				
5.3.R.1	Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved.	R/E	R/E	R/E
5.3.R.2	Students will determine the point of view and describe how it affects grade-level literary and/or informational text.	R/E	R/E	R/E
5.3.R.3	Students will describe and find textual evidence of key literary elements. <ul style="list-style-type: none"> • setting • characters (<i>i.e., protagonist, antagonist</i>) • characterization • Theme 	R/E	R/E	R/E

	<ul style="list-style-type: none"> Plot including relationships within plot (sequence, cause/effect, problem/solution, compare/contrast) 			
5.3.R.4	<p>Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> simile metaphor personification onomatopoeia hyperbole Imagery alliteration idiom symbolism* tone* <p><i>*Students will find textual evidence when provided with examples.</i></p>	R/E	R/E	R/E
5.3.R.5	Students will distinguish fact from opinion in nonfiction text and investigate facts for accuracy.	R/E	R/E	R/E
5.3.R.6	Students will distinguish the structures of texts (<i>i.e., description, compare/contrast, sequential, problem/solution, cause/effect</i>) and content by making inferences about texts and use textual evidence to support understanding.	R/E	R/E	R/E
5.3.R.7	Students will compare and contrast texts and ideas within and between texts.	I/E	R/E	R/E
BA.5.3.R.8	<p>Students will use metacognitive strategies to enhance their comprehension.</p> <ul style="list-style-type: none"> making connections predicting questioning 	I/E	R/E	R/E

	<ul style="list-style-type: none"> • visualizing • inferring • summarizing • determining Importance • synthesizing <p><i>*Note: Metacognitive strategies help students “think about their thinking” before, during and after they read.</i></p>			
--	--	--	--	--

Standard 3: Writing

Students will write informative/explanatory texts in which they introduce a topic, supply facts, and analyze a topic and issue, using logic, reasoning, and relevant evidence to support a central idea or thesis. Students will also write narratives to relate experiences and events, using effective techniques to describe actions and events, and to use dialogue to develop characters and advance the story.

5.3.W.1	NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., internal, external</i>), and dialogue.	R/E	R/E	R/E
5.3.W.2	INFORMATIVE-Grade Level Focus Students will introduce and develop a topic, incorporating evidence (<i>e.g., specific facts, examples, details</i>) and maintaining an organized structure.	R/E	R/E	R/E
5.3.W.3	OPINION Students will clearly state an opinion supported with facts and details.	R/E	R/E	R/E
5.3.W.4	OPINION Students will show relationships among facts, opinions, and supporting details.	R/E	R/E	R/E

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Standard 5: Language

Students will use general academic and domain-specific words and phrases, demonstrating independence in their choice of words and understanding of the nuances of language.

5.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	I/E	I/E	I/E
5.4.R.2	Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define new words and determine the meaning of new words.	R/E	R/E	R/E

5.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	R/E	R/E	R/E
5.4.R.4	Students will infer the relationships among words with multiple meanings including synonyms, antonyms, analogies, and more complex homographs and homonyms.	R/E	R/E	R/E
5.4.R.5	Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	I/E	I/E	I/E

Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.

5.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.	R/E	R/E	R/E
5.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.	R/E	R/E	R/E

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.

5.5.R.1	Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.	I/E	I/E	I/E
5.5.R.2	Students will recognize verb tense to signify various times, sequences, states, and conditions in text.	R/E	R/E	R/E
5.5.R.3	Students will recognize the subject and verb agreement.	R/E	R/E	R/E

Students will continue to review and apply earlier grade level expectations for this standard. If language skills are not mastered, students will address skills from previous grades.

Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.

5.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.	R/E	R/E	R/E
5.5.W.2	Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on	R/E	R/E	R/E

	sentences.			
5.5.W.3	Students will form and use the present and past verb tenses.	I/E	I/E	I/E
5.5.W.4	Students will form and use verb tense to convey various times, sequences, states, and conditions.	I/E	I/E	I/E
5.5.W.5	Students will recognize and correct inappropriate shifts in verb tense.	I/E	I/E	I/E

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Students will use their own viable research questions to find information about a specific topic.

5.6.R.1	Students will use their own viable research questions to find information about a specific topic.	R/E	R/E	R/E
5.6.R.2	Students will record and organize information from various print and/or digital sources.	R/E	R/E	R/E
5.6.R.3	Students will determine the relevance and reliability of the information gathered.	R/E	R/E	R/E

Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).

5.6.W.1	Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	I/E	I/E	I/E
5.6.W.2	Students will formulate a viable research question from findings.	I/E	I/E	I/E
5.6.W.3	Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support.	I/E	I/E	I/E
5.6.W.4	Students will summarize and present information in a report.	R/E	R/E	R/E

Standard 7: Multimodal Literacies

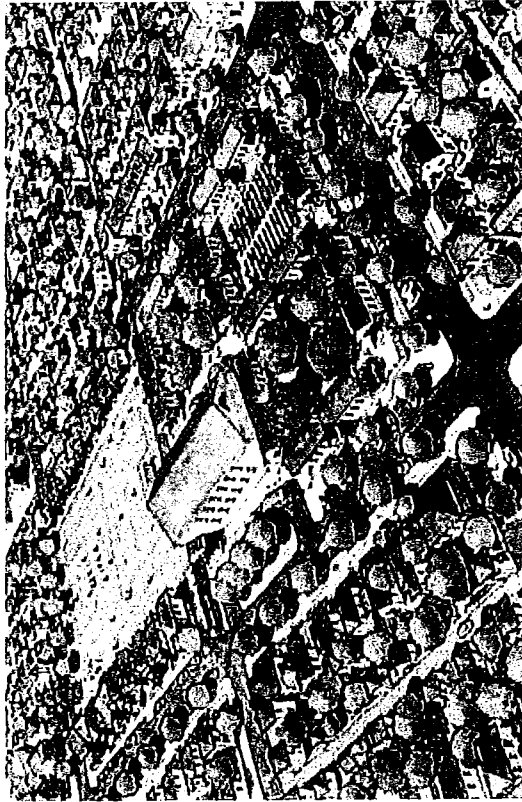
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal

5.7.R.1	Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal	R/E	R/E	R/E
---------	--	-----	-----	-----

	and interpretive questions to create new understandings.			
5.7.R.2	Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.	R/E	R/E	R/E
<p>Standard 7: Speaking and Listening</p> <p>Students will speak and listen for a variety of purposes including, but not limited to, academic and personal.</p>				
5.7.W.1	Students will create multimodal content that effectively communicates an idea using technology and appropriate media.	R/E	R/E	R/E
5.7.W.2	Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.	R/E	R/E	R/E
<p>Standard 8: Independent Reading and Writing</p> <p>Students will read and write for a variety of purposes including, but not limited to, academic and personal.</p>				
5.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.	R	R	R
<p>Standard 9: Writing</p> <p>Students will write for a variety of purposes including, but not limited to, academic and personal.</p>				
5.8.W	Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.	R	R	R

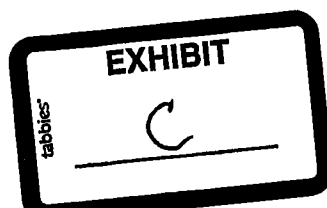
THE
LEARNING COTTAGE



GREEN, EFFICIENT, & DURABLE

DUANY PLATER-ZYBERK & COMPANY
ARCHITECTS & TOWN PLANNERS

JULY 2009



INTRODUCTION

DISCUSSION

THE CHALLENGE, GOAL, & FACTS	1
POTENTIAL APPLICATIONS	2
PRECEDENT	3

RECOMMENDATIONS

THE LEARNING COTTAGE	5
THE CAMPUS	6
MULTI-FUNCTIONAL USE	7
RENDERINGS	8

PLAN AND ELEVATION TYPES

LEARNING COTTAGE ELEVATION TYPES	10
LOW-COUNTRY COASTAL	11
EASTOVER TRADITIONAL	12
NATIONAL MODERNE	13

CASE STUDIES

SMITH ACADEMY	15
CHARLESTOWNE MONTESSORI	18
CITY OF CAMDEN	20

APPENDIX

TECHNICAL DRAWINGS	
ARCHITECTURAL CODE	
MEMORANDUM OF UNDERSTANDING	

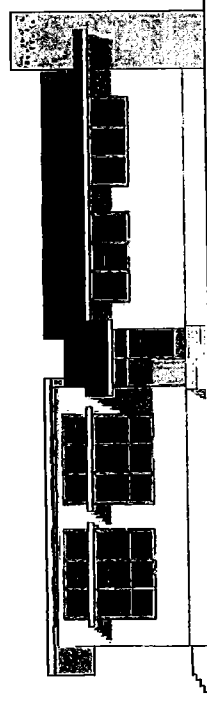
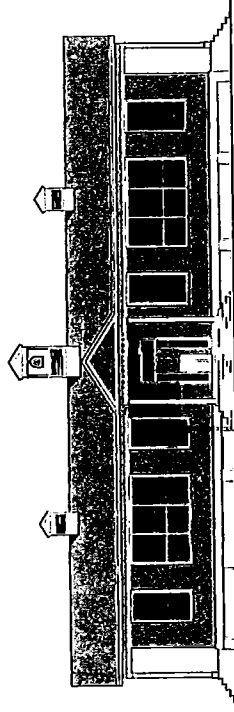
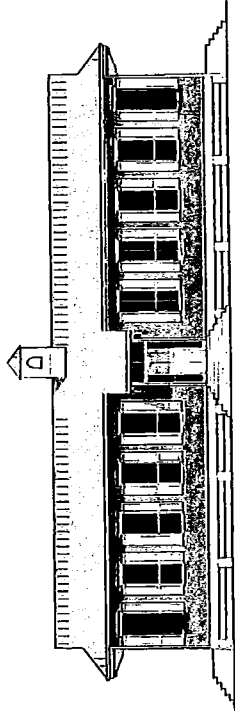
This document provides basic concepts and design guidelines for the Learning Cottages. Outlines of some of the possible systems of manufacturing and assembly are also included in this document.

Architectural Guidelines provided in the document specify building elements as well as the placement and use of materials. A sample Memorandum of Understanding between Builder, Manufacturer, or Developer and the Learning Cottages is included.

DPZ has provided design consultation and conceptual building design. This document represents the intellectual property rights of the designers.

CONTACT:

Tom Low
Duany Plater-Zyberk & Company
info@learningcottages.com
704-948-8141



DISCUSSION

THE CHALLENGE:

Each day administrators in school systems across the United States face the challenge of providing classroom space that will meet the needs of growing student populations. It is often difficult to predict when a particular school will outgrow its available facility.

THE FACTS:

To meet the demand for classroom space, many school systems have turned to "temporary" trailer-style classrooms. These classrooms were initially intended as a short-term solution to the problem of overcrowding, but many stay on the same site for years. In 2003, one school system reports that nearly 48% of its mobile units were more than 30 years old. The lifespan of a mobile classroom and the excessive maintenance needed over long periods of time become an issue for school systems.

The mobile trailer-style classroom may seem to have an advantage due to its initial cost and ease at expanding classroom space. Yet, there are several disadvantages. Most mobile classrooms are poorly designed and constructed. They lack sufficient windows for cross ventilation

and natural daylight, and they are visually unappealing. These deficiencies lend a negative image to any school.

Looking at the challenge and the facts, it became apparent that it was time to take the initiative to provide an alternative design that would provide quality classroom space with a positive civic identity for the next generation of the nation's students.

GOAL:

The goal of the Learning Cottages initiative is to provide alternatives to mobile trailer-style classrooms and factory sized schools. They provide a fast and cost effective solution to the need for classroom construction.

The Learning Cottages initiative realizes that goal by providing a building system which can accommodate increasing numbers of students, rapidly and economically, while looking as good as the best historic schools. The flexibility of the Learning Cottage allows it to be used for other purposes. In addition to classrooms, larger versions can provide space for school administration offices, cafeterias, or media centers.

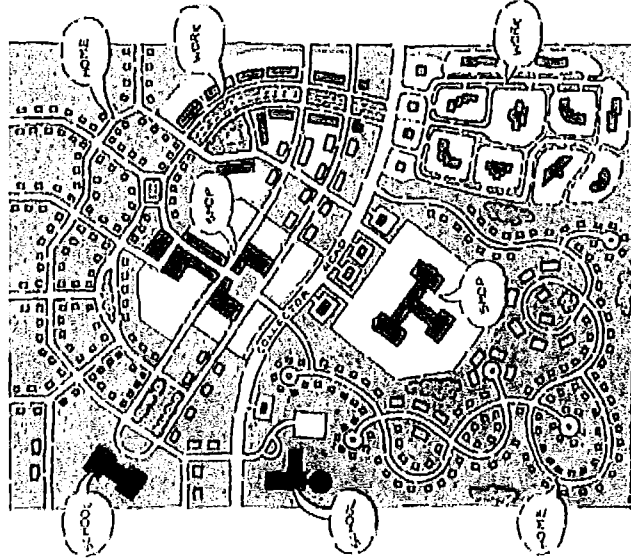


Aerial photo of Eastover Traditional Elementary School in Charlotte, North Carolina. This photo shows the school embedded into the neighborhood. The school of 400 students and its playing fields only requires about 5.5 acres.



Aerial photo of Saddleback High School in Santa Ana, California. This photo shows at least thirty trailers on the site. These units help provide classroom space for the student population of over three thousand students, requiring substantially more acreage.

OVERVIEW



When thinking of an alternative approach that would provide additional classrooms, it is imperative to consider how the school interfaces with the community. The bottom half of this diagram shows a school that is isolated and detached from the surrounding community in the conventional suburban design (CSD). The top part of the diagram shows a school embedded within and connected to a traditional neighborhood design (TND). Studies indicate the TND model reduces car trips from 30%-60% compared to the CSD model. Additionally, the TND model allows children to walk and bike to school on traffic calmed streets and sidewalks, while the CSD model requires children to only be driven to school.

A TYPICAL SITUATION

THE SITUATION WITH FACTORY SCHOOLS AND MOBILE CLASSROOMS:

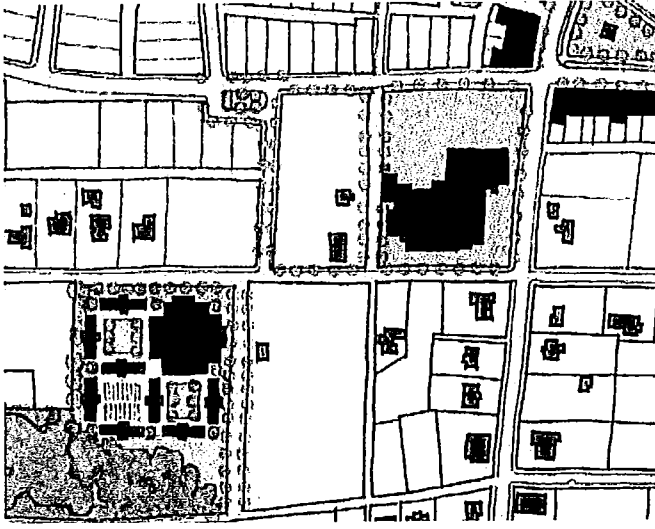
Over the next 20 years a large portion of our existing schools will either be replaced, substantially modified, or upfitted to meet the needs of the 21st Century students. It is not only the school building that will be addressed, but how schools interact with the community surrounding them. This new policy is evident with the growth of the "Walk to School" Movement. Parents and residents want schools to be embedded in the community.

This movement is part of a larger effort to retrofit suburbia and create compact, connected, pedestrian-oriented communities. The epicenter of this movement is the Atlanta Region. This region is making an effort to retrofit by incorporating new ideas and sponsoring initiatives such as the Lifelong Community Initiative, by the Atlanta Regional Commission.

The template of the Learning Cottage meets the immediate need to retrofit suburbia. The model to the right in the Atlanta Region depicts how the school can be integrated into the community at a neighborhood scale. It also shows the flexibility of a Learning Cottage. With the Learning Cottage schools can incrementally grow over time. If expansion is necessary a new Learning Cottage quadrangle can be easily added in a short time frame without having to bring in mobile classrooms.



A rendering of the of a proposed Learning Cottage in Mableton, Cobb County, Georgia.



A potential site for a new Learning Cottage Campus in Mableton. This campus would be phased to replace an overcrowded factory sized school.

United States Environmental Protection Agency states:

"Over the next few decades, thousands of schools around the country will be built and renovated. Where and how schools are built will profoundly affect the communities they serve and the quality of their air and water. While a first-rate education in a safe facility must always be the primary consideration when making school spending decisions, a growing number of communities are using these investments to meet multiple goals – educational, health, environmental, economic, social, and fiscal."

THE COTTAGES

RECOMMENDATIONS

THE LEARNING COTTAGE:

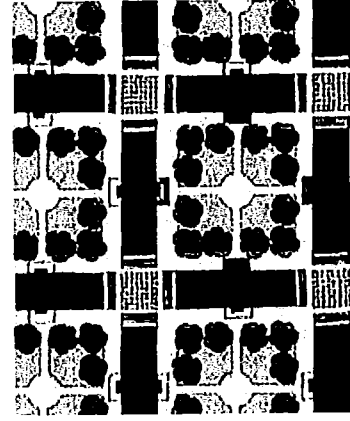
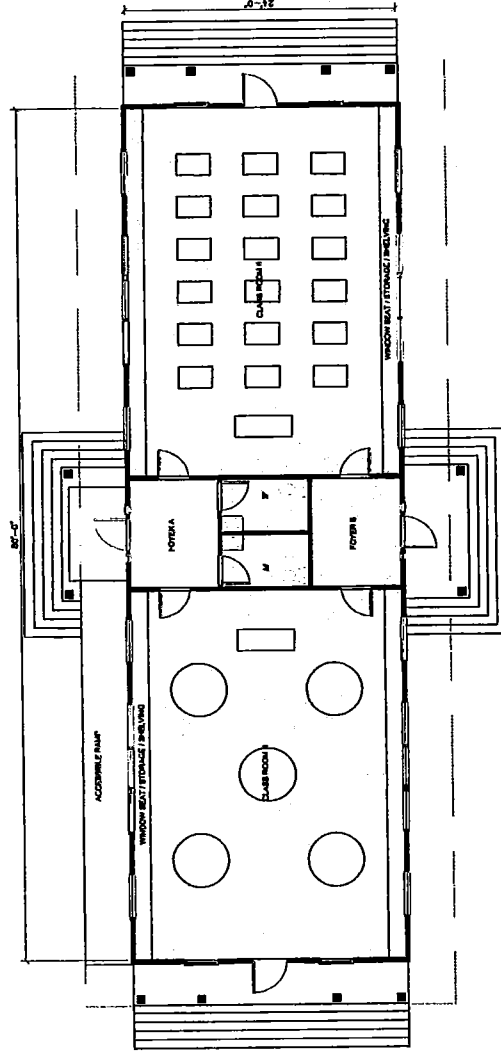
The standard Learning Cottage building, as designed by Duany Plater-Zyberk & Company is 80' long by 24' wide. The construction method used for the Learning Cottage varies based on location, type of school, and construction time frame. This can mean either SIPs panels or steel frame.

The standard plan allows for two classroom spaces, both 34' x 24', to accommodate approximately twenty to twenty-five students each. Two restrooms, both of which are 8' x 6', allow accessible separate facilities for males and females.

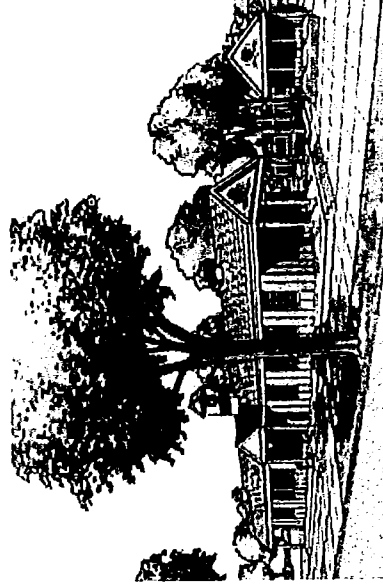
Each classroom has three points of egress. Two of those open to a pair of foyers in the center of the building; the third provides access to the exterior plaza. An accessible entry is provided in Foyer A.

The symmetry and simplicity of the plan creates flexibility within the building allowing the floor plan to be adjusted to various uses.

The standard floor plan of the Learning Cottage, designed by DPZ, is flexible to accommodate varied learning environments. The 80'x24' floor plan is used with all elevations.

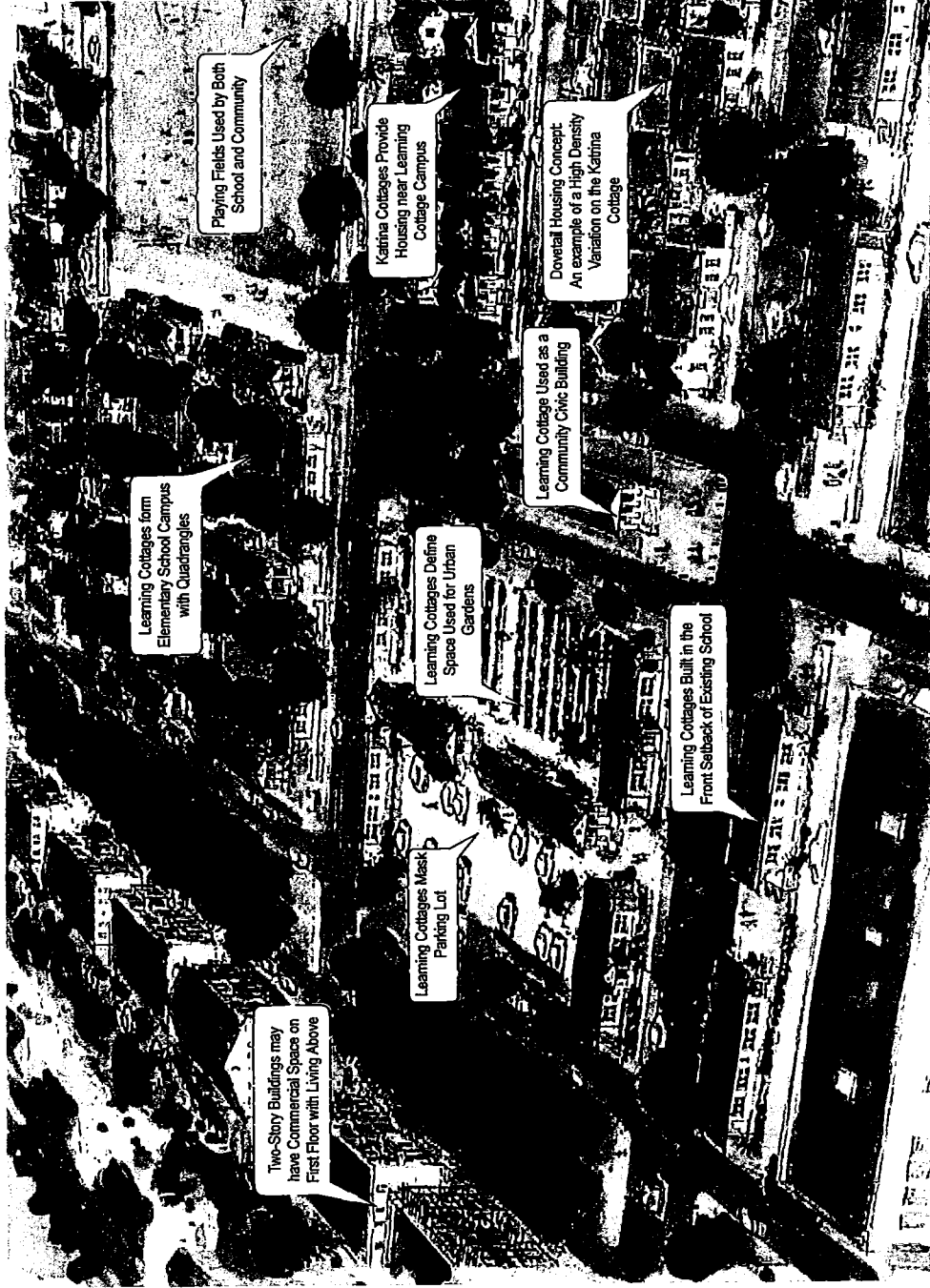


A typical campus layout with shaded courtyards and outdoor classrooms defined by the Learning Cottages.



An illustration of a typical Learning Cottage campus.

THE SURROUNDING NEIGHBORHOOD



MULTI-FUNCTIONAL USE:

The Learning Cottage allows a school to expand as needed. Providing additional classroom space is as simple as constructing another unit to gain two more classrooms and restrooms.

In addition, the Learning Cottage can be used to meet other building requirements within the civic realm. As seen in this rendering, the Learning Cottage building type can be used for housing, community civic buildings, office buildings, and even extruded to two stories to allow for a mix of uses. Their simple form can also be used to define and enclose spaces within a neighborhood such as plazas, parking lots, gardens and courtyards.

Similar building types using panelized construction are high-density "Dovetail" houses and two-story commercial buildings that are also depicted in the rendering. By using a variety of similar building types within a well-designed master plan, a neighborhood could be created that would offer a high quality of life to its residents.

TWO STORY RENDERING



Katrina Inspired Learning Cottages © 2009 DPZ, Charlotte, NC; for illustrative purposes only
Revision Date: July 2009

LEARNING COTTAGES

ARCHITECTURE:

The Learning Cottage designed by DPZ is adaptable to complement the architecture of various regions. The three elevations shown offer different design alternatives for different regions and sites, which are further detailed later in this report. The three cottages shown represent the Low-Country Coastal Learning Cottage, the Eastover Traditional Learning Cottage, and the National Moderne Learning Cottage. Each of these designs shares the same dimensions. Each cottage, however, is tailored to enhance the architectural context of different sites.



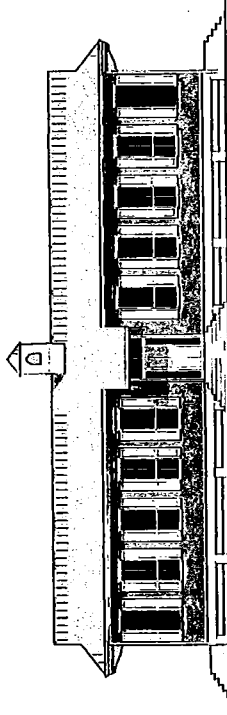
This Katrina Cottage is Low-Country Coastal



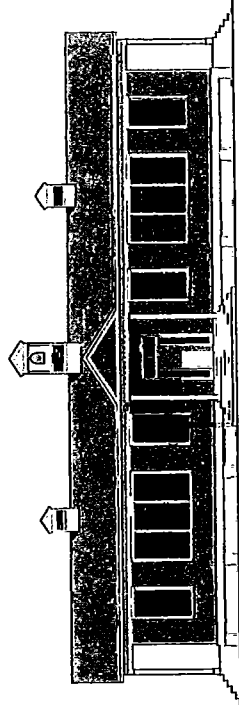
Eastover Elementary School serves as the precedent for the Eastover Traditional Learning Cottage.



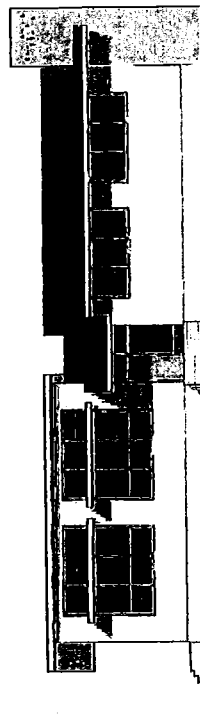
The National Moderne Cottage responds well to the architecture of many contemporary schools.



This cottage is rural in character and appropriate for hurricane-prone areas. The shutters provide protection for the windows during hazardous weather conditions.



This cottage is more appropriate in urban areas. The classical details complement the architecture of many older urban schools.



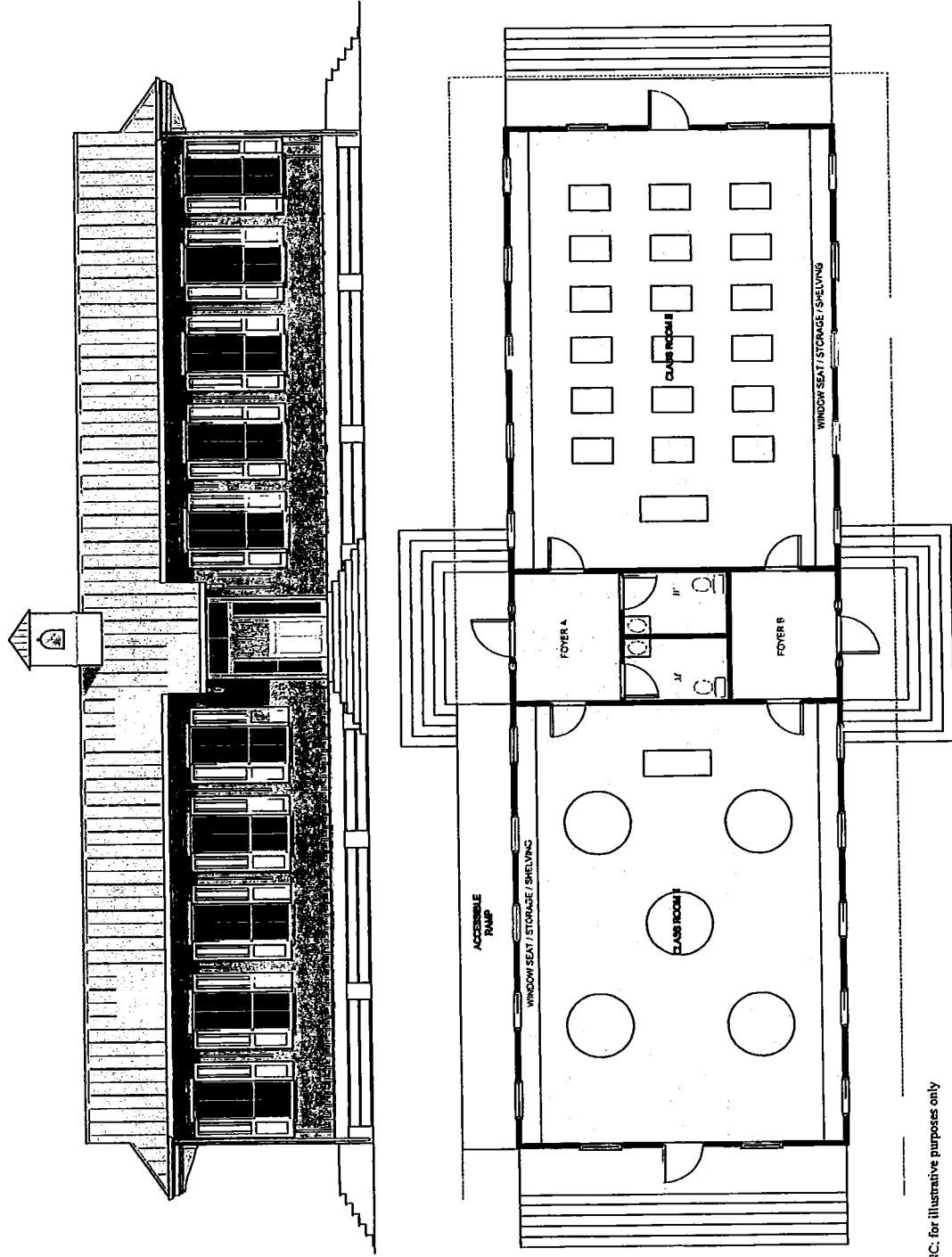
This cottage has a contemporary look that represents a style often seen in post 1950s schools.

Potential design, not a proposed design. Diagrams show intent only. LOW-COUNTRY COASTAL

DESCRIPTION:

The Low-Country Coastal Learning Cottage was designed to meet the classroom needs of areas subject to hurricanes and other violent weather. Operable shutters provide protection for the windows of the building when required by weather conditions. The three-foot wide, vertical windows provide daylight, cross ventilation, and a view of green space.

The appearance of this cottage is based on traditional architecture found in the low-country and coastal regions of the southeastern United States. It has a vernacular character that makes it appropriate for less urban sites. The architectural detailing features a more vernacular look than the Eastover Traditional Learning Cottage.

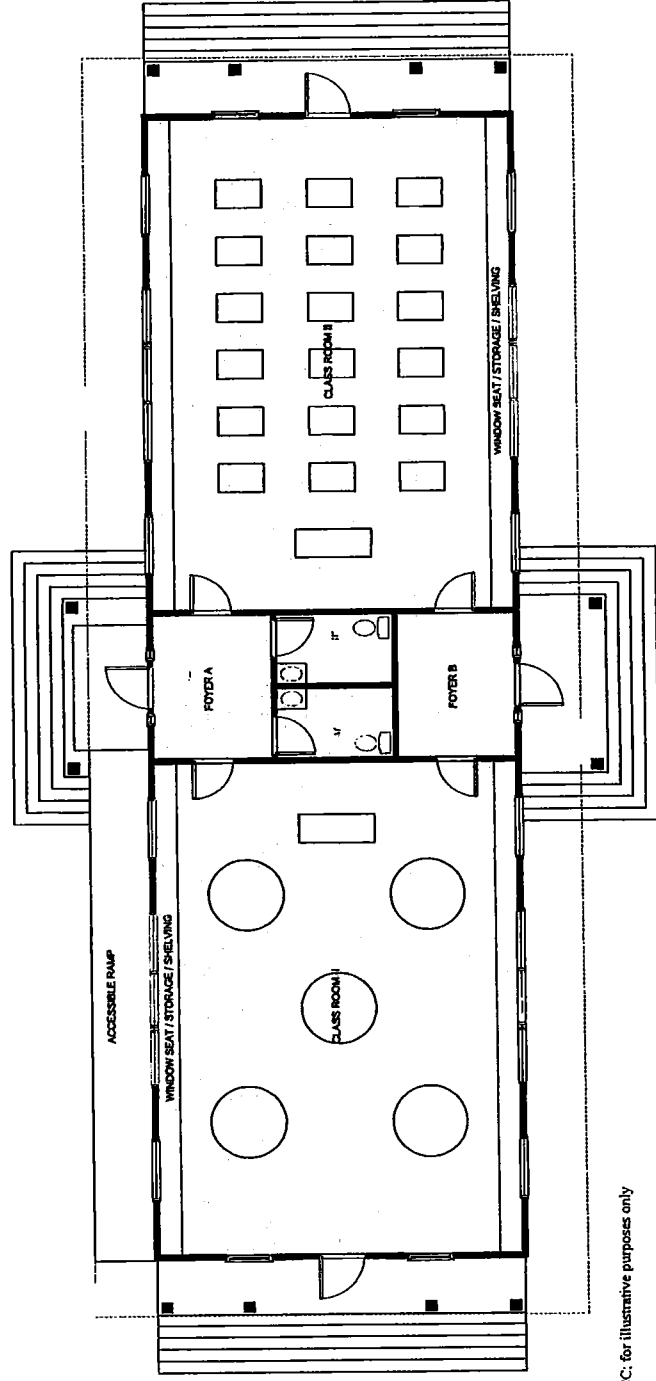
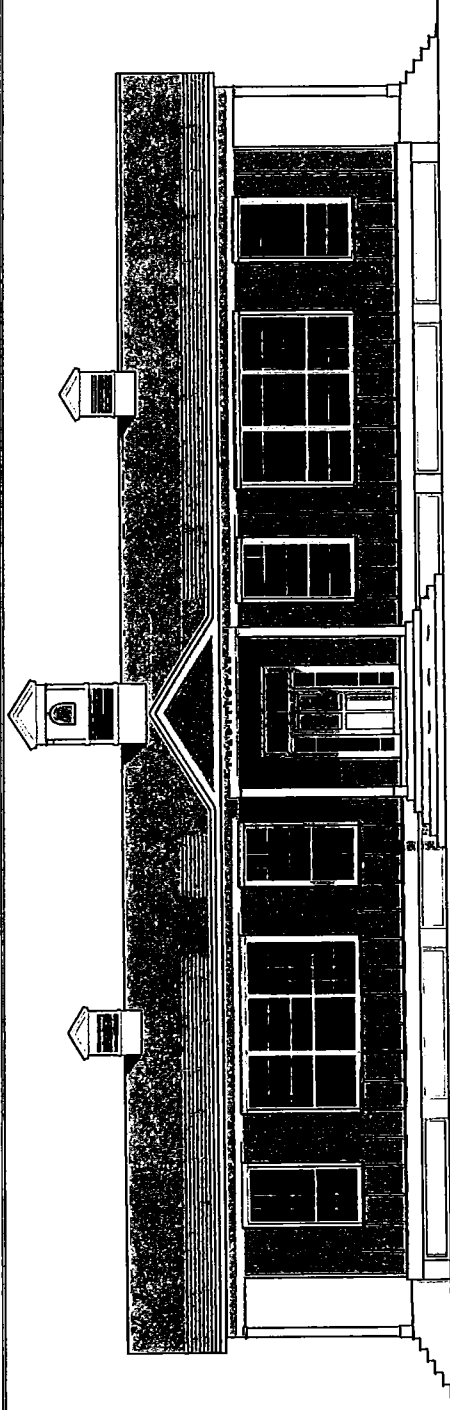


Potential design, not a proposed design. Diagrams show intent only. EASTOVER TRADITIONAL

DESCRIPTION:

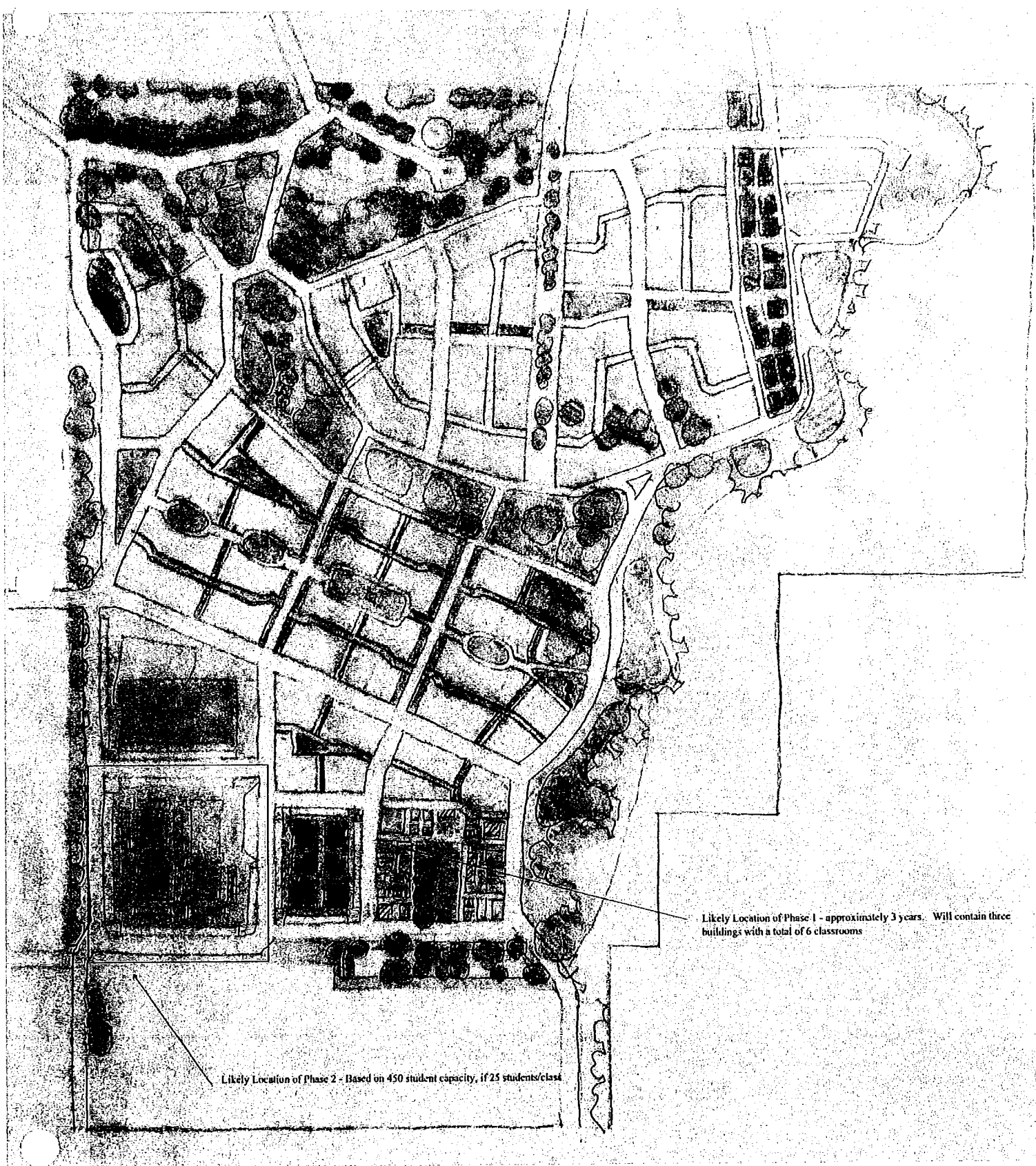
The Eastover Traditional Learning Cottage is based on early twentieth century school architecture. This cottage features a repeating 1-3-1 window pattern that provides daylighting, cross ventilation, and views of green space; traditional blinds protect the windows. Traditional details are used for columns, cornice, eaves, brackets, and trim.

This Learning Cottage is designed for more urban sites. It would be a complement to the architecture found in many of the older neighborhoods around the country.



OUTLINE SPECIFICATIONS

WALLS	ELEMENTS	ROOFS	OPENINGS	STRUCTURAL MEMBERS	GREEN STANDARDS
<p>WALLS shall be in brick, stucco, wood clapboard, board and batten, or fiber cement board.</p> <p>WALLS shall show no more than two materials above the undercut. Materials shall change along a horizontal line, with the heavier material below the lighter.</p> <p>CLAPBOARD AND SIDING shall be painted.</p> <p>ARCHES AND PIERS shall be brick, stone, or stucco.</p> <p>POSTS shall be pressure treated wood.</p> <p>UNDERCROFTS shall be enclosed with horizontal wood boards, wood louvers, or brick.</p> <p>TRIM shall be highest grade lumber or fiber cement board, and shall be 3.5 inches to 6 inches in width at corners and around corners.</p> <p>WOOD, if visible, shall be painted or stained with an opaque stain, except walking surfaces, which may be left natural.</p> <p>STUCCO shall be cement with smooth sand-finish.</p>	<p>PORCHES AND GALLERIES shall have their columns, and posts made of wood, fiberglass, or extruded aluminum.</p> <p>PORCHES of the Low-Country Coastal and Eastover Traditional Learning Cottage shall have square or vertically proportioned intercolumniation.</p> <p>PORCHES of the National Moderne Learning Cottage shall have square or horizontally proportioned intercolumniation.</p> <p>RAILINGS shall be made of metal or wood (wood only being for the Low-Country Coastal Learning Cottage).</p> <p>RAILINGS shall have horizontal top and bottom rails centered on the balusters. The openings between balusters shall not exceed 4 inches. Bottom rails shall be raised above the level of the floor.</p> <p>EQUIPMENT including HVAC and utility meters shall be permitted at back of Learning Cottage.</p>	<p>ROOFS shall be clad in galvanized metal, asphalt shingles, or slate.</p> <p>ROOF PENETRATIONS, including vent stacks, shall be placed on the rear slope of the roof. Roof penetrations shall be finished to match the color of the roof.</p> <p>ROOF SLOPE in all Learning Cottage styles shall be between 6:12 and 9:12.</p> <p>GUTTERS, DOWNSPOUTS, and PROJECTING DRAINPIPES shall be made of galvanized metal, or painted aluminum in white or same color as building.</p> <p>FLASHING shall be galvanized metal.</p> <p>EAVES shall be continuous.</p> <p>EAVES in the Low-Country Coastal Learning Cottage shall be exposed with square cut rafter tails.</p> <p>EAVES in the Eastover Traditional Learning Cottage shall be closed soffits and shall project 8 to 12 inches from exterior wall sheathing to outer edge of gutter.</p> <p>RAFTER TAILS shall not exceed 6 inches in depth at the tip.</p> <p>GUTTERS in the Low-Country Coastal Learning Cottage shall be half round.</p> <p>GUTTERS in the Eastover Traditional Learning Cottage shall be profiled or ogee and painted the same color as the cornice.</p>	<p>DOORS shall provide a clear width of not less than 32". Exterior doors shall have a maximum nominal width of 36" for single doors. If double doors are used, one leaf shall provide a minimum 32" clearance.</p> <p>DOORS shall be side-hinged swinging type (no sliders) at frontages. Egress doors shall swing in the direction of travel.</p> <p>DOORS shall be painted.</p> <p>WINDOWS shall be made of extruded aluminum, extruded PVC, or hollow steel frame and glazed with clear glass.</p> <p>WINDOWS shall be rectangular single, double, or triple-hung, or operable casement types. Windows shall be with a vertical or square proportion, except in the National Moderne Learning Cottage. The centerline of the window sash shall align within the centerline of the wall (flush mounted windows shall not be permitted).</p> <p>STORM WINDOWS AND SCREENS, shall cover the entire window area.</p> <p>MUNTINS shall be true divided panes or fixed on the interior and exterior surface and have a width of 7/8".</p> <p>PANES shall be of square or vertical proportion in Low-Country Coastal and Eastover Traditional Learning Cottages.</p> <p>Horizontal proportioned panes are appropriate in the National Moderne Learning Cottage.</p> <p>SHUTTERS shall be operable, sized, and shaped to meet the associated openings.</p>	<p>The use of OSB (Oriented Strand Board) or other MATERIALS that would be damaged in a flood as structural members shall be prohibited in low-lying and flood-prone areas.</p> <p>The use of OSB or other MATERIALS that would be damaged in a flood as structural members shall occur more frequently in denser areas that are located on high ground.</p>	<p>SITES shall be disturbed as little as possible during construction. Natural drainage patterns shall be kept wherever feasible. Excavated soil shall be used for required contour line modifications and onsite backfill.</p> <p>MATERIALS shall be locally sourced. If concrete is to be used for exterior walls, it is recommended to have a fly ash admixture. Wood shall come from well-managed forests certified by the Forest Stewardship Council. Use of recycled materials is encouraged.</p> <p>BUILDING SHAPE shall be rectangular to allow breezes in and provide natural cooling.</p> <p>LANDSCAPING shall use deciduous trees next to buildings to provide them with shade in summer and solar heating in winter.</p> <p>BUILDING SHADING shall be used selectively to minimize unwanted solar heat gain in the summer and maximize heat gains in the winter. Moderate overhangs shall be used in South-facing facades and wider overhangs and/or vertical louvers on East or West facing facades. Use white interior window coverings.</p> <p>DAYLIGHTING shall be accomplished through clear glass tall windows with ample sky views on both sides of classrooms; thus achieving high Daylight Factors and Uniformity levels. Light shelves are encouraged in the National Moderne Learning Cottage.</p> <p>CROSS VENTILATION shall be provided through narrow floor plans with large, operable windows, porches and breezes.</p> <p>PAINTS shall have Low-VOC emissions.</p>



Likely Location of Phase 2 - Based on 450 student capacity, if 25 students/class

Likely Location of Phase 1 - approximately 3 years. Will contain three buildings with a total of 6 classrooms

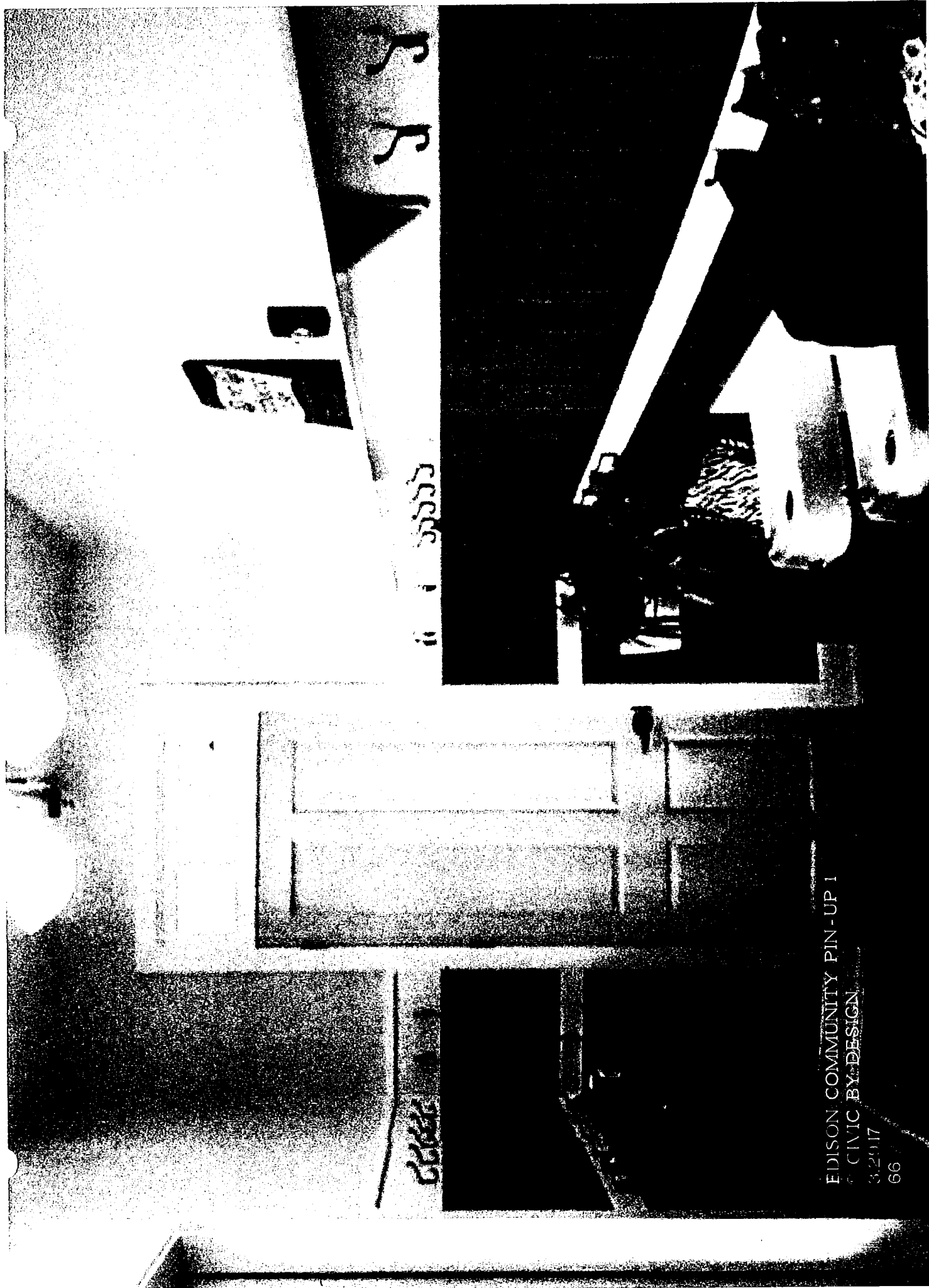
()

()

()



THE NEW COMMUNITY PIN-UP
BY DESIGN

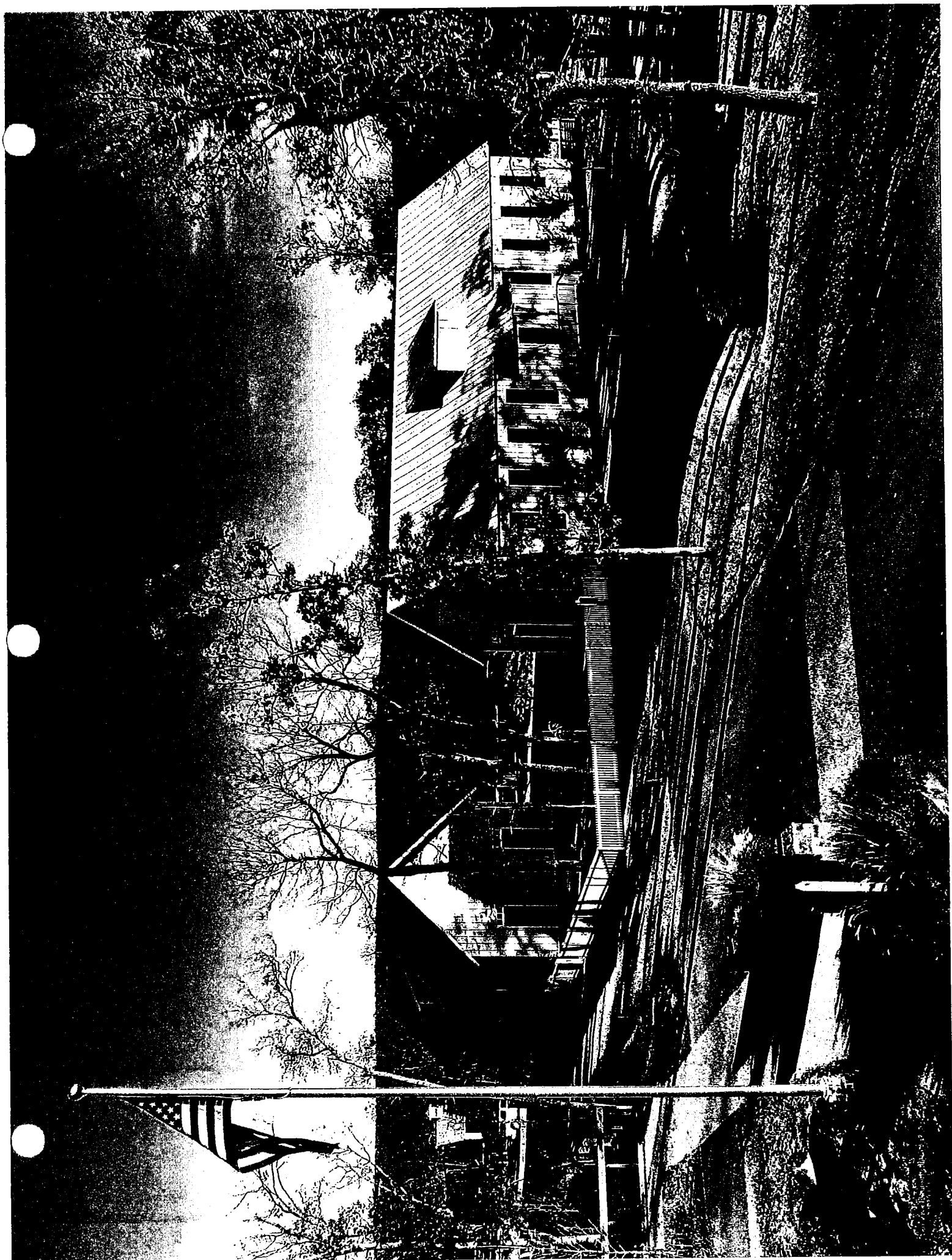


EDISON COMMUNITY PIN-UP 1

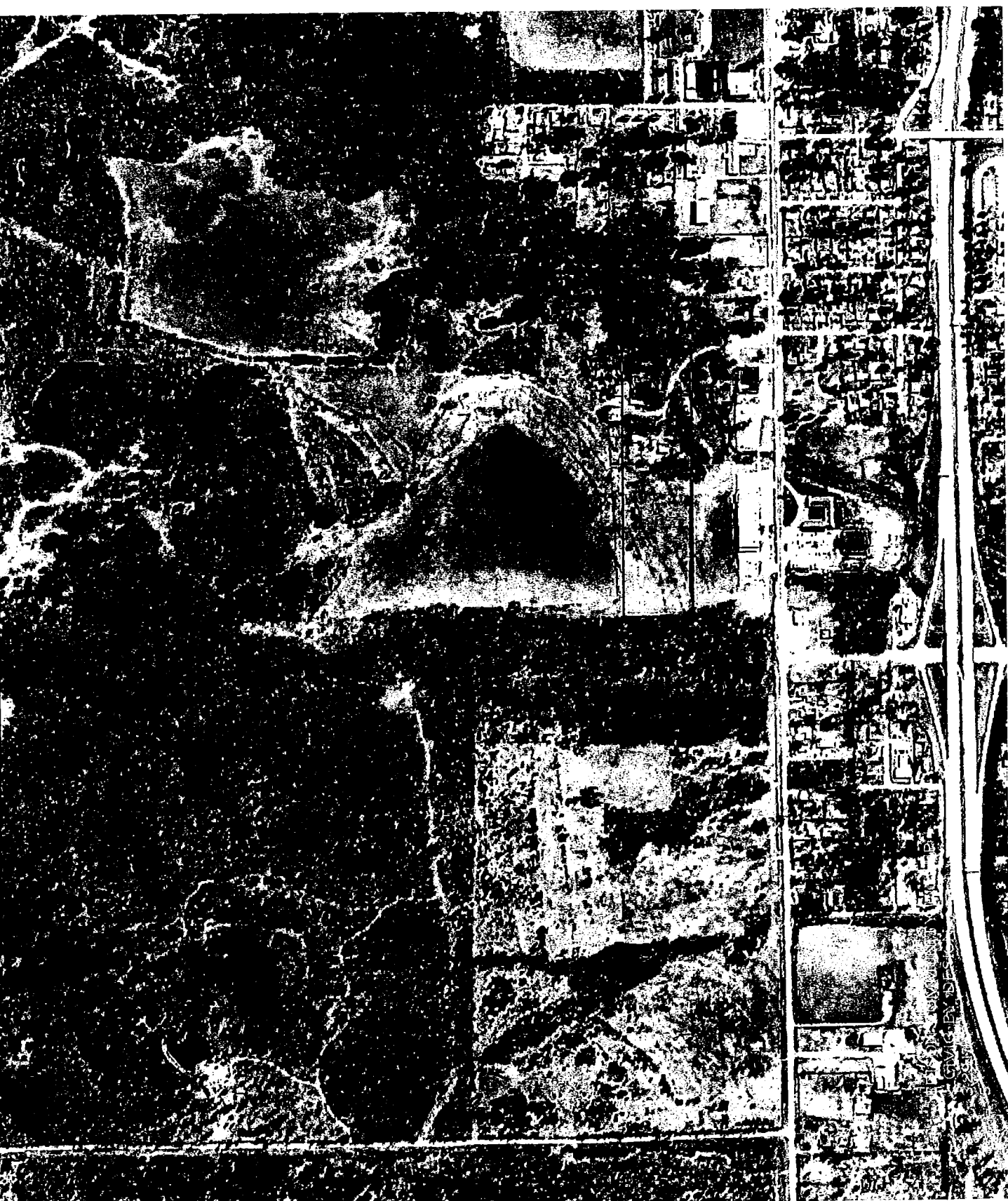
CIVIC BY DESIGN

3.29.17

66



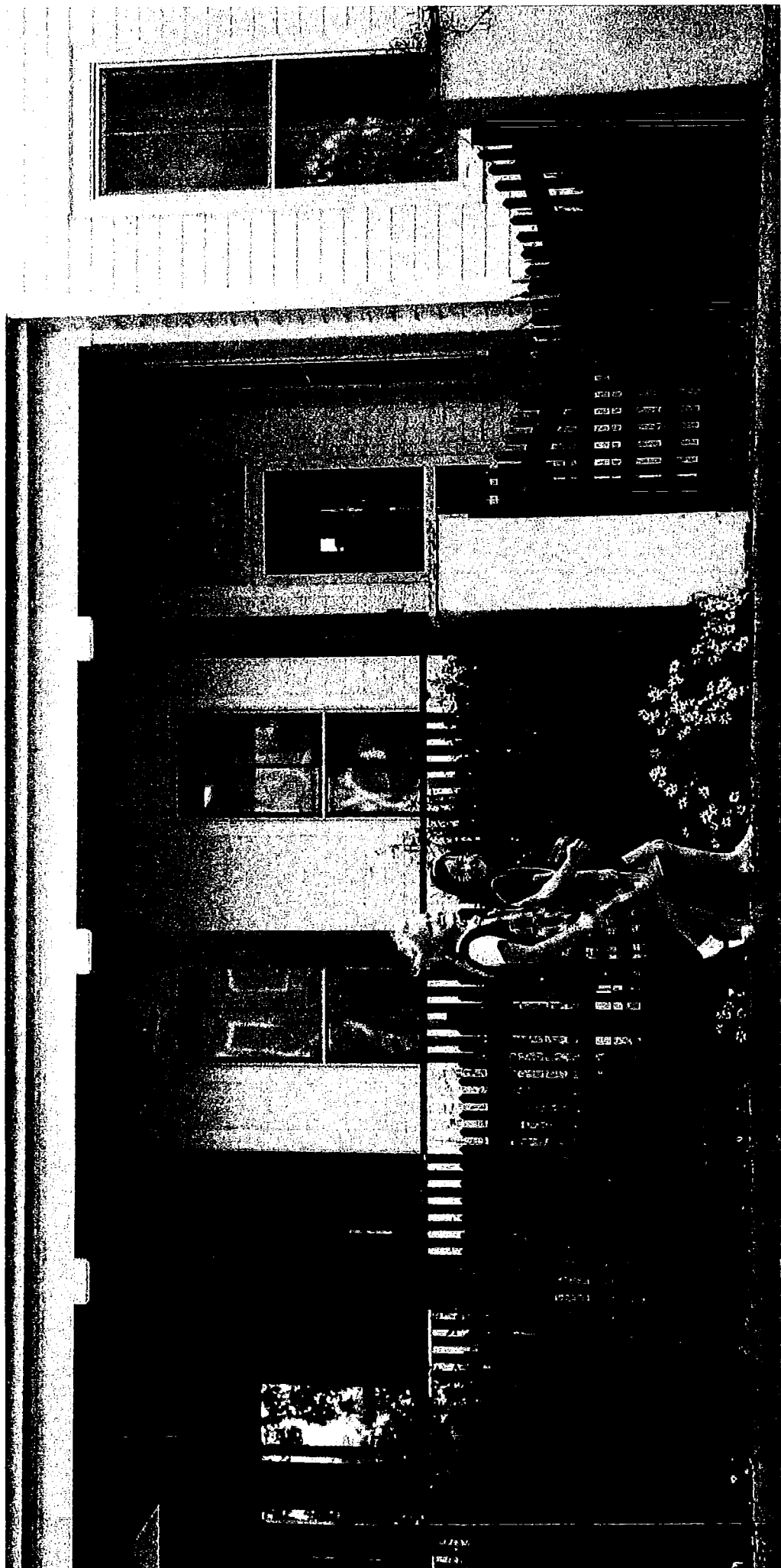
Approximate address is 4305 West Edison in Tulsa, OK

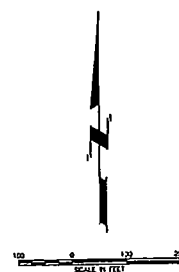


()

()

()






CIVIC
BY DESIGN

CONFIDENTIAL INFORMATION

This information is conceptual and subject to change. All information was compiled from unverified sources at various times and as such is intended to be used only as a guide. All scale and dimensional information, charts, diagrams, and narrative descriptions are for graphic presentation only, are not legal representations, and are not intended for construction. All referenced parties assume no liability for its accuracy or state of completion, or for any decisions (requiring accuracy) which the user may make based on this information.

These drawings, ideas and designs are the property of Tom Low and Civic By Design. No part thereof shall be copied, disclosed to others, or used in connection with any work other than for the specific project for which they have been submitted without written consent.

EXHIBIT

D

tabbies

(

(

(

		2021	2022	2023	2024	2025	2026
GRADE LEVEL	WEIGHT	Planning					
1/2 Day Early Childhood	0.7	0	0	0	0	0	0
Full Day Early Childhood	1.3	0	0	0	16	16	16
1/2 Day K.G.	1.3	0	0	0	0	0	0
Full Day K.G.	1.5	0	20	20	20	20	20
First Grade	1.351	0	20	20	20	20	20
Second Grade	1.351	0	20	20	20	20	20
Third Grade	1.051	0	20	20	20	20	20
Fourth Grade	1	0	0	20	20	20	20
Fifth Grade	1	0	0	0	20	20	20
Sixth Grade	1	0	0	0	0	0	0
Seventh Grade	1.2	0	0	0	0	0	0
Eighth Grade	1.2	0	0	0	0	0	0
Ninth Grade	1.2	0	0	0	0	0	0
Tenth Grade	1.2	0	0	0	0	0	0
Eleventh Grade	1.2	0	0	0	0	0	0
Twelfth Grade	1.2	0	0	0	0	0	0
Out-home-placement	1.5	0	0	0	0	0	0
Total Grade Level Weight		0	25.06	25.06	45.86	45.86	45.86
SPECIAL ED	17%	0%	13.49	16.86	22.92	22.92	22.92
GIFTED	4%	0%	1.05	1.32	1.79	1.79	1.79
BILINQUAL	27%	0%	5.40	6.75	9.18	9.18	9.18
ECON. DISADV	60%	0%	12.00	15.00	20.40	20.40	20.40
TOTAL		0	137.00	164.98	236.16	236.16	236.16
State Aid per WADM	\$ -	\$	3,045.60	3,045.60	3,045.60	3,045.60	3,045.60
Total state Aid	\$ -	\$	417,246.90	502,477.95	719,242.30	719,242.30	719,242.30



2021 2022 2023 2024 2025 2026

Planning

Director of School	1	0.3	0.5	1	1	1
Principals				0	0	0
Staff	1	1	1	1	1.5	2
Teachers	0	3.7	4.5	6	6	6
Aides	1	1	1	2	2	2

Salary Totals						
Director of School	\$70,000.00	\$21,000.00	\$35,000.00	\$70,000.00	\$70,000.00	\$70,000.00
Principals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Staff	\$0.00	\$40,000.00	\$40,000.00	\$40,000.00	\$60,000.00	\$80,000.00
Teachers	\$0.00	\$140,600.00	\$171,000.00	\$228,000.00	\$228,000.00	\$228,000.00
Aides	\$20,000.00	\$20,000.00	\$20,000.00	\$40,000.00	\$40,000.00	\$40,000.00
SUM	\$90,000.00	\$221,600.00	\$266,000.00	\$378,000.00	\$398,000.00	\$418,000.00
Benefits Total						
Director of School	\$25,752.00	\$12,522.00	\$16,302.00	\$25,752.00	\$25,752.00	\$25,752.00
Principals						\$6,852.00
Staff						
Teachers	\$6,852.00	\$44,814.00	\$53,022.00	\$68,412.00	\$68,412.00	\$68,412.00
Aides	\$12,252.00	\$12,252.00	\$12,252.00	\$17,652.00	\$17,652.00	\$17,652.00
Salary increases		\$5,540.00	\$6,650.00	\$9,450.00	\$9,950.00	\$10,450.00
SUM	\$44,856.00	\$75,128.00	\$88,226.00	\$121,266.00	\$121,766.00	\$129,118.00
Salary and Benefit Total	\$134,856.00	\$296,728.00	\$354,226.00	\$499,266.00	\$519,766.00	\$547,118.00

Salary Averages

Director of School	\$70,000.00
Principals	\$55,000.00
Staff	\$40,000.00
Teachers	\$38,000.00
Aides	\$20,000.00

Benefits

Health Benefits \$6,852.00 current FBA allocation for Health Insurance
 Additional Costs 27% FICA, Retirement

2021 2022 2023 2024 2025 2026

Planning

Enrollment	0	80	100	136	136	136
Total Sq. Ft.	0	3,840	5,760	7,680	7,680	7,680
Sq. Ft. per Student	0	48.0	57.6	56.5	56.5	56.5
Yearly Lease \$ per Sq. Ft.	\$0.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00
Total Lease Cost	\$ -	\$ 30,720	\$ 46,080	\$ 61,440	\$ 61,440	\$ 61,440
Renovation Cost	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lease per \$/Student	\$ -	\$ 384	\$ 461	\$ 452	\$ 452	\$ 452

						\$ 261,120
						\$ -

Harlow Creek

Year	2021	2022	2023	2024	2025	2026	Notes
Planning	year 1						
State Aid based on WADM	\$0.00	\$417,246.90	\$502,477.95	\$719,242.30	\$719,242.30	\$719,242.30	From Student ADM Tab
Authorizer Fee (Deduction off of Income)	\$0.00	-\$20,862.35	-\$25,123.90	-\$35,962.12	-\$35,962.12	-\$35,962.12	5%
Flex Benefit	\$0.00	\$41,112.00	\$47,964.00	\$68,520.00	\$71,946.00	\$75,372.00	Pass through cost
Federal Programs							
Title I	\$ -	\$ 15,000.00	\$ 20,000.00	\$ 25,000.00	\$ 30,000.00	\$ 30,000.00	Allocated based on school population
Title II	\$ -	\$ 5,000.00	\$ 7,500.00	\$ 9,000.00	\$ 10,000.00	\$ 10,000.00	
Grants (of \$1.1M applied for)	\$ 300,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	
Large Donations	\$ -	\$ 100,000.00	\$ -	\$ -	\$ -	\$ -	
IDEA Funds	\$ -	\$ 7,500.00	\$ 9,000.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	
Local Funds							
Fundraising	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	
Community HOA	\$ 2,880.00	\$ 7,200.00	\$ 14,400.00	\$ 24,000.00	\$ 36,000.00	\$ 48,000.00	
Income Total	\$317,880.00	\$587,196.56	\$591,218.05	\$840,300.19	\$861,726.19	\$877,152.19	

Expenses

Salary Cost

Administrative Salary	\$ 35,000.00	\$ 61,000.00	\$ 75,000.00	\$ 110,000.00	\$ 130,000.00	\$ 150,000.00	From Salary Calculations Tab
Instructional Salary	\$ -	\$ 160,600.00	\$ 191,000.00	\$ 268,000.00	\$ 268,000.00	\$ 268,000.00	
Benefits	\$ -	\$ 75,128.00	\$ 88,226.00	\$ 121,266.00	\$ 121,766.00	\$ 129,118.00	
Total Salary and Benefit	\$ 35,000.00	\$ 296,728.00	\$ 354,226.00	\$ 499,266.00	\$ 519,766.00	\$ 547,118.00	

Facility Expenses

Building Lease	\$ -	\$ 30,720.00	\$ 46,080.00	\$ 61,440.00	\$ 61,440.00	\$ 61,440.00	#NAME?
Renovation Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	From Facility Calculation Tab
Janitorial	\$ -	\$ 25,000.00	\$ 25,000.00	\$ 27,500.00	\$ 28,000.00	\$ 30,000.00	
Insurance	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
Furniture Purchase	\$ 15,000.00	\$ 25,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	5,000 per room after yr 1
Purchased Services (lawn care, waste and trash removal)	\$ -	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00	\$ 4,500.00	\$ 5,000.00	
Repairs and Maintenance	\$ -	\$ 5,000.00	\$ 7,500.00	\$ 7,500.00	\$ 9,000.00	\$ 10,000.00	
Utilities (including gas, electric, water, ISP/phone)	\$ -	\$ 12,500.00	\$ 17,500.00	\$ 18,000.00	\$ 20,000.00	\$ 20,000.00	
Facility Total	\$ 15,000.00	\$ 111,220.00	\$ 119,580.00	\$ 138,440.00	\$ 142,940.00	\$ 146,440.00	

Other Expenses

Transportation (including field trips)	\$ -	\$ 60,000.00	\$ 65,000.00	\$ 70,000.00	\$ 72,500.00	\$ 72,500.00	
Professional Services (Legal, Accountant, Audit, etc.)	\$ 19,000.00	\$ 19,000.00	\$ 27,000.00	\$ 27,000.00	\$ 28,000.00	\$ 30,000.00	
Professional Services (Student Supports - speech, social work, psych)	\$ -	\$ 1,500.00	\$ 3,500.00	\$ 6,000.00	\$ 6,500.00	\$ 7,000.00	
Postage and Mailing	\$ -	\$ 1,000.00	\$ 1,100.00	\$ 1,200.00	\$ 1,300.00	\$ 1,400.00	
Professional Development (Workshops and Conferences)	\$ 25,000.00	\$ 8,000.00	\$ 9,000.00	\$ 9,500.00	\$ 10,000.00	\$ 10,000.00	
Student Information System	\$ -	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	
Assessment Program	\$ -	\$ 4,500.00	\$ 5,000.00	\$ 5,500.00	\$ 6,000.00	\$ 6,000.00	
Text Books	\$ 15,000.00	\$ 8,000.00	\$ 10,000.00	\$ 12,000.00	\$ 9,000.00	\$ 7,500.00	
Teaching Supplies	\$ 10,000.00	\$ 15,000.00	\$ 16,000.00	\$ 17,000.00	\$ 18,000.00	\$ 18,000.00	
Copier and Printers	\$ 2,500.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
Computers/lpads/Chromebooks, etc...	\$ 3,000.00	\$ 25,000.00	\$ 20,000.00	\$ 18,000.00	\$ 10,000.00	\$ 10,000.00	
Other Expense Total	\$ 74,500.00	\$ 158,000.00	\$ 172,600.00	\$ 182,200.00	\$ 177,300.00	\$ 178,400.00	
Expense Total	\$ 124,500.00	\$ 565,948.00	\$ 646,406.00	\$ 819,906.00	\$ 840,006.00	\$ 871,958.00	

Previous Year Carryover	\$ -	\$ 193,380.00	\$ 214,628.56	\$ 159,440.61	\$ 179,834.79	\$ 201,554.98	
Income Total	\$ 317,880.00	\$ 587,196.56	\$ 591,218.05	\$ 840,300.19	\$ 861,726.19	\$ 877,152.19	
Expense Total	\$ -124,500.00	\$ -565,948.00	\$ -646,406.00	\$ -819,906.00	\$ -840,006.00	\$ -871,958.00	
Carryover	\$ 193,380.00	\$ 214,628.56	\$ 159,440.61	\$ 179,834.79	\$ 201,554.98	\$ 206,749.16	



January 13, 2020

Dr. Deborah A. Gist
Superintendent, Tulsa Public Schools
3027 South New Haven Avenue
Tulsa Oklahoma, 74114

Dear Dr. Gist,

We are writing to clarify the financial position of the School. Harlow Creek Elementary is connected with a \$350 Million dollar project that includes retail, apartments, houses, and other facility uses.

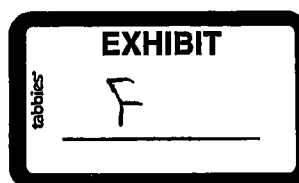
The developer, Evolving Communities, has made a commitment to Harlow Creek Elementary School. The success of the school is tied to the success of the development and it is in the best interest of the developer to offer financial assistance for any shortfalls that may result for any reason in a given year. The developer commits to guaranteeing the necessary financial support to ensure the viability of the school from both a operational and facility perspective.

Respectfully,

A handwritten signature in black ink, appearing to read "Scott Pardee".

Scott Pardee

Cc: Brad Clark, General Counsel, Oklahoma State Board of Education



OFFICE OF THE SECRETARY OF STATE



**NOT FOR PROFIT
CERTIFICATE OF INCORPORATION**

WHEREAS, the Not For Profit Certificate of Incorporation of

HARLOW CREEK ELEMENTARY SCHOOL, INC.

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

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

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



*Filed in the city of Oklahoma City this
26th day of July, 2018.*

A handwritten signature in cursive script, reading "James H. Harrison", is written over a horizontal line.

Secretary of State





SOS

(Not for Profit)



37777470002

CERTIFICATE OF INCORPORATION

OF

HARLOW CREEK ELEMENTARY SCHOOL, INC.

TO THE SECRETARY OF STATE
STATE OF OKLAHOMA:

The undersigned incorporators of Harlow Creek Elementary School, Inc., pursuant to a Unanimous Memorandum of Action of the Directors of the Corporation dated July 23, 2018, in accordance with the Oklahoma General Corporation Act do hereby adopt the Articles of Incorporation of Harlow Creek Elementary School, Inc., as will be filed with the Secretary of State of the State of Oklahoma, so that the Corporation's Certificate of Incorporation shall now read as follows:

I
NAME

The name of the Corporation is:

HARLOW CREEK ELEMENTARY SCHOOL, INC.

II
STREET ADDRESS OF LOCATION OF CORPORATION

The street address of the Corporation is:

822 E. 6th St.
Tulsa, Oklahoma 74120

III
REGISTERED OFFICE AND AGENT

The address of the Corporation's registered office in Oklahoma is:

525 S. Main, Ste. 800
Tulsa, Oklahoma 74103-4511
Tulsa County

The name of the registered agent of the Corporation at the above address is:

Barber & Bartz, P.C.

RECEIVED
JUL 26 2018
OKLAHOMA SECRETARY
OF STATE

IV
EFFECTIVE DATE AND DURATION

The duration of the Corporation shall be perpetual.

V
PURPOSES

The Corporation is organized and will be operated exclusively for charitable, educational, religious and scientific purposes, including for such purposes that qualify as exempt for organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, and the Corporation shall not engage in any activity that is not allowed to an organization qualified under Section 501(c)(3) of said Code. In carrying out its authorized purposes, the Corporation shall (i) educate pre-kindergarten through sixth grade students; (ii) employ administrators, teachers and additional staff in order to educate pre-kindergarten through sixth grade students, and (iii) educate pre-kindergarten through sixth grade students utilizing a rigorous curriculum focused on experiential, project-based learning.

The Corporation shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under section 501(c)(3) of the Code. The Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

VI
NO STOCK OR PECUNIARY GAIN

The Corporation is not organized for pecuniary profit nor shall it have any power to issue certificates of stock or declare dividends, and no part of its net earnings shall inure to the benefit of any member, director, trustee or individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. The balance, if any, of all money received by the Corporation from its operations, after the payment in full of all debts and obligations of the Corporation of whatsoever kind and nature, shall be used and distributed exclusively for carrying out only the purpose or purposes of the Corporation particularly set forth in Article V hereof.

VII
DIRECTORS

The number of Directors of the Corporation shall be as specified in the Bylaws, and such number may from time to time be increased or decreased under the Bylaws or any amendment or change thereto; provided, however, that the number of Directors of the Corporation shall at no time be less than one (1).

The name and mailing address of each person currently serving as a director are:

Scott Pardee: 9802 E. 85th Pl., Tulsa, Oklahoma 74133
Kelsey Pierce: 11522 S. Mulberry Ln., Jenks, Oklahoma 74037
Caleb Starr: 8937 S. Darlington Ave. Tulsa, OK 74137

VIII

NONDISCRIMINATORY POLICY

The Corporation shall admit persons of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to persons participating in programs offered by the Corporation. The Corporation shall not discriminate on the basis of race, color, national or ethnic origin in its employment of faculty or staff or to the participants in the programs offered by the Corporation.

IX

RELATED PARTY TRANSACTIONS

To the extent permitted by law, no contract or transaction between the Corporation and one or more of its Directors or officers, or between the Corporation and any other corporation, partnership, association or other organization in which one or more of its Directors or officers are Directors or officers or have a financial interest, shall be void or voidable solely for this reason, or solely because the Directors or officers are present at or participate in the meeting of the Directors or any committee appointed thereof which authorizes the contract or transaction, or solely because the Directors or officers or their votes are counted for such purpose.

X

DISSOLUTION

Upon the dissolution of the Corporation, the Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation exclusively for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Revenue Law, as the Directors shall determine. Any such assets not so disposed of shall be disposed of by the district court of the County in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

XI
INDEMNIFICATION

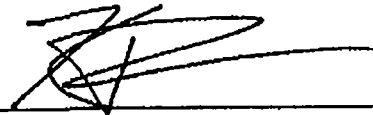
The Directors are expressly authorized to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative, other than an action by or in the right of the Corporation, by reason of the fact that such person is or was a Director, officer, employee or agent of the Corporation or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses, including attorneys' fees, judgments, fines and amounts paid in settlement to the extent and in the manner permitted by the laws of the State of Oklahoma and the Bylaws of the Corporation.

Signed at Tulsa, Oklahoma, this 23rd day of July, 2018.

Incorporators



Kurtis R. Eaton, Esq.
525 S. Main, Suite 800
Tulsa, Oklahoma 74103-4511



Kelsey T. Pierce, Esq.
525 S. Main, Suite 800
Tulsa, Oklahoma 74103-4511



Stefan A. Mecke, Esq.
525 S. Main, Suite 800
Tulsa, Oklahoma 74103-4511

CONSENT TO SIMILAR NAME

TO THE OKLAHOMA SECRETARY OF STATE:

The undersigned limited liability company hereby consents to the use of its name, as follows:

1. The name of the consenting company is:

Harlow Creek Elementary, Inc.

2. The name of the entity to which this consent is given is:

Harlow Creek Elementary School, Inc.

a corporation to be qualified under the laws of the State of Oklahoma contemporaneously with the delivery of this consent.

3. If the name of the entity receiving this consent is the same or indistinguishable from the name of the consenting Corporation, the consenting Corporation hereby certifies that it intends, within a reasonable time after filing this Consent, to (check one):

- A. ☐ Change its name.
B. ☒ Cease to do business.
C. ☐ Withdraw from Oklahoma.
D. ☐ Be wound up.
E. ☐ Other: Not applicable per 18 Okl. Stat. § 1141.

IN WITNESS WHEREOF, this corporation has caused this consent to be executed this 23rd day of July, 2018.

Harlow Creek Elementary, Inc.

By 

Scott Pardee, President

BYLAWS
OF
HARLOW CREEK ELEMENTARY, INC.
AN OKLAHOMA NOT-FOR-PROFIT CORPORATION

ARTICLE I
OFFICES

The principal office of, **Harlow Creek Elementary, Inc.** (the "Corporation") shall be 816 E. 6th St. Tulsa, OK 74120. The Corporation shall designate a registered office in accordance with the law and shall maintain it in accordance with Oklahoma legal requirements. The Corporation may have offices at such other places, as its Board of Directors may from time to time determine.

ARTICLE II
CORPORATE DEFINITION

Section 1. Non-profit Corporation. The Corporation is organized exclusively for charitable, educational, religious and scientific purposes, pursuant to the laws of the State of Oklahoma in Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, and the Corporation shall not engage in any activity that is not allowed to an organization qualified under Section 501(c)(3) of said Code or such corresponding successor section.

Section 2. Purpose. The Corporation is organized and will be operated exclusively for charitable, educational, religious and scientific purposes, including for such purposes that qualify as exempt for organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, and the Corporation shall not engage in any activity that is not allowed to an organization qualified under Section 501(c)(3) of said Code. In carrying out its authorized purposes, the Corporation shall (i) educate pre-kindergarten through sixth grade students; (ii) employ administrators, teachers and additional staff in order to educate pre-kindergarten through sixth grade students, and (iii) educate pre-kindergarten through sixth grade students utilizing a rigorous curriculum focused on experiential, project-based learning.

The Corporation shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under section 501(c)(3) of the Code. The

Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 3. Statement of Belief. The Corporation shall admit persons of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to persons participating in programs offered by the Corporation. The Corporation shall not discriminate on the basis of race, color, national or ethnic origin in its employment of faculty or staff or to the participants in the programs offered by the Corporation.

ARTICLE III BOARD OF DIRECTORS

Section 1. Powers. All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be controlled by, the Board of Directors, as defined hereafter (the "Directors"). Without prejudice to such general power, but subject to the same limitations, it is hereby expressly declared that the Directors shall have the following powers, to-wit:

First: To select and remove all officers, agents and employees of the Corporation, prescribe such powers and duties for them as shall not be inconsistent with the applicable governing laws of Oklahoma, with the Certificate of Incorporation or the Bylaws, fix their compensation and require from them security for faithful service.

Second: To conduct, manage and control the affairs and business of the Corporation, and to make such rules and regulations therefore not inconsistent with law, or with the Certificate of Incorporation or the Bylaws, as the Directors may deem best.

Third: To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations or other evidences of debt and securities therefor.

Section 2. Number, Election and Term of Office. The Board of Directors shall consist of not fewer than one (1) and not more than nine (9) members. The initial Board of Directors shall be as stated in the Corporation's Certificate of Incorporation. Not more than sixty (60) nor less than thirty (30) days preceding each annual meeting, the Board shall determine the number which shall constitute the Board of Directors for the ensuing year, and the number so determined shall remain fixed until changed in conjunction with a subsequent annual meeting. The Board shall be elected to a two (2) year staggered term by the incumbent Board of Directors at each annual meeting of the Board of Directors; however, if any such annual meeting is not held or the members of the new Board of Directors are not elected thereat, the new Board of Directors may be elected at any special meeting of the incumbent Board of Directors held for that

purpose. All Board of Directors shall hold office until their respective successors are elected and qualified.

Section 3. Vacancies. Vacancies in the Board of Directors may be filled by a majority of the Directors then in office, though less than a quorum. A vacancy or vacancies in the Board of Directors shall be deemed to exist in case of the death, resignation or removal of any Director, or if the authorized number of Directors be increased. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of his term of office, unless otherwise agreed by a majority of the Board of Directors pursuant to Article III, Section 5 hereof.

Section 4. Resignations. Any Director may resign at any time by giving at least ninety (90) days written notice of his resignation from the Board of Directors to the Chairman of the Board of Directors and the Secretary of the Board of Directors. Any such resignation shall take effect at the time specified therein or, if the time when it shall become effective shall not be specified therein, ninety days (90) days after its receipt. The acceptance of such resignation shall not be necessary to make it effective. If the Board of Directors accepts the resignation of a Director rendered to take effect at a future time, the Board, including the Director who has tendered his resignation, shall have power to elect a successor to take office after the resignation is to become effective.

Section 5. Removal. Any individual Director may be removed from office with or without cause by vote of a majority of the other Directors present when a quorum exists.

Section 6. When Board May Declare Vacancies. The Board of Directors shall declare vacant the office of a Director, if he be declared of unsound mind by an order of court or be convicted of a felony, or if he fails to attend three (3) consecutive meetings of the Board of Directors.

Section 7. Place of Meeting. Regular meetings of the Board of Directors shall be held at any place which has been designated from time to time by resolution of the Board of Directors, or by written consent of all members of the Board of Directors. In the absence of such designation, regular meetings shall be held at the principal office of the Corporation, as specified in Article I herein, or as amended from time to time. Special meetings of the Board of Directors may be held either at a place so designated or at the principal office.

Section 8. Annual Meeting. An annual meeting of the Board of Directors for the purpose of election of Directors and officers of the Corporation and the transaction of any other business coming before such meeting shall be held on the third Wednesday of July of each year, and no notice of such meeting to the elected Director(s) shall be necessary in order to legally constitute the meeting, provided a majority of the whole Directors are present. If a majority of the Board of Directors are not present, then such annual meeting may be held at such time as shall be fixed by the consent, in writing, of all of the Directors. Other regular meetings of the Board of Directors may be held without notice at such time as shall from time to time be determined by the Board of Directors.

Section 9. Special Meetings. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or, if he is absent or unable to act, by the Vice President, or by any two Directors. No business shall be considered at any special meeting other than the purposes mentioned in the notice given to each Director, except upon the unanimous consent of all Directors.

Section 10. Notice of Special Meetings. Written notice of the time, place and the purposes of all special meetings shall be delivered personally to each Director or sent to each director by mail or by other form of written communication, charges prepaid, addressed to him at his address as shown on the records of the Corporation or, if it is not so shown on such records or is not readily ascertainable, at the place where meetings of the directors are regularly held. Electronic mail is acceptable. In case such notice is mailed, it shall be deposited in the United States Mail or delivered in the place in which at least five (5) business days prior to the scheduled time of the meeting. In case such notice is unable to be delivered in accordance with the above notice requirements, it shall be so delivered at least twenty-four (24) hours prior to the time of the holding of the meeting. Such mailing, electronic mailing or other delivery in accordance with the above, shall be due, legal and personal notice to such Director.

Section 11. Waiver of Notice. Any actions taken or approved at any meeting of the Board of Directors, however called and noticed or wherever held, shall be as valid as though taken or approved at a meeting duly held after regular call and notice, if a quorum (as defined in Section 12 herein) be present and if, either before or after the meeting, each of the Directors not present signs a written waiver of notice or a consent to holding such meeting or an approval of the minutes thereof. All such waivers, consents or approvals shall be filed with the corporate record or made a part of the minutes of the meeting. If a Director does not receive notice of a meeting, but attends and participates in the meeting, such Director shall be deemed to have waived notice of the meeting.

Section 12. Quorum. At all meetings of the Board of Directors, a quorum shall consist of a majority of the entire number of Directors and the acts of a majority of the Directors present at a meeting at which a quorum is present, shall be deemed to be the acts of the entire Board of Directors except as may be otherwise specifically provided by statute or by the Certificate of Incorporation or by these Bylaws and except to adjourn as hereinafter provided.

Section 13. Adjournment. A quorum of the Directors may adjourn any Directors' meeting to meet again at a stated day and hour; provided, however, that in the absence of a quorum at either a regular or special meeting, the directors may adjourn to a later date but may not transact any business until a quorum has been secured. At any adjourned meeting at which a required number of Directors are present, any business may be transacted which might have been transacted at the meeting as originally notified.

Section 14. Notice of Adjournment. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place be fixed at the meeting adjourned, in accordance with Article III, Section 13 herein.

Section 15. Fees and Compensation. Directors and members of committees may receive reimbursement for expenses as may be fixed or determined by resolution of the Board of Directors.

Section 16. Manifestation of Dissent. A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his dissent shall be entered in the minutes of the meeting or unless he shall file his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or unless such Director shall forward his dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who votes in favor of such action.

Section 17. Action Without Meeting. Any action required or permitted to be taken at a meeting of the Directors may be taken without a meeting if all members of the Board of Directors shall individually or collectively consent to such action by signing a written record or memorandum thereof. Such record or memorandum shall have the same effect as a unanimous vote of the Board of Directors and shall be filed with the Secretary of the Corporation and made a part of the corporate records.

ARTICLE IV OFFICERS

Section 1. Officers. Unless otherwise stated in a resolution adopted by the Board of Directors, the officers of the Corporation shall be a President, a Vice President, a Secretary and a Treasurer. One person may hold two or more offices; provided, however, that no person shall at the same time hold the offices of the President and Vice President.

Section 2. Election. The officers of the Corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article IV, shall be chosen annually by the Board of Directors, and each shall hold office until he shall resign or shall be removed or otherwise disqualified to serve, as provided in Section 4 of Article IV hereof, or his successor shall be elected and qualified.

Section 3. Subordinate Officers. The Board of Directors may appoint, and may empower the President to appoint, such other officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as are provided in the Bylaws or as the Board of Directors may from time to time determine.

Section 4. Removal and Resignation. Any officer may be removed, either with or without cause, by the Board of Directors, at any regular or special meeting thereof, or, except in case of any officer chosen by the Board of Directors, by any officer upon whom such power of removal may be conferred by the Board of Directors.

Any officer may resign at any time by giving written notice to the Board of Directors, or to the President, or to the Secretary of the Corporation. Any such resignation shall take effect at the

date of the receipt of such notice or at any alternate time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5. Vacancies. A vacancy in any office position because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in the Bylaws for regular appointments to such office.

Section 6. President. The President shall be the Chief Executive Officer of the Corporation and shall, subject to the control of the Board of Directors, have general supervision, direction and control of the business and officers of the Corporation, including:

(a) He/she shall preside at all meetings of the Board of Directors.

(b) He/she shall sign or countersign, as may be necessary, all such bills, notes, checks, contracts and other instruments as may pertain to the ordinary course of the Corporation's business and shall, with the Secretary, sign the minutes of all directors' meetings over which he may have presided.

(c) He/she shall execute bonds, mortgages, and other contracts requiring a seal under the seal of the Corporation, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the Board of Directors to some other officer or agent of the Corporation.

(d) At the annual meeting of the Directors, he/she shall submit a complete report of the operations of the Corporation's affairs as existing at the close of each year and shall report to the Board of Directors from time to time all such matters coming to his attention and relating to the interest of the Corporation as should be brought to the attention of the Board of Directors.

Section 7. Vice President. In the absence or disability of the President, the Vice President shall perform all the duties of the President, and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the President. The Vice President shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board of Directors or the Bylaws.

Section 8. Secretary. The Secretary shall keep or cause to be kept, at the principal office of the Corporation or such other place as the Board of Directors may order, a book of minutes of all meetings of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at director's meetings, and the proceedings thereof.

The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws or by law to be given, and he/she shall keep the seal of the Corporation in safe custody. He/she shall also sign, with the President or Vice President, all

contracts, deeds, licenses and other instruments when so ordered. He/she shall make such reports to the Board of Directors as they may request and shall also prepare such reports and statements as are required by the laws of the State of Oklahoma and shall perform such other duties as may be prescribed by the Board of Directors or by the Bylaws.

Section 9. Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including account of its assets, liabilities, receipts, disbursements, gains, losses, capital, surplus and shares. The books of account shall at all reasonable times be open to inspection by a Director.

The Treasurer shall deposit all monies and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board of Directors. He/she shall disburse the funds of the Corporation as may be ordered by the Board of Directors, shall render to the President and Directors, whenever they request it, an account of all of his transactions as Treasurer and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors.

Section 10. Delegation of Duties. In case of the absence or disability of any officer of the Corporation or for any other reason that the Board of Directors may deem sufficient, the Board of Directors may, by a vote of a majority of the whole Board of Directors, delegate for the time being, the powers or duties, or any of them, of such officer to any other officer or to any Directors.

ARTICLE V EXECUTION OF INSTRUMENTS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or to execute and deliver in the name and on behalf of the Corporation any contract or other instrument, except certificates representing shares of stock of the Corporation, and such authority may be general or may be confined to specific instances.

Section 2. Checks and Drafts. All checks, drafts or other orders for the payment of money, notes, acceptances or other evidences of indebtedness issued by or in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall be determined from time to time by resolution of the Board of Directors.

Section 3. Deposits; Bank Accounts. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may from time to time designate or as may be designated by an officer or officers of the Corporation to whom such power of designation may from time to time be delegated by the Board of Directors. The Board of Directors may make such special rules and regulations with respect to such bank accounts, not inconsistent with the provisions of these Bylaws, as it may deem expedient. Unless otherwise provided by resolution of the Board of Directors, endorsements for deposit to the credit of the Corporation in any of its duly

authorized depositories may be made by hand-stamped legend in the name of the Corporation or by written endorsement of any officer without countersignature.

Section 4. Loans. No loans shall be contracted on behalf of the Corporation unless authorized by the Board of Directors, but when so authorized in writing, unless a particular officer or agent is directed to negotiate the same, may be negotiated, up to the amount so authorized, by the President or a Vice President or the Treasurer; and such officers are hereby severally authorized to execute and deliver in the name and on behalf of the Corporation notes or other evidences of indebtedness countersigned by the President or Vice President for the amount of such loans and to give security for the payment of any and all loans, advances and indebtedness by hypothecating, pledging or transferring any part or all of the property of the Corporation, real or personal, at any time owned by the Corporation.

Section 5. Sale or Transfer of Securities Held by the Corporation. Stock certificates, bonds or other securities at any time owned by the Corporation may be held on behalf of the Corporation or sold, transferred or otherwise disposed of pursuant to authorization by the Board, or of any committee thereunto duly authorized, and when so authorized to be sold, transferred or otherwise disposed of, may be transferred from the name of the Corporation by the signature of the President or a Vice President and the Treasurer or the Secretary.

ARTICLE VI INDEMNIFICATION

Section 1. Indemnification: Actions Other Than by the Corporation. The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as the President, an officer, an employee or as an agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees, judgments, fines and amounts paid in settlement) actually and reasonably incurred by him in connection with such action, suit or proceeding, if he acted in good faith and in a manner he, and the Board of Directors agrees, reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful.

Section 2. Indemnification: Corporate Actions. The Corporation shall have the power to indemnify any person, including any Director, officer or employee or the Corporation, (the "Indemnatee") who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation for expenses (including attorney

fees) actually and reasonably incurred by the Indemnatee in connection with the defense or settlement of such action or suit if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation, and the Board of Directors agrees, and except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the Corporation, unless and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

Section 3. Right to Indemnification. To the extent that any present or former officer, Director, employee or agent of the Corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 1 and 2 of this Article VI, or in defense of any claim, issue or matter therein, he shall be indemnified by the Corporation, against direct expenses (including attorneys' fees) actually and reasonably incurred by him in connection therewith.

Section 4. Authorization of Indemnification. Any indemnification under Sections 1 and 2 of this Article VI (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification is proper in the circumstances because he/she has met the applicable standard of conduct set forth in Section 1 and 2 of this VI. Such determination shall be made by the Board of Directors by a majority vote of a quorum consisting of persons who are not parties to such action, suit or proceeding, in consultation with the Corporation's legal counsel.

Section 5. Advance Indemnification. Expenses incurred by an officer or Director in defending a civil or criminal action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of such Director or officer to repay such amount unless it shall ultimately be determined that he is entitled to be indemnified by the Corporation as authorized in this Article VI. Such expenses incurred by other employees and agents may be so paid upon such terms and conditions, if any, as the Board of Directors deems appropriate.

Section 6. Non-Exclusive Indemnification. The indemnification provided by this Article VI shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any bylaw, agreement, vote of disinterested Directors, at law or otherwise, both as to action in his official capacity and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 7. Insurance. The Corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VI.

ARTICLE VII DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation exclusively for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Revenue Law, as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the district court of the County in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE VIII MISCELLANEOUS

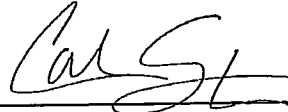
Section 1. Who May Amend. These Bylaws may be amended, altered, changed or repealed by the affirmative vote of three fourths (3/4ths) of the Directors at any regular or special meeting of Directors if notice of the proposed amendment, alteration, change or repeal be contained in the notice of the meeting.

Section 2. Fiscal Year. The fiscal year of the Corporation shall be the calendar year.

[Signature to follow on next page]

CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of the Corporation, hereby certifies that the foregoing Bylaws, after having been read section by section, were approved by the Board of Directors of this Corporation on the 18 day of April, 2018.

A handwritten signature in cursive script, appearing to read 'Caleb Starr', written over a horizontal line.

Caleb Starr, Secretary

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

JUN 20 2019

HARLOW CREEK ELEMENTARY SCHOOL INC
C/O BARBER & BARTZ PC
KURTIS R EATON
525 S MAIN STE 800
TULSA, OK 74103-4511

Employer Identification Number:
83-1408541
DLN:
17053247322008
Contact Person:
FAITH E CUMMINS ID# 31534
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
July 26, 2018
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947



Board of County Commissioners

Tulsa County Administration Bldg.
500 South Denver
Tulsa, Oklahoma 74103-3832
918.596.5015

KAREN KEITH
DISTRICT 2

August 9, 2018

Board of Education Members
Tulsa Public Schools
Education Service Center
3027 S. New Haven Ave.
Tulsa, OK 74114

Dear Board of Education Members:

I am writing this letter in support of Harlow Creek Elementary School. I have had the opportunity to meet with Harlow Creek board members and learn about their philosophy of education, their commitment to diversity, and their desire to produce productive members of society starting at an early age. Additionally, the Evolving Communities Development, in which Harlow Creek will be situated, represents a one of a kind, multi-generational mixed income community that will allow Tulsa to progress towards city initiatives of resilience and equity.

I believe that Harlow Creek Elementary will be an asset to the education of students within the Tulsa. Furthermore, it is my opinion that Tulsa Public School should commit to being the authorizing agency for this new charter school.

Sincerely,

Karen Keith
Tulsa County Commissioner, District 2

EXHIBIT

tabbles

H



We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statutes pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statutes pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

6

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statues pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statues pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

Name	Residential Address	Signature
Rebecca Rutledge	313 W 46 th St. Sand Springs 74063	Rebecca Rutledge
Kaitlyn Turney	4905 S Spruce Dr. Sand Springs	Kaitlyn Turney
Stephen Giannelli	1422 E 41st street Apt 30 74135	Stephen Giannelli
Adrianna Barros	19002 E 4th St	Adrianna Barros
Meredith Ramsey	4521 S Vancouver	Meredith Ramsey
Samuel Royal	4725 S Granite pl: 74135	Samuel Royal
Debra Hult	13405 N 87 th E. Claremore	Debra Hult
Rachael Schauf	4140 E 45 th st Tulsa, OK 74112	Rachael Schauf
Samuel Ash	5928 E 48 th St	Samuel Ash
Sarah Braswell	6070 E. 62nd St Tulsa, OK 74133	Sarah Braswell
Benson Strook	8789 S. 23 rd E Ave	Benson Strook
Carl W. Espino	4085 14th E Ave Tulsa, OK 74106	Carl W. Espino
Daniel Tolan	2516 E 2nd Street 74104	Daniel Tolan
Alondra Morales	118 N. Delaware Pl 74110	Alondra Morales
Evan Johnson	535 S. Gillette Ave. 74104	Evan Johnson
Chris Wright	6833 South West Avenue	Chris Wright
Shirley Langster	7550 E Oklahoma Place	Shirley Langster
Aaron Zucker	4720 S Boston Ave	Aaron Zucker
Donnie Hocker	3320 E 22 nd Street	Donnie Hocker
Jess Daugherty	3913 W 104 th Ct S Jenks, OK 74037	Jess Daugherty
James Philip	3162 East 10th Ave, Claremore, OK 74009	James Philip
Max Dunberg	177 Rosalia ave Enfield, OK 74432	Max Dunberg

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statutes pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

B9

First Name	Last Name	Signature	Street Address	City	State / Province	Postal / Zip Code	Unit	E-mail
Jamie	Heiman	https://www.jotform.com/upl/8618 S 92nd E Ave		Tulsa	Oklahoma	74133		jamieheiman@oru.edu
Chelsea	Schumann	https://www.jotform.com/upl/1226 S St Louis Ave		Tulsa	Oklahoma	74120		chelsea@six-pr.com
Marnie	Fernandez	https://www.jotform.com/upl/345 S Lynn Lane Rd		Tulsa	Oklahoma	74108		marnie@six-pr.com
Sheri	Greer	https://www.jotform.com/upl/2630 E 65th Pl		Tulsa	Oklahoma	74136		sherigreer@cox.net
James	Golden	https://www.jotform.com/upl/2002 E 11th St WC		Tulsa	Oklahoma	74104		jthomasgolden@outlook.com
Joshua	Kline	https://www.jotform.com/upl/1638 S. Carson Ave.		Tulsa	OK	74119	211	joshua.s.kline@gmail.com
Vanessa	Somerville	https://www.jotform.com/upl/5528 S Peoria Ave		Tulsa	Oklahoma	74105		Breath22@hotmail.com
Brent	Jackson	https://www.jotform.com/upl/3242 E 28th St		Tulsa	Oklahoma	74114		itssthebrent@gmail.com
Winston	Peraza	https://www.jotform.com/upl/6211 S Knoxville Ave		Tulsa	Oklahoma	74136		winston@cubiccreative.com
Scott	Pardee	https://www.jotform.com/upl/9802 E. 85th Pl.		Tulsa	OK	74120		spardee@pardeeconstruction.net
Leigh Anne	Self	https://www.jotform.com/upl/3430 E 60th St		Tulsa	Oklahoma	74135		leighanneanne@yahoo.com
Hillary	Parkhurst	https://www.jotform.com/upl/3730 E 38th St		Tulsa	Oklahoma	74135		haparkhurst@gmail.com
Paula	Huggett	https://www.jotform.com/upl/3457 Ringsby Ct		Denver	Colorado	80216	1008	paula@bokkagroup.com
Glenna	Clark	https://www.jotform.com/upl/112 S 4th St		Chouteau	Illinois	60924		gkwhitefield@gmail.com
Brianna	Stimson	https://www.jotform.com/upl/23573 S Cedar St		Glaremore	Oklahoma	74019		bristimson@yahoo.com

134 total

Submission Date	Comments
-----------------	----------

2018-08-21 14:19:36	
2018-08-22 14:01:17	
2018-08-22 13:53:56	
2018-08-22 08:40:25	Happy to help Tulsa improve and it starts with education.
2018-08-21 18:29:24	
2018-08-21 16:23:20	
2018-08-21 16:22:32	
2018-08-21 15:47:20	
2018-08-21 15:39:59	We would love to see this beautiful project come to life. Tulsa needs a lot more of this!
2018-08-21 15:17:39	thx
2018-08-21 15:05:25	
2018-08-21 14:52:32	I am in full support!
2018-08-21 14:23:32	Excited about what this school will provide to Tulsa!
2018-08-22 12:48:00	
2018-08-21 15:15:32	

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statutes pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statues pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statutes pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statues pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statues pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statues pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statues pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

Name	Residential Address	Signature
Susy Harmon	14050 S. 209 W. Ave	Susy Harmon
Kenneth Baker	10476 EDGEWOOD DR	Kenneth Baker
Whitney Britton	521 N 28th W. Ave	Whitney Britton
Phil Deane	7328 W 7th St. APT. C	Phil Deane
Wayne Gibb	2299 S. Leola Rd Cleveland, OK	Wayne Gibb
Manuela R. R. Rore	3730 S 60th Ave Tulsa	Manuela R. R. Rore
TERESA EAST	315 E. 49th St. South Sand Springs	Teresa East
CARY WELCH	18 S 65 W AVE TULSA OK	Cary Welch
MARILYN MASSEY	7416 W. 39th St - Tulsa, OK 74107	Marilyn Massey
MICHAEL MASSEY	7416 W. 39th St. - Tulsa, OK 74107	Michael Massey
Garriann McLean	9939 Wind Ridge Dr. Sand Springs 74663	Garriann McLean
JENNY THOMAS	572 W 49th ST GRO OK	Jenny Thomas
Jessica Rice	426 E Marshall St Tulsa 74106	Jessica Rice
DOUGLAS OAKES	4424 W. Mathen Brady St. Tulsa 74127	Douglas Oakes
Tammy L. Wilson	5757 W 2nd Tulsa OK 74127	Tammy L. Wilson
Jean Young	221 Fairway Circle Sand Springs 74080	Jean Young
Robin Brasfield	1120 Renaissance Dr. Sand Springs	Robin Brasfield
David Brasfield	1120 Renaissance Dr. Sand Springs	David Brasfield
JASON RAY	14716 E. 106th St. W Overbrook OK 74065	Jason Ray
Cathy Johnson	3121 S Maple, Sand Springs OK	Cathy Johnson
Robyn Wright	2016 W. 53rd Ct. Sand Springs	Robyn Wright
Phyllis Schnell	2910 S 74th E AVE Tulsa 74129	Phyllis Schnell
Shanna Spence	3107 Saddle Rock Rd. Sand Springs, OK 74080	Shanna Spence
Alan Young	221 Fairway Cir 55	Alan Young

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statues pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

Name	Residential Address	Signature
James Wright	206 W. 53 rd St. Sand Springs, OK 74463	James Wright
Steve Johnson	3121 Maple Dr Sand Spring	Steve Johnson
JACK POPE	4774 N. HWY 97, SSS	Jack Pope
LOUISE BUSH	3.31- So. 48 th W. AVE	Louise Bush
ANN Ford	715 SO. 51 st L.J. AVE	Ann Ford
CLIFF PERDEN	206 N. WASHINGTON	Cliff Perden
Lynett Martin	503 N. 44 th W. Ave	Lynett Martin
Maddie Phillips	1160 N Cheyenne Ave 74106	Maddie G. Phillips
Hershel Martin	1103 N 44 th W Ave, 74127	Hershel Martin
Cj Morgan	1603 S. 155 th W. Ave SS- 74063	Cj Morgan
Lynda Meyer	6202 W. Edison Tulsa 74127	Lynda Meyer
LED SORSEN	1715 S. 148 th W. AVE S/S, OK 74063	LED SORSEN
CHERYL SORSEN	1715 S. 148 th W. AVE S/S, OK 74063	Cheryl Sorsen
DARRIN THOMAS	572 WEST - 149 th ST	S.D. THOMAS
Kayla Wilson	5757 W and St Tulsa OK 74127	Kayla Wilson
Karen Oakes	4424 W. Mathew Brady St. Tulsa	Karen F. Oakes
Olivia Martin	1140 N Cheyenne Ave Tulsa 74127	O.E.
Tina Crase	12 S. 3 rd Sperry	Tina Crase
Amy Claborn	106 Jerry Ln Vinita, OK	Amy Claborn
Rick Claborn	106 Jerry Ln Vinita, OK	Rick Claborn
Stephany Ward	14730 W. 17 th , Sand Springs	Stephany Ward
R. Louise Brown	1209 Old North Pl S.S.	R. Louise Brown
John Padgett	13623 W. 43 rd Pl. S. SS.	John Padgett
Berl Padgett	13623 W. 43 rd Pl. S. SS.	Berl Padgett

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statues pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

Name	Residential Address	Signature
Tim Watkins	5218 S. Yorktown Ave Tulsa, OK 74105	Tim Watkins
Roger Hurst	4013 N INDIAN OAKS DR SS 74063	Roger Hurst
Paul Jennings	5202 S Hwy 97 #215	Paul Jennings
Catherine Hall	208 W 34th St Sand Springs OK 74063	Catherine Hall
Brad Waterson	3334 W Archer St Tulsa, OK 74127	Brad Waterson
Melissa Slice	3705 W 43rd St Tulsa, OK 74107	Melissa Slice
KEVIN ABERNETHY	8822 TIMBERLAKE DR, SAPULPA, OK 74066	Kevin Abernethy
Debra Hall	14514 MacArthur Blvd In Sand Springs	Debra Hall
Wayne Hall	208 41st St SE OK Sand Springs	Wayne Hall
MIKE McCool	6003 N. PERAN AVE. SAND SPRINGS OK	Mike McCool
Charles & Theda Hall	230 W. Ruth #10 Kellyville OK	Charles Hall
Charles & Theda Hall	230 W. Ruth #10 Kellyville OK	Charles Hall
Iressa Dearman	3345 43 W Ave Tulsa OK 74127	Iressa Dearman
Cathy Dearman	3345 43 W Ave Tulsa OK 74127	Cathy Dearman
Franky Geron	6740 E Oklahoma St	Franky Geron
Tony Deering	306 S. JONES DRUMRIGHT	Tony Deering
David Master	533 N 28th W Ave 74127	David Master
Lisa Potter	4923 W 8th St. Tulsa 74121	Lisa Potter
Jon Tucker	4923 W 8th St. Tulsa, OK	Jon Tucker
Mason Rickell	731 S Cedar St. Kellyville, OK	Mason Rickell
Ashley Rickell	731 S Cedar St. Kellyville, OK	Ashley Rickell
Frank Gaskill	1186 E. Old Keystone Rd, OK	Frank Gaskill
Suzette Gaskill	1186 E. Old Keystone Rd. Cleveland, OK	Suzette Gaskill
Jamice Hise	4114 N. 37th W Ave., Tulsa, 74127	Jamice Hise

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statues pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statues pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

Petition of Community Support for Harlow Creek Elementary School

We, the undersigned, voluntarily elect to sign this petition in support of Harlow Creek Elementary School's application to become a public charter school in the state of Oklahoma. The application is being submitted in accordance with all state statutes pertaining to public charter schools. Our signatures below serve as a show of support for Harlow Creek Elementary School. We agree to our petition data being used by Harlow Creek Elementary School and Evolving Communities in order to support the progression of the charter application process. Information will not be passed to a third party, nor used for any sales purposes.

(

(

{

Enrollment requests stopped upon discussion with TPS in early 2018.

To Whom It May Concern:

After careful consideration, I have concluded that it is in the best interest of my child to attend Harlow Creek Elementary School. Harlow Creek will provide my child with a quality education based on civic interest and social action projects that will have a positive influence within our community. I am equally excited at the prospect of having the opportunity to be involved in locally controlled charter school where I will have the ability to interact with school board members within our community. I fully support the charter application and intend to enroll my child in Harlow Creek Elementary School.

Sincerely,

Name: SCOTT PARDEE

Address: 4305 W. EDISON TULSA, OK 74127

Phone: _____

Signed petition

To Whom It May Concern:

After careful consideration, I have concluded that it is in the best interest of my child to attend Harlow Creek Elementary School. Harlow Creek will provide my child with a quality education based on civic interest and social action projects that will have a positive influence within our community. I equally excited at the prospect of having the opportunity to be involved in locally controlled charter school where I will have the ability to interact with school board members within our community. I fully support the charter application and intend to enroll my child in Harlow Creek Elementary School.

Sincerely,

Name: Melissa Stice

Address: 3705 W 43rd St. Tulsa, OK 74107

Phone: 918-851-6515

[REDACTED]

To Whom It May Concern:

After careful consideration, I have concluded that it is in the best interest of my child to attend Harlow Creek Elementary School. Harlow Creek will provide my child with a quality education based on civic interest and social action projects that will have a positive influence within our community. I equally excited at the prospect of having the opportunity to be involved in locally controlled charter school where I will have the ability to interact with school board members within our community. I fully support the charter application and intend to enroll my child in Harlow Creek Elementary School.

Sincerely,

Name: Aaron Landrum

Address: 13871 W 86th St S, Sapulpa, OK 74066

Phone: 918.269.5168

[REDACTED]

did not sign petition

To Whom It May Concern:

After careful consideration, I have concluded that it is in the best interest of my child to attend Harlow Creek Elementary School. Harlow Creek will provide my child with a quality education based on civic interest and social action projects that will have a positive influence within our community. I equally excited at the prospect of having the opportunity to be involved in locally controlled charter school where I will have the ability to interact with school board members within our community. I fully support the charter application and intend to enroll my child in Harlow Creek Elementary School.

Sincerely,

Name: Amy Roslin

Address: 4017 S. Oswego Ave Tulsa, OK 74135

Phone: _____

Amy Roslin

did not sign petition

To Whom It May Concern:

After careful consideration, I have concluded that it is in the best interest of my child to attend Harlow Creek Elementary School. Harlow Creek will provide my child with a quality education based on civic interest and social action projects that will have a positive influence within our community. I equally excited at the prospect of having the opportunity to be involved in locally controlled charter school where I will have the ability to interact with school board members within our community. I fully support the charter application and intend to enroll my child in Harlow Creek Elementary School.

Sincerely,

Name: JULIA CLADRA

Address: 6642 S 67 EAST AVE TULSA OK 74183

Phone: (918) 537-2177

did not sign petition

To Whom It May Concern:

After careful consideration, I have concluded that it is in the best interest of my child to attend Harlow Creek Elementary School. Harlow Creek will provide my child with a quality education based on civic interest and social action projects that will have a positive influence within our community. I equally excited at the prospect of having the opportunity to be involved in locally controlled charter school where I will have the ability to interact with school board members within our community. I fully support the charter application and intend to enroll my child in Harlow Creek Elementary School.

Sincerely,

Name: _____

Address: _____

Phone: _____

Jenny Curoly

6642 S 47th E Ave Tulsa OK 74133

(918) 837-1999



Supporting Organizations

Please find a list of Champions for our project:

Karen Keith – Tulsa County Commissioner District 2
Vanessa Hall Harper – Tulsa City Councilor District 1
Ben Kimbro – Tulsa City Councilor District 9
Blake Ewing – Former City Councilor District 4

These individuals are listed as champions as they not just support the overall community and school, but have advocated for the development and also have committed significant investment dollars into the community to support its success and growth.

Community Supporters:

Neighbors Along the Line, Osage Hills Christian Church, Cavalry Temple, Owen Park Neighborhood Association, NW Tulsa HUB, American Institute of Architects, Tulsa Community Foundation, Park Friends, & Land Legacy.

These supporters are named as they are directly involved in the project to some capacity. Most are associated individuals that also serve as board members of the community Development Corporation or have volunteered to some capacity.

Additional Support Organizations:

NW Tulsa Community Development Corporation





Evolving
Communities Tulsa
@EvolvingCommunities

[Home](#)[Posts](#)[Events](#)[Photos](#)[About](#)[Reviews](#)[Videos](#)[Community](#)[Promote](#)

Liked

Following

Share

Send Message

253

Total Likes

264

Total Follows

Invite your friends to like Evolving Communities...



Bruce Bolzie

Invite



Jayne Bozone

Invite



Bob Jones

Invite

[See All Friends](#)English (US) · Español · Português (Brasil) ·
Français (France) · Deutsch[Privacy](#) · [Terms](#) · [Advertising](#) · [Ad Choices](#) ·
[Cookies](#) · [More](#)
Facebook © 2019

Top Fans



No Top Fans

You can turn on top fan badges to recognize and reward the most engaged followers on your Page. You have full control and can remove badges or disable the feature.

Friends and Evolving Communities Tulsa

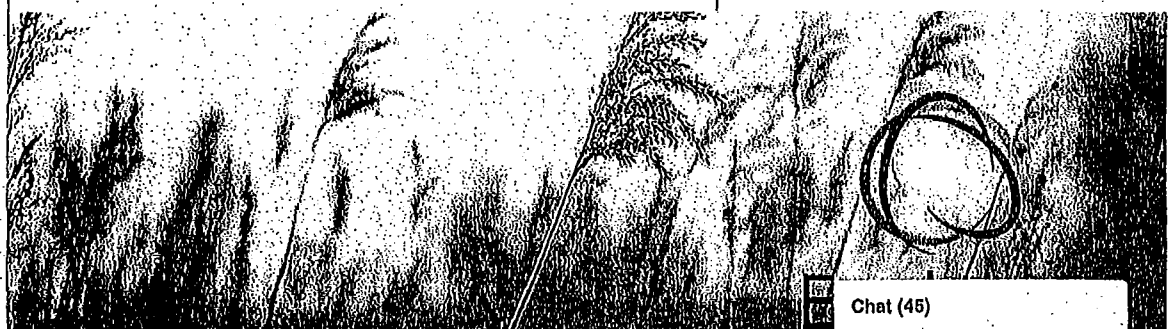


Leslie Yacobozzi Pardee, Jeff Williams and 69 other friends like Evolving Communities Tulsa.

[See All](#)

Celebrating Your Page's 1st Year

Thanks for being here. To celebrate Evolving Communities Tulsa's 1st year on Facebook, we're giving you a \$10 ad credit.

[Claim Credit](#)

Chat (45)

s' Likes

Nicolle McPherson Goodman

14 mutual friends

Message

Jeff Pugh

14 mutual friends

Message

Blake Ewing

38 mutual friends

Message

Carolyn Back

24 mutual friends

Message

Austin Tunnell

11 mutual friends

Message

•
Paula Huggett

0 mutual friends

Message

•
Canaan Scovil Rice

6 mutual friends

Message

•
Felicia Leming

1 mutual friend

Message

•
Branden Boom

0 mutual friends

Message

Jerry Goodwin

11 mutual friends

Message

Seth Erkenbeck

39 mutual friends

Message

Marnie Glasgow Fernandez

44 mutual friends

Message

Dillon Hargrave

12 mutual friends

Message

David W. Cobb

20 mutual friends

Message

Daryl Nieto

9 mutual friends

Message

Bill Leighty

39 mutual friends

Message

Gary Coulson

3 mutual friends

Message

Katelyn Parker

6 mutual friends

Message

Mary Womble Kell

40 mutual friends

Message

Sheila Moore Curley

30 mutual friends

Message

Eric Moser

6 mutual friends

Message

Mac Keely

3 mutual friends

Message

Joanie Hughes

3 mutual friends

Message

Ward Davis

10 mutual friends

Message

Sean Scotney

12 mutual friends

Message

Kristen McCormick

19 mutual friends

Message

Trish Howell Hunnicutt

0 mutual friends

Message

Scott DeGeer

0 mutual friends

Message

Curtis B Mitchell

0 mutual friends

Message

John Pardue

4 mutual friends

Message

Andy Kinslow

51 mutual friends

Message

Philip Green

3 mutual friends

Message

Josh Bishop

12 mutual friends

Message

Mallory Ashley

5 mutual friends

Message

Nathan Pickard

32 mutual friends

Message

Jeff Williams

4 mutual friends

Message

Larry Gordon Wilson

3 mutual friends

Message

Mady Epplin

12 mutual friends

Message

Michael Patton

60 mutual friends

Message

Daniel Regan

53 mutual friends

Message

Derek R. McCall

17 mutual friends

Message

CJ Medlin

10 mutual friends

Message

Leslie Harrison

16 mutual friends

Message

Nathan Nitchals

4 mutual friends

Message

Carl Szafranski

17 mutual friends

Message

Brandon Diles

4 mutual friends

Message

Jay Roesslein

3 mutual friends

Message

Christine Hoagland

22 mutual friends

Message

Glez Zereth

2 mutual friends

Message

Erik Smith

19 mutual friends

Message

Phillip Condley

23 mutual friends

Message

•
Erin Vargas Clayden

6 mutual friends

Message

•
JoAnna Dorman Blackstock

50 mutual friends

Message

•
Andrea Epplin

13 mutual friends

Message

•
Kyle Shepard

5 mutual friends

Message

•
Jonathan Belzley

46 mutual friends

Message

Heidi Taylor Warren

10 mutual friends

Message

Gena Williams Sutton

5 mutual friends

Message

Celeste McNeal Wood

12 mutual friends

Message

Jessica Walker Sauter

9 mutual friends

Message

Tina Wolery

43 mutual friends

Message

Nathan Downs

18 mutual friends

Message

Karen Liefer

14 mutual friends

Message

Jared Green

70 mutual friends

Message

Greg Carpenter

15 mutual friends

Message

Evan Wilbanks

10 mutual friends

Message

Lindsay Baldwin

0 mutual friends

Message

Bob Pondrom

12 mutual friends

Message

Makeisha Foulds

20 mutual friends

Message

Rodney Smith

10 mutual friends

Message

•
Leslie Yacobozzi Pardee

108 mutual friends



Josh Chesney
- Cynthia
- Ashanti White

Meeting:

FINAL PRESENTATION

Date:

6/23

	Name	Organization	Number	Email
1	BARB GARDNER			bgardner@gmail.com
2	ELIZABETH SHARP			elizabethloringsharp@gmail.com
3	ROBERT SHARP			rob@sharparch.net
4	Bill Leighty			bill@BillLeighty.com
5	James Wright	Osage Hills Church	918-583-7182	
6	Daryl Nieto	Anchor Design	405-509-3824	
7	MARK SEIBOLD	CRAFTENTULL	405 517 6656	MARK.SEIBOLD@CRAFTENTULL.COM
8	Paige Gurn		918-916-4222	garvin-paige@yahoo.com
9	Katelyn Parker	Bungalow Roots	918-240-0939	K.parker@bungalowroots.com
10	Brian Parker	BRADY NORM	918-613-1189	brianparker@outlook.com
11	Lynn Coulson	Coulson Electric	918-288-6288	
12	GARY COULSON	" "	" "	COULSONELECTRIC@MSN.COM
13	JENNIFER GRIFFIN	J. GRIFFIN DESIGN LLC		jennifer@jgriffindesignllc.com
14	Mary Kell	City of Tulsa	918-546-2582	mkell@cityoftulsa.org
15	CANAAN RICE	SIX PR	918 551 4735	canaan@six-pr.com
16	Alexa Herndon		918 914 0079	alexaherndon@gmail.com
17	JACQUES ALBERT		918 440 8017	JACQUES.C.R.ALBERT@GMAIL.COM
18	Kate Lyn		918-240-0939	KateLyn1040@gmail.com
19				kate.parker@bungalowroots.com
20				kpe@bungalowroots.com
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

Utilities



Meeting:

Meeting #3

Date:

6/19/18

	Name	Organization	Number	Email
1	Roger Hurst	ATT	918 859 9453	rh 7687@att.com
2	Steve Williams	PSO	918 250 7716	STwilliams1@aep.com
3	Jonathan Caudle	PSO	918 250-6229	jcaudle@aep.com
4	James Spicer	GCP	" "	" "
5	LATON WILSON	CRUX	918.605.1150	lwilson@cruxsolutions.com
6	Donald Kafer	ONG	918-831-8353	Donald.Kafer@onegas.com
7	Barick Rosenbaum	City of Tulsa	918 596 9285	brosenbaum@cityoftulsa.org
8	Jay Murphy	KMS	918-834-7000	jmurphy@kms-intl.com
9	Ward Davis	High Street RE	501-499-4000	ward@highstreetre.com
10	Darrell Stufank	City of Tulsa	918 636 1391	Dstufank@cityoftulsa.org
11	Justin Rich	CoX	918 286-4542	justin.rich@cox.com
12	Anthony Wilkins	City of Tulsa	918-596-2412	awilkins@cityoftulsa.org
13	BRIAN FREESE ARCHITECTURE	FREESE	918-744-7667	brian@freesearchitecture.com
14	Drew Deatherage	CRUX	918 932 0785	ddeatherage@cruxsolutions.com
15	Rick Brudner	City of Tulsa	918 527 0300	rbrudner@cityoftulsa.org
16	Cody Banks	City of Tulsa	918-527-0288	Cody.Banks@CITYOFTULSA.ORG
17	Paul Crabtree	CGI	719.221.1799	p.crabtree@crabtreegroupinc.com
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				



Meeting:

Meeting #2

Date:

6/19/18

	Name	Organization	Number	Email
1	Dwight	TWOG	918-584-7526	dwilkinson@twog.org
2	Wilkinson			
3	Dawn Warrick	City of Tulsa	918-576-5447	dwarrick@cityoftulsa.org
4	James Spicer	GCP	918-746-775	greencountrypermaculture@gmail.com
5	Robert Sharp		419-442-0229	rob@sharparch.net
6	Eric Brown	BDS	314-849-828	
7	Eric Moser	MDG	843-247-5600	eric@moserdesigngroup.com
8	Bill Hargis	ARA	843-2103-1450	bill@hargisarchitect.com
9	James Roswell	JRB-ARCL		j@roswellarchitect.com
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				



Meeting:

Mid Term PinUP

Date:

6/21

	Name	Organization	Number	Email
1	KEVIN CONSTANT			
2	Todd Cole	HWIT	903-609-2481	TCOLE@HWIT1887.COM
3	Brian Traus	HWIT	903-404-0642	BTRAUS@HWIT1887.COM
4	Blake Ewing	CITY COUNCIL	908-991-8252	blakeewing3232@gmail.com
5	James Spivey	GCP	11 11	11 11
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				



Meeting:

Civic Mtg

Date:

6/20

	Name	Organization	Number	Email
1	LORYN WRIGHT			
2	LAIS MORRIS	OWEN PARK		
3	DONNA HART	" "		
4	SEAN ROBERTS			
5	TED SCISM	ORANGE HILLS CHURCH		Ted.Scism@cox.net
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				



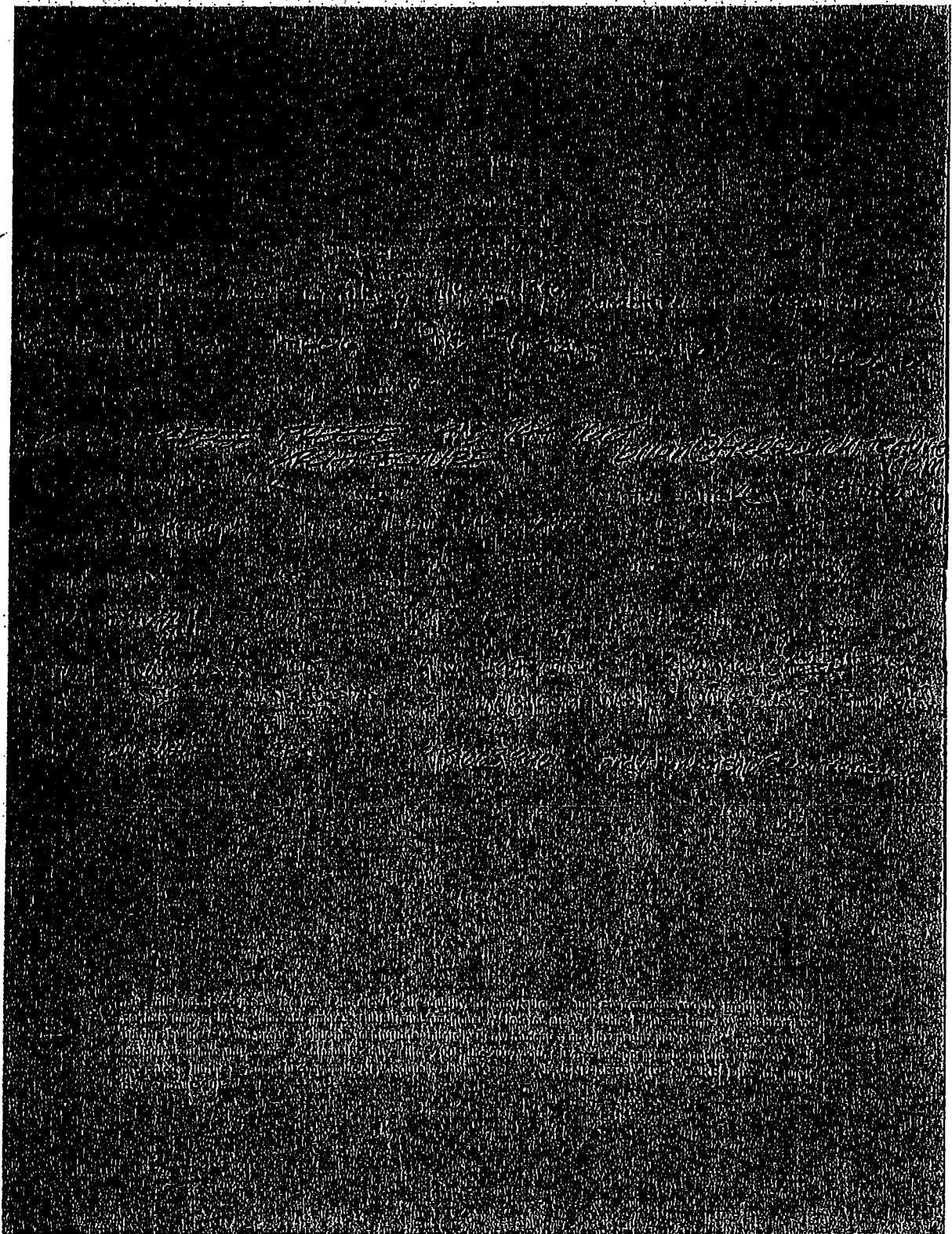
Meeting:

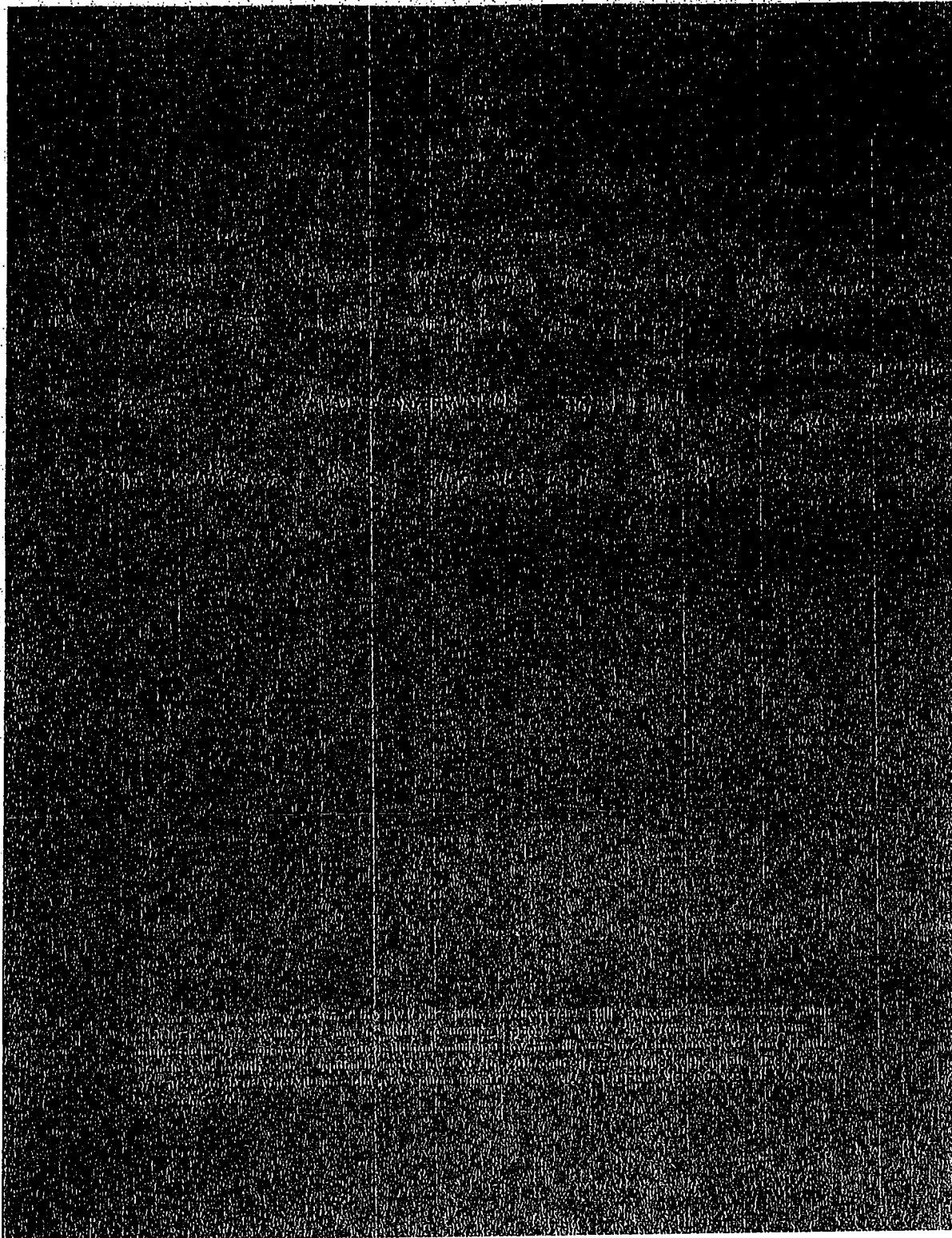
Open presentation

Date:

6/19/18 5:00pm - 7:00pm

	Name	Organization	Number	Email
1	Tim Watkins	CA in Agency		
2	Pau/Jennings	"		
3	Ted Scism	OHCC	918-583-9482	tedscism@ohcc.net
4	Paula Huggett	Boxka Group	720.261.0840	PAULA@BOXKAGROUP.COM
5	Todd Colis	HLWH	903-609-2181	TCOLIS@HLWH1881.COM
6	James Wright	Osage Hills Christian Church	918-583-9482	james@osagehills.com
7	Sheila Cunfer	Six PR	918-830-3218	sheila@six-pr.com
8	Jon Neff		918-671-9308	
9	Jeff Bingham	Bingham Resources	918-407-4728	jbingham@binghamresources.com
10	David Cobb		918-242-1430	dcobb@20thholdings.com
11	Canaan Rice	SIX PR	918-851-4738	canaan@six-pr.com
12	David Cobb	TERRACON	918-607-4771	david.cobb@terracon.com
13	Molly Jones	JDS	918-606-1999	MOLLY@JONES-DESIGN-STUDIO.COM
14	John Griffin	Seber Schaefer	918-728-6186	jgriffin@seberschaefer.com
15	Marnie Fernald	SIX PR	918-381-1505	marnie@six-pr.com
16	Derek McCall	TANNER CONSULTING	918-745-9929	dmcalle@tannerbaitshop.com
17	Barb Gardner	PROP OWNER	918-688-1000	bgardner@gmail.com
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				







12/18/2019

Joy Hoffmeister, Superintendent
Members of the Board of Education
Oklahoma State Department of Education
Oliver Hodge Building, 2500 N Lincoln Blvd.
Oklahoma City, OK 73105

Dear Superintendent Hoffmeister and members of the board:

I write today to urge your support for the Harlow Creek charter school. I have worked as an educator in the adjacent neighborhood since the 2013/2014 school year. I lead after-school programs at both the public elementary schools and during school at Mark Twain Elementary. Additionally, I see the students and their families as clients in my office at Neighbors Along the Line.

It is accepted among the many families who live in our community that they live in the most often overlooked area of Tulsa. As a lifetime Tulsa resident I can confirm I was unaware of the community until I started working at Mark Twain. That is why I immediately took interest in the Harlow Creek project when I heard about it on the news. The school proposal and associated community development are one of only a couple programs promising positive change for my students that have been introduced during my service.

The need for the school is more urgent now than ever. The staff, students, and families of Mark Twain have accepted the fact that the school will close its doors for the last time at the end of this school year. The already fragile morale of those affected is dreadfully low in the wake of the news. The few willing to openly discuss it predict the students will largely split between Tisdale Fine Arts Academy and online charter school. Both options unpalatable.

The addition of Harlow Creek will be a welcome option for many of the displaced students. Their parents and caregivers would rather give them the chance to gain a high quality education in an intentionally planned community than risk losing them in an already overwhelmed system. A system struggling as much many of our clients feel like they are daily. Thank you for the opportunity to voice my support for Harlow Creek as a concerned but hopeful representative of those I serve.

Dillon Hargrave

Literacy Director
5000 Charles Page Blvd.
Tulsa, OK 74127



TULSA CITY COUNCIL

11DEC19

Oklahoma State Board of Education Members
Oklahoma State Department of Education
Oliver Dodge Building
2500 N Lincoln BLVD
Oklahoma City, Oklahoma 73105

Dear State Board of Education Members,

I am writing this letter to voice my strident and unwavering support for Harlow Creek Elementary School. I have come to know of their philosophy of education, commitment to diversity, and their passion to produce outstanding members of society at an early age. Additionally, the Evolving Communities Development, where Harlow Creek Elementary will be located, is an opportunity for the community of northwest Tulsa to finally receive the much needed, and long overdue, support it needs to open investment in a part of our city that has been ignored for far too long.

Both of these initiatives are imperative to the growth of this underserved community, and Harlow Creek Elementary will play a pivotal role in producing leaders of character and integrity.

Best Regards,

A handwritten signature in black ink, appearing to read "Ben Kimbro", followed by a long horizontal line.

Ben Kimbro
City Councilor, District 9

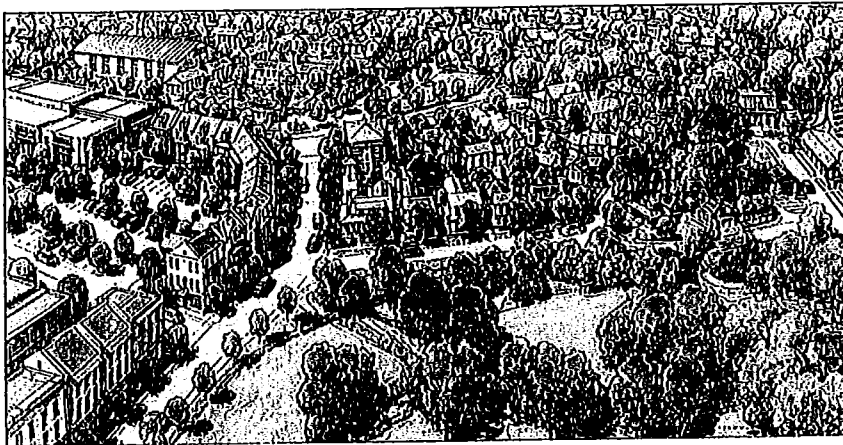


TULSA CITY COUNCIL

December 13, 2019

To Whom it May Concern:

A few businesses, of both for-profit and not-for-profit organizations, have been working hard over the past several years to bring investment to northwest Tulsa. One of those companies, Evolving Communities, used a team of the country's foremost experts to master plan a 1,500 unit neighborhood. Similar to that of The Wheeler District in Oklahoma City, this walkable neighborhood is composed of affordable rentals & attainable houses serving a mixed income community. This community is also designed to work with a Community Development Corporation which has been tasked with addressing social challenges in the surrounding neighborhoods.



I believe the community of northwest Tulsa has been an underserved area of the City for the past several decades. I believe that this district is worth investing in and supporting. I believe that the Evolving Communities development can help this district and can catalyze a new movement to revitalize NW Tulsa and look forward to assisting the development team through its challenges during its 25-year construction timeline.

Sincerely,

A handwritten signature in cursive script that reads "Vanessa Hall-Harper".

Vanessa Hall-Harper
City Councilor, District 1

SCOTT J. PARDEE

9802 E. 85th Pl. • Tulsa, OK 74133 • (918) 841-1114
spardee@pardeeconstruction.net

Education:

Oklahoma State University

Bachelor of Science in Engineering Technology

Construction Management Technology

GPA: 3.11, Class of December 2003

Employment

5/09- Current Pardee Construction, LLC – Tulsa, OK - Serve as the Owner of Pardee Construction. Current roles include strategic planning, accounting, marketing, estimating, risk management, contract administration human resources, and project management for projects up to 10,000 SF. Projects include 7 year Federal MATOC contract of 15 tasks, Multiple Veteran's Affairs projects, Multiple projects with the OU Schusterman Center, and other industry sectors including medical, LEED, retail, and office.

10/05-11/08 Snyder Langston – Irvine, CA

Lennar Pacifica, Downtown Long Beach, CA: \$21 Million Multi-Use Podium Deck Building with Subterranean Parking • 62-Unit Condominiums with Retail • 145,000 SF • Sole Engineer Responsible for the Following Duties: RFI Composition and Response Distribution • Thorough Submittal Review of All Trades & Reviewed Scope Gaps • Composition & Implementation of Material Delivery Schedule • Wrote Scopes of Work for Multiple Trades During Buyout Phase • Coordinated Installation with Trades

Valencia Terrace, Kisco Sr. Living, Corona, CA: \$32 Million 203 Unit Senior Living Facility • Complete ADA Adaptable Dwellings • 225,000 SF • Engineer Responsible for the Following Duties Other Than as Listed Above: Trained Intern with Document Tracking, Organization, & Review • Managed MEP Meetings Using Auto CAD • Change Orders

1/04-10/05 Whiting-Turner – Irvine, CA

Target Remodel Program – Up to \$14 Million Each for Three Separate Projects • Remodel of Store Open During Construction • Six Month Completion Schedule • Day/Night Shifts • Responsible for the Following Duties: Processed Payment Applications • Evaluated Subcontractor Insurance • Updated Project's Estimated Cost at Completion • Wrote & Distributed RFIs • Managed Subcontractor Safety/Coordination Meetings • Evaluated & Updated Construction Schedule Changes • Resolved Change Order Disputes • Closed Out Project Financials • Performed Simultaneous Bid of Five Projects By the Reverse Auction Process • Assisted with GMAX Assembly

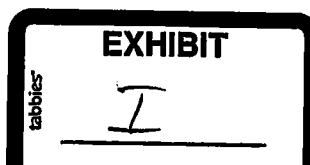
Honors:

- Named to Tulsa's 40 Under 40 in 2010 – Tulsa Business Journal
- Company named as 4th fastest growing Tulsa company in 2013 – Tulsa Business Journal
- Publications on Tulsa World front page, NPR, & KJRH (NBC) local news for Boston Ave Multi-Sport Complex
- Publication in Tulsa Business journal for pioneering of LEED credit – Plants replacing Energy Recovery Units.
- Publication in Tulsa People Magazine and several other local newspapers for LEED Gold Office.

Community:

Chaired a three year process to build a new \$30,000 community park from donations
Three year Building Committee chairman for a \$6MM Church renovation
Served on Board for Kendall Whittier Main Street
USGBC OK Board Member

- x- Current Board Member with Urban Land Institute, Tulsa.
- x- President for Harlow Creek Elementary School
- x- Volunteering to serve the NW Tulsa Community Development Corporation



Caleb Starr

8937 S. Darlington Ave Tulsa, OK 74137

Phone: 918.269.1327 E-Mail: starrca@tulsaschools.org

Experience

Assistant Principal, Centennial Middle School

2018-Present

- Develop and implement digital walk-through form for the collection of student engagement data
- Oversee student activities, academic and discipline
- Implement and improve science and elective PLC's through the use of protocols
- Assist science teachers with the implementation of the new OpenEd curriculum
- Collaborate with administrative team to improve focus on classroom instruction and student engagement

Instructor, Sequoyah Middle School

2017-2018

- Develop dynamic inclusive lesson plans.
- Lead weekly data meetings.
- Implement school vision.
- Develop specialized curriculum for special education students and English language learners.

Principal, Nathan Hale High School

2010-2016

- Developed data-driven Professional Learning Communities embedded in the school day focused on academic achievement.
- Created and implement student focused school vision to centered on student support and academic rigor.
- Developed and monitor dynamic School Improvement Plan focused on increasing graduation rate from 47% to 72%.
- Maximized school budgets to support the school vision of student support and academic achievement.
- Sustained magnet programs through creative capstone projects for various magnet strands.
- Managed three-million-dollar School Improvement Grant funds and personnel to improve instructional practice.
- Developed innovative partnership with Meals on Wheels to provide weekend meals for students.
- Implemented Strong Tomorrow Program in partnership with the George Kaiser Family Foundation to assist parenting and pregnant teen meet graduation requirements.

Principal, Wilson Middle School

2009-2010

- Developed Middle Years Program (International Baccalaureate for middle school program) and the implemented supporting curriculum and courses.
- Developed and implemented block scheduling to allow students more time on task during the school day.
- Created building-specific Professional Development Plan based on increasing differentiated instruction.
- Led school teams in collecting and analyzing student performance data to find and strengthen curricular gaps and vertical alignment.
- Fostered community relationships with local businesses and neighborhood association.

Assistant Principal, Will Rogers High School

2007-2009

- Served as testing coordinator and responsible for implementation of new testing structure designed to reduce building-wide disturbances and increase student participation.
- Led building technology committee to increase the use of technology by students in the classroom.
- Developed leadership team to involve teacher leaders in decision-making process.
- Planned, developed and executed school-wide professional development on differentiated instruction for block scheduling.
- Responsible for day-to-day student engagement and discipline.

Education

- **University of Oklahoma** 2011-Present
Studying to receive Doctorate of Educational Leadership Studies. Received full tuition scholarship from the Tulsa Public Schools Foundation for being identified as strong leadership candidate. Areas of interest include: academic optimism, self-regulation, collective trust and self-determination theory.
- **Oklahoma State University** 2003-2005
Received Master's of Science in Educational Leadership. Studies focused on student trust and transformational leadership.

Skills

- Distributive/shared leadership: able to identify school leaders and include them in the decision-making process.
- Professional Learning Communities Trainer: able to define, present and model the concept critical to successful implementation of PLC's.
- Data Disaggregation: the ability to lead a staff in the collection, understanding and utilization of various data sets including: discipline referral data, attendance data, common formative assessment data, benchmark data, cultural data and testing data. Able to seek out trends in data to identify achievement gaps and plan effective professional development.
- Long Range Planning: able to lead the vision making process and set short-term objectives to meet long-range goals.
- Leadership Development: Completed a two-year Instructional Leadership Development course designed to teach leaders how to coach and develop leadership skills in other leaders.
- Community collaboration/partnership: able to seek out community partnerships to address student cultural needs. (Partnership with Meals on Wheels, Kaiser Foundation, The Church at Midtown, Community Service Council: Conexiones).

Community Involvement

- Board of Directors for Child Abuse Network: Served on the fundraising committee responsible for creation of SuperHero Challenge event.
- Tulsa Schools Foundation: Served on fundraising committee.
- Community Service Council: Helped to implement Conexiones program in Tulsa Public Schools.

KELSEY T. PIERCE, J.D.

(918) 510-1542 • kpierce@barberbartz.com

PROFESSIONAL EXPERIENCE

Barber & Bartz, P.C. (2008– Present)

Shareholder & Attorney-at-Law

- Lead real estate attorney for the Firm and member of the Firm's business and real estate transaction team;
- Supervises one associate attorney and one paralegal;
- Chair of the Office Lease, Website and Technology Committees;
- Represents business owners, real estate developers, entrepreneurs and investors in a variety of commercial and residential real estate matters and business transactions;
- Serves as outside general counsel for business clients;
- Represents not-for-profit corporations and assists with governance-related matters;
- Works with other attorneys at the Firm on a variety of legal matters and serves as account manager for Firm clients and personal clients;
- Shareholder of the Firm since 2015;
- Previously served as Associate Attorney from 2009 until 2015; and
- Previously served as Law Clerk from 2008 until 2009.

EDUCATION

University of Tulsa, College of Law (Tulsa, Oklahoma)

Juris Doctorate, May 2009

- ❖ Editor, Tulsa Law Review
- ❖ Dean's Honor Roll

University of Oklahoma (Norman, Oklahoma)

Bachelor of Business Administration, May 2006

- ❖ Price College of Business, Dean's Honor Roll
- ❖ President of Phi Delta Theta Fraternity
- ❖ Vice President of Public Affairs for the Interfraternity Council
- ❖ Letseizer Honor List – Bronze Medalist
- ❖ Anona Adair Award of Excellence
- ❖ Big Man on Campus
- ❖ Homecoming King (2005)

PROFESSIONAL & COMMUNITY ASSOCIATIONS & INVOLVEMENT

- Oklahoma Bar Association, Real Estate & Business and Corporate Law Sections
- Tulsa County Bar Association, Corporate Law Section
- Oklahoma Hemophilia Foundation, Board Chairman and President (2016 – 2018)
- Cystic Fibrosis Foundation – Young Professional Board Member (2013 – 2017); Recognized as a Tulsa New Leader in 2012
- Leadership Tulsa, Class 51
- Junior Achievement of Oklahoma, Board Intern (2014)
- Cleveland County YMCA Volunteer of the Year (2005)

Rachael Stagner-Farrell
7304 S 99th E Ave, Apt 711
Tulsa, OK 74133
rachyfaye@gmail.com
918.814.0401

Work Experience

Payroll Administrator/Bookkeeper

01/2015-Present, Muret CPA, PLLC, Tulsa Oklahoma

- Proficient in QuickBooks (Versions 2012-2018) and QuickBooks Online
- Handle monthly bookkeeping and bank accounts for approximately THIRTY clients
- Compiling monthly/quarterly financial statements
- Processing weekly, biweekly, semimonthly, and monthly payrolls for 75+ clients
- Knowledgeable with filing quarterly 941, OTC, OESC reports, and yearly 940 reports

Administrative Assistant

09/2014-01/2015, B&B Medical Services, INC., Tulsa Oklahoma – Laid Off

- Answer all inbound calls and organized filed
- Data entry of patient's orders and equipment checks
- Routed daily schedules for up to five delivery drivers

TEC Agent

04/2014-09/2014, DirecTV, Tulsa Oklahoma

- Troubleshoot all technical inquiries regarding DirecTV receivers and products over the phone.
- Make the best use of all resources, tools and technology to troubleshoot and resolve technical issues.
- Solve customers' issues in a timely manner, and strive for a one call resolution.

Dealer Service Representative/Overnight Dispatcher

04/2012 – 04/2014, Guardian Security, Tulsa Oklahoma

- Received great ratings on performance reviews
- Cited for excellence in interpersonal communications, teamwork, customer service and reliability
- Troubleshoot all technical inquiries regarding alarm systems
- Handled all non-branch scheduling of service appointments
- Worked directly with technicians on what products customers needed & how best to resolve any issues or concerns

Skills

- MS Word, Excel, and Outlook
- Accounting CS Software
- BP Application
- Ultra Tax

Volunteer Experience

- Chairperson of the Policy Council for Tulsa Educare, INC – 09/2017-12/2018
- Treasurer of the Policy Council for Tulsa Educare, INC - 09/2014-09/2017



Center for Creativity, 909 S. Boston, Room 3028, Tulsa, OK 74119-2095 • (918) 595-7388 • Fax (918) 595-7308 •
mconnect@tulsacc.edu

James G. "Jerry" Goodwin bio

A native Tulsan, James G. "Jerry" Goodwin is an assistant professor in digital media/mass communication (and journalism) at Tulsa Community College for 18 years. He will add undergraduate courses in business to his teaching schedule in spring 2019. He is a former graduate school adjunct professor in marketing with the Center for Entrepreneurial Studies and Research at Langston University-Tulsa. Additionally, Goodwin is president of Goodwin & Grant, a public relations company headquartered in Tulsa. The company specializes in diversity communications and marketing.

As a former third generation publisher, he served as Associate Publisher of *The Oklahoma Eagle* newspaper, the oldest African-American weekly in the state, and is currently a member of its board of directors under Publisher James O. Goodwin, Esq., his father.

After success in the newspaper business, Goodwin started his own public relations and marketing firm, The Goodwin Group, LLC, to offer his services to other corporations and organizations in Tulsa and in the state of Oklahoma. He later merged with Grant Communications to form the present company.

In addition to his professional work and other interests, Goodwin is a former member of the Board of Governors, volunteer chair of the Corporate Diversity Department and former chair of the National Diversity Council of the American Red Cross in Washington, D. C. He has also served as the first African-American and youngest to chair the board of directors of the American Red Cross, Tulsa Chapter and is a former member of its board of directors after nearly 25 years of service. Also, he served as former chair and is a member of the City of Tulsa-Rogers County Port of Catoosa Authority. Goodwin is the longest serving member with nearly 25 years on the board. He is a founding member of the National Association of Black Journalists, Tulsa Chapter. His other memberships include the Counselors Academy/Public Relations Society of America, Committee of 100, Christian Ministers Alliance, Oklahoma Family Empowerment Center and the 1921 Tulsa Race Riot/Massacre Centennial Commission among others. In 2018, he ran for City Council District 1 and received nearly 30 percent of the vote in a three-person race.

Prior to his present positions, he was a staff member to former Congressman James R. Jones, First District, Oklahoma. He has also had an opportunity to work for political campaigns of both major political parties.

He completed studies at the University of Phoenix, receiving a master's degree in business administration, and Xavier University (Cincinnati, OH), serving as president of the student body, with a degree in political science and a minor in business. His high school education was completed at Cascia Hall Preparatory School. He received special recognitions and distinction at the institutions.

DR. LORILYN K. COGGINS, PSY.D., FLE

317 W. Caroline Street
Fenton MI 48430
Cell 810-813-8973
lkcgreen@aol.com

OBJECTIVE

Seeking opportunities to utilize my knowledge and skills in interpersonal relations, school administration, accounting, and management in cooperation with other growth oriented businesses that will recognize and best utilize my organizational, personal, and psychological background and skills.

WORK EXPERIENCE

2014-Now **Education Management & Networks** Southfield, MI

Compliance Director, Special Projects Coordinator

- Provide administrative Board support services to charter schools.
- Ensure regulatory compliance with all public school academy law.
- Grant Writing/Management/Evaluation
- New School Development

2008-2017 **American Charter Education Services, Inc.**

President

- Provide administrative Board support services to charter schools.
- Ensure regulatory compliance with all public school academy law.
- Professional Development to advance student achievement.
- Grant Writing/Management/Evaluation

2006-2009 **AIMS, Inc.** Dearborn, MI

Vice President of School Operations

- Chief Operating Officer for Educational Service Provider.
- Ensure regulatory compliance with all public school academy law.
- Implement curriculum to advance student achievement.

1997-2005 **The Dearborn Academy** Dearborn, MI

Board Liaison Officer

- Chief Administrative Officer for Balanced Budget of \$4.9 Million.
- Ensure regulatory compliance with all public school academy law.
- Prepare all regulatory reports to include financial and operational.

1999-2006 **West Village Academy** Dearborn, MI

Board Liaison Officer

- Chief Administrative Officer for Balanced Budget of \$5.2 Million.
- Ensure regulatory compliance with all public school academy law.
- Prepare all regulatory reports to include financial and operational.

1999- Now **International Academy of Flint** Flint, MI

Board Liaison Officer

- Chief Administrative Officer for Balanced Budget of \$9 Million
- Ensure regulatory compliance with all public school academy law.
- Prepare all regulatory reports to include financial and operational.

1989- Now **LC CONSULTING** Fenton, MI

Educational Consultant

- Curriculum Development.
- Grant Writing – Successful grants written for various schools under the National Charter Schools Program and Goals 2000
- Grant Reading – Experience in reviewing grants applications in consultation with the United States Department of Education and the State of Michigan, Department of Education
- Accreditation Specialist.
- Technical Advisor regarding school compliance with State Law, Accreditation Standards, and Federal Regulations.

CLINICAL EXPERIENCE

2003-Now **Dimensions in Psychotherapy** Fenton, MI

Doctoral Level Limited License Psychologist

- Heuristic therapy for children, adolescent and adults.
- Evaluations and assessment

2001-2002 **Hurley Medical Center** Flint, MI

Psychology Intern

- Psychological assessments and therapy to children and adolescents in an in-patient setting

1998-now **Centre for Humanistic Awakenings** Dearborn, MI

Psychology Consultant

- School evaluations for special education.
- School-based play therapy and counseling with students.
- Consultation with special education and regular education teachers regarding the special needs of students.

1997-1998 **Judson Center** Southfield, MI

Psychology Intern

- Individual therapy with children placed in foster care.
- Family therapy with the families of children placed in foster care.

EDUCATION

2000-2002 **Center for Humanistic Studies** Detroit, MI

- PSY.D in Clinical and Humanistic Psychology combined with Humanistic Education
- Dissertation on Reducing Disruptive Student Behavior Through Play Therapy

SARAH E. LUNA

1331 E. 21st Street • Tulsa, OK 74114 • (918)904-9479 • lunasarah1980@gmail.com

Education Leadership

“I am no longer accepting the things I cannot change. I am changing the things I cannot accept.”

CERTIFICATION & RECOGNITIONS

Oklahoma Elementary Certificate 1-8
Oklahoma Early Childhood Certification PK-1
Teacher of the Year
Tulsa City League Elementary Soccer Coach

EDUCATION

Master of Education, December 2018
Concordia University, Portland, Oregon

Bachelor of Science in Elementary Education, May 2010
University of Oklahoma, Tulsa, Oklahoma

PROFESSIONAL WORK EXPERIENCE

Teach for America, Manager of Teacher Leadership Development July 2017- Present
Tulsa, Oklahoma

- Establish strong relationships with new Corps Members
- Coach new CMs in all areas including family engagement, math, literacy, combatting inequities in education, and establishing a community in the Greater Tulsa area
- Collect instructional and SPC (Social Political Conscience) data to guide coaching for new teachers
- Create and facilitate adult learning
- Participate and facilitate DEI (Diversity, Equity, Identity) development with teachers
- Interview and analyze potential Corps Members for the national TFA network

Tulsa Legacy Charter School, Principal, June 2016- July 2017
Tulsa, Oklahoma

- Plan and establish a positive school culture and climate that supports the whole student
- Recruit, select, evaluate, develop, motivate, and retain high-performing leaders, teachers, and staff
- Develop and facilitate a logically sequenced, rigorous course of professional development for staff that builds community and capacity in alignment with best practices in the field
- Communicate high expectations and create standards of excellence for and with students, teachers, and staff
- Generate and oversee meaningful engagement opportunities and structures for families and other stakeholders
- Set ambitious and transparent school, team, and individual goals, and track progress towards goals
- Collect and interpret formative and summative data to support and facilitate teachers' systematic cycles of inquiry towards student progress
- Supervise and coach teachers by adhering to precise instructional systems, visiting classrooms to observe instruction, modeling effective instructional practices, providing support, and giving feedback
- Engage parents and community partners, and providing proactive support to meet student needs

Tulsa Legacy Charter School, Assistant Principal, July 2015- July 2016

Tulsa, Oklahoma

- Developed and executed high-quality, standards-based school curriculum and instructional content consistent with the philosophy, values, and mission of the school in collaboration with faculty
- Collaborated with Principal to develop student performance goals and tactical strategies to improve student academic performance
- Motivate staff to increasingly levels of student achievement
- Analyzed qualitative and quantitative data points (e.g. assignments, standardized tests) to target interventions that will promote the academic success of all students
- Conduct regular classroom observations, videotape teachers in action, and follow up with teachers via one-on-one meetings and written feedback
- Completed quarterly, mid-year, and end-of-year teacher performance evaluations

Tulsa Legacy Charter School/ Lighthouse Academies Inc, Teacher & Teacher Leader Fellow, July 12- July 15

Tulsa, Oklahoma

- Served as a thought-partner for the school leader regarding strategy and implementation of systems relating to staffing, adult culture, student culture, parent engagement, and development of teachers and use of data
- Facilitated phone interviews based on fit/performance matrix
- Developed and refined teacher support cycle and coached teachers to include observation and feedback
- Led professional development in guided reading and math instruction
- Served as a member of the school leadership team contributing to discussion and decision making regarding implementation of school-wide systems
- Supported teacher implementation and accountability through culture walkthroughs and an observation feedback cycle that resulted in improved teacher proficiency in classroom management
- Synthesized learning from observations and practice

Tulsa Public Schools, Pre-K & Kindergarten Teacher, September 2010- May 2012

Tulsa, Oklahoma

- Developed and facilitated a rigorous and thought provoking lessons that challenges scholars to be critical thinkers
- Created benchmarks that were rigorous and challenged students to use all the tools they have acquired from instruction
- Collaborated with the other teachers on grade level team to foster a grade level environment that allowed scholars to grow academically and socially
- Grew students 2.5 years in F&P. KG grade scholars had the highest ELA scores in the region and the network

Day Schools Early Childhood Development Center, Lead PK Teacher, July 2005- August 2010

Tulsa, Oklahoma

- Created and implemented a rigorous and challenging curriculum that motivates students to be abstract thinkers
- Facilitated a classroom environment that incorporates social emotional learning to provide students with a holistic educational background
- Facilitated parent teacher conferences
- Continuously taught, reflected, and modified students' skills by providing students with individual assignments, reviews and assessments

COMMUNITY & VOLUNTEER EXPERIENCE

Tulsa Parks

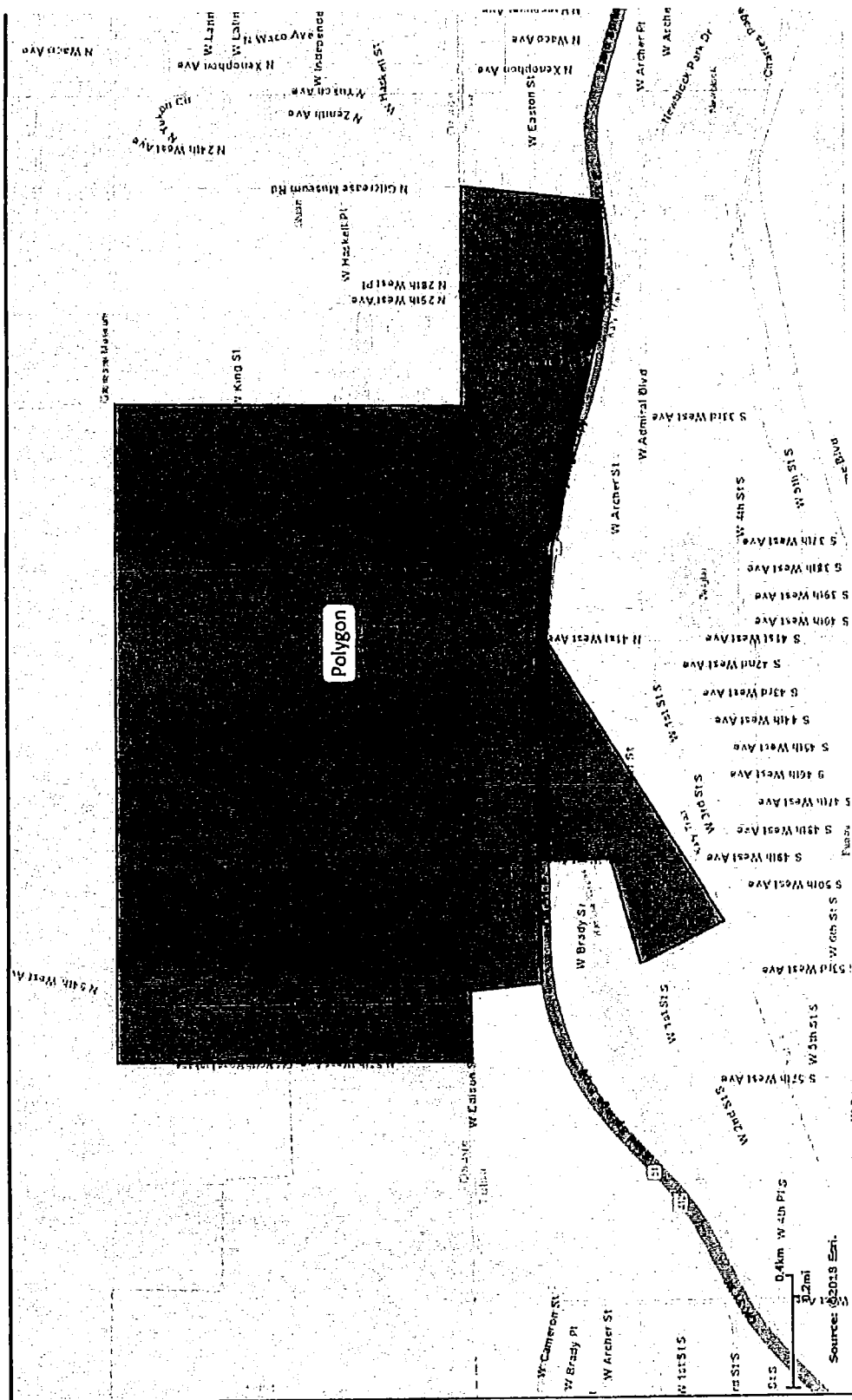
Tulsa Parks, Oklahoma

Soccer Coach 2014-2017

- Recruit players
- Facilitate parent meetings including team expectations according to Tulsa Parks rules and expectations
- Coach students after school and during games

Academic Enterprise Zone Map

Appendix J



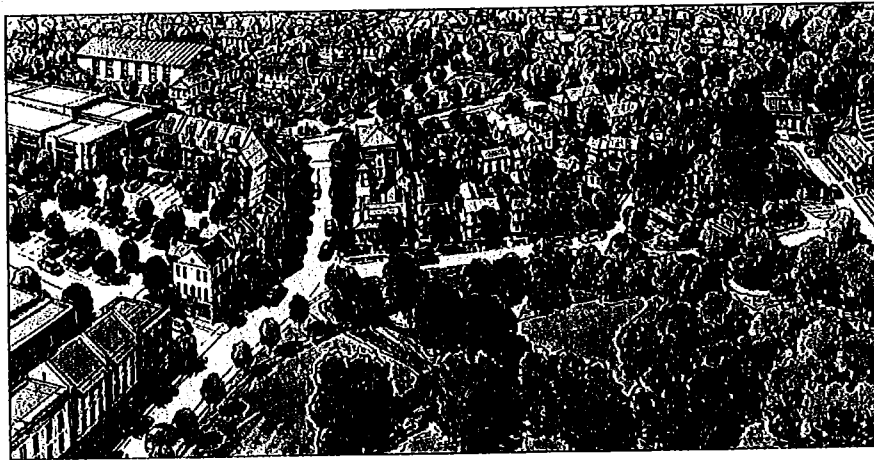


TULSA CITY COUNCIL

December 13, 2019

To Whom it May Concern:

A few businesses, of both for-profit and not-for-profit organizations, have been working hard over the past several years to bring investment to northwest Tulsa. One of those companies, Evolving Communities, used a team of the country's foremost experts to master plan a 1,500 unit neighborhood. Similar to that of The Wheeler District in Oklahoma City, this walkable neighborhood is composed of affordable rentals & attainable houses serving a mixed income community. This community is also designed to work with a Community Development Corporation which has been tasked with addressing social challenges in the surrounding neighborhoods.



I believe the community of northwest Tulsa has been an underserved area of the City for the past several decades. I believe that this district is worth investing in and supporting. I believe that the Evolving Communities development can help this district and can catalyze a new movement to revitalize NW Tulsa and look forward to assisting the development team through its challenges during its 25-year construction timeline.

Sincerely,

A handwritten signature in cursive script that reads 'Vanessa Hall-Harper'.

Vanessa Hall-Harper
City Councilor, District 1

Estimated Weight Calculator

ADM	38,864.30
Special Ed Weight	6,551.20
Gifted Weight	1,506.88
Bilingual Weight	2,754.00
Economically Disadvantaged Weight	8,783.25

Current Aid Calculation

Foundation Aid Factor	\$1,579.00
Inc. Aid Guarantee Factor	\$ 73.33

Instructions

1. click this link to go to the State Allocation Page at the Oklahoma SDE
2. Download the most recent Detail Weight Sheets Document and find your local district, it will look like this:

ADM	135.54
ADM GRADE WEIGHT	27.83
SPECIAL EDUCATION WEIGHT	29.65
GIFTED WEIGHT	3.40
BILINGUAL WEIGHT	5.25
SUMMER PROGRAM WEIGHT	.00
ECONOMICALLY DISADVANTAGED WEIGHT	28.50
SMALL SCHOOL WEIGHT	20.16*
ISOLATION WEIGHT	.00
TEACHER INDEX	.08
TOTAL WEIGHTED ADM	250.41

3. Enter the numbers from the ADM, Special Ed Weight, Gifted, Bilingual, and Economically Disadvantaged in the orange cells above.
4. Download the most recent State Aid Calculation Sheets from the same page and find your local district, it will look like this

FOUNDATION AID:		
FOUNDATION WEIGHTED ADM (484.05) X		
FOUNDATION AID FACTOR (\$1,579.00) =		\$764,314.95
LESS CHARGEABLES:		
AD VALOREM CHARGEABLE	\$0.00	
COUNTY 4 MILL LEVY (0.75000) X (\$0)	0.00	
SCHOOL LAND EARNINGS	0.00	
GROSS PRODUCTION	0.00	
MOTOR VEHICLE	0.00	
REA TAX	0.00	
TOTAL CHARGEABLES	0.00	
NET FOUNDATION AID (ZERO IF LESS THAN ZERO)		\$764,315.00
TRANSPORTATION:		
REGULAR A.D.H. (301.00) X PER CAPITA (\$33.00) X		
TRANSPORTATION FACTOR (1.39) =		13,807.00
SALARY INCENTIVE AID:		
1: INC. AID GUARANTEE FACTOR (73.33) X		
INC. WEIGHTED ADM (484.05) =	\$35,495.3865	
2: ADJUSTED DISTRICT VALUATION		
(\$0) / 1000 =	0.0000	
3: #1 - #2 =	\$35,495.3865	
4: #3 X INCENTIVE MILLS (20.0) =		709,908.00

5. Enter the Foundation Aid Factor and Guarantee Factor (underlined in red) in the orange cells above

			2021	2022	2023	2024	2025	2026
GRADE LEVEL	WEIGHT	Planning						
1/2 Day Early Childhood	0.7	0	0	0	0	0	0	0
Full Day Early Childhood	1.3	0	0	0	0	16	16	16
1/2 Day K.G.	1.3	0	0	0	0	0	0	0
Full Day K.G.	1.5	0	20	20	20	20	20	20
First Grade	1.351	0	20	20	20	20	20	20
Second Grade	1.351	0	20	20	20	20	20	20
Third Grade	1.051	0	20	20	20	20	20	20
Fourth Grade	1	0	0	20	20	20	20	20
Fifth Grade	1	0	0	0	20	20	20	20
Sixth Grade	1	0	0	0	0	0	0	0
Seventh Grade	1.2	0	0	0	0	0	0	0
Eighth Grade	1.2	0	0	0	0	0	0	0
Ninth Grade	1.2	0	0	0	0	0	0	0
Tenth Grade	1.2	0	0	0	0	0	0	0
Eleventh Grade	1.2	0	0	0	0	0	0	0
Twelfth Grade	1.2	0	0	0	0	0	0	0
Out-home-placement	1.5	0	0	0	0	0	0	0
Total Grade Level Weight		0	25.06	25.06	45.86	45.86	45.86	45.86
SPECIAL ED	17%	0%	13.49	16.86	22.92	22.92	22.92	22.92
GIFTED	4%	0%	1.05	1.32	1.79	1.79	1.79	1.79
BILINQUAL	27%	0%	5.40	6.75	9.18	9.18	9.18	9.18
ECON. DISADV	60%	0%	12.00	15.00	20.40	20.40	20.40	20.40
TOTAL		0	137.00	164.98	236.16	236.16	236.16	236.16
State Aid per WADM	\$ -	\$	3,045.60	3,045.60	3,045.60	3,045.60	3,045.60	3,045.60
Total state Aid	\$ -	\$	417,246.90	502,477.95	719,242.30	719,242.30	719,242.30	719,242.30

2021 2022 2023 2024 2025 2026

Planning

Enrollment	0	80	100	136	136	136
Total Sq. Ft.	0	3,840	5,760	7,680	7,680	7,680
Sq. Ft. per Student	0	48.0	57.6	56.5	56.5	56.5
Yearly Lease \$ per Sq. Ft.	\$0.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00
Total Lease Cost	\$ -	\$ 30,720	\$ 46,080	\$ 61,440	\$ 61,440	\$ 61,440
Renovation Cost	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lease per \$/Student	\$ -	\$ 384	\$ 461	\$ 452	\$ 452	\$ 452

Harlow Creek

Year	2021	2022	2023	2024	2025	2026	Notes
Income	Planning	year 1					
State Aid							
State Aid based on WADM	\$0.00	\$417,246.90	\$502,477.95	\$719,242.30	\$719,242.30	\$719,242.30	From Student ADM Tab
Authorizer Fee (Deduction off of income)	\$0.00	-\$20,862.35	-\$25,123.90	-\$35,962.12	-\$35,962.12	-\$35,962.12	5%
Flex Benefit	\$0.00	\$41,112.00	\$47,964.00	\$68,520.00	\$71,946.00	\$75,372.00	Pass through cost
Federal Programs							
Title I	\$ -	\$ 15,000.00	\$ 20,000.00	\$ 25,000.00	\$ 30,000.00	\$ 30,000.00	Allocated based on school population
Title II	\$ -	\$ 5,000.00	\$ 7,500.00	\$ 9,000.00	\$ 10,000.00	\$ 10,000.00	
Grants (of \$1.1M applied for)	\$ 300,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	
Large Donations	\$ -	\$ 100,000.00					
IDEA Funds	\$ -	\$ 7,500.00	\$ 9,000.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	
Local Funds							
Fundraising	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	
Community HOA	\$ 2,880.00	\$ 7,200.00	\$ 14,400.00	\$ 24,000.00	\$ 36,000.00	\$ 48,000.00	
Income Total	\$317,880.00	\$587,196.56	\$591,218.05	\$840,300.19	\$861,726.19	\$877,152.19	
Expenses							
Salary Cost							
Administrative Salary	\$ 35,000.00	\$ 61,000.00	\$ 75,000.00	\$ 110,000.00	\$ 130,000.00	\$ 150,000.00	From Salary Calculations Tab
Instructional Salary	\$ -	\$ 160,600.00	\$ 191,000.00	\$ 268,000.00	\$ 268,000.00	\$ 268,000.00	
Benefits	\$ -	\$ 75,128.00	\$ 88,226.00	\$ 121,266.00	\$ 121,766.00	\$ 129,118.00	
Total Salary and Benefit	\$ 35,000.00	\$ 296,728.00	\$ 354,226.00	\$ 499,266.00	\$ 519,766.00	\$ 547,118.00	
Facility Expenses							
Building Lease	\$ -	\$ 30,720.00	\$ 46,080.00	\$ 61,440.00	\$ 61,440.00	\$ 61,440.00	#NAME?
Renovation Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	From Facility Calculation Tab
Janitorial	\$ -	\$ 25,000.00	\$ 25,000.00	\$ 27,500.00	\$ 28,000.00	\$ 30,000.00	
Insurance	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
Furniture Purchase	\$ 15,000.00	\$ 25,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	5,000 per room after yr 1
Purchased Services (lawn care, waste and trash removal)	\$ -	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00	\$ 4,500.00	\$ 5,000.00	
Repairs and Maintenance	\$ -	\$ 5,000.00	\$ 7,500.00	\$ 7,500.00	\$ 9,000.00	\$ 10,000.00	
Utilities (including gas, electric, water, ISP/phone)	\$ -	\$ 12,500.00	\$ 17,500.00	\$ 18,000.00	\$ 20,000.00	\$ 20,000.00	
Facility Total	\$ 15,000.00	\$ 111,220.00	\$ 119,580.00	\$ 138,440.00	\$ 142,940.00	\$ 146,440.00	
Other Expenses							
Transportation (including field trips)	\$ -	\$ 60,000.00	\$ 65,000.00	\$ 70,000.00	\$ 72,500.00	\$ 72,500.00	
Professional Services (Legal, Accountant, Audit, etc.)	\$ 19,000.00	\$ 19,000.00	\$ 27,000.00	\$ 27,000.00	\$ 28,000.00	\$ 30,000.00	
Professional Services (Student Supports - speech, social work, psych)	\$ -	\$ 1,500.00	\$ 3,500.00	\$ 6,000.00	\$ 6,500.00	\$ 7,000.00	
Postage and Mailing	\$ -	\$ 1,000.00	\$ 1,100.00	\$ 1,200.00	\$ 1,300.00	\$ 1,400.00	
Professional Development (Workshops and Conferences)	\$ 25,000.00	\$ 8,000.00	\$ 9,000.00	\$ 9,500.00	\$ 10,000.00	\$ 10,000.00	
Student Information System	\$ -	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	
Assessment Program	\$ -	\$ 4,500.00	\$ 5,000.00	\$ 5,500.00	\$ 6,000.00	\$ 6,000.00	
Text Books	\$ 15,000.00	\$ 8,000.00	\$ 10,000.00	\$ 12,000.00	\$ 9,000.00	\$ 7,500.00	
Teaching Supplies	\$ 10,000.00	\$ 15,000.00	\$ 16,000.00	\$ 17,000.00	\$ 18,000.00	\$ 18,000.00	
Copier and Printers	\$ 2,500.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
Computers/lpads/Chromebooks, etc...	\$ 3,000.00	\$ 25,000.00	\$ 20,000.00	\$ 18,000.00	\$ 10,000.00	\$ 10,000.00	
Other Expense Total	\$ 74,500.00	\$ 158,000.00	\$ 172,600.00	\$ 182,200.00	\$ 177,300.00	\$ 178,400.00	
Expense Total	\$ 124,500.00	\$ 565,948.00	\$ 646,406.00	\$ 819,906.00	\$ 840,006.00	\$ 871,958.00	
Previous Year Carryover	\$ -	\$ 193,380.00	\$ 214,628.56	\$ 159,440.61	\$ 179,834.79	\$ 201,554.98	
Income Total	\$ 317,880.00	\$ 587,196.56	\$ 591,218.05	\$ 840,300.19	\$ 861,726.19	\$ 877,152.19	
Expense Total	\$ -124,500.00	\$ -565,948.00	\$ -646,406.00	\$ -819,906.00	\$ -840,006.00	\$ -871,958.00	
Carryover	\$ 193,380.00	\$ 214,628.56	\$ 159,440.61	\$ 179,834.79	\$ 201,554.98	\$ 206,749.16	



Supporting Organizations

Please find a list of Champions for our project:

Karen Keith – Tulsa County Commissioner District 2
Vanessa Hall Harper – Tulsa City Councilor District 1
Ben Kimbro – Tulsa City Councilor District 9
Blake Ewing – Former City Councilor District 4

These individuals are listed as champions as they not just support the overall community and school, but have advocated for the development and also have committed significant investment dollars into the community to support its success and growth.

Community Supporters:

Neighbors Along the Line, Osage Hills Christian Church, Cavalry Temple, Owen Park Neighborhood Association, NW Tulsa HUB, American Institute of Architects, Tulsa Community Foundation, Park Friends, & Land Legacy.

These supporters are named as they are directly involved in the project to some capacity. Most are associated individuals that also serve as board members of the community Development Corporation or have volunteered to some capacity.

Additional Support Organizations:

NW Tulsa Community Development Corporation





TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

January 26, 2020

Pardee Construction, LLC
Attn: Scott Pardee
816 E. 6th Street
Tulsa, OK, 74120

This letter serves as written notice that the Tulsa Public Schools Board of Education voted at its meeting on January 21, 2020, to reject Harlow Creek Elementary School, Inc.'s revised application for charter school sponsorship for the reasons set forth in the Summary of Charter Application Deficiencies, a copy of which is enclosed for your convenient reference.

Sincerely,

/s/

Andrea Castaneda
Chief Innovation Officer, Tulsa Public Schools

Cc: Brad Clark, Oklahoma Department of Education
Deborah Gist, Tulsa Public Schools

DESTINATION EXCELLENCE

3027 SOUTH NEW HAVEN AVENUE | TULSA, OKLAHOMA 74114

918.746.6800 | www.tulsaschools.org

Summary of Charter Application Deficiencies

Harlow Creek Elementary School, Inc

Harlow Creek Elementary School, Inc presented to Tulsa Public Schools a revised charter school application in June 2019. This report and its attachments summarize the application deficiencies and the persistence of those deficiencies across two submissions. Though not a comprehensive inventory of weakness, this report presents sufficient evidence to conclude that Harlow Creek Elementary School Inc fails to meet Tulsa Public School's standards for charter application approval.

Attachment 1 to this report is the written feedback provided to Harlow Creek Elementary School, Inc after the review of their first application in the spring of 2019. When compared against their revised application, it also documents that, with some exceptions, the applicant failed to respond to our feedback.

Attachment 2 to this report is the letter that Tulsa Public Schools provided to the Oklahoma State Board of Education.¹ This letter summarizes the deficiencies in Harlow Creek Elementary School Inc's revised application.

Because some of the serious core deficiencies of the first application persisted into the revised application, the content of Attachment 1 and Attachment 2 are similar in their focus, if different in their organization and detail.

Educational Plan and School Design

Curriculum Design and Instruction

Harlow Creek Elementary School, Inc fails to present a coherent educational program design. The applicants propose a complex and vague combination of known school models. The applicant fails to answer questions about how and when they will develop their curriculum. In lieu of curriculum development detail, the applicant asserts that emergent curriculum models cannot be planned.

The applicant was presented with a written recommendation to address this weakness and failed to make material improvements.

Operations Plan

Staff development

Harlow Creek Elementary School, Inc fails to present a plan for adequately supporting the professional growth of their teachers. In contrast to their very complex educational program, the

¹ For the ease of use and reading by State Board of Education members, Attachment 2 is organized to correspond to the Oklahoma State Department of Education rubric domains.

entire professional development section of their application is two sentences and a year one budget of \$8,000.

The applicant was presented with a written recommendation to address this weakness and failed to make material improvements.

Facilities

Harlow Creek Elementary School, Inc fails to present a viable facility plan. They present sample site plans and renderings for a potential facility that is dependent upon a broader housing development project that does not yet exist.

Tulsa Public Schools staff raised this issue with the applicant in March 2018, and it was a regular topic of conversation during the following year and half of intermittent engagement. The applicant has never presented concrete evidence of construction progress on the school site or the Evolving Communities development project.

Transportation and Child Nutrition Services

Harlow Creek Elementary School Inc's application and budget assume that their students will walk to school. In our judgment, this misunderstands the responsibilities associated with open enrollment of Pre-kindergarten through second-grade students in a high poverty environment with low housing density.

Harlow Creek Elementary School, Inc references a plan to feed students but does not budget for the costs associated with a child nutrition program.

The applicant was presented with a written recommendation to address this weakness and failed to make material improvements.

Financial Plan

Harlow Creek Elementary School, Inc failed to provide evidence of a sound financial plan. The applicants have an apparently flawed understanding of Oklahoma's state funding formula. This misunderstanding appears to result in an overestimation of state aid by approximately \$40,000 in year one and could result in an overestimation of approximately \$140,000 by year 5. Revenue overestimation combines with other expense-side budgeting errors, failure to budget for key student services and typographical errors. Even with the overestimation of revenue and underestimation of expense, the applicant projects an operating deficit by year 3.

The applicant was presented with a written recommendation to address a weak and vague budget and failed to do so.

Finally, the applicant has both verbally and in writing stated that this charter school is being opened to ensure the financial success of a housing development project. This purpose is inconsistent with the Oklahoma Charter School Act.

Tulsa Public Schools staff raised this concern with the applicant in March 2018, and it was a regular topic of conversation during the following year and half of engagement.

Attachment 1: Summary of Review Team Findings from Initial Harlow Creek Elementary School Charter School Application Submitted in March 2019.

[This summary of application deficiencies was the result of Tulsa Public Schools' charter application review process. It is organized around and aligned to the review rubric used by Tulsa Public Schools. We provided this written summary of deficiencies in its entirety to Harlow Creek Elementary School, Inc in the Spring of 2019.]

Educational Program Design and Capacity	<p>Findings: There are many models mentioned, and it is unclear how they will draw in the targeted population of virtual students. There is also a lack of clarity around how the curriculum will be developed and by whom. The student discipline policy is missing from the application, and a code of conduct is an insufficient substitute. Assessments are very frequent, and there is no information on how teachers will be supported in data-driven instruction training.</p> <p>Recommended action: Develop a coherent educational model. Streamline assessments and detail exactly how the curriculum will be developed, by whom, and how teachers will receive PD and other supports for implementation. Include a student discipline policy.</p>
Operations Plan and Capacity	<p>Findings: Very low salary levels will make it hard to attract high-quality staff. While there is an organizational structure, key positions to successfully run a school are missing. There is also a lack of clarity on who will provide transportation and child nutrition. There is a shortage of instructional minutes to meet grade-level standards.</p> <p>Recommended action: Reconsider salary assumptions based on a comparison to competitive market standards. Adjust schedule to meet state standards. Research other schools, including charter schools, and adjust organizational chart as necessary.</p>
Financial Component	<p>Findings: Application does not identify who will be the treasurer for the school. The financial plan does not clearly identify funding sources for the first three years of operation. The size of the school will make it difficult to sustain a long-term budget, and funding for sustainable funding for outsourced services is unclear. Staff salaries are not competitive and will likely result in vacancies and high turnover.</p> <p>Recommended action: Develop a complete three (and ideally five-year budget.) Give more detail to private funding sources and include all salaries in the budget. Positions described in the narrative need to be included in the budget. Identify and budget vendors for services such as transportation and child nutrition.</p>



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

Attachment 2: Summary of Revised Application Deficiencies Provided to the Oklahoma State Board of Education

[This summary of application deficiencies was sent in response to Harlow Creek's appeal filed with the State Board of Education. It is organized around and aligned to the review rubric used by the State Board. Harlow Creek received a copy of this letter through the State Board's legal counsel during the exchange of appeal materials.]

December 12, 2019

Brad Clark, General Counsel
Oklahoma State Board of Education
Oliver Hodge Building,
2500 N Lincoln Blvd
Oklahoma City, OK 73105

I regret that neither my staff nor I can participate in the December 19, 2019 meeting during which the State Board will consider the Harlow Creek Elementary (Harlow) charter appeal. Andrea Castaneda, our Chief Innovation Officer and leader of charter authorizing, will be out of the country.

In lieu of our direct participation, we are providing you this summary of the deficiencies we found in the initial and revised application. For your convenience, we've organized the deficiencies into the domains of the Oklahoma Department of Education Review Rubric. In summary:

1. In the area of "**mission/development/opening**," the applicants' application suggests that, among other motivations, opening Harlow is necessary to ensure the financial success of a \$200M for-profit housing development. This is inconsistent with the Oklahoma State Charter School Act.
2. In the area of "**educational program**," the application is under-developed and lacks detailed planning, critical student services, and sufficient staff professional development. As a result, the application fails to provide evidence that the proposed program will enable students to achieve the school's goals and state academic standards.
3. In the area of "**budgets and finance**," the application is deficient. It is based on flawed assumptions, includes errors, over-relies on restricted and time-limited funding, and is strategically imbalanced. The budget fails to reflect critical services for students and provides no evidence that the school is financially viable.
4. In the area of "**facilities**," the application fails to identify an existing facility or a viable alternative facility.

DESTINATION EXCELLENCE

3027 SOUTH NEW HAVEN AVENUE | TULSA, OKLAHOMA 74114

918.746.6800 | www.tulsaschools.org

Summary of Application Deficiencies

Mission/Development/Opening

Harlow's purpose for opening a charter school is misaligned with the purpose of charter schools as described in the Oklahoma Charter School Act. This deficiency corresponds to the "Mission/Development/Opening" domain in the state rubric, and within that, the criterion "The mission statement expresses a purpose that supports the intent of the Charter Schools Act..."

On page 102 of their application, Harlow states, "The school is incorporated with a \$200M development, and the school is deemed critical to its success." This written statement, in conjunction with corroborating discussions with the applicant, provides evidence that Harlow's purpose is to secure the success of a large-scale, for-profit development project. We raised this concern in our earliest conversations.

Educational Program

Harlow's educational program is deficient. This deficiency corresponds to the "Educational Program" domain in the state rubric, and within that, the criterion "The application clearly identifies plans for...transportation and food services, an academic program aligned to state standards, and a framework for teaching and learning and...professional development that is likely to support effective implementation..."

Harlow's application references but does not budget for transportation services. Their application states an expectation that "most children will walk." While this might work for families who eventually live in the planned community, Harlow Creek cannot adequately serve Tulsa-area students enrolling through an open lottery without transportation. We raised this deficiency in our assessment of their initial application, and they made no changes.

In the initial submission, Harlow Creek Elementary School's proposed educational program was an unrealistic hybrid of project-based, Reggio-inspired instruction, and curriculum-driven programming. Our review team found the academic model confusing and incoherent. The revised application reflected limited changes to their design. Their revised application still includes a wide range of instructional elements (Reggio-inspired learning, project-based learning, STEAM focus, 21st-century skill focus, etc.) We raised this deficiency in our assessment of their initial application, and they made no changes.

Harlow's proposed instructional is complex and focused on early learners. However, the proposed founding team has limited experience in early childhood, elementary education, or emergent curriculum models. Exacerbating the limited instructional expertise in the board and founding team is the apparent lack of an identified school leader. Charter school authorizing research suggests that the lack of an identified and qualified leader is correlated with school failure in the first authorization term.

Finally, the application dedicates little attention to staff development. In year 1, the school proposes to invest \$8,000 in staff professional development for four teachers. Harlow does not have plans or funding for instructional coaching. The development of instructional staff--especially staff without expertise in the educational program--is critical to the success of any school, especially in the context of an entirely new

school team. We raised this deficiency in our assessment of their initial application, and they made no changes.

Budget and Finance

Harlow's financial plan is also deficient. This deficiency corresponds to the "Budget and Finance" domain in the state rubric, and within that, the criterion "Appendices do not include a five-year budget with realistic assumptions and their basis...)"

Harlow bases year revenue assumptions on an apparent flawed understanding of anticipated state aid. The table below summarizes the financial implications of this error in year 1.

Comparison of Harlow's Year 1 Anticipated WADM and State Revenue Compared to Tulsa Public Schools Data and Projection				
	<i>Enrollment</i>	<i>Average Weight, Per Student</i>	<i>Anticipated WADM</i>	<i>Anticipated Revenue</i>
Anticipated by Applicant	40	2.48	99.2	\$302,123.52
Projected by TPS Historical Data	40	1.83	73.3	\$263,207.76
Projected Error in Revenue Calculation, Year 1				\$38,915.76

The apparent flaws in their calculation of projected weighted ADM results in an overestimation of state aid. The error gets worse over time, resulting in an overestimation of state aid by almost \$140,000 error in year 5.

The apparent error in state aid calculation is exacerbated by a budget that over-relies on a \$300,000 start-up grant. Harlow provides no evidence of having secured this grant funding. Common charter start-up grant restrictions (and responsible financial planning) limit use to one-time expenses. However, for the first two years of operation, the start-up grant subsidizes Harlow's core operating expenses. By year three, the start-up grant is exhausted, and (even with overestimated state revenue), the applicant projects a deficit.

In addition to these deficiencies, the submitted budget contains errors and is strategically questionable. Please consider these examples.

- There are apparent typographical errors in the budget, including a dropped zero that understates year one staff salary expenses by \$36,000 in both the salary workbook and the overall budget;
- In year 3, Harlow plans to spend approximately 30% of the proposed personnel budget on non-teaching staff. This rate is out of proportion, especially when four teachers will serve 70 students spanning four grade levels (including Pre-K); and
- Harlow does not budget for transportation or child nutrition programs.

Facilities

Harlow's facilities plan is deficient. This deficiency corresponds to the "Facilities" domain in the state rubric, and within that, the criterion "The application does not clearly detail a facilities plan, the location of the charter school and backup or contingency plans...)

Harlow is a proposed amenity for a planned community that is not built. As of November 2019, the address provided in the application shows no signs of active construction or completed buildings; it is active farmland. We can find no physical evidence that Evolving Communities (the name of the proposed development project) has advanced beyond the planning stage. Harlow fails to designate an alternative facility. We raised this concern in our numerous meetings and our first review. Harlow made no changes.

Tulsa Public School's Authorizing Practice

Tulsa Public Schools is one of Oklahoma's most mature charter authorizers. Our review process includes convening and training a review team, scoring the application, debriefing on the collective judgment, and (when merited) holding an applicant capacity interview. We are Oklahoma's only charter authorizer to have twice completed a voluntary audit of our authorizing practices from the National Association of Charter School Authorizers (NACSA.)

As you undertake your review of Harlow Creek Elementary School, we hope you will take the summary provided in this letter under careful consideration. We believe that operating a charter school that serves Tulsa-area students is a privilege that should be afforded only to applicants that demonstrate readiness. Harlow Creek Elementary School fails to meet the standards held by Tulsa Public Schools.

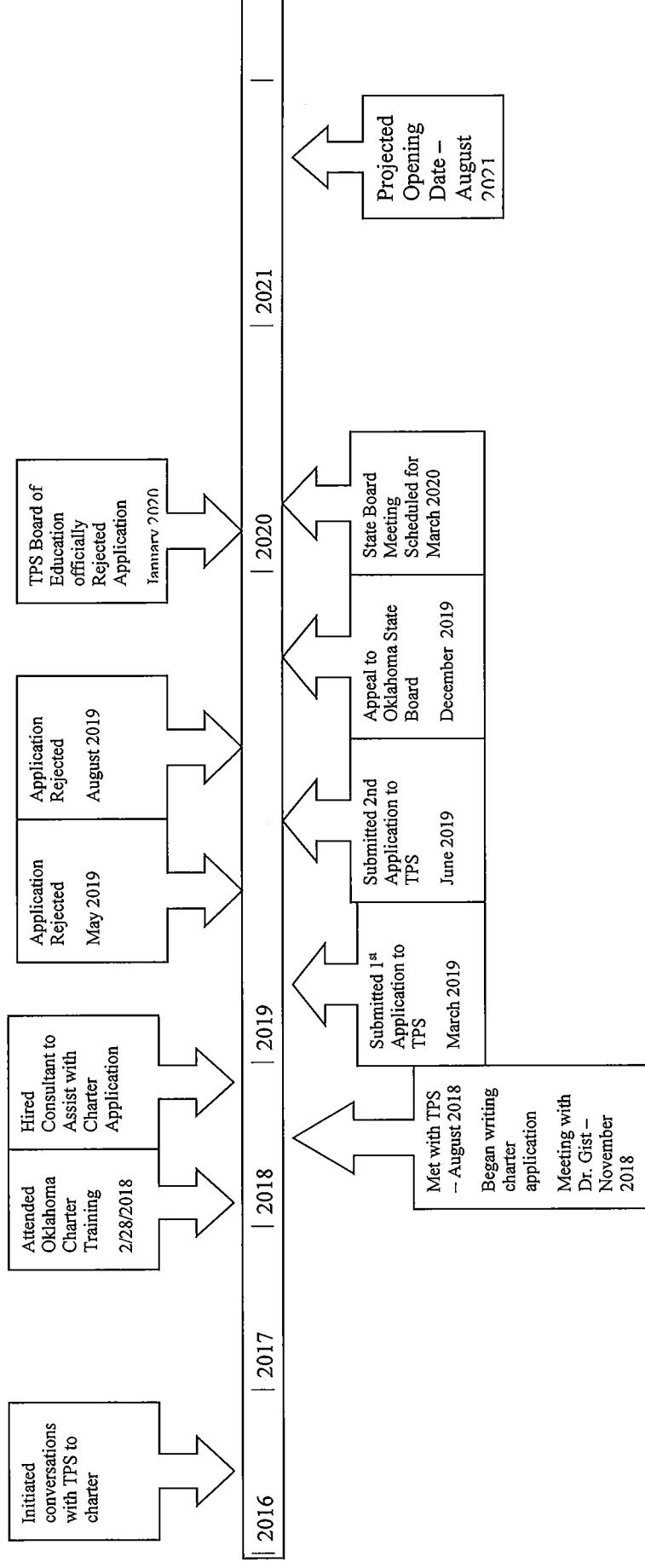
Sincerely,

/s/

Dr. Deborah A. Gist
Superintendent, Tulsa Public Schools

Harlow Creek Elementary School

Timeline of Events



The Reggio Emilia Approach to Education

The Reggio Emilia approach to education views children as individuals who are curious about their world and have the powerful potential to learn from all that surrounds them. Educational, psychological, and sociological influences are important factors to consider in understanding children and working to stimulate learning in appropriate ways. Reggio teachers employ strategies such as exposing children to a wide variety of educational opportunities that encourage self-expression, communication, logical thinking, and problem-solving.

Principles of the Reggio Emilia Approach:

The Reggio approach follows four major principles. These are:

- **Emergent Curriculum.** A classroom's curriculum stems from the particular interests of children. Curriculum topics are derived from talking with children and their families, as well as from things that are known to be interesting to children (puddles, dinosaurs, and so on). Teachers compare notes and observations in team planning sessions to decide which projects would be best suited to children in their classes, what materials will be needed, and how they can encourage parents and the community to become involved.
- **In-Depth Projects.** These projects are thorough studies of concepts and ideas based on the information gathered about children's interests. Projects are often introduced to children as adventures, and can last anywhere from a week or two to the entire school year. Teachers act as advisors on these projects, helping children decide in which direction they would like to take their research, how they can represent what they learn, and what materials would be best suited for their representations.
- **Representational Development.** This principal takes into account Howard Gardner's concept of multiple intelligences. The Reggio Emilia approach calls for the presentation of new ideas and concepts in multiple forms, such as print, art, drama, music, puppetry, and so on. Varied presentations ensure that all children have the chance to understand and connect with the concepts being explored.
- **Collaboration.** The idea of collaboration is seen as necessary to further a child's cognitive development. Groups both large and small are encouraged to work together to problem-solve using dialogue, comparisons, negotiations, and other important interpersonal skills. Each child's voice is heard in order to promote a balance between a sense of belonging to the group and a sense of self.

The Teacher's Role

Teachers play a dual role in the Reggio Emilia classroom. Their primary role is to learn alongside children, becoming involved in group learning experiences as a guide and resource. A Reggio Emilia teacher must always carefully observe and track the growth of children and the classroom community. Reggio teachers will also take time to reflect on what they have learned about themselves and their teaching.

Observation and Documentation

Documentation of the growth of both children and teachers is another important component of the Reggio Emilia approach. Photos of children at work and play, along with dictations of their experiences, help teachers and parents learn more about what does and does not work for a child.

Teachers can then adjust the dynamics of their classrooms accordingly.

The Classroom as Teacher

The classroom is referred to as the “third teacher” in Reggio schools. Much like the Montessori approach, great care is taken to construct an environment that allows for the easy exploration of various interests. The documentation mentioned above is often kept at children’s eye level so that they, too, can see how they are progressing over the year. Items from home, such as real dishware, tablecloths, plants, and animals, contribute to a comforting, “homey” classroom environment.

All of these principles and beliefs combine to make Reggio Emilia classrooms an interesting and highly effective method of expanding children’s minds—one adventure at a time.

Using Reggio Emilia Techniques in Your Own Classroom

- Organize your classroom in a way that helps children make thoughtful decisions about the materials they would like to use for different projects
- Document children’s progress using many different methods, such as: video, photographs, tape recordings, work portfolios, and recorded dictations
- Form a group of other teachers and parents to help compare information and adjust to the special needs and interests of children



TULSA CITY COUNCIL

11DEC19

Oklahoma State Board of Education Members
Oklahoma State Department of Education
Oliver Dodge Building
2500 N Lincoln BLVD
Oklahoma City, Oklahoma 73105

Dear State Board of Education Members,

I am writing this letter to voice my strident and unwavering support for Harlow Creek Elementary School. I have come to know of their philosophy of education, commitment to diversity, and their passion to produce outstanding members of society at an early age. Additionally, the Evolving Communities Development, where Harlow Creek Elementary will be located, is an opportunity for the community of northwest Tulsa to finally receive the much needed, and long overdue, support it needs to open investment in a part of our city that has been ignored for far too long.

Both of these initiatives are imperative to the growth of this underserved community, and Harlow Creek Elementary will play a pivotal role in producing leaders of character and integrity.

Best Regards,

A handwritten signature in black ink, appearing to read "Ben Kimbro", followed by a horizontal line.

Ben Kimbro
City Councilor, District 9

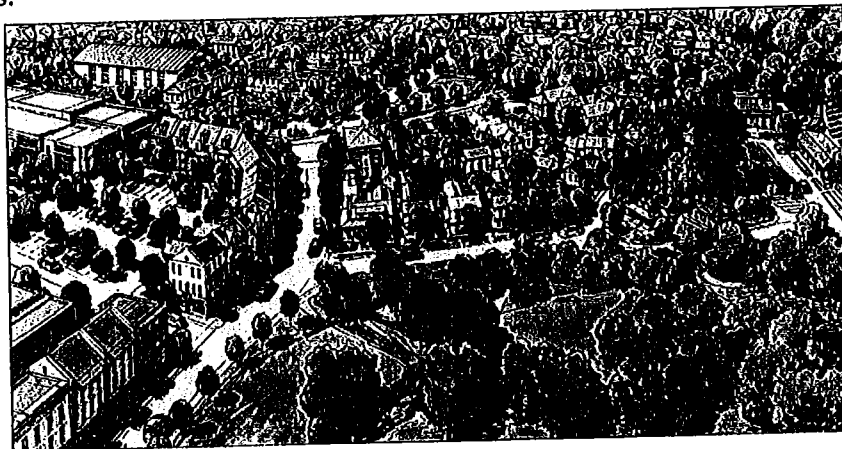


TULSA CITY COUNCIL

December 13, 2019

To Whom it May Concern:

A few businesses, of both for-profit and not-for-profit organizations, have been working hard over the past several years to bring investment to northwest Tulsa. One of those companies, Evolving Communities, used a team of the country's foremost experts to master plan a 1,500 unit neighborhood. Similar to that of The Wheeler District in Oklahoma City, this walkable neighborhood is composed of affordable rentals & attainable houses serving a mixed income community. This community is also designed to work with a Community Development Corporation which has been tasked with addressing social challenges in the surrounding neighborhoods.



I believe the community of northwest Tulsa has been an underserved area of the City for the past several decades. I believe that this district is worth investing in and supporting. I believe that the Evolving Communities development can help this district and can catalyze a new movement to revitalize NW Tulsa and look forward to assisting the development team through its challenges during its 25-year construction timeline.

Sincerely,

A handwritten signature in cursive script that reads 'Vanessa Hall-Harper'.

Vanessa Hall-Harper
City Councilor, District 1

Zip Code 74127 Demographics

Estimated zip code population in 2017: 16,140

Zip code population in 2010: 17,151

Zip code population in 2000: 18,108

Houses and condos: 7,899

Renter-occupied apartments: 2,913

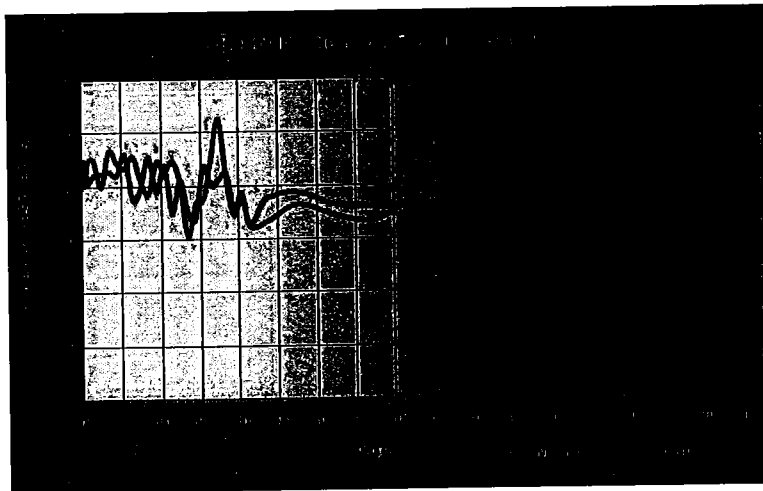
% of renters here: 43% State: 35%

March 2019 cost of living index in zip code 74127: 85.9 (less than average, U.S. average is 100)

Land area: 24.4 sq. mi.

Water area: 1.1 sq. mi.

Population density: 663 people per square mile (low).



For population 25 years and over in 74127:

High school or higher: 86.2%

Bachelor's degree or higher: 19.4%

Graduate or professional degree: 7.0%

Unemployed: 8.4%

Mean travel time to work (commute): 18.5 minutes

Never married: 31.5%

Now married: 41.2%

Separated: 3.4%

Widowed: 6.4%

Divorced: 17.5%

Zip code 74127 compared to state average:

Black race population percentage significantly above state average.

Length of stay since moving in significantly above state average.

House age significantly below state average.

Read more: <https://www.city-data.com/zip/74127.html>

Races in zip code 74127 (2017)

48.0% White

26.8% Black

7.3% American Indian

6.2% Hispanic or Latino

6.1% Two or more races

.3% Asian

.05% Some other race

.04% Native Hawaiian and Other Pacific Islander

Average Adjusted Gross Income (AGI) in 2004: \$29,741 (Individual Income Tax Returns)

Here: \$29,741 State: \$41,245

Percentage of family households:

This zip code: 40.5% Oklahoma: 48.9%

Residents with income below the poverty level in 2017:

This zip code: 22.0% Whole state: 15.8%



12/18/2019

Joy Hoffmeister, Superintendent
Members of the Board of Education
Oklahoma State Department of Education
Oliver Hodge Building, 2500 N Lincoln Blvd.
Oklahoma City, OK 73105

Dear Superintendent Hoffmeister and members of the board:

I write today to urge your support for the Harlow Creek charter school. I have worked as an educator in the adjacent neighborhood since the 2013/2014 school year. I lead after-school programs at both the public elementary schools and during school at Mark Twain Elementary. Additionally, I see the students and their families as clients in my office at Neighbors Along the Line.

It is accepted among the many families who live in our community that they live in the most often overlooked area of Tulsa. As a lifetime Tulsa resident I can confirm I was unaware of the community until I started working at Mark Twain. That is why I immediately took interest in the Harlow Creek project when I heard about it on the news. The school proposal and associated community development are one of only a couple programs promising positive change for my students that have been introduced during my service.

The need for the school is more urgent now than ever. The staff, students, and families of Mark Twain have accepted the fact that the school will close its doors for the last time at the end of this school year. The already fragile morale of those affected is dreadfully low in the wake of the news. The few willing to openly discuss it predict the students will largely split between Tisdale Fine Arts Academy and online charter school. Both options unpalatable.

The addition of Harlow Creek will be a welcome option for many of the displaced students. Their parents and caregivers would rather give them the chance to gain a high quality education in an intentionally planned community than risk losing them in an already overwhelmed system. A system struggling as much many of our clients feel like they are daily. Thank you for the opportunity to voice my support for Harlow Creek as a concerned but hopeful representative of those I serve.

Dillon Hargrave

Literacy Director
5000 Charles Page Blvd.
Tulsa, OK 74127



June 27, 2019

Ms. Andrea Castaneda, Chief Innovation Officer
Tulsa Public Schools
3027 South New Haven Avenue
Tulsa, OK 74114

Ms. Castaneda,

It is with pleasure that we submit the enclosed revised application for your consideration. Revisions have been made to clarify the program design and quality. We used the Summary of Review Team Findings to clarify and refine the educational model that is inspired by the Reggio Approach. There are a number of charter schools across the nation that have been influenced by the Reggio Approach and we have researched extensively their programs and organizational structures. It is our strong belief that the operations plan that we have proposed is a viable model that can be sustained. Changes have been made to the proposed school calendar to ensure that it will at all times meet the state requirements (the template will follow the exact calendar and times as TPS). Additionally, it is mentioned in the revised application that our code of conduct will follow that of Tulsa Public Schools. Finally, we have created a more robust board of governance and redefined key roles.

As you know, charter schools have been in existence in the United States for several decades now. Charters have had great success in the recruitment of teachers often times at a lower salary structure due to the other amenities that are offered including the school culture. While we have increased the initial teacher salaries, we believe that the Reggio model and the school setting will attract both new and experienced teachers.

We look forward to engaging in ongoing discussions if there are any additional questions regarding the enclosed application. We believe that Harlow Creek Elementary School will benefit the Tulsa community and can be a positive partner with Tulsa Public Schools.

Respectfully,

Scott Pardee
Founder

**APPLICATION TO
TULSA PUBLIC SCHOOLS
CHARTER SCHOOL APPLICATION**



Inspiring Imagination

In consideration for the

2020-2021 Academy Year

2020-2021 Charter School Application Table of Contents

I.	CHARTER PROPOSAL COVER SHEET & ENROLLMENT PROJECTIONS	3
	<i>Enrollment Projections</i>	5
II.	CHARTER SCHOOL OVERVIEW	8
III.	CHARTER SCHOOL NARRATIVES	20
	SECTION 1. EDUCATIONAL DESIGN & CAPACITY	20
A.	<i>Consistency with the Purpose(s) of the Act</i>	20
B.	<i>Educational Program</i>	26
C.	<i>Curriculum Instruction and Design</i>	34
D.	<i>Admission Standards/Procedures</i>	48
E.	<i>Student Discipline</i>	50
F.	<i>Student Assessment</i>	52
G.	<i>School Accountability</i>	54
	SECTION 2. OPERATIONS PLAN & CAPACITY	55
A.	<i>Founding Group(s)/Individual(s)/Incorporator(s) & Legal Counsel</i>	55
B.	<i>Governing Board</i>	58
C.	<i>Duties and Responsibilities of the Governing Board</i>	59
D.	<i>Parent and Community Involvement</i>	62
E.	<i>Administration/Leadership</i>	64
F.	<i>Employment Policy for Personnel</i>	70
G.	<i>Hiring Process/Procedure</i>	86
H.	<i>Facilities</i>	89
I.	<i>Transportation</i>	92
J.	<i>Child Nutrition Services</i>	93
K.	<i>School Calendar</i>	100
	SECTION 3. FINANCIAL PLAN & CAPACITY	102
A.	<i>Financial Plan</i>	102
B.	<i>Finance Expertise</i>	106
C.	<i>Audit & Reporting</i>	107
D.	<i>Insurance Coverage</i>	108
IV.	CHARTER SCHOOL ADDITIONAL EXHIBITS	109
A.	<i>Demonstration of Support</i>	109
B.	<i>Evidence of State Department of Education Training</i>	109

C.	<i>Final Documentation</i>	109
----	----------------------------------	-----

Included Exhibits

- A. Evidence of State Department of Education Training
- B. Curriculum Standards and Objectives
- C. Learning Cottage
- D. Site Plan
- E. 5-Year Budget
- F. Start-Up Budget
- G. Articles of Incorporation and Bylaws
- H. Support & Signatures
- I. Founding Team Resumes
- J. AEZ Map

I. CHARTER PROPOSAL COVER SHEET & ENROLLMENT PROJECTIONS

Name of the Proposed School: Harlow Creek Elementary School, Inc.

Name of the Founder/Applicant of the Proposed School: Harlow Creek Elementary School, Inc.

Mailing Address of the Founder/Applicant:

822 E. 6th Street

Street/ PO Box

Tulsa, Oklahoma 74120

City State Zip

Telephone Number of the Founder/Applicant: (918) 610-0100 main or (918) 841-1114 mob

E-mail address: spardee@pardeeconstruction.net Fax: (918) 610-0102

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

Mailing Address of the Primary Contact (if different from above): Not different.

Street/ PO Box City State Zip

Telephone Number of the Primary Contact (if different from above): Not different.

E-mail:
spardee@pardeeconstruction.net

Fax:
918-841-1114

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.

Harlow Creek Elementary School, Inc. (“Harlow”) will locate in an economically disadvantaged area of Tulsa and bordering a severely economically disadvantaged area in order to reach, engage, and improve lives (staff, students and families) within these communities. The student recruitment strategy will be to target those families with appropriately aged kids within the Academic Enterprise Zone. In August 2020, Harlow will initially enroll approximately 40 students in kindergarten through grade two. Harlow will then expand one grade per year until offering kindergarten through fifth grade. Featuring small class sizes, Harlow will embrace the Reggio Emilia¹ philosophy while fostering community². Respect for community within a green environment³ is the foundation on which Harlow is developed. The Reggio approach is underpinned by the belief that children learn best in a collaborative environment through interaction with peers and adults. Harlow will be nestled within the Evolving Communities Development (ECD) just northwest of downtown Tulsa. Designed to meet Tulsa’s growing housing needs, ECD will be the first neighborhood in proximity to the downtown area that integrates all income levels, promotes walkability and enhances quality of life. The

¹¹¹ Reggio Emilia Approach to education is committed to the creation of conditions for learning that enhance and facilitate each child’s construction of his or her own powers of thinking through the synthesis of all the expressive, communicative and cognitive languages (Edwards and Forman, 1993).

² Self-organized network of people with common agenda, cause, or interest, who collaborate by sharing ideas, information, and other resources. <http://www.businessdictionary.com/definition/community.html>

³ Green building refers to the structure and application of environmentally responsible and resource-efficient processes throughout a building’s life-cycle: from planning to design, construction, operation, maintenance, renovation, and demolition. Green Building practice expands and complements the classical building design concerns of economy, utility, durability, and comfort.

design of both Harlow and the ECD community are synchronized in commitment to diversity, community, equity and equality. Harlow's mission is to equip students to be community minded, globally responsible, active members of society through an emergent curriculum⁴ taught through a Reggio approach using project-based learning experiences that expand the traditional classroom into the community by utilizing the natural world and community partnerships.

Enrollment Projections

Academic Year	Planned Number of Students	Minimum Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 (specify) 2020/2021	40	20	75	K-2
Year 2 – 2021/2022	50	20	100	K-3
Year 3 – 2022/2023	70	30	125	K4-4
Year 4 – 2023/2024	95	40	160	K4-5
Year 5 – 2024/2025	140	60	160	K4-5
At Capacity 2025/2026			160	K4-5

⁴ Emergent curriculum is a philosophy of teaching and way of planning curriculum that focuses on being responsive to children's interests to create meaningful learning experiences. It can be practiced at any grade level. This philosophy prioritizes active participation, relationship building, flexible and adaptable methods, inquiry, and play-based learning. Curriculum is child-initiated, collaborative and responsive to the children's needs. Proponents of this style of teaching advocate that knowledge of the children is the key to success in your program (Cassidy, Mims, Rucker, & Boone, 2003; Crowther, 2005).

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

Grade Level	Number of Students (Based on Maximum Capacity)					
	Year 1 <u>'20/21</u>	Year 2	Year 3	Year 4	Year 5	Av Cap <u>'25/26</u>
K4	0	0	10	10	20	
K	15	10	10	15	20	
1	15	15	10	15	20	
2	10	15	15	15	20	
3		10	15	15	20	
4			10	15	20	
5				10	20	

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

Based on projected census data, Harlow plans to open August of 2020 with grades K-2 and grow by one grade level each year until the

K4-5 model reaches its full projected enrollment of 160 students. The minimum enrollment in year one is 20 students and the maximum is 40, allowing for 10-25 students per teacher. As Harlow expands, students will be placed in grade

Grade	Ratio	Age
K4	10-20:1	4-5
K	10-25:1	5-6
1	10-25:1	6-7
2	10-25:1	7-8
3	10-25:1	8-9
4	10-25:1	9-10
5	10-25:1	10-11

level cohorts. Each cohort will be located in a separate, home-like “cottage” building. The cohort model allows for teachers to “loop” with their students and stay with them for a minimum of three years, thereby building stronger relationships and citizenry. Each class will be limited in size to 25 students with a minimum of 10-15 students. At full capacity, in the 2025-2026 school year, Harlow may reach a maximum enrollment of 160.

Quality education begins at a young age and active citizenship gives purpose to learning, unlocking curiosity and passion. Education at Harlow will respect place, culture and social diversity in its embrace of the Reggio philosophy. It is upon this foundation that Harlow will offer an emergent curriculum putting students on a trajectory for success through high school and college regardless of demographics and socio-economic status. Harlow will be a place where emergent curriculum and content standards coexist.

II. 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*

Mission – Embracing the Reggio philosophy⁵ to reach, engage, and improve lives, Harlow will prepare community minded, globally responsible students through an emergent curriculum using project-based learning focused on real-life experiences that expand the traditional classroom and utilize the natural world.

Vision – The location, design of the neighborhood, site layout and school facilities, operations and programming incorporate values of diversity, community, natural resources, equity and equality. Harlow will welcome students from all walks of life. Opening in 2020, Harlow will serve students in grades K-2 and then expand one grade per year to serve k4 through 5th grade. First-year enrollment is projected to be 40

⁵ North American Reggio Emilia Alliance. <http://www.reggioalliance.org>

students but, may be as low as 20. Research shows that students in smaller classes⁶ are more likely to be successful. Harlow will operate at a maximum 25:1 student to teacher ratio but, the initial ratio will be 10-20:1 to foster a greater sense of community. Harlow plans to start small and grow with its neighborhood. Maximum capacity may be 160 students, but strategic growth will be based on population growth due to neighborhood development. Responding to Tulsa's housing needs, Evolving Communities Development will be the first community in the downtown area that integrates various income levels, provides efficient green housing options, respects the environment, promotes walkability and enhances quality of life. This is similar to the approach that was utilized in the formation of Carlton Landing near Eufaula and the Wheeler District in Oklahoma City. Harlow Creek is designed to be an anchor of its community. Harlow will ensure quality programming and build a strong culture to meet the changing needs of its students and the community. The developer will employ a slow growth model to allow for flexibility of design options to ensure Harlow Creek will remain a premier housing destination within the Tulsa community.

Educational Philosophy – Harlow's mission is under-pinned by the philosophy that guided the creation of Evolving Communities Development. ECD is creating an inclusive holistic living environment designed to promote community involvement and social action. The location was chosen to attract and encourage people from all walks of life to live and interact socially with a greater sense of community. Various features of the neighborhood layout are designed thoughtfully to enable interactions amongst diverse community residents. The neighborhood will be walkable and located within three miles

⁶ Jonah Rockoff, "Field Experiments in Class Size from the Early Twentieth Century," *Journal of Economic Perspectives*, 23(4): 211–230 (2009).

of downtown Tulsa. ECD is being developed to be fully aligned with the Mayor's Resilient Strategies to "improve community resiliency with a focus on racial equality."⁷ This project aligns with 3 of the 4 stated strategies. Harlow is formed against this backdrop. Harlow and its board of governance are fully committed to community/citizenship through project-based learning with a Reggio approach. Children are often underestimated in traditional educational settings. Reggio believes that "children are competent, resourceful, curious, imaginative, inventive, and possess a desire to interact and communicate with others"⁸ By nurturing diversity and concentrating on citizenship, Harlow will fully engage students by making learning visible. PBL as a method for delivering instruction within the Reggio approach will connect students' education to everyday life. Teachers will run classrooms as micro-communities. Projects, in turn, will be classroom or micro-community projects that produce results for the greater good of the school, neighborhood or the city.

As a school that is welcoming and inclusive; Harlow is committed to citizenship and community. Community support is integral to the Reggio philosophy in its belief that children are the collective responsibility of the community. As a community school, Harlow will integrate student supports, provide expanded and enriched learning opportunities, encourage active family engagement and promote collaborative leadership.

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*

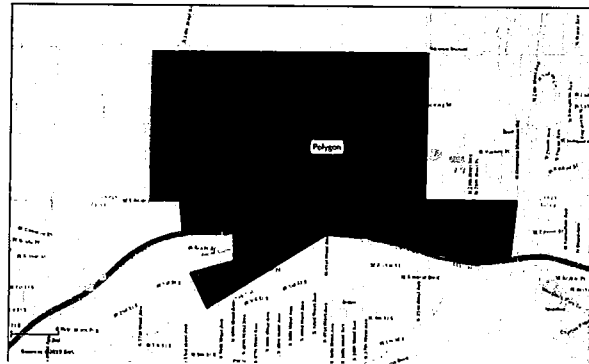
⁷ City of Tulsa Strategic Plan. Cityoftulsa.org: Accessed February 14, 2018.

⁸ The Studio School Charter School Proposal submitted to Madison Metropolitan School District

restrictions based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or measures of achievement or aptitude.

Located at 4305 W. Edison in Tulsa, OK 74127; Harlow will be nestled within the Evolving Communities Development situated northwest of downtown Tulsa.

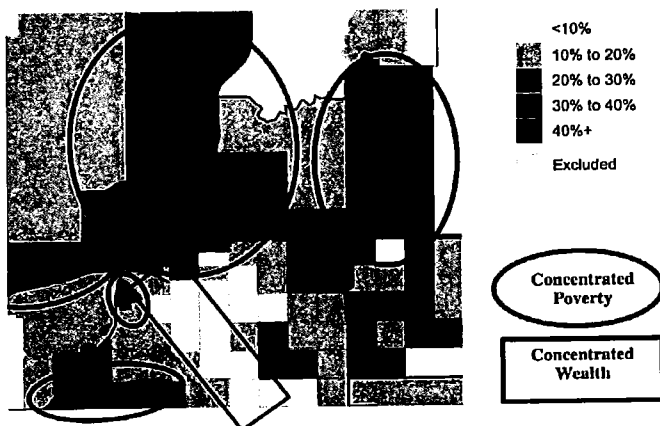
Primarily, the neighborhood Academic Enterprise Zone will be bound by W. Newton Street to the north, the 412 Expressway to the south, North 57th



West Avenue to the west, and North 33rd West Avenue to the east as identified in the map to the right. There are two additional pockets of areas where kids are within close proximity to the school. (1) A small area between Edison and the 412 to the N and S, then bound by 33rd St. and Gilcrease to the West and East. (2) An area south of the 412 which encompasses a small neighborhood along both sides of 49th St West and limited to north of the Katy Trail. A more legible map has been included as Exhibit J.

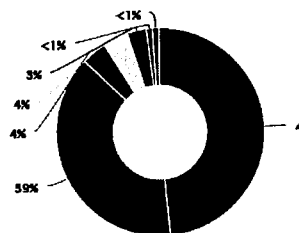
Currently, in zip code 74127, 94% of students enrolled in public school qualify for free and reduced lunch⁹. Zip code 74127 has a lower socioeconomic status than other zip codes in Oklahoma with a median household income of \$38,177 (from 2010 Census). Harlow will be near the identified concentrated poverty regions identified in the

⁹ <https://www.zipdatamaps.com/74127>



This map shows the areas of Tulsa with concentrated poverty.

According to Great Schools (www.greatschools.org), The population of Chouteau (now Wayman Tisdale) in 2015 was 49% Caucasian, 39% American Indian, 4% Hispanic, 3% African-American and 5% Other as represented in the chart.



ECD believes that its neighborhood will reflect the demographics of the surrounding population and Harlow anticipates serving a population that is 10% Hispanic, 20% African-American, 40% Caucasian, and 20% American Indian with the remaining percentage of students identifying as other races or multiracial. Over 60% of students may qualify for free and reduced lunch, almost 20% will qualify for special education services and approximately 15-20% will identify as English language learners (Spanish, Hmong, and Burmese). About 6.7% of Tulsa's overall population includes immigrants and students from these families often facing language challenges. The school and ECD community has engaged a consultant with the task of guiding the direction of the diversity goals.

Harlow Creek Elementary School will be open to all children eligible under Oklahoma law for admission to a public charter school as set forth by Section 3-140 of Title 70. Children must be five years of age on or before September 1, 2020 to be eligible for admittance for the inaugural school year. Students who reside in the district shall be given preference. In congruence with the mission and vision, Harlow will comply with all

applicable anti-discrimination laws governing public schools including the 1964 Civil Rights Act, Title VI.

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.*

Using a Reggio approach, education will occupy a multidimensional space focused on STEAM disciplines through project-based learning (“PBL”). STEAM is the acronym for the core content areas of science, technology, engineering, arts and mathematics. STEAM education provides learning experiences designed with purposeful connections. Goals include STEM literacy and 21st century competencies¹⁰. STEM literacy develops an awareness of societal roles for science, technology, engineering and mathematics, while 21st century competencies blend "cognitive, interpersonal, and intrapersonal characteristics to support deeper learning and knowledge transfer" (Schweingruber, Pearson, Honey, 2014).

The content provided within a STEAM driven curriculum fits within the Reggio approach as students develop their cognitive, emotional, physical and social competencies. The application of STEAM enhances each child’s ability to use the “hundred languages of children”¹¹ broadening learning possibilities. STEAM and PBL will be woven throughout all subject areas including English Language Arts, Mathematics, Science, Social Studies, Art, Health & Physical Education, Technology and

¹⁰ <http://www.p21.org/our-work/p21-framework>

¹¹ Edwards, Gandini, Forman (1998) The Hundred Languages of Children: The Reggio Emilia Approach – Advanced Reflections, 2nd edition, Ablex Publishing, Westport Connecticut, London

World Languages. Math, ELAL and Science will be driven by the Oklahoma Curriculum Frameworks¹². However, rather than utilize traditional methods of lecture and textbook driven lessons for delivering instruction, students will engage in authentic, meaningful projects that promote deep content knowledge as well as critical thinking, creativity, and communication skills. Within a specific lesson, one subject may have a dominant role, but the strategy is to develop students' knowledge or skills in multiple content areas simultaneously. Concepts or practices from other content areas enhance learning and understanding in multiple subjects.

PBL's hands-on applications will be used to teach subjects in an integrated Reggio approach. The Reggio approach is closely aligned with constructivist learning theory, which holds that children construct knowledge rather than receive it from others. Constructivist teaching is then based on the belief that students learn best when they gain knowledge through exploration, active involvement, and interaction with others. PBL provides students opportunities to apply knowledge and engage in STEAM practices through relevant experiences. PBL is student-centered, experiential and open-ended with successful results. PBL encourages active learning by engaging students in projects based on real-life problems. Unique PBL characteristics include small group work where teachers serve more as facilitators than lecturers. The teacher responsively designs the curriculum, judiciously employs a variety of teaching strategies and promotes reflective practices that deepen understanding. In the Reggio classroom students are encouraged to think creatively, theorize and explain their reasoning. Children become aware of their own learning. New information is often acquired through self-directed learning.

¹²<https://sde.ok.gov/oklahoma-curriculum-frameworks>

Research (Boaler, 2002) shows that PBL students often outperform traditional students.

Harlow will utilize Rubicon Atlas (Rubicon) to document the emergent curriculum across the content and grade levels. Rubicon incorporates ready-access to outlines, abstracts, resources, standards, and more. Collaboration tools enable educators to work together on curriculum. Curriculum will be horizontally and vertically aligned to Oklahoma's Academic Standards¹³. Rubicon will be customized to reflect Harlow's STEAM and PBL pedagogy, standards and unique curricular needs.

To improve teaching and learning, teachers will regularly meet to engage in the analysis and understanding of recent assessment results and to develop authentic practices for making learning more visible to the community. Teachers will be supported in the Reggio approach through memberships in Reggio collaboratives, the North America Reggio Emilia Alliance, and Reggio Children (the international organization). While assessment is not just measurement, results are reviewed to determine intervention strategies. As the Board of Directors, administrators and teachers look regularly at data, they: 1) plan improvements; 2) put processes in place to assure improvements; 3) assess processes; and 4) act. This multi-dimensional approach arms teachers to identify challenges and opportunities. Aggregate assessment data also provides objective measures for teacher accountability. Comparative data documents how students are performing individually, in class cohorts, as a school and against community and state averages.

To support the mission and vision, Harlow has adopted five educational goals.

Goal 1 is to provide a Reggio approach to education with a concentrated focus on

¹³ <http://sde.ok.gov/sde/oklahoma-academic-standards>

science, technology, engineering, arts and mathematics (STEAM). **Goal 2** is to develop students who respect the environment and community. **Goal 3** is to prepare students for secondary education and entrance into colleges and universities. **Goal 4** is to prepare students for success in work and life, developing active citizenry. **Goal 5** is to enable English language students to acquire a firm command of English. Documented achievement of these goals will be evidenced through the assessment program.

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.*

With a belief that all “students should have access to schools with the resources, opportunities and supports that make academic success possible and create strong ties among families, students, schools, and communities”¹⁴, developers envision Harlow fundamentally as a community school. Harlow will partner with families and the community to provide a well-rounded educational opportunity. This is an equity strategy that will help eliminate systemic barriers that exist based on race and socioeconomics, along with other factors. Developers have been in contact with families, community leaders, non-profit organizations and city officials about Harlow. Community engagement has come from eight local churches, local leaders, support groups, local media organizations and the YWCA. In June 2018, Tulsa World reported that Harlow’s community “design follows a model called ‘new urbanism,’ which promotes environmentally friendly practices while encouraging residents to walk, shop and interact in the neighborhood. A range of housing options will allow families to live in a well-

¹⁴ Community Schools Playbook, 2018, Partnership for the Future of Learning.

rounded community while remaining close to downtown.” Former City Councilor Ewing commented that “Tulsans want to be able to live close to downtown in a neighborhood where every house doesn’t look the same, and where they can have access to healthy food and have a social setting in the neighborhood that facilitates relationships.”

The school and development team collected feedback in the form of digital surveys, community forums and community outreach. Outreach was focused to gauge community interest, design a robust program and plan for initial enrollment. Additional outreach was placed on hold after a discussion with TPS staff prior to commencing a by mail campaign to area residents.

The following agencies have been instrumental with initial community outreach: Common Good Tulsa (cgtulsa.org), Osage Hills Christian Church, Cavalry Temple and Owen Park Neighborhood Association. Northwest Tulsa has been hard hit in recent years with the closing of many industries. Re-growth and revitalization of the community takes a combined community effort. Common Good Tulsa is working to develop a localized hub to serve 12,000 people in the same area as Harlow. Common Good plans to build a 46,000 square foot facility to house a grocery store, healthcare, family service programs, and a Community Center with sports, enrichment, and social programs all under one roof. Joining this commitment to the revitalization of the area is the Owen Park Neighborhood Association. Owen Park is an historical part of Northwest Tulsa’s heritage.

Recruitment. The primary goal of Harlow Creek is be an important component of the Evolving Community neighborhood, to bring families and therefore students into the community. Our primary goal is to target all families residing within the Academic

Enterprise Zoning. Our AEZ is designed to be small to promote the walkability of the school yet is still appropriately sized for a successful and sustaining school recruitment model.

Notification to families within the Academic Enterprise Zone will only occur per a mutually agreed upon process with TPS and per State Regulations. In early 2018, it was determined that 79 households existed with children between the ages of 4-8 within the AEZ. We do not see it as a requirement to reach out to each of these households, but will work with TPS staff to develop a recruitment model that is best for the entire community, not just Harlow Creek Elementary.

To date, no mass distributions or town halls have been held. Public discussions were placed on hold after the initial required signatures were obtained.

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

Harlow understands the “charter” is a contract issued by the “authorizer” to Harlow’s Board of Directors (Board). Individuals serving on the Board become public officials in a volunteer capacity. Potential members recognize that their job will always be to govern and oversee the operations of Harlow with three primary questions in mind:

- Are the children learning?
- Is the money (public funds) being properly taken care of?
- Is Harlow compliant with all applicable laws and regulations?

Pursuant to the Board’s role as “governors” rather than managers, the Board will adopt policy and then direct the School Leader to promulgate appropriate procedures that ensure that Harlow’s day-to-day operations are in accord with the mission, vision and overall policies. Members of the Board will remain free from conflicts of interest and

incompatible offices.

The Board will engage in governance training as needed and as provided by various vendors to include the board's legal counsel, the Oklahoma Department of Education, Oklahoma Public Schools Resource Center (OPSRC), and the National Charter Schools Institute (NCSI). Alongside legal counsel, the Board may also employ the services of OPSRC and NSCI for the necessary development of policy for Harlow aligned to Oklahoma law and federal regulations as they pertain to public education. During regular and special meetings, issues of governance such as development and adherence to a properly prepared budget, allocation and expenditure of funds in accordance with state guidelines, review of budget versus actual expenditures, and the approval of service providers to the Board will be addressed. Meetings will be conducted in compliance with the Open Meetings Act and stakeholder groups may attend and provide comment. Stakeholder involvement will be limited to input and advice, with decision-making authority resting solely on the board.

Of all the responsibilities of a board, nothing is more central to its purpose than ensuring that a long-term vision is established for the school. This vision reflects the consensus of the board and stakeholders as to what Harlow students need to achieve their highest potential. The Board will be responsible for establishing and maintaining an organizational structure that supports the vision, empowers the professional staff and provides accountability to the community that it serves. Through its behavior and actions, the Board acts with a professional demeanor reflective of the precepts inherent to the school vision, makes policy decisions and provides resources that support the priorities and goals of the school. The Board will be accountable to the public that it serves and

dialog between the Board and stakeholders will ensure that this vision is a living, dynamic entity. The Board will establish systems and processes to monitor outcomes, evaluate its own progress toward accomplishing the vision and communicate progress providing meaningful feedback and ensuring consistent improvement. Board members are advocates for students and for Harlow. Always in the forefront of their decisions is the responsibility to act and represent the interest of the children being served.

III. 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.*

Harlow Creek Elementary School has been developed in response to the Oklahoma Charter School Act and as such, strives to accomplish six of the seven purposes set forth by the Oklahoma Charter Schools Act, as enumerated below:

- Improve student learning
- Increase learning opportunities for students
- Encourage the use of different and innovative teaching methods
- Provide additional academic choices for parents and students
- Require the measurement of student learning and create different innovative forms of measuring student learning.
- Establish new forms of accountability for schools

Harlow Creek Elementary School will improve student learning and increase opportunities for student learning:

While many schools solely focus on matriculation to and through college, Harlow is designed to create a culture where students focus on the ideal of community-minded, globally aware citizenry. College enrollment becomes secondary to the needs of the community whether entrepreneurship, craftsmanship, skilled trades or post-secondary attainment. Through a Reggio approach to learning, the educational program will support student centered learning that becomes more self-directed and experiential in a relationship-driven environment. Furthermore, the program is based on principles of respect, responsibility, and community through exploration and discovery. Active citizenry will be achieved through a STEAM focused curriculum expanding the classroom into the surrounding community, participation in service driven community initiatives, utilization of community experts as presenters, project-based learning, character development and family centered outreach.

Harlow Creek Elementary School will encourage the use of different and innovative teaching methods:

The Evolving Communities Development is located northwest of downtown Tulsa. ECD chose this location for more than simple “land development for profit” in order to create a great place to live and work. Following the lead of Mayor, GT Bynum and the Tulsa City Council, Evolving Communities Development seeks to be an inclusive community and align itself with Resilient Tulsa strategies. Specific efforts, such as location and various housing options for all income levels have already been discussed in this application. The five years of preparation in starting this master planned development

was not to create a place that was quickly profitable, but rather over time create a community that is revered by the entire region, yet affordable for most Tulsans.

As this is the bedrock of the community, it makes sense that a core component of Harlow Creek Elementary School is that of citizenship within the community and the city at large. Drawing on the extensive work of J.A. Banks¹⁵, teachers will weave the concept of *Cultural Democracy and Citizenship* into the Harlow curriculum to explore Tulsa's historical context within the concept of community and diversity. To some, such topics may seem advanced for a K-5 student population, however; years of research on the Law of Implicit Bias¹⁶ show that such concepts are formed at an early age. Thus, Harlow and the adjacent community can and should gird the school and community in equity, equality, citizenship, culture, diversity and democracy. This unique focus on developing active citizenry drives the selection of its chosen innovative teaching methods.

While Harlow will use a variety of innovative approaches, the primary instructional approach shall be based on the Reggio Emilia Approach and shall incorporate project-based learning as the primary teaching methodology. Teachers will gauge and then utilize student interest to group students and provide experiences that teach using their natural curiosity. Additionally, community experts will be regularly called upon to provide hands-on demonstrations based on Oklahoma's academic standards while teachers ensure that benchmarks are regularly met in core content areas. In the content area of mathematics, project-based learning will be driven by real world problems that require higher-order thinking skills that will be guided by teachers. In the

¹⁵ Banks, J.A. *Diversity and Citizenship Education*. New Jersey. Wiley and Sons. 2006.

¹⁶ Jost, John T. et. Al. *The existence of implicit bias is beyond reasonable doubt*. Research in Organizational Behavior. 2009. Vol. 29. Pg. 39-69.

content area of reading, the text *Reading Reconsidered*¹⁷ will serve as a foundational text to ensure the technical skills of word recognition and reading comprehension are learned. Reading texts will be a carefully selected mixture of interest-based reading and informational texts.

Within the surrounding neighborhood will be features that include community gardens, 50 acres of open space with identified eco-systems and a working farm. These features will allow for a wealth of learning experiences to take place outside of the traditional classroom.

Additionally, Harlow will focus on character development through the lens of effective citizenry¹⁸. Students will annually participate in at least one classroom project designed to give back to the community¹⁹.

Harlow Creek Elementary School shall provide additional academic choice for parents.

Harlow Creek Elementary School will be located at 4305 W. Edison in Tulsa, 74127 and will provide a new option for parents and students within this Northwest Tulsa community, specifically attracting those parents who seek a community-minded educational approach designed to create active citizenry. There are currently no private schools located in 74127 which is primarily served by Tulsa Public Schools and one other charter school (Academy Central). Tulsa Public Schools' elementary buildings in 74127 include Mark Twain and Wayman Tisdale Fine Arts. Tisdale and Mark Twain are both

¹⁷ Lemov, Doug, Driggs, C., & Woolway, E. *Reading Reconsidered: A Practical Guide to Literacy Instruction*. Jossey-Bass; San Francisco, CA. 2016.

¹⁸ Lawton, Dennis, Carins, Jo., & Gardner, Roy. *Education for Citizenship*. New York, NY: Continuum, 2000.

¹⁹ Billing, S., *Research on K-12 School-based Service Learning: The Evidence Builds*. Pi Delta Kappan; Bloomington. Vol. 81, Issue 9, May 2000.

south of the 412 Expressway and Academy Central is north of Pine leaving the identified target area without a neighborhood school in close proximity.

Harlow Creek Elementary School will require the measurement of scholar learning and create different and innovative forms of measuring scholar learning and establish new forms of accountability for schools.

Harlow will provide foundational experiences that will propel students into becoming leaders within the community. This long-view approach will capture curiosity and spark self-determination. Utilizing *Leverage Leadership*²⁰ and *Driven by Data*²¹, leaders and teacher will ensure that quality metrics are built into all learning activities to incorporate standard assessments and the unique learning outcomes expected of Harlow students and that data is properly disaggregated for all. With respect to standards and assessment, “there is a widespread and mistaken view that the Reggio approach is incompatible with assessments of children’s progress”²² but, documentation does not always mean measurement and quality assessment can be specifically designed to make learning visible. Quantitative and qualitative data will be used on a regular basis to inform instructional changes that need to happen for individual students ensuring that they are performing at the highest possible level. Data will also be aggregated to evaluate teacher and school performance. Furthermore, as noted, Harlow data will be both quantitative and qualitative. “Qualitative forms of sharing evidence – via learning

²⁰ Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco, CA: Jossey-Bass. 2018.

²¹ Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass. 2010.

²² Gandini, L., 2011, Early Childhood Matters.

portraits, student works, photographs, quotes and video – are powerful ways to shift the dialogue among stakeholders to a fuller view of what counts as learning.”²³

Finally, the Board of Governance will also develop an accountability system (stakeholder groups and frequent stakeholder surveys) to make sure that Harlow Creek Elementary School is having a positive effect in the community. While Harlow will be accountable directly to the governing Board of Directors, Tulsa Public Schools as authorizer and the Oklahoma Department of Education, Harlow will also be accountable to its parents and other community stakeholders.

Harlow’s overall effectiveness will be measured, in part, by the methods established by Oklahoma Law and the OSDE regarding performance of students in all content areas, growth of students in reading and math and whole school performance indicators. Harlow will be assessed on Annual Measurable Objectives based on Harlow’s 5-year goals. Additionally, Harlow will measure its Educational Effectiveness as determined by the following indicators: OSDE School Designation, OSDE School Grade, Measurement toward the Achievement of Harlow’s Mission, and Implementation of Specialized Instruction.

Harlow will measure Financial Effectiveness as determined by the following indicators: Annual External Audit to reflect a system with good business practices; policies and procedures to promote good internal controls; submission of timely and accurate financial information as required; and compliance with all USED (United States Education Department) financial guidelines (EDGAR).

²³ Krechevsky, M, Mardell, B, et al, (2013) Visible Learners: Promoting Reggio Inspired Approaches in All Schools, John Wiley & Sons

Finally, Harlow will measure its Organizational Effectiveness as determined by the following indicators: Academy admissions policy and procedures; a safe and secure environment through consistent implementation of its discipline, health, and safety policies and procedures; the governance structure; compliance with the Open Meeting and Open Records Act; and employment of instructional staff that meets the State and Federal Highly Qualified Requirements.

Harlow Creek Elementary School shall be and remain non-sectarian.

Harlow Creek Elementary School and its board of governance has not and will not engage in any contractual affiliation with any non-public sectarian agency, organization or association with respect to the educational programming, student admissions, school operations, or employment. The education program, admissions policies, employment practices and all other operations within Harlow Creek Elementary School will remain non-sectarian and comply with all applicable law and regulations related to the operation of any Oklahoma public school.

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).*

Harlow will utilize the Reggio model for its educational program. In the charter proposal written for the Studio School in Madison, Wisconsin, the authors write that:

Over a hundred Reggio inspired public and private schools serving children from the ages of 6 months through 8th grade can be found throughout the United States. In the

past decade, several Reggio inspired public elementary charter schools have been established in the United States. ”

One such school is the Child Discovery Center in Grand Rapids Michigan, a charter school authorized by the local Grand Rapids Public School District. Founded in 2000 as a K-2 charter with 85 students, the charter was recently re-authorized by the local district and the school now serves 272 students in K-5. Their website²⁴ aptly describes that “the Reggio-Emilia Approach informs the **way** we teach, but **what** we teach comes from the Common Core State Standards.” At Harlow, the “what” will be based on the Oklahoma framework. **How** the curriculum will be taught will be primarily driven by project based learning. The Reggio model incorporates project based learning as an instructional methodology for a STEAM curriculum that is aligned to the Oklahoma standards. The Reggio model provides an educational philosophy through which all teaching, learning, and assessment are approached. This philosophy believes in the innate strength of children as learners and empowers them to take ownership of their learning. Through project-based experiential learning, Harlow’s Reggio approach to its educational program is designed to make academic standards come to life for students by connecting learning to real-world issues and needs specifically in the core content areas of mathematics and science and interfused with technology, engineering and the arts. The authors of the Common Core have aptly stated that standards “do not dictate curriculum or teaching methods.”²⁵ Standards do “allow for variation in how teachers teach, and

²⁴ <https://childdiscoverycenter.org/our-school/academics/school-curriculum>

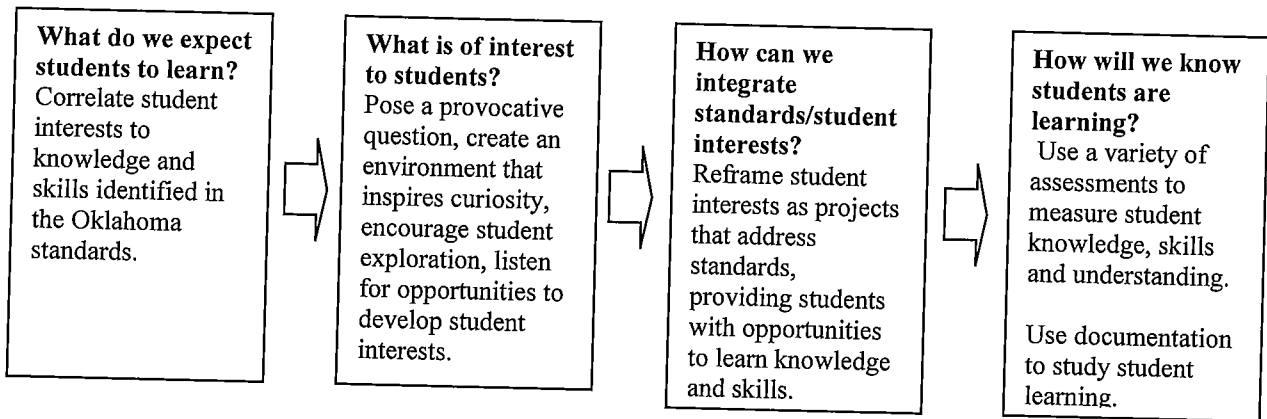
²⁵ <http://www.corestandards.org/the-standards>

students demonstrate understanding.”²⁶ Academically rigorous projects and service learning activities will inspire students to think and work as scholars and citizens. Teachers and school leaders will work together to develop and ensure that all students receive a standards-based curriculum that is mapped for effective planning and instruction but, is taught in a Reggio approach using project-based inquiry that engages and nurtures students in the ownership of their education. Mapping skills and content throughout the curriculum involves intense standards alignment, skill and concept maps, and content maps.

As an emergent curriculum, the curriculum cannot be mapped out in detail in advance of instruction. It will emerge as a framework when teachers learn about the students. Teachers will observe student behaviors, listen to student conversations, engage in discussions, invite parent input, and gather documentation to make the learning processes visible. Teachers will collaborate with each other and the students, as well as other adult stakeholders to reflect on experiences and determine whether the students’ level of interest, knowledge and abilities lie relative to a standard, concept or expected outcome. Using the information that unfolds, teachers will formulate a “learning hypothesis” and create instructional plans to move toward an educational objective by designing experiences and gathering resources that inspire and facilitate learning.

Planning for curriculum and instruction begins with the Oklahoma Standards as teachers ask, “What do we expect students to learn?”. The following graph depicts the emergence of the curriculum at Harlow as a Reggio inspired school.

²⁶ Krechevsky, M, Mardell, B, et al, (2013) Visible Learners: Promoting Reggio Inspired Approaches in All Schools, John Wiley & Sons.



To develop meaningful learning activities, grade level teachers are responsible for collaboratively designing effective project-based learning activities that engage students in real-world connections guiding the students toward higher levels of academic achievement. Project based learning involves students in original research, critical thinking, and problem solving. This process builds character along with strong academic skills. Project-based learning is also designed to build literacy skills in students, particularly in the reading and writing of nonfiction text. Harlow classrooms will be places where powerful learning is experienced, demonstrated, assessed and made visible.

Harlow teachers will require students to produce high-quality work. Harlow will support, celebrate, and reflect on student work to create a culture of excellence. Students will be prepared for global citizenship in an increasingly, complicated and inter-connected world. This preparation requires cross-discipline study which then develops knowledge of diverse cultures, languages and political systems in addition to a broad-based knowledge of physical terrains, ecosystems, and natural forces of our planet. Integrating global awareness also prepares students to be environmental stewards and proponents of social justice. Students will be challenged to consider solutions to social problems such as climate change, economic inequities, international relations and

conflict. Students will be encouraged and supported to envision how they can personally make a difference whether at a micro or macro level locally, regionally or globally.

Most importantly, Harlow will prepare students academically for success as lifelong learners. Paving the way for college, if that is the student's selected path, must begin in the primary years. Eliminating inequities and learning barriers, Harlow will ensure that all students have the option and opportunity to go to college by providing a college-bound curriculum, creating college-bound cultures and providing structures to support college and career readiness utilizing technology for a new generation. Harlow will also fully support students who may choose an alternate path to life including military service, entrepreneurship, skilled trades or craftsmanship.

Harlow has adopted the Reggio philosophy to education believing that children are capable and powerful learners when engaged in experiences that are of interest and are meaningful. Harlow therefore will embrace a pedagogy of listening and relationship building to cultivate a learner focused environment. To this end, Harlow recognizes the five principles of learning intrinsic to a Reggio approach:

- 1) Learning is purposeful. Teachers will make clear decisions about what is worth learning and create classrooms where learning is visible and is organized around understanding, knowledge and skills that are both purposeful and relevant to the learner.
- 2) Learning is social. Learning often involves multiple points of view and interpretations. This can lead more complex thinking and greater understanding as meaning emerges from acts of sharing, reflecting and

revising one's knowledge over time. Students are encouraged to observe, interpret, and discuss challenges of individual and group learning.

- 3) Learning is emotional. Classrooms and instruction are both designed to develop more than intellectual knowledge and skills but, include the emotional aspects of learning to spark curiosity. Fears and frustrations are consciously addressed as necessary to encourage children to open new doors of learning and develop self-confidence.
- 4) Learning is empowering. In a classroom where learning is visible, students become more self-directed, take charge of their own learning and commit to sharing their learning with others.
- 5) Learning is representational. Children learn in a variety of ways. Harlow scholars are encouraged to develop and express their thinking and learning through more than just words. Pictures, quotes, videos, audio recordings, performances, dance and movement, can demonstrate learning and when shared can build a collective knowledge.

The Reggio approach will be supported throughout Harlow with a vocabulary of collaboration, protocols, thinking routines, rubrics and norms. Assessment will be strengthened through a continuous cycle of feedback and reflection. Feedback practices will include quiet times for noticing and thinking, asking and listening. Students will be encouraged to increase their receptivity to critique and build a sense of reflection that acknowledges that not all feedback need be acted upon or accepted.

One of the primary instructional methods will be Project Based Learning (PBL). Within the Reggio model, "Project Based Learning is a teaching method in which

students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge”²⁷. Holm (2011) writes that PBL is “touted as superior to traditional teaching methods in improving problem solving and thinking skills and engaging students in their learning”²⁸. The Buck Institute for Education is a source of projects, rubrics, planning documents and other resources for educators who are utilizing PBL in their classrooms.

To further support the emerging curriculum, Harlow will utilize Rubicon Atlas²⁹ as described below:

Rubicon Atlas – “Atlas” - Atlas is a leading curriculum design and management system used by schools around the world. Atlas is customizable, with planning templates uniquely designed for each school’s curriculum approach, and Atlas also provides detailed reporting to help schools achieve curriculum goals. Atlas brings together the school’s community to support active collaboration in curriculum design and review. Teachers using Atlas develop their own unique curriculum, easily aligned to standards, and quickly share classroom best-practices with their colleagues.

As the trusted choice for education communities all over the globe, Atlas developers understand the need for a custom curriculum management system that grows with the school. More than just a repository, the system comes with incredible support and training for users to ensure engagement of stakeholders and a strong process. Atlas integrates any mandated curriculum into the school’s system and provides teachers the

²⁷ https://www.bie.org/about/what_pbl

²⁸ Holm, M. *Project-based Instruction: A Review of the Literature on Effectiveness*. Rivier College. 2011.

²⁹ <https://www.rubicon.com/offerings/atlascurriculum-design/>

ability to personalize curriculum with differentiation and instructional strategies, key to the Reggio model. Curriculum mapping at Harlow will initially take the form of diary maps, wherein each teacher will independently record map elements that have been a part of the students' learning based on Oklahoma standards. Atlas Rubicon will be used as a tool for curriculum mapping. "Curriculum maps are never intended to be static documents. They are the living, breathing database of a learning organization's current and past curricular history that serves as a catalyst for ongoing curriculum dialogue and decision making."³⁰

Atlas and State Standards – As a curriculum tool, Atlas has a dedicated standards team that maintains national and international sets of standards. They also consult on the design of local school standards. Along with the standards editing tool, which facilitates the development, unpacking, and identification of power standards, Atlas contains all the sets of learning outcomes as aligned to the curriculum. Within unit planners, teachers can target specific standards and benchmarks and align assessments to these standards. Atlas is a web-based application and maintains regular backups of curriculum data, so school administrators and teachers don't have to. The system is password protected and the data is backed up daily. Teachers can always retrieve deleted content through recycle bins and activity logs accessible in the system. Atlas is integrated with Google Docs™, Microsoft OneDrive™, and SAML. An API has been created that is available when administrators or teachers need it. The newest product, Pleiades, connects the curriculum in Atlas to student assessment results. By visualizing the school's assessment data, teachers and administrators can compare multiple

³⁰ Hale (2008). A Guide to Curriculum Mapping: Planning, Implementing and Sustaining the Process. Corwin Press Inc. Thousand Oaks, CA.

assessments at once and link the results to curriculum all in one place. All teachers will receive professional development in the use of Rubicon Atlas.

Harlow will open offering pre-kindergarten through grade two and will expand one grade per year until a full elementary school program is offered. Harlow does not plan to offer middle school or high school grade offerings. Therefore, graduation requirements are not addressed within this application.

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.*

A Cross-Disciplinary Approach - The curriculum at Harlow will include instruction in the following subject areas across the grade levels aligned to the Oklahoma State Curriculum Frameworks and Academic Standards as appropriate.

Reading - Reading is a complex process about making meaning. The reading process includes phonemic awareness, fluency, vocabulary development, and comprehension. At Harlow, comprehension strategies and critical thinking skills are taught across all grade levels to help students make sense of content and the world around them. Students learn to read while reading to learn. Students at all grade levels work with a balance of informational and literary text and learn to read carefully to extract evidence

from text. Complex text sources are used as an enriching challenge. Complex text presents students with an opportunity to go beyond perceived limits and accomplish more than they thought possible. Students tackle complex texts (individually and in groups) with care and patience to strengthen reading skill. Reading is taught across all content areas because each subject area requires students to learn from different kinds of texts. Even math, science, technology and art teachers explicitly teach and support students to be strong readers of text within their discipline. By integrating reading throughout the school day, the importance of reading is conveyed, and students develop skills in critical thinking and meaning making both in school and in life. The primary reading program is Pearson's Cornerstone Reading supported by Reading Reconsidered.

Writing - At Harlow, writing is taught across the curriculum in all grade levels. Students learn to write effectively to inform and to build arguments substantiated with evidence. They also learn to write with literary power in narrative and poetic genres. Teachers of math, science, technology, and the arts explicitly teach and support quality writing within their discipline. Students learn to write like historians, scientists, mathematicians, and artists. Through writing, students learn more deeply about content and communicate what they know. They learn to craft quality writing in a variety of contexts. Students write to learn while learning to write. Students have regular opportunities to write for authentic purposes and audiences beyond the classroom. Writing is the central vehicle for learning and communicating in all classrooms. The primary writing program is "Being a Writer" (Center for the Collaborative Classroom).

Mathematics - At Harlow, math is taught with rigor and integrity in discrete math classes. However, along with discrete math instruction, math is integrated into projects

whenever possible, in a lead or supporting role. Teachers of all disciplines support mathematical thinking in areas such as numeracy, statistics, patterns, and problem-solving. In the same way that Harlow celebrates literacy through events, projects, community meetings, exhibitions, and displays, mathematical thinking and learning is showcased and discussed throughout the building. Teachers at Harlow focus on foundational facts – vocabulary, formulas, algorithms, and number facts – that are always grounded in conceptual understanding. Teachers ensure that students develop procedural fluency, calculating with accuracy and efficiency. There is a strong focus on developing problem-solving skills and critical thinking. Students learn to use appropriate technology strategically for problem solving. Technology tools are not used as a substitute for learning foundational facts but are used to enhance conceptual understanding and problem solving. Math teachers support students to think like mathematicians and cultivate mathematical habits of mind – curiosity, risk-taking, perseverance, and craftsmanship. Students learn to reason abstractly and quantitatively, model mathematically to empirical situations, and to construct and critique mathematical arguments. The primary resource for math instruction will be “My Math” from McGraw Hill.

Science - Teachers at the Harlow support students to read, write, think and work as scientists. Students use project-based learning and collaboration with professional scientists and engineers for interactive instructional practices to foster inquiry and enable authentic student research. When possible, student research contributes to the school community and the broader community. Harlow teachers reinforce connections among science, math, engineering and technology as they promote skills in questioning;

developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence. Harlow will utilize STEMscopes as part of the primary science curriculum resource.

Engineering - The Engineering curriculum at Harlow is an inquiry-based STEM curriculum that teaches students thinking and reasoning skills needed for success. Built around the engineering design process, Harlow students learn how to solve problems systematically, creating skills, optimism, and attitudes that are vital for their futures. Integrated lessons, activities, and web resources aim to help students learn more about engineering. Some of these resources come from the National Science Digital Library (NSDL). NSDL is the National Science Foundation's online library of resources for science, technology, engineering, and mathematics education.

Technology - Students at Harlow will become literate in technology and develop skills and abilities to utilize technology in ways that enhance communication and problem solving through various ways of accessing, managing, integrating, evaluating and creating information to improve learning in all subject areas. Technology education is designed to create lifelong knowledge and skills for the 21st century.

Social Studies - At Harlow, the social studies curriculum is prioritized so that students develop an understanding of enduring concepts that can be applied to the global world as it continues to evolve. Teachers view social studies instruction as an opportunity

to develop each student's capacity to interpret their world critically and to then engage productively in the world. Teachers help students understand the big picture and timeline of history, emphasizing deep understanding rather than memorization of a myriad of facts and details. It is through this focus on the big picture that teachers support students to appreciate and understand diverse cultures and develop an understanding of the connections among ancient and modern cultures. To help animate history, teacher choose compelling case studies and projects that include narratives that intertwine history, government, economics, geography and culture, eliciting and illuminating enduring themes. Students investigate and address social issues within their local community and become compassionate community members. While learning social studies, students act as social scientists. They analyze primary sources, consider multiple perspectives, conduct research, and draw conclusions. Explicit literacy instruction is a focus for all students at all grade levels. As a result, students learn to read, write and think as historians. Pearson is the primary resource for social studies.

Arts - At Harlow, the arts in all forms are celebrated as a foundation for understanding culture. They are considered and valued as a central aspect of learning and life. Artistic skills are understood as intelligences and artistic achievement is valued as academic achievement. Student exhibitions of learning feature the arts along with all other subjects. The halls of Harlow will be filled with student artwork, displayed in such ways that honor the work. Artistic performances are a point of pride for Harlow. The visual and performing arts are taught using the same effective instructional practices that are used in the other disciplines and all students have access to professional artists and professional exhibitions and performances. Classroom teachers use professional art

educators and artists whenever possible to support high-caliber artistic learning. The arts build school culture and student character by emphasizing authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all disciplines. Arts are often used as a window into disciplinary content in other academic subjects. The arts are also used as a window into diverse cultures and regions of the world.

Fitness and Well-Being - Harlow promotes wellness in students and staff. Healthy eating, exercise, stress reduction, and healthy relationship – the key elements of physical and mental health – are included as part of Harlow’s wellness approach. The physical education program places a strong emphasis on personal fitness and nutrition and character development, and reinforces Harlow’s culture of respect, responsibility and achievement. Physical activity and outdoor time are woven into the school day whenever possible and appropriate. Experiences in the real world – working in and appreciating nature – are a priority for students and staff. Physical challenges push students to pursue excellence and assume responsibility for their own learning. Teachers help students understand the connections between physical challenge and academic challenge. Harlow provides a healthy hot lunch program with breakfast and snacks and discourages unhealthy foods. All staff emphasizes the importance of wellness and are stewards of a climate of social and emotional safety for students.

Curriculum Expectations - Curriculum expectations are communicated to staff, students and parents in a variety of ways. Staff is informed about the curriculum in written communications embedded in Harlow’s various operations manuals, to verbal

communication via one-on-one or group meetings including professional learning communities (PLC). Ongoing communication with staff also occurs via Harlow evaluation system that includes Marzano's iObservation tool. Parents are informed about the curriculum through the Parent/Student Handbook and regular curriculum meetings. Students are informed about the curriculum expectations through classroom syllabi and daily content and learning expectations that are verbally communicated by the teacher and put in writing on classroom white-boards.

Harlow's Educational Program will be predicated by the Oklahoma Academic Standards. Instructional strategies are based on best practices and research-based frameworks. The teachers at Harlow will utilize Cooperative Learning strategies and Project Based Learning strategies to engage students in active academic tasks. Best practice methodology includes setting clear lesson goals, starting lessons with show and tell, questioning to check for understanding, utilizing graphical summaries, practice, providing students with feedback, flexibility with timelines for learning, encouraging productive group work, teaching student strategies for learning and nurturing meta-cognition.³¹

In addition to ATLAS, teachers will have access to a variety of primary and secondary resources, as noted below, which will be aligned to the standards and objectives of each lesson. Using the Marzano lesson design, teachers will incorporate lesson segments to interact with new knowledge, deepen and practice new knowledge and help students test and hypothesize to synthesize new knowledge. Teachers will also

³¹ (<http://www.evidencebasedteaching.org>).

use formative assessment data to tailor instruction and provide feedback to students to help them monitor and track their learning goals. This best practice will empower teachers to reach all students at all levels, whether general education, students identified for special education support services, English language learners, at-risk students or gifted students.

English Language Arts Instruction (Reading Comprehension & Fluency, Vocabulary, Grammar, Writing and Spelling): Harlow will utilize the Oklahoma Academic Standards for Language Arts instruction. The standards can be downloaded from the web by visiting:

http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-ELA-Final%20Version_0.pdf.

The site describes the ELA standards this way: “dependent reading and writing is a natural outgrowth of strong standards implementation through rigorous curriculum.” Students are asked to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer to what they’ve read. This develops critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines. Literacy standards allow teachers of ELA,

history/social studies, science, and technical subjects to use their content area expertise to help students meet the challenges of reading, writing, speaking, listening, and language in their respective fields.

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

The textbook series will be Pearson Cornerstone/Keystone series, which will coordinate with the Pearson English Learning System utilized by English Learners. Cornerstone (Elementary) is a multi-level program designed for Elementary English Learners and struggling readers whose academic achievement is two or more years below grade level in grades K-5. The system uses a balance of content area reading and high interest stories to provide research-based reading and language skills instruction. The program features include academic language acquisition, instructional support imbedded resources, and ancillary support.

Harlow students will utilize the Pearson English Learning System not only to master English, but to improve their understanding of content material and vocabulary as well. The connection between the English Learning System and the actual reading program using Fountas and Pinnel leveled readers give students an integrated approach that reinforces instruction both in English and in reading comprehension.

In addition, students will work with their instructor daily in Guided Reading Groups. This gives every student the opportunity to work with their teacher one on one every day. Every student is given a chance to work on grade level reading comprehension skills taught to the class at their own reading level. Celebration of success at all levels of performance is extremely important for continued growth.

One additional resource used is Making Meaning Comprehension and Vocabulary series. This allows English Learners to focus specifically on comprehension strategies and vocabulary that is used daily. Such a focus is extremely important for those students who are learning the English language and allows them to more easily read content area text books and stories.

Mathematics Instruction: The My Math series by McGraw-Hill will be utilized as the textbook for mathematics instruction. This program will be used to meet the State Standards content objectives for math, found at:

http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-Math-Final%20Version_3.pdf

For more than a decade, research studies of mathematics education in high-performing countries have concluded that mathematics education in the United States must become substantially more focused and coherent to improve mathematics achievement in this country. To deliver on this promise, the mathematics standards are designed to address the problem of a curriculum that is “a mile wide and an inch deep.” These standards build on the best of high-quality math standards from states across the country. They also draw on the most important international models for mathematical practice, as well as research and input from numerous sources, including state

departments of education, scholars, assessment developers, professional organizations, educators, parents and students, and members of the public.

The math standards provide clarity and specificity rather than broad general statements. They endeavor to follow the design envisioned by William Schmidt and Richard Houang (2002), by not only stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value and the laws of arithmetic to structure those ideas. In addition, the “sequence of topics and performances” that is outlined in a body of math standards must respect what is already known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” Therefore, the development of the standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time. The knowledge and skills students need to be prepared for mathematics in college, career, and life are woven throughout the mathematics standards. They do not include separate Anchor Standards like those used in the ELA/literacy standards.

Common Core concentrates on a clear set of math skills and concepts. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems. These standards define what students should understand and be able to do in their study of mathematics. But asking a student to understand something also means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look

like? One way for teachers to do that is to ask the student to justify, in a way that is appropriate to the student's mathematical maturity, why a mathematical statement is true or where a mathematical rule comes from. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

Manipulatives and technology will be utilized on a regular basis so that students can engage more meaningfully with the content. As students master grade level objectives in class, Accelerated Math worksheets will be given as homework. These sheets allow teachers to differentiate instruction by tailoring worksheets to each individual student learning level, arrange groups for small group or individualized instruction, and design groups for cooperative learning during class. The Accelerated Math program works by initialing assessing all students, determining their strengths and weaknesses, and then designs sheets that instruct students in areas of weakness or challenge them in areas of strength, offer practice opportunities, and then create assessment worksheets. Students complete the worksheets on a separate answer sheet that gets graded by the computer. At that point, the program determines whether more instruction and practice are needed or whether a new topic should be introduced.

Utilizing digital devices, students will also visit websites to practice skills, play games, and take assessments. In particular, students will utilize: BrainPOP! and BrainPOP! Jr., www.sheppardsoftware.com, and www.coolmath-games.com. Additional games and activities that allow students to use math skills to accomplish tasks for everyday life will be utilized whenever possible.

Science Instruction: Instructors will utilize Next Generation Science Standards to teach our students grade level science concepts. The standards are located at <http://www.nextgenscience.org/next-generationscience-standards>. While Harcourt Science textbooks will serve as a resource, STEMscopes classroom science kits providing hands-on experiments and activities that engage students in the excitement of performing science. Delta-Foss kits are used as a supplemental performance piece, allowing students to work with more sophisticated pieces of equipment, integrate math and record-keeping and work more consistently using the Scientific Method. Resources such as STEMscopes, Discovery Ed streaming, www.primarygames.com/science.php , www.sheppardsoftware.com/science.html , www.sciencekids.co.nz/gamesactivities.html provide examples of the scientific method in process, view demonstrations or experiments, and demonstrate their understanding through various activities and performance assessments.

Social Studies Instruction: Harlow will follow the Oklahoma Academic Standards for all grade levels. The standards and several excellent resources (vocabulary lists and a toolkit) can be accessed from <http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Social%20Studies%20OK%20Academic%20Standards.rev815pdf.pdf> . The Scott Foresman textbook series serves as one resource. In addition, students will again utilize Discovery Education, Sheppard Software, other on-line games, and Reader's Theater as appropriate. Further, students will work to engage themselves in community projects, gaining a deeper understanding of community and the need to know about all cultures, history, geography, and economies of the world.

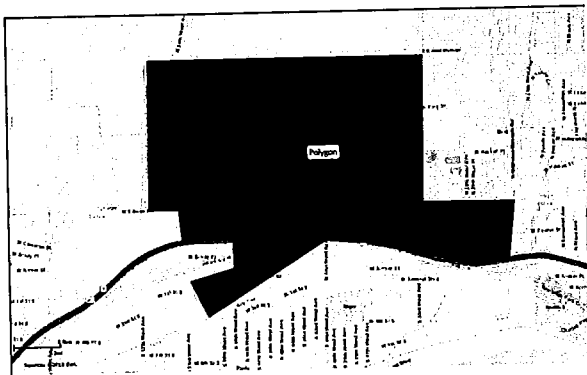
Special Needs: Harlow's commitment to a diverse and inclusive community will extend full support to students with disabilities and those that have limited English skills. All children can learn and Harlow will maintain appropriate but rigorous standards for all students, while providing a support structure specific to the needs of each everyone. Harlow will provide a free and appropriate public education to all students. For students that have special needs we will ensure their education takes place alongside their classmates in the least restrictive environment in accordance with the individuals with disabilities in education act (IDEA). Harlow will ensure that the appropriate number of teachers, having special education or English language learner certifications, are hired to meet the needs of our students and fulfill the obligations of any IEPs. Harlow will use an inclusion model to the extent practicable to allow students with disabilities and those with limited English to be part of the classroom community. Harlow will have a child study team to identify and ensure that the needs of all students are met. Harlow will also employ a response to intervention system to identify, support and monitor struggling students. This team will meet weekly to review support for individual students and ensure their needs are being met or make changes to meet student needs. Since Harlow is designed to be a diverse community, teachers will be trained to be sensitive to the different ways students can express their engagement, thus allowing students the freedom to learn and show their learning despite their differences. To support its English language learners, Harlow will utilize a focused, daily time block to give these students the support they need to master the English language. Harlow will utilize cooperative reading strategies, graphic organizers, digital applications, and specially selected reading materials to allow English language learners to access the core curriculum, enhance

language development and be a member of the classroom/school community.

The standards and objectives for the curriculum by grade level and content area have been added to this application in Other Documentation – Appendix B.

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.*



Located at 4305 W Edison in
Tulsa OK, 74127; Harlow will be open to
any student living within the designated

academic enterprise zone in accordance with Sections 8-103 and 8-104 and 3-140 of Title

70. No student will be denied admission based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. Harlow shall comply with all applicable anti-discriminations laws governing public schools including Title VI of the Civil Rights Act.

Each year, students living within the academic enterprise zone, upon verification of residency, and in compliance with local immunization statutes, will be selected by lottery (if applications exceed available seats).

The Oklahoma Charter School Act states: “A charter school may designate a specific geographic area within the school district in which the charter school is located as an academic enterprise zone (AEZ) and may limit admissions to students who reside within that area. An academic enterprise zone shall be a geographic area in which sixty percent or more of the children who reside in the area qualify for the free or reduced school lunch program. Data documents that Chouteau Elementary School previously had a 99% free and reduced student enrollment. It is therefore anticipated that the proposed academic enterprise zone will qualify.

Any child meeting the eligibility requirements of Oklahoma law will be eligible to apply to the Harlow lottery. Preference will be given to students living within the academic enterprise zone as noted. Beside age and residence, there are no other requirements for admission. As of early 2018, there were 79 households with Children between the ages of 4-8 within the AEZ boundaries.

Applications for the forth coming 2020-2021 academic year will be due on the first Friday of January 2020. If there are more applications than space available, a public lottery will be held for admittance on March 1, 2020. Parents will be notified by March 15, 2020 if a lottery needs to be held. Notification of admittance will be done via letter to be sent out no later than March 31, 2020. Parents must confirm that their student will be attending by the last Friday in April 2020.

Harlow seeks to reflect the population of the community within which it resides.

As such, we anticipate serving a population that is approximately 10% Hispanic, 20% African-American, 40% Caucasian, and 20% American Indian with the remaining percentage of students identifying as other races or multiracial. We project that over 60% of our students will qualify for free and reduced lunch, up to 20% may qualify for special education services and approximately 15-20% will identify as English language learners. Materials will be sent to all families within the academic enterprise zone informing them about Harlow and the steps to take to apply for admission. These materials will be made available in Spanish and any other languages (Hmong, Arabic, Burmese, etc.) that may be needed.

Harlow Creek seeks to use a slow growth model similar to that of the development in which it resides. As such, budgets have been developed to sustain the school at numbers as low as twenty students. This approach is reflective of the first six years of development at Carlton Landing.

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.*

The Board of Directors acknowledges that student conduct is closely related to learning and an effective instructional program requires an orderly school environment, as reflected in the behavior of students. Harlow will adopt and reflect the discipline

policies established by Tulsa Public Schools as published in the Parent Guide³². The Board believes the best discipline is self-imposed, with students assuming responsibility for their own behavior and the resulting consequences.

The Board shall require each student of this Academy to adhere to the Code of Conduct established by the administration and submit to such disciplinary measures, appropriately assigned for infraction of those rules. Such rules shall require students to do the following:

- A. Conform to reasonable standards of socially acceptable behavior;
- B. Respect other persons and their property;
- C. Preserve the degree of order necessary for the educational program in which they are engaged;
- D. Respect the rights of others;
- E. Obey the constituted authority and respond with respect to those who hold that authority.

The School Leader shall develop Administrative Procedures for student conduct (Code of Conduct) that carry out the purposes of the Board adopted policy and have the following characteristics:

- A. Focus on the need to maintain a school environment conducive to learning;
- B. Do not discriminate among students;
- C. Do not demean students;
- D. Do not violate any individual rights constitutionally guaranteed to students.

³²<https://resources.finalsite.net/images/v1534447569/tulsaschoolsorg/dmagas8e3yqzfhlgfjf/ParentGuide1819.pdf>

The School Leader shall also designate sanctions, excluding corporal punishment, for the infractions of rules in the Code of Conduct. The sanctions shall accomplish the following:

- A. Relate in kind and degree to the infraction;
- B. Require the student to take responsibility for his/her actions;
- C. Reduce the effects of any harm caused by the student's misconduct.

Harlow shall publish to all students and their parents the rules of this Academy regarding student conduct, the sanctions which may be imposed, and the due process procedures to be followed in administering the Code of Conduct.

The School Leader shall have the authority to assign discipline to students, subject to Administrative Procedures (Code of Conduct) and the student's due process right to notice, hearing, and appeal.

Staff members with authority over students shall have the authority to take the necessary means to control any disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board.

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.

Harlow, its teaching staff, administration and its board of governance recognize and value the uses of quality assessments. Staff will receive regular professional development on the use of assessment data to drive continuous school improvement. Harlow will utilize the concept of feedback loops as a method to ensure that quality assessments are employed as a method of for continuous improvement as it pertains to teaching and learning. Teachers will create grade/subject level common formative assessments that will inform teachers what is being learned daily. This will allow teachers to find best practices that fit their students, adjust teaching strategies based on data, collaborate with fellow teachers and maximize student learning in real time. Teachers will also give common summative assessments at the end of units/projects to ensure that students are progressing toward established state standards. The school leader will collect, organize and disaggregate summative data to establish any potential patterns of areas in need of improvement. The school leader will work with teachers to ensure that students in need of improvement are re-taught utilizing a new differentiated approach. The school leader will report summative assessment data to the board during monthly board meetings. The school leader will also inform the board as to how the Harlow students are progressing relative to similar populations across the city, state and nation. Regular assessment will document the progression of student learning.

Administration will develop a continuously improved assessment and evaluation model that allows stakeholders to follow student progress and support learning. Assessments will include the NWEA's Measure of Academic Progress (MAP) and state assessments, including early literacy assessments. Assessments provide teachers with the

ability to improve teaching and student learning through measurable, data-driven decision-making. The assessment program will include formative and authentic assessments used by classroom teachers to include portfolios of students' project based learning. Assessments designed to make learning visible in accord with the Reggio adopted philosophy may also include writing samples, artwork, videos, audio recordings, performances, dance and movement.

While assessment data is paramount for all schools, Harlow places great value on community. As such, students will also be assessed on their service to the community. To some, the idea of community service is seen as a compensatory requirement. Harlow will not simply measure students' service to the community in the traditional method of hours. Rather, Harlow seeks to create community-minded citizens. As such, Harlow values service in terms of social action, in other words, meeting a need within the community. This expectation is not something to be done wholly outside of the school day. Rather, Harlow teachers will facilitate learning through social actions and; students are expected to achieve academic understanding through learning about their community and meeting needs therein.

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.*

Harlow Creek School will comply with all Oklahoma School Testing Program

requirements and will adhere to all guidelines, rules and requests set forth by the State Office of Accountability. Harlow Creek will act with complete transparency to the board of governance, Tulsa Public Schools, the State Department of Education and all other partner agencies. Harlow will adhere to the standards set forth by federal legislation including but not limited to Title I, Title III, Title VI, Title IX, and Every Student Succeeds Act.

All assessments mentioned in the student assessment portion of this document will be aggregated to provide a yearly perspective document that informs the board, sponsoring agency and other partners of academic progress. The yearly perspective will include achievement data for all sub-groups, grade levels, and will highlight trend data. Included in the report will be areas in need of improvement and a plan for improvement. In addition to this academic report, Harlow will provide an organizational perspective to ensure financial transparency and organizational health.

Harlow will follow the Tulsa Public Schools accountability plan and process, including all testing and reporting procedures set forth by the district. We will follow all Oklahoma State testing programs and reporting procedures. The designated school testing coordinator will attend all required trainings and ensure that all building personnel are properly trained and adhere to all testing protocols.

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.*

The following individuals have been actively involved with the development of Harlow Creek Elementary School from its inception. Incorporated with the Oklahoma Secretary of State on July 26, 2018, the initial incorporators currently serve as the officers and directors of Harlow Creek Elementary School, Inc. and are the initial proposed members of the Board of Directors ("Board").

Name	Address	Background and Experience	References
Scott Pardee	9802 E. 85 th Place Tulsa OK 74133	Entrepreneur & Construction Mgr	To be provided separately
Caleb Starr	8937 S. Darlington Ave Tulsa OK 74137	Educator	To be provided separately
Kelsey Pierce	11522 S. Mulberry Lane Jenks OK 74037	Attorney at Law	To be provided separately
Jerry Goodwin	2406 W. Pine Pl. Tulsa, OK 74127	Educator	To be provided separately
Rachael Stagner-Farrell	7304 S. 99 th E. Ave, #711 Tulsa, OK 74133	Accountant	To be provided separately
Employees/Consultants			
Sarah Luna	1331 E. 21 st Street Tulsa, OK 74114	Educator	To be provided separately
Dr. Lorilyn Coggins	317 W. Caroline Fenton, MI 48430	Educator	To be provided separately

With a Bachelor of Science degree from Oklahoma State University, Scott Pardee

is a managing member at Pardee Construction and Evolving Communities development. Scott served on the board for several community organizations including the U.S. Green Building Council and has over fifteen years of experience in construction management.

With a Master's Degree in Educational Leadership from Oklahoma State University, and working to complete his E.D.D. from the University of Oklahoma, Caleb Starr worked for nine years at Tulsa Public Schools and is currently employed at Broken Arrow Public Schools.

Kelsey Pierce, current Board Treasurer, is a practicing attorney having earned his law degree from the University of Tulsa College of Law after having earned a Bachelor's Degree from the University of Oklahoma. Pierce currently works for Barber & Bartz with expertise in business organization, non-profit corporations, zoning, property law and intellectual property. As we approach our first school year Oklahoma Consulting and Accounting Services LLC will move into the role of treasurer.

This founding team includes an education expert, operations expert and school finance expert. As the education lead, Mr. Starr has been instrumental in establishing the school's unique approach to delivering the curriculum to fulfill Harlow's mission and vision and enhanced student achievement. As the operations expert, Mr. Pardee will be instrumental in procuring the facility and has also been influential in reaching out to the community to establish community partnerships. Mr. Pierce understands school finance and has been instrumental in developing an accurate pre-operational and first year operations budget.

Additionally, Board Member Rachael Stagner-Farrell is currently employed at Muret CPA and has served in volunteer capacity in assisting Educare with accounting

support and community awareness for the past several years. Jerry Goodwin, a respected writer in the community and local college professor, has served on the National Board for the American Red Cross. We believe both of these individuals offer balance and leadership to our blossoming school.

Part of founding team, Sarah Luna has been identified as the School Leader. As School Leader, she will be a non-voting member of the Board of the Directors. Sarah has earned a master's degree in educational leadership from Concordia University. Her bachelor's degree was earned at the University of Oklahoma. With both charter school and traditional public-school experience, Ms. Luna will step in and lead Harlow with the requisite skills and abilities to move the school forward toward its stated vision.

As needed, additional legal counsel may be provided by William Hickman of Hickman Law Group or Gregory M Meihn of Foley & Mansfield. Based in Ferndale Michigan, Mr. Meihn is licensed to practice in the State of Oklahoma and has extensive experience in the national charter school sector. His contact information is as follows:

Name	Address	Telephone	E-mail address
Bill Hickman	330 W. Gray St, Ste. 170 Norman, OK 73069	(405) 605-2375	hickman@hickmanlawgroup.com
Gregory M. Meihn	130 E. Nine Mile Ferndale MI 48220	(248) 672-4132	gmeihn@foleymansfield.com

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.*

Harlow will be governed by the Board of Directors (the “Board”). Harlow has been established and incorporated as an Oklahoma non-profit. Harlow was organized by a group of community members interested in forming a high-quality charter school for the primary purpose of providing educational choice for residents of the Northwest Tulsa, to improve student learning, and to promote innovation within the school through a Reggio approach and a focus on the community. The governing board is comprised of community and educational leaders that want to volunteer their time to serve Harlow. These individuals represent a cross-section of experience, to include education (organizational and pedagogical), business (organizational, operational and financial) and law. As the Board evolves, some of the board members may be parents of students who will attend Harlow.

The Board of Harlow (the “Board”) plans to conduct fingerprinting and background checks on Board members and any exceptions noted on the background check(s) will be disclosed to the Tulsa Board of Education. Additionally, Harlow intends to require any disclosure statements regarding criminal activities, pending legal actions, and/or conflicts of interest be executed by Board members as required by law.

To protect the original plan and culture of Harlow, the Board will seek to stagger Board terms and use an interview process for the selection of new Board members to ensure that the mission and vision remain in alignment.

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).*

The governing Board is comprised of all board members and the School Leader, who is a non-voting member. The School Leader is on the Board to serve as a liaison between board members and the school and its employees and is responsible for reporting on day-to-day operations, academic and financial reports and general organizational health. No school employee shall be eligible to serve on the Board as a voting member. The prospective members of the Board understand that their role is to ensure, while the School Leader's role is to execute. The Board will be responsible for the following:

- **Mission and Vision**: Create and steward the vision and mission of the school.
- **School Policy**: Create a comprehensive set of policies to facilitate academic and organizational success and protect the school, students and all other stakeholders.

- **Financial Oversight**: Ensure the financial health of the school, create a mechanism for fundraising, create budget and ensure adherence, maintain financial transparency.
- **Community Visibility**: Advocate for the school throughout the community, respond to community questions and concerns, increase the school's network of partner agencies.
- **Compliance**: Make sure the school and organization operate within all laws, policies and regulations pertaining to public charter schools, file all legal and regulatory documents.
- **School Leader Oversight**: Select, manage, evaluate and support the School Leader.

The Board will elect a president, vice president, secretary and treasurer. The following oversight committees may be formed to assist in the governance process: Finance, Academics, Organizational Governance, and School Leadership Development. A copy of the filed Articles of Incorporation and Bylaws has been included in Attachment G.

The Board intends to secure liability insurance to assume liability for any issues arising from Harlow, to include tort liability. The Board also agrees that the sponsor has no liability relating to Harlow.

The Board is responsible as the governing entity of a public school for the creation and monitoring of the policies to ensure compliance with the law and the achievement of the mission of Harlow. The Board also understands its responsibility for the operational decisions of Harlow and the oversight necessary of administrators,

teachers, and staff to ensure the legal and proper implementation of these operational decisions.

The Board understands that it is subject to the same conflict of interest requirements as any traditional public-School board member, as well as the conflict of interest requirements of a non-profit entity. A proposed conflict of interest policy will be provided upon request.

The Board understands that it may not enter into a contract, to include an employment contract, until it has an approved application and charter. The Board understands that it exists solely as a result of the charter approval and that it must at all times comply with the terms and conditions of that charter. The Board will endeavor to create a partnership with the authorizer, fulfilling the purposes of the Charter School Act. The Board understands that, as a legal entity, it has the authority to sue and be sued in its own name. The Board understands that it is prohibited from levying taxes or issuing bonds.

Meetings are tentatively planned for the third Tuesday of each month. This timing specifically allows for timely financial reports to be presented after a monthly reconciliation and closing of the prior month's books. Meetings will be held at the school.

The Board of Directors will comply with the Oklahoma Open Meeting Act and the Oklahoma Open Records Act by regularly consulting with legal counsel.

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.*

While parents may be selected to serve on the Board or serve on a special committee under the Board, only the voting members of the Board of Directors shall have decision making responsibility.

Parents may attend board meetings in accordance with the Open Meetings Act and express opinions or objections during the public comment section of the board agenda. Concerns should always be addressed to the School Leader before bringing a complaint to the Board. A complaint procedure will be published in the Student Handbook.

Parent volunteer opportunities exist where parents can chaperone field trips, serve as playground monitors or coordinate special guest speakers. Parents can also aide the Board to achieve the mission of Harlow by:

- Ensuring their child attends school on time and is prepared to learn.
- Being aware of their child's progress and talk about school with him/her.
- Communicating with teachers and school staff to support and challenge their child.
- Encouraging reading and writing at home.
- Encouraging child to complete homework.
- Expecting the school to maintain proper discipline.
- Participating in activities that support the school.
- Being responsible for their child wearing uniform.

Parent/Teacher Conferences: Parents will be notified frequently about student progress. During the school year, there will be a minimum of two formal parent/teacher

conferences scheduled for the parents and teachers to have one-to-one discussion regarding the student's progress.

Harlow embraces the concept of community identifying parents as the most important stakeholder group. Once opened, active involvement by parents can take the following forms:

- Attendance at professional workshops and trainings held on campus
- Assistance with tutoring and support programs
- Volunteering to assist with classroom activities, labs, and field trips
- Assistance with the development of community partnerships
- Attendance at regular Parent University meetings
- Utilization of the Parent Participation Station

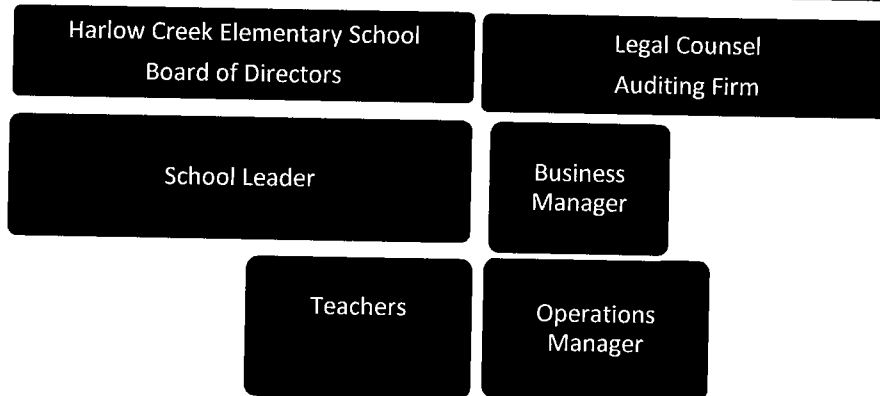
Parent University events will feature experts from the community who will speak on various topics based on community need. The **Parent Participation Station (PPS)** will be an on-site resource center for parents with a lending library, computer center (for access to surveys and electronic communications), minutes from committee and board meetings, and data charts showing academic progress. The PPS will be home to the PTO, Parent University, and the location from which volunteer activities will be coordinated and community partnerships established.

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.*

Oklahoma Department of Education

Tulsa Public Schools



School Leader. The School Leader is an employee of the School Board and will perform the following duties:

- Embody, manifest, and advocate the mission of the school.
- Articulate the vision for the school and its future.
- Monitor and address all matters of school climate and culture.
- Serve as an ex-officio member of all standing committees.
- Provide to the Board with various scenarios and possibilities for the Board to consider as it does its work focusing on the strategic future of the school.
- Represent the Board in its relations with the faculty, staff, students and the patrons of Harlow.
- Direct or assist with all operations of Harlow, including facilities maintenance and operation, food service, transportation, athletics, extracurricular, summer programs, development and fund raising, and community affairs.

- Monitor curriculum, grading, testing, and reporting to parents
- Prepare for and conduct periodic program evaluations
- Submit reports to external agencies as required
- Establish disciplinary policies and standards of conduct
- Represent the school in its relations with state and federal agencies and with local, state, regional, and national educational organizations and accrediting agencies.
- Act as liaison with the other organizations to ensure fulfillment of the school's contractual obligations; to coordinate schedules, arrange for rentals, and coordinate procedures where the interests of both organizations are involved.

During the first school year, the school leader will need to operate in the role of a teacher and school leader for sustainability purposes.

Operations Manager. The Operations Manager reports directly to the School Leader.

The following duties will be performed by the Operations Manager or, as the size of Harlow grows, by office staff under the supervision of the Operations Manager:

- **Admissions Duties:** Supervise the admissions process to determine programs for the recruitment of students, including marketing and outreach, information dissemination, applicant testing and interviews and acceptance and decisions.
- **Human Resource Duties:** Handle all matters regarding employment, retention, and dismissal of personnel; salaries and contracts; job assignments and performance evaluation; and orientation and training. To prepare employee handbooks and maintain appropriate personnel records.

Business Manager. The Business Manager reports directly to the Board. This position may be initially outsourced to an independent contractor. The following duties will be

performed by the Business Manager or, as the size of Harlow grows, by office staff under the supervision of the Business Manager:

- **Budgeting.** Supervise the office staff in the preparation of preliminary and final budgets;
- **Financial Modeling.** Prepare financial models and projections as requested by the School Leader;
- **Assessments and Collections.** The Business Manager will oversee the collection of all monies as they become due.
- **General Records.** The Business Manager will maintain and keep complete, accurate and up-to-date books and records for Harlow, including accounting and financial records, correspondence, and all other records that are provided to School Leader and reasonably related to Harlow. This includes, but is not limited to, the contracts relating to Harlow, business and other dealings with suppliers, and all others with whom business is transacted.
- **Financial Management and Records.** The Business Manager will establish a financial accounting system for the affairs of Harlow, including the establishment of reserve accounts. This financial accounting system will include the following activities:
 - Maintenance of the checkbook and entering deposits and drawing checks as necessary. The Business Manager will oversee the prompt deposit all monies collected on behalf of Harlow. The Board reserves the right to designate signatories on all accounts.
 - Preparation of the Financial Report as part of the Management Report.

- Receipt and reconciliation of the monthly bank statements, delivery to the Board access to the monthly reconciliation, and maintenance of a system of office records, books, and accounts in accordance with generally accepted accounting principles.
- Maintenance of the general ledger and subsidiary accounts.
- Disbursement from the funds of Harlow regularly and punctually:
- payments for salaries and any other compensation due and payable to the employees of Harlow, together with the payroll taxes thereon,
- any benefit related expenses, and any markup required;
- Academy insurance premiums; and
- Sums otherwise due and payable by Harlow as operating and maintenance expenses.

In no instance should there ever be a late payment charge on an obligation because of failure to pay on time unless the Business Manager has been instructed not to pay on time. In the event of such a late charge or penalty, School Leader will reimburse Harlow for such charge or penalty providing Harlow was financially capable of making payment when originally due.

Teacher. The Teachers are responsible for most direct instruction and direct contact with the students with a job description more specifically defined below:

- Maintain and enrich their expertise in the subject area they will teach
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter

- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis
- Provide direct and indirect instruction
- Long and short-term planning addressing individual needs of students
- Prepare students adequately for all required assessments
- Evaluate students' progress
- Prepare at least quarterly individual student achievement reports for parents
- Provide an inviting, exciting, innovative, learning environment
- Engage in effective and appropriate classroom management
- Accept and incorporate feedback and coaching from administrative staff
- Serve as an advisor to students, including organizing advisory groups,
- Overseeing academic and behavioral progress
- Perform other duties, as deemed appropriate by the School Leader.

Other positions necessary to the effective operations of Harlow may be initially outsourced to include support services required by students' IEPs in accordance with their disability that may include teacher consultants, resource room teachers, occupational therapy, speech therapy, psychological evaluations, and social work. Additionally, custodial services and lunch room supervision will initially be outsourced until Harlow's enrollment is such that the positions can be filled by full-time employees. Harlow shall ensure that at all times all students are provided with an appropriate education. It is anticipated that some of these support services could be contracted through Tulsa Public

Schools. Staffing levels will be determined on an annual basis based on enrollment needs.

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.*

PERSONNEL AND EMPLOYMENT POLICIES

1. Discrimination. It is the policy of Harlow to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex or disability. It is further this Academy's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, layoff and termination. Harlow complies with all applicable equal opportunity laws and regulations administered by the U.S. Department of Education, the U.S. Department of Labor and the U.S. Equal Employment Opportunity Commission. Qualified disabled individuals will not be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any program or activity operated by or through Harlow solely by reason of disability. Administrators will make reasonable accommodations to the known physical or mental limitations of otherwise

qualified disabled applicants or employees unless such accommodations impose undue hardship on the operation of Academy's programs and activities.

2. Harassment. It is the policy of Harlow to prohibit harassment, upon any basis, from occurring in the workplace or any other place where an Academy sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate Harlow's commitment to maintaining a workplace environment that is free of harassment of and by its employees. It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

a. Defining Harassment - Unwelcome verbal, physical, or visual conduct may constitute harassment when:

- i. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with Harlow.
- ii. Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,
- iii. Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

b. Harassment may include such actions as: repeated offensive or unwelcome verbal comments, jokes, or innuendo words or gestures used to describe a person or depict a situation; or the display of offensive objects or pictures.

c. Investigation and Remediation. If an employee believes that he or she has experienced harassment, or believes that he or she has witnessed harassment, that

employee should immediately notify an administrator or Board member with whom the employee feels most comfortable in discussing the matter.

d. A designee of the Board will promptly investigate all reports of harassment.

This information will be kept confidential by the investigator and will only be reported to the Board or its' legal representative.

e. If an investigation confirms that harassment has occurred, the Board will take appropriate corrective action which may include but not be limited to, a verbal reprimand, an official memorandum in an employee's personnel file, salary adjustment, suspension with or without pay, or termination of the offending employee.

f. No employee will be subject to employment-based retaliation, intimidation, or discipline because of making a complaint of harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of harassment.

2. Employment Policies.

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

b. Employment Status. During her/his first year of teaching at Harlow, the faculty member will be a probationary employee, regardless of years of experience. If the

Faculty member is not notified in writing by June 30th of the school year that the contract will not be renewed, the teacher will be re-employed for the following year pursuant to a continuing contract.

c. Certification. Every attempt will be made by Harlow to place fully certified teachers according to state Teacher Certification requirements, or highly qualified teachers in accordance with No Child Left Behind Act and Every Student Succeeds Act. Finally, Harlow will attempt to employ experienced teachers when possible, experienced teachers will have more than three years of classroom teaching experience.

d. Employee Discipline, Suspension and Dismissal. Due Process: Review by Committee of Directors. A teacher has the right to appeal the decision of the School Leader to a Committee of Directors. The Committee will then review all information, including but not limited to evaluation reports, documents related to the teacher's work history, logs of conversations, "Plan of Improvement", and written responses by the employee. The Committee will review the procedure taken by the School Leader, both in their Performance Review of the teacher, assistance with a Plan of Improvement, counseling of the teacher and the process used by the School Leader in their determination of teacher discipline, termination, or suspension. The Committee will determine if the process followed was in keeping with the policies, procedures and philosophy of Harlow. If the Committee determines that the process was correctly followed and that the decision of the School Leader was sound based upon the facts, then they will uphold the decision of the Head of School. If the Committee finds that proper procedure was not followed or finds that a correct decision concerning the teacher was not made, then they will overturn the decision and the School Leader will

formulate a new “Plan for Improvement”. If the Plan of Improvement is successfully completed, then the teacher is retained. If the Plan of Improvement is not completed within the time frame, the teacher will go directly before the Committee for determination of their employment status. If it is the opinion of the School Leader that the teacher presents a direct threat to the safety and/or welfare of the students, to Harlow, or any Academy employee, then the School Leader may immediately suspend the teacher without pay and arrange for a prompt hearing before the Committee without first consulting with the President.

e. Employed “At-Will”. All employees of Harlow are at-will employees.

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

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

salary due, prorated to the date of resignation. Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined in the approved Policy and Procedure.

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

i. Hiring Policies. Employees may be hired as regular full-time employees or regular part-time employees. Employees will be placed on Harlow payroll and will be eligible for all benefits. Employees who are not regular full time or regular part time will be contracted on an individual basis. Support personnel will be individually contracted. Employee benefits packages will be administered on an individual employee basis.

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

k. Hiring Procedures. The following procedures will be administered for the hiring of regular full-time or regular part-time employees.

i. Declaration of Available Position.

1. The School Leader will declare a regular full-time or regular part-time faculty position to be available.

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

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

ii. Notice and Review of Applications.

1. If the position is to be filled, the Directors will direct the School Leader to file notice of the position vacancy with various sources to attract the best qualified applicant.

2. The School Leader will review applications and resumes and will determine which applicants that will be interviewed.

3. The employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with Harlow or a prospective employee's likelihood of being hired.

4. Interviews will be declared closed by the School Leader. He/she will evaluate all applicants.

iii. Recommendation and Background Check.

1. The School Leader will recommend the best-qualified applicant for the position to the Directors.

2. The Directors will vote on the recommendation and the applicant will be notified in writing of the Directors' decision.

3. If the Directors vote to offer the job to the applicant, the applicant will be asked to submit to an OSBI background check and allow fingerprinting as required by Oklahoma Statutes.

iv. Employment Agreement.

1. Pending the results of the OSBI background check, the School Leader will discuss the terms of employment including salary and benefits with the applicant.

2. If the applicant passes the background check and accepts the proposed salary and benefits, the applicant will be given a reporting date.

3. Employees may be hired as regular full-time employees or regular part-time employees. Employees who are not regular full time or regular part time will be contracted on an individual basis.

4. All terms and conditions of employment will be evidenced in a mutually executed Employment Memorandum of Understanding.

5. On or before the Date of Hire as designated in the Employment Memorandum of Understanding, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by Harlow or its designee.

3. Employee's Rights and Responsibilities

a. Ethical Behavior. Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with children, parents, prospective parents, co-workers, and the community. Faculty will be expected to adhere to the OK Standards of Performance and Conduct for Teachers, OAC 210:20-29-3 and 210:20-29-4.

b. Personnel Protection Against Retribution and Retaliation. No employee of the Academy will prohibit or discipline any other employee for:

- i. Refusing to act in violation of an established and well-defined public policy or for performing an act consistent with a clear and compelling public policy;
- ii. Reporting a violation of the Constitution or laws of the United States, the Constitution or laws of the State of Oklahoma;
- iii. Reporting violations of Academy Policy or Regulations;
- iv. Reporting intentional misuse or destruction of the assets of Harlow;
- v. Reporting inappropriate conduct of any employee toward students, patrons or employees of this Academy;
- vi. Reporting such information without giving prior notice to the employee's supervisor or anyone else in the employee's chain of command.

This policy will not be construed to protect any employee from appropriate disciplinary action who is otherwise engaged in misconduct or is unwilling to perform his/her duties. It should also not be construed to protect employees who report information that they know or reasonably should know to be false or information, which is confidential pursuant to law.

c. Grievance Procedures. The Board and School Leader will do whatever is practicable to provide the proper environment for the positive resolution of employee concerns.

Any employee aggrieved may submit a grievance pursuant to these Grievance Procedures. Failure to follow these Grievance Procedures constitutes a waiver of the employee's right to grieve.

i. Notice. In the event of a dispute involving employment or the implementation of personnel policies, the employee will submit a written notice to the School Leader stating clearly the nature of their grievance. All pertinent facts and details will be provided in this report that will assist the School Leader in his/her determination.

ii. Good Faith Effort to Resolve. Upon receipt of said written notice, the School Leader will perform a good faith effort to respond to the grievance and resolve the situation. This good faith effort will include (1) problem identification; (2) presentation of possible solutions; (3) selection of the resolution, including an action plan for specific implementation, if applicable; (4) time-line for implementation; and (5) follow-up.

iii. Recorded to File. A written summary of the good faith effort will be included in the employee's personnel file.

iv. Employee's Response. Upon receipt of the School Leader's good faith effort response, the employee will provide written response indicating one of the actions below:

1. Acceptance. If the employee agrees with the decision of the School Leader, he/she will commit to perform according to the action plan identified in the good faith effort to resolve.

2. Appeal. If the employee does not agree with the decision of the School Leader, the employee may appeal to the School Board.

v. Appeal to Board. If the employee elects to appeal to the School Board, the Committee of the Directors will review the original complaint and will determine if the School Leader followed proper procedure in determining a response to the grievance. The Board, in making its determination, may also review any written information, or logs of interviews or conversations with individuals that are submitted by the employee and the School Leader. The Board's determination will be the ultimate decision in the matter.

d. Remuneration from Other Sources. The following guidelines will be used in determining eligibility of employees for additional remuneration from Harlow over their contract salary and benefits or other sources of funds for services rendered:

i. Employees may not receive remuneration from other sources for work that they perform during their regular duty days or duty hours.

ii. Employees cannot be paid twice by Harlow for services performed during their regular duty day or duty hours except as provided in their employment contract.

iii. Employees may receive remuneration from other sources for services they perform outside of their regular workday that are not a part of their job responsibilities and duties.

iv. Employees may not use personal leave days or pooled school-leave days, disability leave days or workers' compensation days to provide services for remuneration from other sources.

v. This regulation will not apply when employees are directed to participate in Reserve, U.S. Armed Forces Activities or state or federal jury duties in accordance with federal and state statutes.

e. Professional Development. On an annual basis, Harlow staff professional development to teachers, which may include, but not be limited to, the following: Reggio Approach, Project Based Learning, Classroom Management, Blood borne Pathogens, Recognition and Reporting Requirements of Child Abuse and Neglect, School Safety, Bullying, Family Educational Rights and Privacy Act (FERPA), CPR, Common Core State Standards, School Policies and Procedures, and the Oklahoma State Testing Program Act. The professional development will include, but not be limited to the TPS professional calendar.

f. Participation in Political Activities. The Board recognizes that employees of the Academy have the same civic responsibilities and privileges as other citizens. Among these are campaigning for and holding public office. Employees' political activities will not interfere with job duties. Involvement in such activities will be at the discretion of individual employees and will not involve the educational programs of the district. Employees will not use Academy time, equipment, or supplies or facilities for solicitation of funds for any campaign purposes.

g. Change in Rights. Plans for the disclosure of employment rights of employees in the event the charter school closes or the charter is not renewed. In the event the Academy closes, or the charter is not renewed, employees will participate in an exit interview where Harlow will review the rights of employees. Employees will sign an exit

interview form indication that they have been informed of their rights prior to the issuance of the employees' final paycheck.

h. Leave. Harlow respects the individual needs of employees to have access to proper amounts of leave time without fear of loss of income. The Board further would like to express its confidence in the faculty for their expression of professionalism and judicious use of leave time.

i. Regular Leave. Employees will be able to accrue leave time at a rate of one (1) day per month of employment during each regular school year.

Employees are limited to such leave to one (1) day per month with a maximum of five (5) days within each semester of Harlow unless the employee requests in writing a waiver from the School Leader. Leave time may be used in half-day increments and does not accrue from year to year.

ii. Jury Duty. Time off for jury duty, continuing education and military duty will not be counted as leave time under these terms. The employee will be asked to substantiate the cause for leave.

iii. Continuing Education. Arrangements for continuing education leave will be made on an application basis with the School Leader and will be awarded at his discretion. Leave time does not accrue from year to year. The School Leader may deny leave if she/he believes the student population will be underserved.

iv. Family Medical Leave Act. The Board will comply with the Family Medical Leave Act, as required.

i. Suspension or Dismissal.

i. Notice to Employee. When there is cause to believe that an employee's acts or failures to act may warrant suspension, or immediate dismissal, the employee will be given notice of the reasons for such proposed action and an opportunity for a fair hearing. The employee will have the full opportunity to prepare and respond to the allegations against him/her. The matter will be heard before the School Leader who will consider all relevant evidence in the matter in reaching a decision. Harlow will bear the burden of proving the allegations by a preponderance of the evidence.

ii. Review by Committee of Directors. The employee has the right to appeal the decision of the School Leader to a Committee of Directors. The Committee will then review all information, including but not limited to evaluation reports, documents related to the employee's work history, logs of conversations, "Plan of Improvement," and written responses by the employee. The Committee will review the procedure taken by the School Leader, both in their Performance Review of the employee, assistance with a Plan of Improvement, counseling of the employee and the process used by the School Leader in their determination of employee discipline, termination, or suspension. The Committee will determine if the process followed was in keeping with the policies, procedures and philosophy of Harlow. If the Committee determines that the process was correctly followed and that the decision of the School Leader was sound based upon the facts, then they will uphold the decision of the School Leader. If the Committee finds that proper procedure was not followed or finds

that a correct decision concerning the employee was not made, then they will overturn the decision and the School Leader will formulate a new “Plan for Improvement”. If the Plan of Improvement is successfully completed, then the employee is retained. If the Plan of Improvement is not completed within the time frame, the employee will go directly before the Committee for determination of their employment status. If it is the opinion of the School Leader that the employee presents a direct threat to the safety and/or welfare of the students, to Harlow, or any Academy employee, then the School Leader may immediately suspend the employee without pay and arrange for a prompt hearing before the Committee without first consulting with the President.

j. Other Miscellaneous Employment Policies:

i. Confidentiality. Except as otherwise required by law, employees of Harlow will not, in any way, release any information about this organization, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Board or its designee. No employee will publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this organization, unless otherwise provided by the Board or its designee. Any document or other material containing such information is required to be returned to the School Leader upon an employee's termination or resignation.

ii. Personnel Inquiries. No one in this organization other than the Board, the School Leader or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this organization.

iii. Return of Materials. Immediately upon termination or upon the effective date of employee's resignation the employee who is terminated or who resigns must return all office and room keys, identification, security cards and codes, office materials and supplies, including Academy purchased or donated materials, and classroom supplies in said employee's possession to the School Leader.

iv. Examination of Personnel Files. Any employee may examine his or her personnel file(s) at any time but only in the presence of the School Leader, the Chairperson of the Board or their designee. Such employee may make copies of or take written notes about the contents of the file and may add comments for inclusion in the file at any time. No personnel file is to be removed from the office or campus grounds unless expressly provided for in writing by the School Leader, the President of the Board, or their designee.

v. Copyrights. Copyrights, payments and/or royalties which occur because of a project of any employee or employees of this organization which are derived, constructed, developed or otherwise generated because of their employment with Harlow will remain the property of Harlow. The Board may assign copyrights, royalties, or other payments to the author or authors or project participants in accordance with the Board's Intellectual Property Policy.

vi. Personnel Evaluation Plans and Procedures. The Board will adopt one of the state approved Teacher Leader Effectiveness (TLE) Evaluation Processes or develop its own to evaluate staff members on an annual basis.

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.*

Recruiting, hiring, and developing quality teachers will be a priority of Harlow. Harlow will hire teachers who share the adopted core values of citizenship, inclusivity and community. The Evolving Communities Development will offer two incentives to interested teachers. First, a signing stipend will be provided to encourage many applicants. Second, down payment assistance up to \$10,000 will be provided for teachers who choose to live in the Evolving Communities Development. This will be paid for through a sponsorship by the developer. Once selected, teachers will receive intensive month-long training in integrating citizenship and project-based learning into the Oklahoma and Common Core curriculum with a focus on the Reggio approach and philosophy. Continued professional development will take place monthly. Additionally, the school leader will provide weekly feedback to teachers based on individual classroom observations. These weekly observation and feedback cycles will foster a culture of professional, continuous improvement while providing accountability for all staff members.

This practice of hiring of highly skilled, highly motivated staff will be one of the

most important pieces to the foundation of Harlow Creek Elementary School. Research supports the fact that good teachers early in life play a major role in the trajectory of students' education performance for years to come.³³ Teachers at Harlow Creek will be selected on, and expected to employ the following characteristics and skills:

A growth mindset. Carol Dwek's research on the growth mindset³⁴ will be a core value for all Harlow Creek teachers. This value should be internalized in a way that encourages students to seek continually improvement, show grit and determination, and produces a sustainable academic work ethic. Furthermore, teachers should model a growth mind set for students by continual improvement based on school-based professional development, experience, and collaboration with colleagues.

High expectations. Harlow Creek teachers will use data and student information to teach at the appropriate level for each student. However, a mounting body of evidence in the field of brain research is proving that children are more capable than we may know based on the elasticity of brain. This research indicates that younger students, despite poor environmental or biological factors, can meet high expectations under the guidance of highly skilled and caring teachers.

A passion for students. While this seems an obvious criterion for teaching, it is one that we will not overlook. We believe the adage, "They don't care what you know until they know that you care" to be true. Teachers at Harlow Creek will display this passion by establishing meaningful relationships with students and their families, by

³³ Darlington-Hammond, Linda. *Teacher Quality and Student Achievement*. education policy analysis archives, Vol. 8, pg. 1, Jan. 2000.

³⁴ Dwek, Carol. *Carol Dwek revisits Growth Mindset*. Education Weekly. Sept. 3, 2015.

being part of the community, and by recognizing and celebrating the cultural differences that make each student unique and special

The ability to differentiate instruction. The research on the importance of individualizing (differentiating) instruction is clear.³⁵ Instructors at Harlow Creek will be expected to know their students' academic abilities as well as their interests to give quality differentiated instruction.

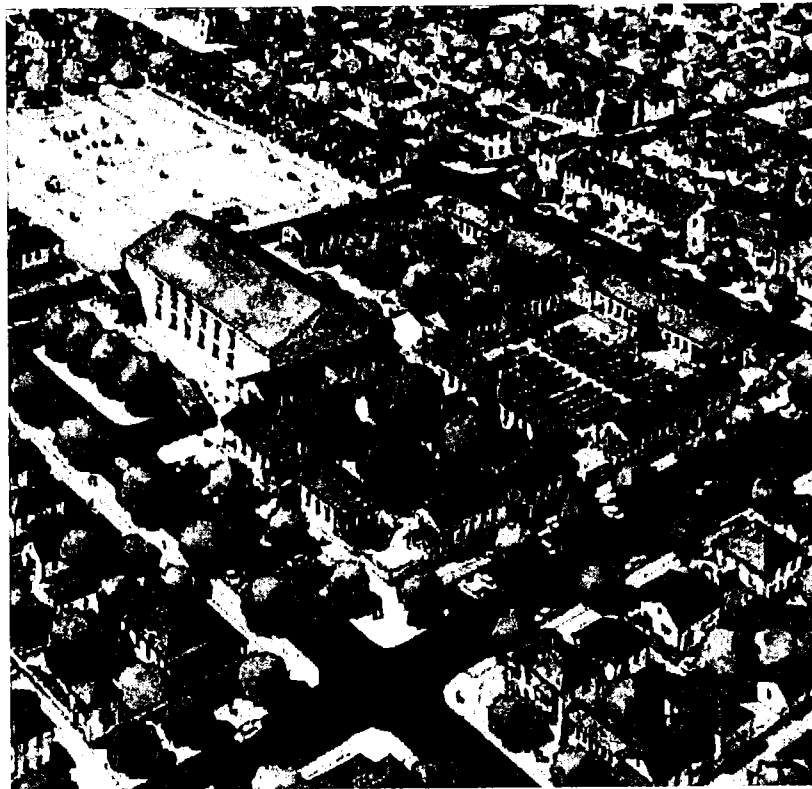
Community focus. One of the most important factors used to determine which teachers will be hired is that of community focus. Community focus will guide student learning projects, selection of reading passages, and provide a mechanism through which students will build an inclusive, curious, open-mind about the world around them. Teachers, and students, will be expected to engage in civic projects that have a positive impact in their community. It is therefore an expectation display a passion for civic responsibility and social action.

Data disaggregation. Teachers will be expected to develop, collect, analyze various types of data. Teachers will need to work in teams to use data to develop customized approaches to teaching that maximizes students' abilities and strengthens areas identified as needs to improve.

³⁵ Brimijoin. Kay., Ede. Marquissee., Tomlinson. Carol Ann. *Using Data to Differentiate Instruction*. Educational Leadership. Vol. 60 No. 9. Pg.70-73 February 2003.

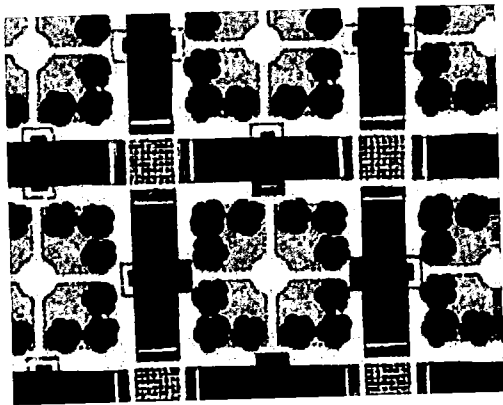
H. Facilities

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.*



Harlow will be located at 4305 W Edison, Tulsa OK, 74127 in a newly built facility that will not only be suitable for the educational program and properly zoned to

operate a public-school program but, will also be complementary to the surrounding community and provide a safe, nurturing environment conducive to students' exploration, discovery and learning. Wells' research³⁶ demonstrates that "the nearby natural environment plays a far more significant role in the well-being of children residing in poor urban environments than has previously been recognized". Her research concludes that nature benefits children and can improve cognitive functioning and attentional capacity. She states that, "there is strong and abundant evidence that experiences with nature are positively associated with well-being in its psychological, physical, and



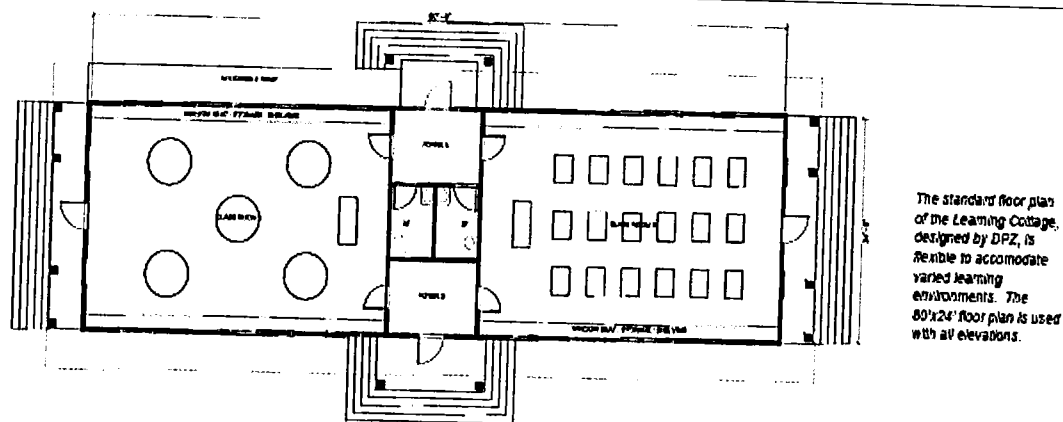
cognitive aspects".

With this research in mind, the developers have envisioned a school where the classroom extends beyond the four walls of the school and children's learning experiences include outdoor discovery and adventure utilizing the

community's natural resources. It is the belief that a school should be central to the life of the community. So, from the initial envisioning process for Evolving Communities Development, a school was envisioned to be a key element of the master plan. For this reason, the location of Harlow was intentionally embedded within the neighborhood with homes and parks immediately adjacent to the site. A community park and community garden will be located in the direct vicinity of the school such as directly across the street. In its central and convenient location, Harlow facilities can also be used for community meetings, cultural events, visiting speakers and fitness classes.

³⁶ Wells, N. *At Home with Nature: Effects of "Greenness" on Children's Cognitive Functioning*. Sage Publications. Environment and Behavior, Vol. 32 No. 6, November 2000. Pg. 775-795.

In recent decades, urban communities have incorporated mass transportation systems and have had to be built around personal transportation as more and more families own personal vehicles. As a result, urban settings have been designed around the automobile at the expense of providing for the needs of the pedestrian. People living in auto-oriented suburbs drive more, walk less and are more obese than people living in walkable communities. Walking for transportation reduces the risk of obesity. Additionally, when children get physical activity before class, they are more on task and fidget less. This has been shown to be particularly beneficial for children who have the most trouble paying attention and those with attention deficit disorders. To provide the opportunity for children to walk safely to school, a framework of walkable infrastructure will be central to the design and construction in Evolving Communities. Over time, hundreds of homes will be built within a 10-minute walk to Harlow. With proper parental permission, students at Harlow can then actually walk home for lunch.



The design of the school was inspired by the “Learning Cottage” concept for school design from the North Carolina architect / planner Tom Low. An overview of the Learning Cottage concept is attached as Appendix “C.” Many iterations of the Learning

Cottage have been designed and envisioned in different parts of the country, and Harlow will join this movement.

The first Academy building will be constructed in 2019 according to the state building codes for public schools. The hope is to let it serve as a Friday gathering center for virtual and home school kids in an attempt to attract them to the school in the 2020 school year. A second and possibly a thirds building will be constructed in 2021 as the school experiences strategic growth. Harlow's Building Plans and Specs are attached hereto as Appendix "D."

The buildings will be owned by the Evolving Communities Development and will be provided to Harlow or its Foundation free of charge for the first couple of years until enrollment can then sustain a less than market value monthly rental. The proposed lease will be reviewed by the Board's legal counsel and will be an arms-length agreement free from potential conflicts of interest.

There is a long Term goal at or near the school's capacity to seek a gymnasium and cafeteria. This solution has not yet been determined, but cost effective solutions for construction, partnering with TPS, and sharing facilities with the new potential YWCA are all possibilities.

Additionally, there is currently a basement to the existing Gilcrease house on site. We believe this can serve as a short-term tornado shelter while enrollment is under 40 students. After than period a larger structure will need to be funded. This solution also has yet to be identified.

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.*

Harlow Creek Elementary School will offer transportation to students who live within the academic enterprise zone, in accordance with sections 9-101 through 9-118 of Title 70 of the Oklahoma statutes and who qualify for special services as written in their individualized education plan (IEP). Information about transportation will be available to parents during enrollment. We intend to contract with Tulsa Public Schools for transportation services, or another suitable provider. It should be noted that in alignment with the intent and purpose of the overall development, it is expected that most students will walk to and from school. As a result, transportation shall be a minimal expense in the budget.

However, as needed, Harlow Creek School intends to contract with Tulsa Public Schools to provide transportation for students. If it is financially beneficial, the Board may also enter into an agreement with one or more other charter schools to share transportation services. Any student who meets the requirements set forth may access the transportation services if they comply with the guidelines for student conduct as outlined in the Student Handbook. As per the handbook, transportation privileges may be suspended for disciplinary reasons.

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.*

Harlow may elect to participate in the USDA National School Lunch Program, School Breakfast Program, After-school Snack Program, and Fresh Fruit and Vegetable Program under the provisions outlined in the Agreement for Food Services template that has been approved by USDA and the OSDE or will contract with a vendor to provide meal service. Harlow will be responsible for the Child Nutrition Agreement, Renewal Agreement, Permanent Policy Statement and all other reporting requirement required by USDA and/or the OSDE. In the first few years, meals will be prepared off-site by an approved vendor and will be delivered to the school, warmed and served to students in their classrooms. The long-term plan will be to have meals prepared on-site when the facility expansion allows for a licensed kitchen. Either way, Harlow will at all times follow the requirements of the National School Lunch Program. No arrangements at this time have been made with any private agencies for food services. Harlow may explore contracting with a private group for food services.

In future years, when a kitchen is available, Harlow will comply with the Health Inspections of Kitchens Section 111 of the Child Nutrition and WIC reauthorization Act of 2004 (Public Law 108-265) amended Section 9(h) of the Richard B. Russell National School Lunch Act regarding health inspections required in schools participating in the NSLP or SBP. As appropriate, Harlow shall obtain the necessary health inspections each school year. The inspections must be conducted by the Health Department. In addition,

schools must post, in a publicly visible location, the most recent health inspection and provide a copy of the health inspection report to a member of the public upon request. If Harlow does not receive the required two inspections per year, Harlow will contact the Health Department to request that the inspections be conducted; the date and name of the person spoken to concerning this matter will be documented. Harlow will report the number of health inspection annually to the OSDE through eClaims by Harlow prior to the submission of the September claim for reimbursement. Oklahoma law, Title 63 O.S. 2011, §§ 1-106.1(E) and 1-1118, and Title 75 O.S. 2011, §314(C)(1), requires institutions such as Harlow to pay annual license renewal fees of \$100 per site to the Oklahoma State Department of Health. This fee is necessary to support the continued operation of food sanitation programs, including facility inspections conducted by the Health Department. Harlow will comply with applicable laws, to include Hazard Analysis and Critical Control Point (HACCP) System procedures (Reference USDA Policy Memo 2005-SP-21) and Section 111 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) amended Section 9(h) of the Richard B. Russell National School Lunch Act by requiring SFAs to implement a food safety program for the preparation and service of school meals served to children in the school year beginning August 2016. The program must be based on HACCP principles and conform to guidance issued by USDA. (Reference USDA Guidance on Developing a School Food Safety Program Based on the Process Approach to HACCP Principles—June 2005.) The eating facility will be equipped with tables, chairs, and sanitation systems to ensure adequate, safe, and clean eating areas, as well as any food preparation facilities. Additionally, the eating facility

will have the capacity to accommodate all students in staggered lunch periods during the day.

HACCP is a systematic approach to construct a food safety program designed to reduce the risk of food borne hazards by focusing on each step of the food production process—receiving, storing, preparing, cooking, cooling, reheating, holding, assembling, packaging, transporting, and serving. The purpose of a school food safety program is to ensure the delivery of safe foods to children in the school meals program by controlling hazards that may occur or be introduced into foods anywhere along the flow of the food from receiving to service (food flow). There are two types of hazards:

a. hazards specific to the preparation of the food, such as improper cooking for the specific type of food (beef, chicken, eggs, etc.) and

b. nonspecific hazards that affect all foods, such as poor personal hygiene.

Specific hazards are controlled by identifying Critical Control Points (CCPs) and implementing measures to control the occurrence or introduction of those hazards.

Nonspecific hazards are controlled by developing and implementing Standard Operating Procedures (SOPs).

During the Development of the School Food Safety Program, Harlow will review the food service operations within the SFA and describe the facility, functions, and standard procedures for each. This initial review may include:

- Types of facilities in your SFA
- Existing SOPs
- Number and type of employees at the site
- Types of equipment

- Processes for food preparation
- Menu items

Three main points are essential to developing this program:

Sanitation: Ensuring that all the food preparation areas are clean and sanitary, such as workers' hands, utensils, and food contact surfaces. Avoid cross contamination.

Temperature control: Ensuring that cold foods cold and hot foods hot. Cook to proper temperatures and hold at proper temperatures; and to record those temperatures. A basic, properly calibrated food thermometer (digital or dial) is needed to check for proper temperatures.

SOPs: Harlow will create Standard Operating Procedures for sanitation and to verify that proper temperatures are being observed as well as other aspects of a foodservice operation with consideration given to the following:

- General safety considerations
- Prohibit bare hand contact with ready-to-eat (RTE) foods.
- Store chemicals away from food and food-related supplies.
- Personnel
- Require hand washing after restroom use, sneezing, coughing, or after performing any cleaning activity.
- Develop a policy for restricting or excluding ill employees from food production or preparation areas.
- Product procurement
- Follow recommendations for selecting vendors such as those found in state distributing agency vendor certification procedures.

- Develop buyer product specifications.
- Receiving
 - Reject all cans with swollen sides or ends, flawed seals and seams, rust or dents.
 - Put perishable foods into the refrigerator or freezer immediately.
- Storing
 - Store all food and paper supplies six to eight inches off the floor.
 - Label all food with name of Harlow and delivery date.
- Transporting
 - Preheat transfer carts prior to use.
 - Limit transport travel time to a maximum of two hours.
- Holding
 - Keep hot foods hot (above 135°F [Oklahoma Health Department requirement]) and cold foods cold (below 41°F).
- Preparation
 - Do not keep food in the danger zone (between 41°F and 135°F) for more than four hours.
 - Handle food with utensils; clean, gloved hands; or clean hands. (Bare hand contact with food during preparation should be limited. Bare hand contact with RTE foods should be prohibited.)
- Cleaning/Sanitizing
 - Use clean water, free of grease and food particles.
 - Keep wiping cloths in sanitizing solution while cleaning.
- Cooking and documenting temperatures

- Record all temperatures when they are taken.
- Use only a clean and sanitized thermometer when taking internal temperatures of foods.
- Cooling
 - Containers: cover loosely so that heat can escape quickly.
 - Keep cold foods cold by pre-chilling ingredients for salads.
- Reheating
 - Transfer reheated food to hot-holding equipment only when the food reaches the proper temperature.
 - Use only cooking ranges, ovens, steamers, and microwave ovens to reheat foods.
Use hot-holding equipment only to maintain temperature and not for rapidly heating food

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.*

Harlow will adopt a school calendar that is in alignment with the calendar adopted by TPS each school year and meet the Oklahoma minimum number of instructional days and hours. However, within the calendar scheduling and learning activities will be differentiated to support the experiential learning process. Rather than utilizing four (4) 9-week sessions, the Academy will utilize six (6) sessions that average six (6) weeks each. These six-week sessions provide an ideal timeframe for teaching units that can focus on six different main topics over the course of a given school year. On the last day or two of each six-week session, the students participate in an experiential outing that brings the key topic into more direct understanding. These outings create memorable experiences where the students can visit a museum, historical site, cultural center or business operation directly applicable to what the students have studied for the previous six weeks.

PROPOSED 2020-21 SCHOOL CALENDAR
(This template will mirror the TPS Calendar)

Unit 1 (6 Weeks) Sept 3-Oct 11	Unit 4 (6 Weeks) Jan 6 – Feb 14
Fall Break (1 Week) Oct 14-18	Winter Break (1 Week) Feb 17 - 21
Unit 2 (5 Weeks) Oct 21 – Nov 22	Unit 5 (6 Weeks) Feb 24 – Apr 3
Thanksgiving Break (1 Week) Nov 25-29	Spring Break (1 Week) Apr 6 - 10
Unit 3 (3 Weeks) Dec 2 – Dec 20	Unit 6 (6 Weeks) Apr 13 – May 22
Christmas Break (2 Weeks) Dec 23-Jan 3	Unit 7 (3 Weeks) May 26 – June 12
	Summer Break June 15-Aug 14

Holidays and Other “No Class” Days Calendar Summary

Labor DaySept 2	Total Instruction Hrs1,080
Teacher Conferences Oct 25	Days Off to School Breaks 25
Martin Luther King Day Jan 13	Days Off to Federal Holidays 7
Teacher Conferences Feb 28	Days Off to Teacher Conferences 2
Standardized TestingTBD	Days Off to Standardized Testing 2

PROPOSED DAILY SCHEDULE

<i>Morning Recess / Early Arrival</i>	45 minutes.....	7:45am – 8:30am
Morning Instruction	150 minutes	8:30am – 11:00am
Start of Day Routine	15 minutes	8:30am – 8:45am
Mathematics	45 minutes	8:45am – 9:30am
Reading	45 minutes	9:30am – 10:15am
Grammar / Spelling	45 minutes	10:15am – 11:00am
<i>Lunch</i>	30 minutes.....	11:00am – 11:30am
<i>Lunch Recess</i>	30 minutes.....	11:30am – 12:00pm
Afternoon Instruction	90 minutes	12:00pm – 1:30pm
History / Literature	45 minutes	12:00pm – 12:45pm
Science	45 minutes	12:45pm – 1:30pm
Enrichment Electives	60 minutes	1:30pm – 2:30pm
End of Day Instruction	30 minutes	2:30pm – 3:00pm
Journaling	15 minutes	2:30pm – 2:45pm
End of Day Routine	15 minutes	2:45pm – 3:00pm

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. Describe plans to conduct any fundraising efforts to generate capital or to supplement state/local allocations.*

Appendix “E” presents a five (5) year financial plan based on the projected (average) student growth as well as the growth scenario at maximum capacity. The budget is sustainable in future years with the small enrollment that is anticipated based on an organizational structure that limits excessive administration costs and utilizes the proposed facility to keep overhead expenditures to a minimum. Start-up costs are expected to be offset by a grant from the Charter School Program. Harlow Creek will apply for \$900,000 dollars in grants from OPSRC (\$600,000) and the Walton Family Foundation (\$300,000). Only \$300,000 is needed to balance the budgets. Our accounting firm is Oklahoma Consulting and Accounting Services LLC. Mr. Jack “Jay” Jenkins has extensive experience in working with Oklahoma area public schools and charter schools throughout the state. His contact information is as follows:

Name	Address	Telephone	E-mail address
Jay Jenkins	116 W. Breckenridge Ave. Bixby, OK 74008	(918) 366-4440	jhjcpa@jackhjenkinscpa.com

Additional funds will be used to expedite the building of additional space.

Furthermore, the school is incorporated with a \$200 million development and the school is deemed critical to its success. The third component is a Community Development

Corporation. This organization was formed to provide community supporting services to the federally recognized economically depressed areas in which the development is situated. Revitalization of the Northwest Tulsa area cannot occur without all three of these components. Critical to the development is Harlow Creek Elementary School. The core values of the development hinge on community and diversity. A free school is important to making the development accessible to all people.

The Board will contract with Jack Jenkins, CPA and Michael Kemper, CPA of Oklahoma Consulting and Accounting Services LLC to advise them in financial and legal matters, and the Board has contracted with Education Management & Networks, Inc. to provide administrative, financial and accounting services on a contract basis until such time that the Board deems it appropriate for Harlow to directly hire such functions.

The Business Manager and School Leader will assist the Board in preparing the annual budget and the long-range financial plan. Budgets include reasonable revenue and expenses based on forecasted enrollment and available grant funding. In periods of high-growth enrollment, funding is used to maximize student academic instruction through annual student initiatives, and in periods of low-to-flat periods of enrollment, efforts are made to maintain an appropriate level of instruction as delivered in prior years. As enrollment stabilizes, multiple year revenue and expenses will be used for budgeting purposes. Future technology and instructional investments are evaluated each year to maximize improved student outcomes, such as additional teachers, wrap around student support to assist students with motivation, scheduling and organization, and tools/personnel to improve instruction.

Forecasting enrollment is an essential and challenging component of budgeting. The forecasts are based on prior year enrollment and include the number of students expected to re-register, less students which may withdraw, plus the number of expected new enrollees.

The financial stability of the school is evidenced by an appropriate risk management plan, performance of an independent financial audit, and adequate cash flows to support operational expenses. Harlow is financially stable because proper internal control processes are in place and cash is managed to ensure funds are always available to fulfill financial commitments.

Harlow mitigates financial risk by implementing internal controls into the financial operational policies and procedures, which are evaluated and reviewed by the independent external financial auditors, and the Business Manager. These results are communicated to the Board and School Leader, along with recommended risk remediation plans. The external financial auditors will conduct a test of controls during the annual financial audit, and will report these results with the annual audit – “Independent Auditor’s Report on Internal Control.” Key internal control procedures include adopting new or updated current financial policies and procedures, evaluating separation of duty for all financial processes, ensuring appropriate collateral to cover bank balances, having dual signatures on all accounts, implementing disaster recovery plans which include backing up financial and student data, annual inventory processes, and limiting control to systems only to individuals with a necessary purpose.

Harlow will be audited annually by an independent financial auditor selected by the Board from the Oklahoma state auditor and inspector list of individuals or firms approved to perform public school audits.

Harlow's cash flow is administered by the Business Manager, along with oversight from the School Leader. Cash flow projections of receipts and expenses, and those incurred, are reported to the Board monthly by the Business Manager. All receipts and expenses comply with the Oklahoma Cost Accounting System & Reporting requirements, and the State procurement guidelines. Harlow will have a balanced budget.

The Business Manager reports directly to the Board. The following duties will be performed by the Business Manager or, as the size of Harlow grows, by office staff under the supervision of the Business Manager:

Budgeting. Supervise the office staff in the preparation of preliminary and final budgets;

Financial Modeling. Prepare financial models and projections as requested by the School Leader;

Assessments and Collections. The Business Manager will oversee the collection of all monies as they become due, as well as all monies due from any vendor which has an obligation to Harlow.

Grants. It is evident in the modeling that some grants are required to in order for the school to start up and become solvent over the first 2-3 years of operation.

General Records. The Business Manager will maintain and keep complete, accurate and up-to-date books and records of the management of Harlow, including accounting and financial records, correspondence, and all other records that are provided to Administrator and reasonably related to the Academy. This includes, but is not limited to, the contracts relating to the Academy, business and other dealings with suppliers, and all others with whom business is transacted.

Financial Management and Records. The Business Manager will establish a financial accounting system for the affairs of Harlow, including the establishment of reserve accounts.

This financial accounting system will include the following activities:

- Maintenance of the checkbook and entering deposits and drawing checks as necessary.
The Business Manager will promptly ensure the deposit all monies collected on behalf of Harlow. The Board reserves the right to designate signatories on all accounts.
- Preparation of the Financial Report as part of the Management Report.
- Receipt and reconciliation of the monthly bank statements, delivery to the Board access to the monthly reconciliation, and maintenance of a system of office records, books, and accounts in accordance with generally accepted accounting principles.
- Maintenance of the general ledger and subsidiary accounts.
- Disbursement from the funds of Harlow regularly and punctually:
- Payments for salaries and any other compensation due and payable to the employees of Harlow, together with the payroll taxes thereon, any benefit related expenses, and any markup required;
- Academy insurance premiums; and
- Sums otherwise due and payable by Harlow as operating and maintenance expenses.
- In no instance should there ever be a late payment charge on an obligation because of failure to pay on time unless the Business Manager has been instructed not to pay on time. In the event of such a late charge or penalty.

A start-up budget has been included in Appendix F.

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.*

The Board Treasurer is Kelsey Pierce, a practicing attorney who has extensive experience in business and finance. Mr. Pierce may be assisted in the finance functions for the school by Dr. Lorilyn Coggins of Education Management & Networks, Inc. Dr. Coggins has over twenty years of experience in charter school accounting and other business responsibilities to include grant writing, grants management, audit preparation, financial reporting, budget preparation, accounts payable functions, compliance with EDGAR and other reporting requirements. Dr. Coggins attended the Oklahoma charter school training. Prior to the commencement of the Schools opening day, an employee of Oklahoma Consulting and Accounting Services LLC will assume the position of bookkeeper for the school. Additional Resources such as the Oklahoma Public School Resource Center can serve a counseling role. Current board member, Caleb Starr, can serve a role as assisting in auditing instructional programs with his background serving as principal of other former TPS schools.

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.*

Harlow will be audited annually by an independent financial auditor selected by the Board from the Oklahoma state auditor and inspector list of individuals or firms approved to perform public school audits. Harlow shall use the Oklahoma Cost Accounting System to report financial transactions to Tulsa Public Schools. Currently, Oklahoma Consulting and Accounting Services LLC is the organization planned for this Reporting.

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 officers' liability coverage.*

Harlow shall purchase all insurance as required by federal and state statute.

Harlow shall participate in Unemployment Insurance and Workers Compensation programs as required by statute. Harlow shall purchase liability insurance, property insurance, and shall purchase surety bonds on staff that are responsible for the control of finances to the extent required by Oklahoma statutes. Harlow shall participate in the Oklahoma State Education Employees Group Insurance Board for health coverage. All other insurance coverage shall be procured through the procurement process approved by the Board. Copies of individual policies shall be forwarded once they are fully executed.

Harlow intends to obtain all insurance coverage required by applicable law. In particular, Harlow intends to obtain educators' errors and omissions and employment practice liability insurance, automobile insurance coverage for employees as necessary for employment purposes or for any vehicles used to transport any students, property insurance coverage for the school facility as well as for any damage to personal property and bodily harm to any individuals relating to damage to the facility, as well as general liability coverage for any harm to individuals associated with Harlow, to include employees and students, and causes of action under the Oklahoma Governmental Tort Claims Act against Harlow.

IV. 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.

Please refer to Exhibit H. Community support signatures based upon requests and guidance by Tulsa Public Schools.

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).

Please Refer to included Exhibit 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:

- a. 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.*
- b. 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.

Signature of Applicant

Title/Office

Date

Signature of Notary Public

Date

Office of State Superintendent State of Oklahoma



THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RECOGNIZES AND APPLAUDS

SCOTT PARDEE

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

FEBRUARY 28, 2018

DATE

Joy H. Hester
JOY HESTER
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

EXHIBIT

A

Labels

Pre-K Math Sequence of Instruction

Numbers & Operations (N)

Pre-K (Pre-Kindergarten) (PK)

PK.N.1 Know number names and count in sequence.	PK.N.1.1 Count aloud forward in sequence by 1's to 20. <i>(1st trimester= counts to 10; 2nd trimester= counts to 20)</i>	I	E	R
	PK.N.1.2 Recognize and name written numerals 0-10. <i>(1st trimester= 0-5; 2nd trimester= 6-10)</i>	I/E	I/E	R
	PK.N.1.3 Recognize that zero represents the count of no objects.	I	E	R
PK.N.2 Count to tell the number of objects.	PK.N.2.1 Identify the number of objects, up to 10, in a row or column.	I	R	E
	PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects. (e.g., up to five)	I	R	E
	PK.N.2.3 Understand the last numeral spoken, when counting aloud, tells how many total objects are in a set.	I	E	R
	PK.N.2.4 Count up to 5 items in a scattered configuration; not in a row or column.	I/E	R	R
PK.N.3 Compare sets using number.	PK.N.3.1 Compare two sets of 1-5 objects using comparative language such as same, more, or less.	I	E	R

Topic addressed at other grade levels.

Topic addressed at other grade levels.

Topic addressed at other grade levels.

Algebraic Reasoning & Algebra (A)

Patterns	PK.A.1 Recognize, duplicate, and extend patterns.	PK.A.1.1 Sort and group up to 5 objects into a set based upon characteristics such as color, size, and shape and explain verbally what the objects have in common.	NE	NE	I/E
		PK.A.1.2 Recognize, duplicate, and extend repeating patterns involving manipulatives, sound, movement, and other contexts.	I	E	R

Number
Operations

Topic addressed at other grade levels.

Geometry & Measurement

Geometry Measurement	PK.GM.1 Identify common shapes.	PK.GM.1.1 Identify circles, squares, rectangles, and triangles by pointing to the shape when given the name.	I/E	R	R
	PK.GM.2 Describe and compare measurable attributes.	PK.GM.2.1 Identify measurable attributes of objects. Describe them as little, big, long, short, tall, heavy, light, or other age appropriate vocabulary.	I/E	R	R
		PK.GM.2.2 Directly compare two objects with a common measurable attribute using words such as longer/shorter; heavier/lighter; or taller/shorter.	I	E	R
		PK.GM.2.3 Sort objects into sets by one or more attributes.	NE	I	E

Topic addressed at other grade levels.

Data & Probability (D)

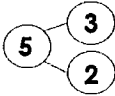
	PK.D.1 Collect and organize categorical data.	PK.D.1.1 Collect and organize information about objects and events in the environment.	I/E	I/E	I/E
		PK.D.1.2 Use categorical data to create real-object graphs.	I	R	E

Kindergarten Math Sequence of Instruction

Numbers & Operations (N)					
<p>K.N.1</p> <p>Understand the relationship between quantities and whole numbers.</p>	<p>K.N.1.1 Count aloud forward in sequence to 100 by 1's and 10's.</p> <p><i>1st trimester: Count to 50 by ones</i></p> <p><i>2nd trimester: Count to 100 by ones</i></p> <p><i>3rd trimester: Count to 100 by tens</i></p> <p><i>Introduce counting to 100 by 5's but will not be evaluated.</i></p>		I/E	I/E	I/E
	<p>K.N.1.2 Recognize that a number can be used to represent how many objects are in a set up to 10. (e.g., one to one correspondence)</p>		I/E	E	R
	<p>K.N.1.3 Use ordinal numbers to represent the position of an object in a sequence up to 10.</p>		I/E	R	R
	<p>K.N.1.4 Recognize without counting (subitize) the quantity of a small group of objects in organized and random arrangements up to 10.</p> <p>Clarification statement: Subitizing is defined as instantly recognizing the quantity of a set without having to count. "Subitizing" is not a vocabulary word and is not meant for student discussion at this age. (e.g., Van de Walle dot cards, dice, five frames, and ten frames)</p>		I	I/E	I/E
	<p>K.N.1.5 Count forward and backward, with and without objects, from any given number up to 10.</p>		I/E	R	R

		<p>K.N.1.6 Read, write, discuss, and represent whole numbers from 0 to at least 20. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives.</p> <p><i>1st trimester: Write and represent numbers from 0-10</i></p> <p><i>2nd trimester: Write and represent numbers from 11-20.</i></p>	I/E	I/E	R
		<p>K.N.1.7 Find a number that is 1 more or 1 less than a given number up to 10.</p>	NE	I	E
		<p>K.N.1.8 Using the words more than, less than or equal to compare and order whole numbers, with and without objects, from 0 to 10.</p>	I	E	R
		<p>BA.K.N.1.9 Show how the numbers 11-19 are made of ten ones and more ones. (ex., using ten frames, drawings or manipulatives for basic understanding of beginning place value)</p>	NE	I	I
Operations	<p>K.N.2</p> <p>Develop conceptual fluency with addition and subtraction (up to 10) using objects and pictures.</p>	<p>K.N.2.1 Compose and decompose numbers up to 10 with numbers, objects, and pictures.</p> <p><i>2nd trimester: addition</i></p> <p><i>3rd trimester: subtraction</i></p>	I	I/E	E
	<p>K.N.3</p> <p>Understand the relationship between whole numbers and fractions through fair share.</p>	<p>K.N.3.1 Distribute equally a set of objects into at least two smaller equal sets. (e.g., Showing halves in multiple ways; part-part whole, pattern blocks, etc.)</p>	NE	I	E
	<p>K.N.4</p> <p>Identify coins by name.</p>	<p>K.N.4.1 Identify pennies, nickels, dimes, and quarters by name.</p>	NE	I	E

Algebraic Reasoning & Algebra (A)

K.A.1 Duplicate patterns in a variety of contexts.	K.A.1.1 Sort and group up to 10 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.	I/E	R	R
	K.A.1.2 Recognize, duplicate, complete, and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds, movement, and other contexts. (e.g., AB, AAB, AAABBB or using pictures for the patterns, etc. using academic vocabulary increase and decrease)	I/E	E	R
	BA.K.A.1.3 Begin to develop conceptual understanding of even and odd.	NE	NE	I
BA.K.A.2 Develop understanding of the relationship of numbers.	BA.K.A.2.1 Develop understanding how numbers are related using manipulatives (e.g., fact families and number bonds) <div style="text-align: right;">  </div> <p style="text-align: center;">2, 3 and 5 go together as a fact family</p> <p><i>2nd trimester: thru 5 3rd trimester: thru 10</i></p>	NE	I	I/E

Geometry & Measurement

K.GM.1 Recognize and sort basic two-dimensional shapes and use them to represent real-world objects.	K.GM.1.1 Recognize and name squares, circles, triangles, and rectangles.	I/E	R	R
	K.GM.1.2 Sort two-dimensional objects using characteristics such as shape, size, color, and thickness.	I/E	R	R
	K.GM.1.3 Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	I/E	R	R

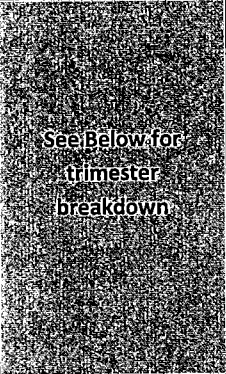
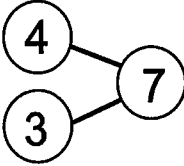
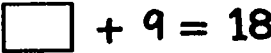
		K.GM.1.4 Use smaller shapes to form a larger shape when there is an outline to follow.	I/E	R	R
		K.GM.1.5 Compose free-form shapes with blocks.	I	E	R
		K.GM.1.6 Use basic shapes and spatial reasoning to represent objects in the real world.	I	E	R
	K.GM.2 Compare and order objects according to location and measurable attributes.	BA.K.GM.2a Develop beginning measurement skills with nonstandard units of measure (e.g., pencil, paper clip, block, etc.)	I/E	R	R
		K.GM.2.1 Use words to compare objects according to length, size, weight, position, and location.	I	R	E
		K.GM.2.2 Order up to 6 objects using measurable attributes, such as length and weight.	NE	I/E	E
		K.GM.2.3 Sort objects into sets by more than one attribute.	I	I/E	R
		K.GM.2.4 Compare the number of objects needed to fill two different containers.	NE	I/E	E
		BA.K.GM.2.5 Identify tool needed to measure an object. (e.g., length: ruler; weight: scale; time: clock; calendar: day, month, year, season; temperature; thermometer)	I	I/EI	R/E
	K.GM.3 Tell time as it relates to daily life.	K.GM.3.1 Develop an awareness of simple time concepts using words such as yesterday, today, tomorrow, morning, afternoon, and night within his/her daily life.	I/E	R	R
		BA.K.GM.3.2 Tell time to the hour. (analog and digital)	NE	I	E

Data & Probability (D)					
Data & Probability	K.D.1 Collect, organize, and interpret categorical data.	K.D.1.1 Collect and sort information about objects and events in the environment.	I	R	R/E
		K.D.1.2 Use categorical data to create real-object and picture graphs.	I	R	R/E
		K.D.1.3 Draw conclusions from real-object and picture graphs.	I	R	R/E

1st Grade Math Sequence of Instruction

Numbers & Operations (N)					
Numbers & Operations	1.N.1 Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones.	<p>1.N.1.1 Recognize <i>and decompose</i>* numbers to 20 without counting (subitize) the quantity of structured arrangements. (ex., using dot cards, ten frames, place value blocks, etc.)</p> <p>Clarification statement: Subitizing is defined as instantly recognizing the quantity of a set without having to count. "Subitizing" is not a vocabulary word and is not meant for student discussion at this age.</p> <p><i>*Decompose meaning the ability to recognize whole numbers are made from the combination of smaller parts</i></p>	R/E	R/E	R/E
		<p>1.N.1.2 Use concrete representations to describe whole numbers in terms of hundreds, tens and ones.</p> <p>2nd trimester: tens and ones 3rd trimester: all</p>	I	I/E	E
		1.N.1.3 Read, write, discuss, and represent whole numbers up to 120. Representations may include numerals, pictures, tally marks, number lines and manipulatives, such as bundles of sticks, base 10	I	I/E	R

	blocks, and/or addition and subtraction. (e.g., How many ways can they show the number 27?)			
	<p>1.N.1.4 Count forward and backward, with and without objects, from any given number up to 120 by 1s, 2s, 5s and 10s.</p> <p><i>1st trimester: 1s and 10s</i></p> <p><i>2nd trimester: 5s</i></p> <p><i>3rd trimester: 2s</i></p>	I/E	I/E	I/E
	<p>1.N.1.5 Find a number that is 10 more or 10 less than a given number up to 120. (e.g., develop concrete understanding using 100's chart, 120's chart, place value blocks, etc.)</p>	NE	I/E	R
	<p>1.N.1.6 Compare and order whole numbers from 0 to 120.</p> <p><i>1st trimester: 0-50 2nd trimester: 0-120</i></p>	I/E	I/E	R
	<p>1.N.1.7 Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 20.</p>	I/E	R	R
	<p>1.N.1.8 Use objects to represent and use words to describe the relative size of numbers, such as more than, less than, and equal to. (e.g., using mathematical vocabulary: greater than, less than, and equal to emphasizing reading the words THEN reading the symbol meaning "10 is greater than 7." before $10 > 7$.)</p> <p><i>1st trimester: 0-50</i></p> <p><i>2nd trimester: 51-100</i></p> <p><i>3rd trimester: 101-120</i></p>	I/E	I/E	I/E

	1.N.2 Solve addition and subtraction problems with sums and differences up to 20 in real-world and mathematical contexts.	1.N.2.1 Represent and solve real-world and mathematical problems using addition and subtraction up to twenty.	I	E	R
		1.N.2.2 Determine if equations involving addition and subtraction are true.	I	E	R
		1.N.2.3 Demonstrate fluency with basic addition facts and related subtraction facts up to 20 (e.g., using strategies such as: fact families, missing addends, part-part whole and number bonds)			
		 			
		<ul style="list-style-type: none"> Uses addition and subtraction strategies up to 20 	I/E	I/E	I/E
		<ul style="list-style-type: none"> Adds fluently 0-10 (memorization) 	I	R	E
		<ul style="list-style-type: none"> Subtracts fluently 0-10 (memorization) 	I	R	E
	1.N.3 Develop foundational ideas for fractions.	1.N.3.1 Partition a regular polygon using physical models and recognize when those parts are equal.	NE	NE	I/E
		1.N.3.2 Partition (fair share) sets of objects into equal groupings.	NE	NE	I/E
	1.N.4 Identify coins and their values.	1.N.4.1 Identifying pennies, nickels, dimes, and quarters by name and value.	I	E	R
		1.N.4.2 Write a number with the cent symbol to describe the value of a coin.	I	E	R
		1.N.4.3 Determine the value of a collection of pennies, nickels, and/or dimes up to one dollar counting by ones, fives, and tens.	NE	NE	I/E

Algebraic Reasoning & Algebra (A)

Number Operations	1.A.1 Identify patterns found in real-world and mathematical situations.	1.A.1.1 Identify, create, complete, and extend repeating, growing, and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts. (e.g., use mathematical vocabulary: increase and decrease)	I/E	R	R
		BA.1.A.1.2 Demonstrate understanding of even and odd numbers.	I/E	R	R
Number Systems	BA.1.A.2 Apply properties of operations as strategies to add and subtract. (e.g., doubles, doubles plus one, etc.)	BA.1.A.2.1 Use strategy of commutative property to add numbers in any order (e.g., If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known)	I/E	R	R
		BA.1.A.2.2 Use strategy of associative property to group numbers together to find the answer (e.g., $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$)	NE	I	E

Geometry & Measurement

Geometry Shapes	1.GM.1 Recognize, compose, and decompose two- and three-dimensional shapes.	1.GM.1.1 Identify and name trapezoids, hexagons and rhombi by pointing to the shape when given the name.	I/E	R	R
		1.GM.1.2 Compose and decompose larger shapes using smaller two-dimensional shapes.	I/E	R	R
		1.GM.1.3 Compose structures with three-dimensional shapes.	I/E	R	R
		1.GM.1.4 Recognize and name three-dimensional shapes such as cubes, cones, cylinders, and spheres.	I/E	R	R
Measurement	1.GM.2 Select and use nonstandard and standard units to describe length and volume/capacity.	1.GM.2.1 Use nonstandard and standard measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.	NE	I	E
		1.GM.2.2 Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.	NE	NE	I/E

		1.GM.2.3 Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.	NE	NE	I/E
		1.GM.2.4 Describe a length to the nearest whole unit using a number and a unit (e.g., standard (inch) and nonstandard unit)	NE	NE	I/E
		1.GM.2.5 Use standard and nonstandard tools to identify volume/capacity. Compare and sort containers that hold more, less, or the same amount. (i.e., standard: cups and gallons)	NE	NE	I/E
		BA.1.GM.2.6 Recognize the difference between days, weeks, and months on the calendar.	I/E	R	R
	1.GM.3. Tell time to the hour, half hour, and quarter hour.	1.GM.3.1 Tell time to the hour, half hour and quarter hour (analog and digital).	NE	I/E	I/E

Data & Probability (D)

1.D.1 Collect, organize, and interpret categorical and numerical data.	1.D.1.1 Collect, sort, and organize data in up to three categories using representations. (e.g., tally marks, tables, Venn diagrams)	I	R	E
	1.D.1.2 Use data to create picture and bar-type graphs to demonstrate one-to-one correspondence.	I	R	E
	1.D.1.3 Draw conclusions from picture and bar-type graphs.	I	R	E

2nd Grade Math Sequence of Instruction

Numbers & Operations (N)

Second Grade (2)

<p>2.N.1</p> <p>Compare and represent whole numbers up to 1000 (through four digits) with an emphasis on place value and equality.</p>	<p>2.N.1.1 Read, write, discuss, and represent whole numbers up to 1000 (through four digits). Representations may include numerals, words, pictures, tally marks, number lines and manipulatives (e.g., expanded form)</p>	I/E	I/E	R
	<p>2.N.1.2 Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 120.</p>	I/E	R	R
	<p>2.N.1.3 Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1,000 is 10 hundreds.</p>	I/E	I/E	I/E
	<p>2.N.1.4 Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.</p>	I/E	I/E	R
	<p>2.N.1.5 Recognize when to round numbers to the nearest 10 and 100.</p>	I/E	I/E	R
	<p>2.N.1.6 Use place value to compare and order whole numbers up to 1,000 (clarification 4 digits) using comparative language, numbers, and symbols. (e.g., using mathematical vocabulary: greater than, less than, and equal to before numbers and symbols "Fifty-seven is greater than twenty-one" before $57 > 27$.)</p>	I/E	I/E	R
	<p>2.N.2</p> <p>Add and subtract one- and two-digit numbers in real-world and mathematical problems.</p>	I/E	R/E	R/E
	<p>2.N.2.1 Use the relationship between addition and subtraction to generate basic facts up to 20. [e.g., demonstrate the relationship by having students work with number bonds (fact families)]</p>			
	<p>2.N.2.2 Demonstrate fluency with basic addition facts and related subtraction facts up to 20. (e.g., doubles, doubles plus one, etc.)</p>	R/E	R/E	R/E

		2.N.2.3 Estimate sums and differences up to 100.	NE	I	R/E
		2.N.2.4 Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers with and without regrouping.	See Below for trimester breakdown.		
		• Addition without regrouping	I	I/E	R
		• Subtraction without regrouping	I	I/E	R
		• Addition with regrouping	NE	I/E	R
		• Subtraction with regrouping	NE	I/E	R
		2.N.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers up to 2 digits. (e.g. word problems.	NE	I/E	R/E
		2.N.2.6 Use concrete models and structured arrangements, such as repeated addition, arrays and ten frames to develop understanding of multiplication.	NE	NE	I/E
	2.N.3 Explore the foundational ideas of fractions.	2.N.3.1 Identify the parts of a set and area that represent fractions for halves, thirds and fourths.	NE	NE	I/E
		2.N.3.2 Identify and construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths.	NE	NE	I/E
	2.N.4 Determine the value of a set of coins.	2.N.4.1 Determine the value of a collection(s) of coins up to one dollar using the cent symbol.	I	R	R/E
		2.N.4.2 Use a combination of coins to represent a given amount of money up to one dollar.	I	R	R/E

Algebraic Reasoning & Algebra (A)

Patterns	2.A.1. Describe the relationship found in patterns to solve real world and mathematical problems.	2.A.1.1 Represent, create, describe, complete, and extend growing and shrinking patterns with quantity and numbers in a variety of real-world and mathematical contexts. (e.g., use mathematical vocabulary: increase and decrease. Example: counting on or back - starting at numbers other than traditional starting points such as 2, 5, 10, etc.)	I/E	R	R
		2.A.1.2 Represent and describe repeating patterns involving shapes in a variety of contexts.	I/E	R	R
		BA.2.A.1.3 Demonstrate a conceptual understanding of multi-digit even and odd numbers.	I/E	R	R
	2.A.2 Use number sentences involving unknowns to represent and solve real-world and mathematical problems.	2.A.2.1 Use objects and number lines to represent number sentences.	I	E	R
		2.A.2.2 Generate real-world situations to represent number sentences and vice versa. (e.g., word problems)	I/E	R	R
		2.A.2.3 Apply commutative, associative, and identity properties and number sense to find values for unknowns that make number sentences involving addition and subtraction true or false. (e.g., missing addends $2 + \underline{\quad} = 10$ or $3 + \underline{\quad} + 7 = 15$) Communicative - add numbers in any order Associative – group numbers to find the answer Identity – 0 added to any number is the number itself	I/E	R	R
Geometry & Measurement					
	2.GM.1 Analyze attributes of two-dimensional figures	2.GM.1.1 Recognize trapezoids and hexagons.	NE	NE	I/E

	and develop generalizations about their properties.	2.GM.1.2 Describe, compare, and classify two-dimensional figures according to their geometric attributes.	NE	NE	I/E
		2.GM.1.3 Compose 2-D shapes using triangles, squares, hexagons, trapezoids, and rhombi.	NE	NE	I/E
		BA.2.GM.1.3a Recognize and name the 3D shapes pyramid and rectangular prism.	NE	NE	I/E
		2. GM 1.4 Recognizes right angles and classify angles as smaller or larger than a right angle.	NE	NE	I/E
	2.GM.2 Understand length as a measurable attribute.	2.GM.2.1 Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object. (e.g., what tool is appropriate to use when measuring: an inch would be used to measure a school box or a foot would be used to measure a table)	NE	NE	I/E
		2.GM.2.2 Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest inch and centimeter.	NE	NE	I/E
		2.GM.2.3 Explore how varying shapes and styles of containers can have the same capacity.	NE	NE	I/E
		BA.2.GM.2.4 Determine the difference between cup, pint, quart and gallon using a visual representation.	NE	NE	I/E
	2.GM.3 Tell time to the quarter hour and in five minute intervals.	2.GM.3.1 Read and write time to the quarter-hour and in five minute intervals on an analog and digital clock. Distinguish between a.m. and p.m.	I	I/E	R/E

Data & Probability (D)

Data Analysis	2.D.1 Collect, organize, and interpret data.	2.D.1.1 Explain that the length of a bar in a bar graph or the number of objects in a picture graph represents the number of data points for a given category.	I	E	R
		2.D.1.2 Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of 1s, 2s, 5s, or 10s.	I	E	R
		2.D.1.3 Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.	I	E	R
		2.D.1.4 Draw conclusions and make predictions from information in a graph.	I	E	R

3rd Grade Math Sequence of Instruction

May 2017

Numbers & Operations (N)

Numbers	Third Grade (3)				
	3.N.1 Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.	3.N.1.1 Read, write, discuss, and represent whole numbers up to 100,000 (through ten thousands place-99,999). Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives. (e.g., Expanded form)	I/E	R	R
		3.N.1.2 Use place value to describe whole numbers between 1,000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones, including expanded form.	I/E	R	R
		3.N.1.3 Find 10,000 more or 10,000 less than a given four- or five-digit number. Find 1,000 more or 1,000 less	I/E	R	R

		than a given four- or five-digit number. Find 100 more or 100 less than a given four-or five digit number.			
		3.N.1.4 Use place value to compare and order whole numbers up to 100,000, using comparative language, numbers, and symbols.	I/E	R	R
	3.N.2	3.N.2.1 Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting.	I	E	R
	Add and subtract multi-digit whole numbers; multiply with factors up to 10; represent multiplication and division in various ways; solve real-world and mathematical problems through the representation of related operations.	3.N.2.2 Demonstrate fluency of multiplication facts with factors up to 10.	NE	I/E	R/E
		3.N.2.3 Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract multi-digit numbers. (e.g., including across zeros up to 5 digit)	I/E	R	R
		3.N.2.4 Recognize when to round numbers and apply understanding to round numbers to the nearest ten thousand, thousand, hundred, and ten and use compatible numbers to estimate sums and differences.	I/E	R	R
		3.N.2.5 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction (fact families), the use of technology, and the context of the problem to assess the reasonableness of results. (e.g., to determine reasonableness, student can explain "Does it make sense?")	I/E	R/E	R/E
		3.N.2.6 Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups.	NE	I/E	R

	3.N.2.7 Recognize the relationship between multiplication and division to represent and solve real-world problems. (e.g., fact families)	See Below for trimester breakdown		
	• Multiplication	I	E	R/E
	• Division	NE	I/E	R
	3.N.2.8 Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two-digit number by a one-digit number.	NE	I/E	R/E
3.N.3 Understand meanings and uses of fractions in real-world and mathematical situations. (Utilizing all fractions models such as bars, circles, sets, etc.)	3.N.3.1 Read and write fractions with words and symbols.	NE	I/E	R
	3.N.3.2 Construct fractions using length, set, and area models. Clarification: The emphasis is on equal partitioning. (e.g., equal partitioning of a number line, set of objects, and/or paper folding)	NE	I/E	R
	3.N.3.3 Recognize unit fractions and use them to compose and decompose fractions related to the same whole. Use the numerator to describe the number of parts and the denominator to describe the number of partitions. (e.g., using fractions strips to show $\frac{1}{3}$ and $\frac{1}{3}$ is $\frac{2}{3}$, also $\frac{3}{8}$ is made of $\frac{1}{8}$ and $\frac{1}{8}$ and $\frac{1}{8}$)	NE	I/E	R
	3.N.3.4 Use models and number lines to order and compare fractions that are related to the same whole (like denominators).	NE	I/E	R
3.N.4	3.N.4.1 Use addition to determine the value of a collection of coins up to one dollar using the cent symbol and a collection of bills up to twenty dollars.	NE	I/E	R

	Determine the value of a set of coins or bills.	3.N.4.2 Select the fewest number of coins for a given amount of money up to one dollar.	NE	I/E	R
		BA.3.N.4.3 Determine the correct amount of change when a purchase is made with five dollars.	NE	NE	I

Algebraic Reasoning & Algebra (A)

	3.A.1 Describe and create representations of numerical and geometric patterns.	3.A.1.1 Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts.	I	I/E	R/E
		3.A.1.2 Describe the rule (single operation) for a pattern from an input/output table or function machine involving addition, subtraction or multiplication.	I	I/E	R/E
		3.A.1.3 Explore and develop visual representations of growing geometric patterns and construct the next steps.	NE	I/E	R
	3.A.2 Use number sentences involving multiplication and unknowns to represent and solve real-world and mathematical problems.	3.A.2.1 Find unknowns represented by symbols in arithmetic problems by solving one-step open sentences (equations) and other problems involving addition, subtraction, and multiplication. Generate real-world situations to represent number sentences.	See Below for trimester breakdown		
		• addition/subtraction	I/E	R	R
		• multiplication	I	R/E	R
		3.A.2.2 Recognize, represent and apply the number properties (commutative, and identity, and associative properties of addition and multiplication) using models and manipulatives to solve problems	See Below for trimester breakdown		
		• addition	I/E	R	R
		• multiplication	NE	I/E	R

Geometry & Measurement

Geometry	3.GM.1 Use geometric attributes to describe and create shapes in various contexts.	3.GM.1.1 Sort three-dimensional shapes based on attributes.	NE	NE	I/E
		3.GM.1.2 Build a three-dimensional figure using unit cubes when picture/shape is shown.	NE	NE	I/E
		3.GM.1.3 Classify angles as acute, right, obtuse, and straight.	NE	NE	I/E
Measurement	3.GM.2 Understand measurable attributes of real-world and mathematical objects using various tools.	3.GM.2.1 Find perimeter of polygon, given whole number lengths of the sides, in real-world and mathematical situations.	NE	NE	I/E
		3.GM.2.2 Develop and use formulas to determine the area of rectangles. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these as grouped into rows and columns.(e.g., arrays)	NE	NE	I/E
		3.GM.2.3 Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or meter.	NE	I/E	R
		3.GM.2.4 Choose an appropriate measurement instrument and measure the length of objects to the whole yard, whole foot, or half inch.	NE	I/E	R
		3.GM.2.5 Using common benchmarks, estimate the lengths (customary and metric) of a variety of objects.	NE	I/E	R
		3.GM.2.6 Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.	NE	I/E	R

		3.GM.2.7 Counts cubes systematically to identify number of cubes needed to pack the whole or half of a 3D structure.	NE	NE	I/E
		3.GM.2.8 Find the area of 2-D figures by counting total number of same size unit squares that fill the shape without gaps or overlaps.	NE	NE	I/E
		BA.3.GM.2.9 Recognize and determine appropriate customary and metric units of measure for a variety of objects in capacity and mass. (i.e., mL, L, cup, pint, quart, gallon, g, Kg, oz., lbs.)	NE	NE	I
		Standard not covered in state assessments but should be introduced after testing to build background knowledge for students as they enter fourth grade.			
	3.GM.3 Solve problems by increasing mastery of reading and writing time to the nearest five-minute intervals. Read and write time to the minute.	3.GM.3.1 Increase mastery of reading and writing time to the nearest five-minute intervals. Read and write time to the minute. (analog and digital).	NE	I/E	R
		3.GM.3.2 Determine the solutions to problems involving addition and subtraction of time intervals of 5-minutes, up to one hour, using pictorial models, number line diagrams, and other tools.	NE	I/E	R

Data & Probability (D)

	3.D.1 Summarize, construct, and analyze data.	3.D.1.1 Summarize and construct a data set with multiple categories using a frequency table, line plot, pictograph, and/or bar graph with scaled intervals.	NE	NE	I/E
		3.D.1.2 Solve one- and two-step problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled intervals.	NE	NE	I/E

4th Grade Math Sequence of Instruction

Numbers & Operations (N)

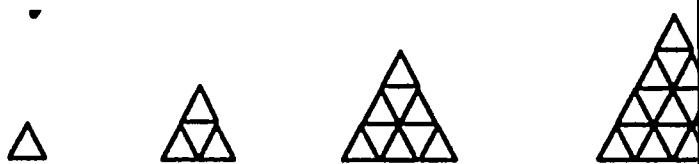
Fourth Grade (4)				
Quantity	BA.4.N.a	BA.4.N.a Read, write, discuss, and represent whole numbers up to 1,000,000 (through hundred thousands place-999,999) in word form, written (expanded) form and standard form. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives.	I/ E	R
	Compare and represent whole numbers up to 1,000,000 (through hundred thousands place-999,999) with an emphasis on place value and equality.			R
	BA.4.N.b	BA.4.N.b Find factor pairs for whole numbers 1-100. Recognize a whole number as a multiple of each of its factors. Determine if a number is a multiple of given one-digit number. Determine if a whole number 1-100 is prime or composite.	I/ E	R/ E
	Gain familiarity with factors, multiples, prime and composite.			R/ E
	BA.4.N.c	BA.4.N.c Increase mastery of rounding to estimate real-world and mathematical problems involving all operations with reasonableness (e.g., to determine reasonableness, student can explain, "Does it make sense?").	See Below for trimester breakdown	
	Increase mastery of rounding to estimate real-world and mathematical problems involving all operations with reasonableness.	<ul style="list-style-type: none"> addition subtraction multiplication 	I/ E	R
		<ul style="list-style-type: none"> division 	I/ E	R

	BA.4.N.d Increase mastery of addition and subtraction of whole numbers up to 6 digits.	BA.4.N.d Increase mastery of addition and subtraction of whole numbers up to 6 digits.(through hundred thousands place-999,999)	I/ E	R	R
	4.N.1 Solve real-world and mathematical problems using multiplication and division.	4.N.1.1 Demonstrate fluency with multiplication and division facts up to 12 x 12.	See Below for trimester breakdown		
		• multiplication	I/ E	R/ E	R/ E
		• division	I/ E	R/ E	R/ E
		4.N.1.2 Use an understanding of place value to multiply or divide a number by 10, 100 and 1,000.	See Below for trimester breakdown		
		• multiplication	I/ E	R	R
		• division	I/ E	R	R
		4.N.1.3 Multiply 3-digit by 1-digit or a 2-digit by 2-digit whole numbers, using efficient and generalizable procedures and strategies, based on knowledge of place value, including but not limited to standard algorithms.	I/ E	R	R
		4.N.1.4 Estimate products of 3-digit by 1-digit or 2-digit by 2-digit whole numbers using rounding, benchmarks and place value to assess the reasonableness of results. Explore larger numbers using technology to investigate patterns.	I/ E	R	R
		4.N.1.5 Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between	I/ E	R/ E	R/ E

		operations, the use of appropriate technology, and the context of the problem to assess the reasonableness of results.			
		4.N.1.6 Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide 3-digit dividend by 1-digit whole number divisors. (e.g., mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties).	I/ E	E	R
		4.N.1.7 Determine the unknown addend or factor in equivalent and nonequivalent expressions. (e.g., $5 + 6 = 4 + \square$, $3 \times 8 < 3 \times \square$).	N E	I	E
	4.N.2 Represent and compare fractions and decimals in real-world and mathematical situations including assessing the reasonableness; use place value to understand how decimals represent quantities.	4.N.2.1 Represent equivalent fractions including simplifying fractions using fraction models (e.g., parts of a set, area models, fraction strips, number lines).	N E	I/E	R
		4.N.2.2 Use benchmark fractions (0, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 1) to locate additional fractions on a number line. Use models to order and compare whole numbers and fractions less than and greater than one using comparative language and symbols. Emphasis is on developing conceptual understanding of fractions less than and greater than one.	N E	I/E	R
		4.N.2.3 Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$).	N E	I/E	R
		4.N.2.4 Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations.	N E	I/E	R
		4.N.2.5 Represent tenths and hundredths with concrete models, making connections between fractions and decimals.	I	E	R

		4.N.2.6 Represent, read, and write decimals up to at least the hundredths place in a variety of contexts including money.	I	E	R
		4.N.2.7 Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks.	I/ E	R	R
		4.N.2.8 Rename and compare benchmark fractions ($\frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{2}{3}, \frac{3}{4}$) to decimals (0.25, 0.50, 0.75) in real-world and mathematical situations.	N E	I	E
	4.N.3 Determine the value of coins in order to solve monetary transactions.	4.N.3.1 Given a total cost (whole dollars up to \$20 or coins) and amount paid (whole dollars up to \$20 or coins), find the change required in a variety of ways. Limited to whole dollars up to \$20 or sets of coins.	I/ E	R	R

Algebraic Reasoning & Algebra (A)

4.A.1 Use multiple representations of patterns to solve real-world and mathematical problems.	4.A.1.1 Create an input/output chart or table to represent or extend a numerical pattern.	N E	I/E	R
	4.A.1.2 Describe the single operation rule for a pattern from an input/output table or function machine involving any operation of a whole number.	N E	I/E	R
	4.A.1.3 Create growth patterns involving geometric shapes and define the single operation rule of the pattern. e.g., 	N E	I/E	R

4.A.2 Use multiplication and division with unknowns to create number sentences representing a given problem situation.	4.A.2.1 Use number sense, properties of multiplication and the relationship between multiplication and division to solve problems and find values for the unknowns represented by letters and symbols that make number sentences true.	N E	I/E	R	
	4.A.2.2 Solve for unknowns in problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, or division with whole numbers. Use real-world situations to represent number sentences and vice versa.	N E	I	E	

Geometry & Measurement

4.GM.1 Name, describe, classify, and construct polygons and three-dimensional figures.	4.GM.1.1 Identify points, lines, line segments, rays, angles, endpoints, and parallel and perpendicular lines in various contexts.	N E	I/E	R	
	4.GM.1.2 Describe, classify, and sketch quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms, and kites. Recognize quadrilaterals in various contexts.	N E	I/E	R	
	4.GM.1.3 Given two three-dimensional shapes, identify similarities, and differences.	N E	I/E	R	
4.GM.2 Understand angle, length, and area as measurable attributes of real-world and mathematical objects. Use various tools to measure angles,	4.GM.2.1 Measure angles in geometric figures and real-world objects with a protractor or angle ruler.	N E	I/E	R	
	4.GM.2.2 Find the area of polygons that can be decomposed into rectangles.	N E	I/E	R	
	4.GM.2.3 Using a variety of tools and strategies, develop the concept that the volume of rectangular prisms with whole-number edge lengths can be found by counting the total number of same-sized unit cubes that fill a shape without gaps or overlaps. Use appropriate measurements such as cm ³ .	N E	NE	I/E	

	length, area, and volume.				
		4.GM.2.4 Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or quarter-inch.	N E	NE	I/E
		4.GM.2.5 Solve problems that deal with measurements of length, when to use liquid volumes, when to use mass, temperatures above zero and money using addition, subtraction, multiplication, or division as appropriate (customary and metric).	See Below for trimester breakdown		
		Solve problems with money	I/ E	R	R
		Solve problems with measurement (customary and metric)	N E	NE	I/E
4.GM.3	Determine elapsed time and convert between units of time.	4.GM.3.1 Determine elapsed time.	N E	NE	R/ E
		4.GM.3.2 Solve problems involving the conversion of one measure of time to another.	N E	NE	I/E

Data & Probability (D)

4.D.1	Collect, organize, and analyze data.	4.D.1.1 Represent data on a frequency table or line plot marked with whole numbers and fractions using appropriate titles, labels, and units.	N E	NE	I/E
		4.D.1.2 Use tables, bar graphs, timelines, and Venn diagrams to display data sets. The data may include benchmark fractions or decimals ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 0.25, 0.50, 0.75).	N E	NE	I/E
		4.D.1.3 Solve one- and two-step problems using data in whole number, decimal, or fraction form in a frequency table and line plot.	N E	NE	I/E

5th Grade Math Sequence of Instruction

Numbers & Operations (N)

5th Grade (5)					
Quantity	BA.5.N.a	BA.5.N.a Read, write, discuss, and represent whole numbers up to 1,000,000,000 (through hundred millions-999,999,999) in word form, written (expanded) form and standard form. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives. <i>*Also see: 5.N.2.2</i>	I/E	R/E	R/E
	BA.5.N.b	BA.5.N.b Gain familiarity with factors, multiples, prime and composite.	R/E	R/E	R/E
Operations	BA.5.N.c	BA.5.N.c Increase mastery of multiplying multi-digit numbers and solving real-world and mathematical problems using arithmetic.	R/E	R/E	R/E
	5.N.1	5.N.1.1 Estimate solutions to division problems in order to assess the reasonableness of results. (e.g., rounding, compatible numbers, front end estimation)	I/E	R	R
		5.N.1.2 Divide multi-digit numbers, by one and two digit divisors, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.	I/E	R/E	R/E
		5.N.1.3 Recognize that quotients can be represented in a variety of ways, including a whole	I/E	R	R

		number with a remainder, a fraction or mixed number, or a decimal and consider the context in which a problem is situated to select and interpret the most useful form of the quotient for the solution.			
		5.N.1.4 Solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-digit whole numbers including multi-step problems. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.	I/E	R/E	R/E
	5.N.2 Read, write, represent, and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.	5.N.2.1 Represent decimal fractions (e.g. $\frac{1}{10}$, $\frac{1}{100}$) using a variety of models (e.g., 10 by 10 grids, rational number wheel, base-ten blocks, meter stick) and make connections between fractions and decimals having denominators that are factors of 100 (e.g., $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, etc.). (e.g., fractions that can be written to equivalence of 100 as the denominator)	I/E	R/E	R/E
		5.N.2.2 Represent, read and write decimals using place value in word form, written form and standard form to describe decimal numbers including fractional numbers as small as thousandths and whole numbers as large as millions (e.g., through nine digit whole numbers).	I/E	I/E	R/E
		5.N.2.3 Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line.	NE	I/E	R/E
		5.N.2.4 Recognize and generate equivalent decimals, fractions (including simplest form), mixed numbers and fractions less than one in various contexts.	NE	I/E	R/E

	5.N.3 Add and subtract fractions with like and unlike denominators, mixed numbers and decimals to solve real-world and mathematical problems.	5.N.3.1 Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.	See Below for trimester breakdown		
		<ul style="list-style-type: none"> fractions 	NE	I/E	R/E
		<ul style="list-style-type: none"> decimals 	I/E	R	R
		5.N.3.2 Using the meanings of fractions, meanings of whole number addition and subtraction, and inverse relationships to illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods).	NE	I/E	R
		5.N.3.3 Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, using efficient and generalizable procedures, including but not limited to standard algorithms in order to solve real-world and mathematical problems including those involving money, measurement, geometry, and data.	See Below for trimester breakdown		
		<ul style="list-style-type: none"> fractions 	NE	I/E	R/E
		<ul style="list-style-type: none"> decimals 	I/E	R	R
		5.N.3.4 Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.	I/E	R	R

Algebraic Reasoning & Algebra (A)

	5.A.1 Describe and graph patterns of change created through numerical patterns.	5.A.1.1 Use tables and rules of up to two operations to describe patterns of change and make predictions and generalizations about real-world and mathematical problems.	NE	I/E	R/E
		5.A.1.2 Use a rule or table to represent ordered pairs of whole numbers and graph these ordered	NE	I/E	R

	pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.			
5.A.2 Understand and interpret expressions, equations, and inequalities involving variables and whole numbers, and use them to represent and evaluate real-world and mathematical problems.	5.A.2.1 Generate equivalent numerical expressions to and solve problems involving whole numbers by applying the commutative, associative, and distributive properties and order of operations (no exponents).	See Below for trimester breakdown		
	<ul style="list-style-type: none"> commutative, associative, and distributive properties 	R	R/E	R/E
	<ul style="list-style-type: none"> order of operations 	NE	I/E	R/E
	5.A.2.2 Determine whether an equation or inequality involving a variable is true or false for a given value of the variable.	NE	I/E	R
	5.A.2.3 Evaluate expressions involving variables when values for the variables are given.	NE	I/E	R/E

Geometry & Measurement

5.GM.1 Describe, classify, and draw representations of two- and three-dimensional figures.	5.GM.1.1 Describe, classify and construct triangles, including equilateral, obtuse, acute, right, scalene, and isosceles triangles. Recognize triangles in various contexts.	NE	NE	I/E
	5.GM.1.2 Describe and classify three-dimensional figures including cubes, rectangular prisms and pyramids by the number of edges, faces or vertices as well as the shapes of faces.	NE	NE	I/E
	5.GM.1.3 Recognize and draw a net for a three-dimensional figure (e.g., cubes, rectangular prisms, pyramids).	NE	NE	I/E

<p>5.GM.2 Understand how the volume of rectangular prisms and surface area of shapes with polygonal faces are determined by the dimensions of the object and that shapes with varying dimensions can have equivalent values of surface area or volume.</p>	5.GM.2.1 Recognize that the volume of rectangular prisms can be determined by the number of cubes (n) and by the product of the dimensions of the prism ($a \times b \times c = n$). Know that rectangular prisms of different dimensions (p,q, and r) can have the same volume if $a \times b \times c = p \times q \times r = n$. ($V = L \times W \times H$)	NE	NE	I/E
	5.GM.2.2 Recognize that the surface area of a three-dimensional figure with polygonal faces with whole numbered edges can be found by finding the area of each component of the net of that figure. Know that three-dimensional shapes of different dimensions can have the same surface area.	NE	NE	I/E
	5.GM.2.3 Find the perimeter of polygons and create arguments for reasonable values for the perimeter of shapes that include curves.	NE	NE	I/E
	5.GM.3 Understand angle and length as measurable attributes of real-world and mathematical objects. Use various tools to measure angles and lengths.	NE	I/E	R
	5.GM.3.1 Measure and compare angles according to size.	NE	I/E	R
	5.GM.3.2 Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or 1/16-inch.	I	R	R/E
	5.GM.3.3 Recognize and use the relationship between inches, feet, and yards to measure and compare objects. (Clarification: includes converting units within the same measurement system)	NE	NE	I/E
Data & Probability (D)				
5.D.1	5.D.1.1 Find the measures of central tendency (mean, median, or mode) and range of a set of	NE	NE	I/E

	Display and analyze data to find the range and measures of central tendency (mean, median, and mode).	data. Understand that the mean is a “leveling out” or central balance point of the data.			
		5.D.1.2 Create and analyze line graphs and double-bar using whole numbers, fractions and decimals.	NE	NE	I/E

PRE-K ELA Sequence of Instruction

Standard 1: Speaking and Listening Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. <i>Students will be able to:</i>					
PK.1.R.1	Students will actively listen and speak in complete sentences using agreed-upon rules with guidance and support.	I/E	I/E	I/E	
PK.1.R.2	Students will begin to ask and answer questions about information presented orally or through text or other media with guidance and support.	I/E	I/E	I/E	
PK.1.R.3	Students will begin to engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	I/E	I/E	I/E	
PK.1.R.4	Students will follow simple oral directions.	I/E	I/E	I/E	
Standard 1: Writing Students will write for a variety of purposes and audiences, including to inform, persuade, and entertain.					
PK.1.W.1	Students will begin to orally describe personal interests or tell stories to classmates with guidance and support. (e.g., think-pair-share, turn and talk)	I/E	I/E	I/E	
PK.1.W.2	Students will work respectfully with others with guidance and support.	I/E/	I/E/	I/E	
Standard 2: Reading Foundations Students will develop foundational skills for future reading success by working with sounds, letters, and text. <i>Students will be able to:</i>					

PK.2.PA.1	Students will distinguish spoken words in a sentence with guidance and support. (e.g., concept of spoken word)	I	E	R
PK.2.PA.2	Students will recognize spoken words that rhyme.	I	E	R
PK.2.PA.3	Students will begin to recognize syllables in spoken words (e.g., <i>sunshine</i> = <i>sun</i> + <i>shine</i>).	NE	I	R
PK.2.PA.4	Students will begin to isolate initial and final sounds in spoken words. (e.g., The first sound in sun is /s/, the final sound is /n/.	NE	I	E
PK.2.PA.5	Students will begin to recognize initial sounds in a set of spoken words (i.e., <i>alliteration</i>). (e.g., bike, bell, boy)	NE	I	E
PK.2.PA.6	Students will combine onsets and rimes to form familiar one syllable spoken words with pictorial support (e.g., /c/ + at = cat).	NE	NE	I
<p>Print Concepts PK.2.PC.1-6: Students will demonstrate their understanding of the concept of print and how it is used in reading, book handling, labeling, and the use of other print materials (e.g., signs, letters, and other print materials).</p>				
PK.2.PC.1	Students will write the majority of the letters in their first name and some uppercase and lowercase letters with guidance and support.	I/E	I/E	I/E
PK.2.PC.2	Students will understand that print carries a message by recognizing labels, signs, and other print in the environment with guidance and support.	I/E	R	R
PK.2.PC.3	Students will begin to demonstrate correct book orientation and identify the front and back covers of a book.	I	E	R
PK.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces with guidance and support.	I/E	R	R
PK.2.PC.5	Students will begin to understand that print moves from top to bottom, left to right, and front to back.	I	R	E
PK.2.PC.6	Students will recognize ending punctuation marks in print during shared reading or other text experiences with guidance and support.	NE	NE	I
<p>Print Skills PK.2.PWS.1-2: Students will demonstrate their understanding of the concept of print and how it is used in reading, book handling, labeling, and the use of other print materials (e.g., signs, letters, and other print materials).</p>				
PK.2.PWS.1	Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support. (e.g., Literacy First requires 14/26 uppercase letters and 14/26 lowercase letters)	I/E	I/E	I/E
PK.2.PWS.2	Students will produce some sounds represented by letters with guidance and support.	I	I	E

PK.2.F.1	Students will read first name in print.	I/E	R	R
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.				
PK.2.R	Students will begin to retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.	I	E	R
PK.2.W	Students will begin to express themselves through drawing, dictating, and emergent writing. (e.g., writing stations)	I/E	I/E	I/E
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.				
PK.3.R.1	Students will describe the role of an author and illustrator, telling how they contribute to a story, with guidance and support.	I	E	R
PK.3.R.2	Students will describe characters in a story with guidance and support.	I	R	R
PK.3.R.3	Students will tell what is happening in a picture or illustration with guidance and support.	I	E	R
PK.3.R.4	Students will ask and answer basic questions (<i>e.g., who, what, where, and when</i>) about texts during shared reading or other text experiences with guidance and support.	I	R	R
PK.3.W	Students will use drawing, labeling and dictating to express thoughts and ideas with guidance and support. (e.g., responding to a book or shared writing discussion)	I	R	R

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading: Students will begin to understand the function of words and phrases in texts and to use context clues to determine the meaning of words and phrases.

PK.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.	I	R	R
PK.4.R.2	Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	I	R	R
PK.4.R.3	Students will name and sort familiar objects into categories based on common attributes with guidance and support. (e.g., sorting pictures and/or descriptive words)	I	R	R

Writing: Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.

PK.4.W.1	Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.	I/E	I/E	I/E
PK.4.W.2	Students will begin to select appropriate language according to purpose.	I/E	I/E	I/E

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading: Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.

PK.5.R.1	Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.	NE	NE	I
PK.5.R.2	Students will recognize concrete objects as persons, places or things (<i>i.e., nouns</i>) with guidance and support.	NE	NE	I
PK.5.R.3	Students will recognize words as actions (<i>i.e., verbs</i>) with guidance and support.	NE	NE	I
PK.5.R.4	Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support. (including: over, under, around, below, etc.)	I/E	I/E	I/E

Writing: Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.

These standards begin in Kindergarten.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Students will use a variety of media and technology to communicate and collaborate.

PK.6.R	Students will begin to identify pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	NE	NE	I
--------	--	----	----	---

Students will use a variety of media and technology to communicate and collaborate.

PK.6.W	Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.	NE	NE	I
--------	--	----	----	---

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Students will use a variety of media and technology to communicate and collaborate.

PK.7.R	Students will recognize formats of print and digital text with guidance and support. (i.e., shared activities on the smartboard)	NE	NE	I
--------	--	----	----	---

Students will use a variety of media and technology to communicate and collaborate.

PK.7.W	Students will use appropriate technology to communicate with others with guidance and support.	I	I	E
--------	--	---	---	---

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Students will use a variety of media and technology to communicate and collaborate.

PK.8.R	Students will demonstrate interest in books during read-alouds, and shared reading, and interact independently with books.	I/E	I/E	I/E
--------	--	-----	-----	-----

Students will use a variety of media and technology to communicate and collaborate.

PK.8.W	Students will express their ideas through a combination of drawing and emergent writing with guidance and support.	I/E	I/E	I/E
--------	--	-----	-----	-----

Kindergarten ELA Sequence of Instruction

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

(Reading) Students will now develop appropriate oral communication skills through speaking and active listening.

K.1.R.1	Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.	I/E	R	R
K.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.	I/E	R	R
K.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	I/E	R	R
K.1.R.4	Students will follow one and two step directions.	I/E	R	R

(Writing) Students will now develop appropriate oral communication skills through speaking and active listening.

K.1.W.1	Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.	I	E	R
K.1.W.2	Students will work respectfully with others with guidance and support.	I	E	R

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

(Phonics) Students will now develop appropriate oral communication skills through speaking and active listening.

K.2.PA.1	Students will distinguish spoken words in a sentence.	I/E	I/E	I/E
----------	---	-----	-----	-----

K.2.PA.2	Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.	I/E	I/E	I/E
K.2.PA.3	Students will isolate and pronounce the same initial sounds in a set of spoken words (<i>i.e., alliteration</i>) (<i>e.g., "the puppy pounces"</i>).	I	E	R
BA.K.2.PA.3a	Students will isolate and produce the same ending sounds.	NE	I/E	R
K.2.PA.4	Students will recognize the short or long vowel sound in one syllable words.	NE	I/E	R
K.2.PA.5	Students will count, pronounce, blend, segment, and delete syllables in spoken words.	I/E	I/E	R
K.2.PA.6	Students will blend and segment onset and rime in one syllable spoken words (<i>e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/ + at</i>).	NE	I/E	I/E
K.2.PA.7	Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (<i>e.g., /f/ /a/ /s/ /t/ = fast</i>).	NE	I	E
K.2.PA.8	Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (<i>e.g., "fast" = /f/ /a/ /s/ /t/</i>).	NE	I/E	I/E
K.2.PA.9	Students will add, delete, and substitute phonemes in one syllable spoken words (<i>e.g., "add /c/ to the beginning of "at" to say "cat;" "remove the /p/ from "pin," to say "in;" "change the /d/ in "dog" to /f/ /r/ to say "frog"</i>).	NE	NE	I/E
K.2.PC.1	Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.	I/E	I/E	R
K.2.PC.2	Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.	I/E	I/E	I/E
K.2.PC.3	Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.	I/E	I/E	I/E
K.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces.	I	I/E	I/E
K.2.PC.5	Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice). (<i>e.g., inventive text</i>)	I/E	I/E	I/E

K.2.PC.6	Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.	I	I/E	I/E
<p><i>Students will identify words and sentences with distinguishing features and apply the features to new words and sentences.</i></p>				
K.2.PWS.1	Students will name all uppercase and lowercase letters.	I	I/E	I/E
K.2.PWS.2	Students will sequence the letters of the alphabet.	NE	NE	I/E
K.2.PWS.3	Students will produce the primary or most common sound for each consonant, short and long vowel sounds (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).	I/E	I/E	R
K.2.PWS.4	Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (e.g. VC words= at, in, up; CVC words = pat, hen, lot).	NE	I/E	I/E
<p><i>Students will blend words with one capital letter and one vowel sound and modify words completely with one vowel sound and one consonant sound.</i></p>				
K.2.F.1	Students will read first and last name in print.	I	I/E	R
K.2.F.2	Students will read common high frequency grade-level words by sight (e.g., not, was, to, have, you, he, is, with, are). (Literacy First Kindergarten Word List)	I/E	I/E	I/E
<p>Standard 2: Reading and Writing Process</p> <p>Students will use a variety of recursive reading and writing processes.</p> <p><i>Students will use a variety of recursive reading and writing processes.</i></p>				
K.2.R.1	Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea. (e.g., dramatic play or reader's theater)	I	I/E	I/E
K.2.R.2	Students will discriminate between fiction and nonfiction/informational text with guidance and support. (i.e., genre studies)	I	E	E
K.2.R.3	Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.	I	I/E	R

K.2.W.1	Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.	NE	I/E	I/E
K.2.W.2	Students will begin to develop first drafts by sequencing the action or details of stories/texts.	NE	I/E	I/E
K.2.W.3	Students will begin to edit first drafts using appropriate spacing between letters and words.	NE	I/E	E
BA.K.2.W.4	Students will complete the writing process by publishing their work (i.e., final draft).	NE	I/E	I/E

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Students will be able to identify the main idea and supporting details of a text, and will be able to identify the author's purpose and point of view. Students will be able to identify the main idea and supporting details of a text, and will be able to identify the author's purpose and point of view.

K.3.R.1	Students will name the author and illustrator, and explain the roles of each in a particular story.	I/E	E	R
K.3.R.2	Students will describe characters and setting in a story with guidance and support.	I	I/E	R
K.3.R.3	Students will tell what is happening in a picture or illustration.	I/E	E	R
K.3.R.4	Students will ask and answer basic questions (<i>e.g., who, what, where, and when</i>) during shared reading or other text experiences with guidance and support.	I/E	E	R

K.3.W	Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.	I/E	I/E	I/E
-------	--	-----	-----	-----

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

K.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.	I	I	I/E
K.4.R.2	Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	NE	I	E
K.4.R.3	Students will name and sort pictures of objects into categories based on common attributes with guidance and support.	I/E	R	R

Writing – Students will use early knowledge of vocabulary to communicate by using appropriate words and language appropriate to the situation and audience in their writing.

K.4.W.1	Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.	I	E	R
K.4.W.2	Students will select appropriate language according to purpose with guidance and support. (e.g., words will match their picture)	I	I/E	R

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

K.5.R.1	Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.	I	I/E	E
K.5.R.2	Students will recognize concrete objects as persons, places or things (<i>i.e.</i> , <i>nouns</i>) with guidance and support.	I	I/E	E
K.5.R.3		NE	I/E	E
K.5.R.4	Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support. (including: over, under, around, below, etc.)	I	E	E

Writing – Students will use early knowledge of grammar to communicate by using appropriate words and language appropriate to the situation and audience in their writing.

K.5.W.1	Students will capitalize, with guidance and support: <ul style="list-style-type: none"> their first name the pronoun "I" 	I	I/E	R
---------	--	---	-----	---

K.5.W.2	Students will begin to compose simple sentences that begin with a capital letter and end with a period, question mark and exclamation mark.	I	I	I/E
---------	---	---	---	-----

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Students will use a variety of print and digital resources to find information on a topic of interest.

K.6.R.1	Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	NE	I	E
K.6.R.2	Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.	NE	I	E

Students will use a variety of print and digital resources to find information on a topic of interest. Students will use a variety of print and digital resources to find information on a topic of interest.

K.6.W.1	Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.	I	I	E
K.6.W.2	Students will find information from provided sources during group research with guidance and support.	NE	I	I/E

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Students will use a variety of print and digital resources to find information on a topic of interest. Students will use a variety of print and digital resources to find information on a topic of interest.

K.7.R.1	Students will recognize formats of print and digital text with guidance and support.	NE	I	I/E
K.7.R.2	Students will explore how ideas and topics are depicted in a variety of media and formats. (e.g., speech bubbles, lists, menus, captions, etc.)	NE	I	I/E

Students will use a variety of print and digital resources to find information on a topic of interest. Students will use a variety of print and digital resources to find information on a topic of interest.

K.7.W.1	Students will use appropriate technology to communicate with others with guidance and support. (e.g., utilize smartboard, appropriate websites such as storybird.com, etc.)	I	I/E	I/E
K.7.W.2	Students will use appropriate props, images, or illustrations to support verbal communication. (e.g., posters, lists, menus, etc.)	I	I/E	I/E

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Readers will read and write for a variety of purposes including, but not limited to, academic and personal. Readers will read and write for a variety of purposes including, but not limited to, academic and personal.

K.8.R	Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.	I	I/E	I/E
<i>Writing will express their ideas and feelings for extended periods of time. Students will express their ideas and feelings for extended periods of time.</i>				
K.8.W	Students will express their ideas through a combination of drawing and emergent writing with guidance and support.	I	I/E	I/E

1st Grade ELA Sequence of Instruction

May

2017

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Readers will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

1.1.R.1	Students will actively listen and speak in complete sentences using agreed-upon rules for discussion.	I/E	R	R
1.1.R.2	Students will ask and answer questions to seek help, get information or clarify about information presented orally through text or other media, to confirm understanding.	I/E	R	R
1.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.	I/E	R	R
1.1.R.4	Students will restate and follow simple two-step directions.	I	R	E

Readers will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. Readers will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

1.1.W.1	Students will orally describe people, places, things, and events with relevant details expressing their ideas.	I	I/E	R
1.1.W.2	Students will work respectfully in groups.	I/E	R	R

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

1.2.PA.1	Students will blend and segment onset and rime in spoken words (<i>e.g.</i> , /ch/ + /at/ = <i>chat</i>).	I/E	R	R
1.2.PA.2	Students will differentiate short from long vowel sounds in one syllable words. (<i>e.g.</i> , cap vs. cape)	I/E	R	R
1.2.PA.3	Students will isolate and pronounce initial, medial, and final sounds in spoken words. (<i>e.g.</i> , What sound do you hear at the beginning of bat? In the middle of bat? At the end of bat?)	I/E	R	R
1.2.PA.4	Students will blend phonemes to form spoken words with 4 to 6 phonemes including consonant blends (<i>e.g.</i> , /s/ /t/ /r/ /i/ /ng/ = <i>string</i>).	I/E	R	R
1.2.PA.5	Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (<i>e.g.</i> , <i>string</i> = /s/ /t/ /r/ /i/ /ng/).	I/E	R	R
1.2.PA.6	Students will add, delete, and substitute phonemes in spoken words (<i>e.g.</i> , “add /g/ to the beginning of <i>low</i> to say ‘glow;’ remove the /idge/ from ‘bridge’ to say ‘br;’ change the /ar/ in ‘charm’ to /u/ to say ‘chum’)	I/E	I/E	I/E

1.2.PC.1	Students will correctly form letters and use appropriate spacing for letters, words, sentences using left-to-right and top-to-bottom progression.	I/E	R	R
BA.1.2.PC.1a	Students will correctly form letters to write their first and last name.	I/E	R	R
BA.1.2.PC.1b	Students will recognize the difference between letters, words, and sentences.	I/E	R	R
1.2.PC.2	Students will recognize the distinguishing features of a sentence (<i>e.g.</i> , capitalization of the first word, ending punctuation, comma, quotation marks).	I	E	R

Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.

Phonics and word analysis skills are expected to be mastered by the end of the year.

1.2.PWS.1	<p>Students will decode phonetically regular words by using their knowledge of:</p> <ul style="list-style-type: none"> • Single consonants (<i>e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/</i>) • Consonant blends (<i>e.g., bl, br, cr</i>) • Consonant digraphs and trigraphs (<i>e.g., sh-, tch</i>) • Vowel sounds: <ul style="list-style-type: none"> ○ Long ○ Short • R-controlled vowels (<i>e.g., ar, er, ir, or, ur</i>) • Vowel spelling pattern: <ul style="list-style-type: none"> ○ Vowel digraphs (<i>e.g., ea, oa, ee</i>) ○ Vowel-consonant-silent-e (<i>e.g., lake</i>) <p>*This standard corresponds with 1.2.W.3 in which students are asked to use phonics and word analysis skills when spelling words in writing.</p>	I/E	I/E	I/E
1.2.PWS.2	<p>Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> • Most major syllable patterns (<i>e.g., closed, open, vowel team, vowel silent e, r-controlled</i>) • Inflectional endings (<i>e.g., -s, -ed, -ing</i>) • Compound words • contractions 	NE	I	E
1.2.PWS.3	Students will read words in common word families (<i>e.g., -at, -ab, -am, -in</i>)	I/E	R	R
<i>Students will read words with automaticity in text. (i.e., Literacy First High Frequency Lists allowing response within 3 seconds or less without prompting.)</i>				
1.2.F.1	Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text. (i.e., Literacy First High Frequency Lists allowing response within 3 seconds or less without prompting.)	I/E	I/E	I/E

1.2.F.2	Students will only read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	I	I/E	I/E
---------	--	---	-----	-----

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

1.2.R.1	Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.	I/E	R	R
1.2.R.2	Students will discriminate between fiction and nonfiction/informational text. (e.g., using compare and contrast strategies)	I	E	R
1.2.R.3	Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text.	I/E	R	R

Students will use appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.

1.2.W.1	Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.	I	R	E
1.2.W.2	Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.	I	I/E	I/E
1.2.W.3	Students will correctly spell grade-appropriate, highly decodable words (<i>e.g., cup, like, cart</i>) and common, irregularly spelled sight words (<i>e.g., the</i>) while editing.	NE	I	E
1.2.W.4	Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary, notebook</i>).	I/E	I/E	I/E

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

1.3.R.1	Students will identify the author's purpose (<i>i.e., tell a story, provide information</i>) with guidance and support.	I	R	E
1.3.R.2	Students will describe who is telling the story (<i>i.e., point of view</i>).	NE	I	E

1.3.R.3	<p>Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> • Setting (<i>i.e., time, place</i>) • Plot • Main characters and their traits in a story 	I/E	I/E	I/E
1.3.R.4	Students will ask and answer basic questions <i>e.g., who, what, where, why, and when</i>) about texts.	I/E	R	R
1.3.R.5	Students will begin to locate facts that are clearly stated in a text.	I	E	R
BA.1.3.R.6	<p>Students will use metacognitive strategies to enhance their comprehension.</p> <ul style="list-style-type: none"> • making connections • predicting • questioning • visualizing • inferring • summarizing • determining Importance <p><i>*Note:</i> Metacognitive strategies help students “think about their thinking” before, during and after they read.</p>	I/E	I/E	I/E
<p><i>When students are asked to write, they will be asked to write in response to a text. They will be asked to write in response to a text in a way that demonstrates their understanding of the text. They will be asked to write in a way that demonstrates their understanding of the text.</i></p>				
1.3.W.1	<p>NARRATIVE</p> <p>Students will begin to write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>) and a basic setting (<i>i.e., time, place</i>) with guidance and support.</p>	I/E	R	R
1.3.W.2	<p>INFORMATIVE</p> <p>Students will begin to write facts about a subject in response to a text aloud to demonstrate understanding with guidance and support.</p>	NE	E	R
1.3.W.3	OPINION	NE	I	E

	Students will express an opinion in writing about a topic and provide a reason to support the opinion.			
--	--	--	--	--

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

<p>Students will use general academic and domain-specific words and phrases, as well as roots and affixes, to increase their understanding of texts.</p>				
--	--	--	--	--

1.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	I/E	I/E	I/E
1.4.R.2	Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define unfamiliar words with guidance and support.	I	E	R
1.4.R.3	Students will use context clues to determine the meaning of words with guidance and support.	I/E	I/E	I/E
1.4.R.4	Students will name and sort words into categories based on common attributes.	I/E	I/E	I/E
1.4.R.5	Students will use a dictionary (<i>print and/or electronic</i>) to find words.	I	E	R

<p>Students will use general academic and domain-specific words and phrases, as well as roots and affixes, to increase their understanding of texts.</p>				
--	--	--	--	--

1.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.	I/E	I/E	I/E
1.4.W.2	Students will select appropriate language according to purpose in writing with guidance and support.	I/E	I/E	I/E

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

<p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p>				
1.5.R.1	Students will recognize nouns as concrete objects (<i>i.e., people, persons, places, and things</i>) and use pronoun "I".	I/E	R	R

1.5.R.2	Students will recognize and use verbs as actions.	I	E	R
1.5.R.3	Students will recognize and use color, number, and other descriptive adjectives.	NE	I	E
1.5.R.4	Students will recognize and use prepositions (<i>e.g., The dog is on top of the doghouse</i>) through pictures and movement. (i.e., directional words)	NE	I/E	R
1.5.R.5	Students will recognize and use singular and plural nouns with correct verbs in simple sentences (<i>e.g., He sits; we sit</i>).	NE	I/E	R

Writing Standard 1.5 will demonstrate competence in writing simple and compound sentences through writing and editing a number of compositions.

1.5.W.1	Students will capitalize: <ul style="list-style-type: none"> The first letter of a sentence, Proper names Months and days of the week 	I	E	R
BA.1.5.W.1a	Students will use correct end punctuation when writing complete sentences.	I	E	R
1.5.W.2	Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.	I	E	R

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Writing Standard 6 will demonstrate competence in research through writing and editing a number of compositions.

1.6.R.1	Students will decide who can answer questions about their topic or what resources they will need to find the information.	NE	I/E	R
1.6.R.2	Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.	NE	I/E	R
1.6.R.3	Students will identify the location and purpose of various visual and text reference sources.	NE	I/E	R

Writing Standard 6 will demonstrate competence in research through writing and editing a number of compositions.

Writing Standard 6 will demonstrate competence in research through writing and editing a number of compositions.

1.6.W.1	Students will generate questions about topics of interest.	NE	I/E	R
1.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.	NE	I/E	R
1.6.W.3	Students will make informal presentations of information gathered.	NE	I/E	R

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Students will use provided print and digital resources with guidance and support.

1.7.R.1	Students will use provided print and digital resources with guidance and support.	I/E	I/E	I/E
1.7.R.2	Students will explore and compare how ideas and topics are depicted a variety of media and formats.	I	E	R

Students will select and use appropriate technology or media to communicate with others with guidance and support.

1.7.W.1	Students will select and use appropriate technology or media to communicate with others with guidance and support.	I/E	I/E	I/E
1.7.W.2	Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	I/E	I/E	I/E

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.

1.8.R	Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.	I	I/E	I/E
-------	--	---	-----	-----

Students will use provided print and digital resources with guidance and support.

1.8.W	Students will write independently for extended periods of time through a combination of emergent and conventional writing with guidance and support.	I/E	I/E	I/E
-------	--	-----	-----	-----

2nd Grade ELA Sequence of Instruction

May

2017

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Students will develop and apply effective communication skills in a variety of situations including:

2.1.R.1	Students will actively listen and speak using appropriate discussion rules.	I/E	R	R
2.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding. (e.g., stop-and-wonder, clarify with questions)	I/E	R	R
2.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups. (e.g., Incorporate pre-reading skills such as: make predictions, activate prior knowledge, use picture clues, and establish a purpose for reading.)	I/E	R	R
2.1.R.4	Students will restate and follow multi-step directions.	I/E	R	R

Students will develop and apply effective communication skills in a variety of situations including:

2.1.W.1	Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I/E	R	R
---------	--	-----	---	---

2.1.W.2	Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group or member.	I/E	R	R
---------	--	-----	---	---

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.

Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.

Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.

2.2.PC	Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.	I/E	R	R
--------	--	-----	---	---

Students will continue to review and apply earlier grade level expectations for this standard. If prints concepts skills are not mastered, students will address skills from previous grades.

Students will continue to review and apply earlier grade level expectations for this standard. If prints concepts skills are not mastered, students will address skills from previous grades.

2.2.PWS.1	<p>Students will decode one- and two- syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> • single consonants, including those with two different sounds (<i>e.g., soft and hard c [cent, cat] and g [gem, goat]</i>) • consonant blends (<i>e.g., bl, br, cr</i>) • consonant digraphs and trigraphs (<i>e.g., sh-, -tch</i>) • vowel sounds: <ul style="list-style-type: none"> ○ long ○ short ○ “r” controlled vowels (<i>e.g., ar, er, ir, or, ur</i>) 	I/E	R	R
-----------	---	-----	---	---

	<ul style="list-style-type: none"> vowel spelling patterns: <ul style="list-style-type: none"> vowel digraphs (<i>e.g., ea, oa, ee</i>) vowel-consonant-silent-e (<i>e.g., lake</i>) vowel diphthongs (<i>vowel combinations having two vowel sounds [e.g., oi as in boil, oy as in boy]</i>) 			
2.2.PWS.2	<p>Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> all major syllable patterns (<i>e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled</i>) inflectional endings (<i>e.g., -s, -ed, -ing</i>) compound words contractions abbreviations common roots and related prefixes and suffixes <p>Students will apply word study skills in daily writing.</p>	I/E	I/E	I/E
2.2.PWS.3	Students will read words in common word families (<i>e.g., -ight, -ink, -ine, ow</i>)	I/E	R	R
<p>2.2.F.1 Students will read high-frequency and/or common irregularly spelled grade-level words with automaticity in text. (i.e., Literacy First High Frequency Lists allowing response within 3 seconds or less without prompting.)</p>				
2.2.F.1	Students will read high-frequency and/or common irregularly spelled grade-level words with automaticity in text. (i.e., Literacy First High Frequency Lists allowing response within 3 seconds or less without prompting.)	I/E	I/E	I/E
2.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension using strategies to self-monitor and correct.	I/E	I/E	I/E
<p>Students will continue to review and apply earlier grade level expectations for this standard. If fluency skills are not mastered, students will address skills from previous grades.</p>				
<p>Standard 2: Reading and Writing Process</p> <p>Students will use a variety of recursive reading and writing processes.</p>				

2.2.R.1	Students will locate the main idea and supporting details of a text.	I	I/E	R
2.2.R.2	Students will begin to compare and contrast details. (<i>e.g., plots or events, settings, and characters</i>) to discriminate genres.	I	I/E	R
2.2.R.3	Students will begin to retell and summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text.	I/E	I/E	R

When students are able to identify the main idea and supporting details of a text, they will be able to compare and contrast details to discriminate genres.

2.2.W.1	Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences to form a paragraph.	I/E	E	R
2.2.W.2	Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.	I/E	I/E	I/E
2.2.W.3	Students will correctly spell grade-appropriate words while editing using patterns used in word study.	I/E	I/E	I/E
2.2.W.4	Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and/or digital dictionaries</i>).	I	I/E	R

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

2.3.R.1	Students will determine the author's purpose (<i>e.g., tell a story, provide information</i>).	I/E	I/E	I/R
2.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	I	E	R
2.3.R.3	Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> • setting (<i>e.g., time, place</i>) • characters • characterization (<i>i.e., thoughts, actions, dialogue, interactions</i>) • Plot including relationships within plot: sequence, compare/contrast, cause/effect, problem/solution 	I	E	R

2.3.R.4	<p>Students will find examples of literary devices:</p> <ul style="list-style-type: none"> • simile • metaphor • idioms • alliteration 	NE	I	E
2.3.R.5	Students will locate facts that are clearly stated in a text. (i.e, fiction: who, what, when, where; nonfiction: identify facts)	I/E	I/E	R
2.3.R.6	Students will describe the structure of a text (<i>e.g., sequential (T2), problem/solution (T2), description (T2), compare/contrast (T2), cause/effect (T3)</i>) with guidance and support.	I/E	I/E	I/E
2.3.R.7	Students will answer inferential questions (<i>e.g., how and why</i>) with guidance and support.	I	I/E	I/E
BA.2.3.R.8	<p>Students will use metacognitive strategies to enhance their comprehension.</p> <ul style="list-style-type: none"> • making connections • predicting • questioning • visualizing • inferring • summarizing • determining Importance <p><i>*Note: Metacognitive strategies help students “think about their thinking” before, during and after they read.</i></p>	I/E	I/E	I/E
<p>Writing <i>Students will write narratives, expository, and persuasive texts, and compare and contrast texts.</i></p>				
2.3.W.1	<p>NARRATIVE</p> <p>Students will write narratives incorporating characters, plot (<i>e.g., beginning, middle, end</i>), and a basic setting (<i>e.g., time, place</i>) with guidance and support.</p>	I/E	R	R
2.3.W.2	INFORMATIVE	NE	I/E	R

	Students will write facts about a subject and include a main idea with supporting details.			
2.3.W.3	<p>OPINION</p> <p>Students will express an opinion about a topic and provide reasons as support.</p>	NE	NE	I/E

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Students will use general academic, domain-specific, and discipline-specific words and phrases, as well as roots and affixes, to increase their understanding of texts.

2.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	I/E	I/E	I/E
2.4.R.2	Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define and determine the meaning of new words.	I	E	R
2.4.R.3	Students will use context clues to determine the meaning of words with guidance and support.	I	E	R
2.4.R.4	Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.	I	E	R
2.4.R.5	Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings of words or phrases.	I	I/E	R

2.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.	I/E	I/E	I/E
2.4.W.2	Students will select appropriate language according to purpose in writing.	I/E	I/E	I/E

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Students will understand and use general academic and domain-specific words and phrases, as well as figurative and connotative meanings.

2.5.R.1	Students will recognize nouns, pronouns, common, proper and irregular plural nouns.	I/E	R	R
2.5.R.2	Students will recognize and use different types and tenses of verbs. <i>1st Trimester: Recognize verbs</i> <i>3rd Trimester: Recognize and use verb tenses</i>	I	I/E	R
2.5.R.3	Students will recognize and use adjectives.	I/E	E	R
2.5.R.4	Students will recognize and use prepositions.	NE	I	E
2.5.R.5	Students will recognize and use the subject and predicate of a sentence.	I/E	I/E	I/E
Writing students will demonstrate competence in the use of spelling, punctuation, mechanics, and appropriate use of other modes of communication.				
2.5.W.1	Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> the first letter of a quotation (including the use of quotation marks) holidays product names initials months and days of the week (including the use of commas within dates) 	I/E	I/E	R
2.5.W.2	Students will use simple contractions (<i>e.g., isn't, aren't, can't</i>).	I	E	R
2.5.W.3	Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.	I	I/E	R
Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge. <i>Students will demonstrate competence in the use of research skills and resources.</i>				
2.6.R.1	Students will create their own questions to find information on their topic.	I	E	R

2.6.R.2	Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.	I	I/E	I/E
2.6.R.3	Students will consult various visual and text reference sources to gather information. (e.g., table of contents, glossary, index, etc.)	I	I/E	I/E

Standard 6: Informational Literacy

Students will acquire, evaluate, and use information from a variety of sources to understand and solve problems.

2.6.W.1	Students will generate a list of topics of interest and individual questions about one specific topic of interest.	I	E	R
2.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids.	NE	I/E	R
2.6.W.3	Students will organize and present their information in written and/or oral reports or display.	NE	I/E	R

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

2.7.R.1	Students will locate information for research and using print and digital resources with guidance and support.	I/E	I/E	I/E
2.7.R.2	Students will explain how ideas and topics are depicted in a variety of media and formats.	I/E	I/E	I/E

2.7.W.1	Students will select and use appropriate technology or media to communicate with others with guidance and support.	I	E	R
2.7.W.2	Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	NE	I/E	R

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

2.8.R	Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.	R/E	R/E	R/E
-------	--	-----	-----	-----

Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two).

2.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	I/E	I/E	I/E
-------	---	-----	-----	-----

3rd Grade ELA Sequence of Instruction

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

3.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.	I/E	R	R
3.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.	I/E	R	R
3.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.	I/E	R	R

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

3..1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.	I/E	I/E	R
3.1.W.2	Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	I/E	I/E	R

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Students will continue to review and apply earlier grade level expectations for this standard.

Students will continue to review and apply earlier grade level expectations for this standard.

If phonological awareness skills are not mastered, students will address skills from previous grades.

Students will continue to review and apply earlier grade level expectations for this standard.

3.2.PC	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.	I	I/E	R
--------	--	---	-----	---

Students will continue to review and apply earlier grade level expectations for this standard.

If print concepts skills are not mastered, students will address skills from previous grades.

Students will continue to review and apply earlier grade level expectations for this standard.

3.2.PWS.1	Students will decode multisyllabic words using their knowledge of: <ul style="list-style-type: none"> “r” controlled vowels (e.g., ar, er, ir, or, ur) vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy) 	I/E	R	R
-----------	--	-----	---	---

3.2.PWS.2	Students will decode multisyllabic words by applying knowledge of structural analysis: <ul style="list-style-type: none"> all major syllable patterns (Students will continue to review and apply earlier grade level expectations for syllable patterns. If patterns are not mastered, students will address skills from previous grades.) contractions abbreviations common roots and related prefixes and suffixes 	I	E	R
3.2.PWS.3	Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words. (i.e., applies word study skills)	I	E	E

Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.

3.2.F.1	Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.	I	E	R
3.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	I/E	R	R

Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.

3.2.R.1	Students will locate the main idea and key supporting details of a text or section of a text.	I	I/E	E
3.2.R.2	Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.	I	R	E
3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.	I/E	R/E	R/E

Writing: Students will use a variety of recursive writing processes to plan, draft, revise, and edit their writing. Students will use a variety of recursive writing processes to plan, draft, revise, and edit their writing.

3.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.	I	I/E	I/E
3.2.W.2	Students will edit drafts and revise for clarity and organization.	I	I	I/E
3.2.W.3	Students will correctly spell grade-appropriate words while editing.	R/E	E	E
3.2.W.4	Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries</i>).	I	I/E	R

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Students will understand the author's purpose and point of view in literary and informational texts. Students will understand the author's purpose and point of view in literary and informational texts.

3.3.R.1	Students determine the author's stated and implied purpose (<i>i.e., entertain, inform, persuade</i>).	I	I/E	R
3.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literacy and/or informational text.	I	I	E
3.3.R.3	Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> • setting (<i>i.e., time, place</i>) • characters • characterization (<i>i.e., thoughts, actions, dialogue, interactions</i>) • Theme • Plot including relationships within plot (<i>sequence, compare/contrast, cause/effect, problem/solution</i>) 	I/E	I/E	I/E
3.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> • simile 	I	I	I/E

	<ul style="list-style-type: none"> • metaphor • personification • onomatopoeia • hyperbole • idioms • alliteration 			
3.3.R.5	Students will distinguish fact from opinion in text.	NE	I/E	R
3.3.R.6	Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support.	I	I	E
3.3.R.7	Students will ask and answer inferential questions using the text to support answers with guidance and support.	I	I/E	R/E
BA.3.3.R.8	<p>Students will use metacognitive strategies to enhance their comprehension.</p> <ul style="list-style-type: none"> • making connections • predicting • questioning • visualizing • inferring • summarizing • determining Importance <p><i>*Note:</i> Metacognitive strategies help students “think about their thinking” before, during and after they read.</p>	I/E	I/E	R
<p>With this information, students will be able to identify the main idea and supporting details in a text, and they will be able to use this information to answer questions about the text. This information will be used to develop a reading strategy that will help students to identify the main idea and supporting details in a text.</p>				
3.3.W.1	NARRATIVE-Grade Level Focus	I/E	E	E

	Students will write narratives incorporating characters, plot, setting, point of view, and conflict (<i>i.e., solution and resolution</i>).			
3.3.W.2	INFORMATIVE Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.	NE	I/E	E
3.3.W.3	OPINION Students will express an opinion about a topic and provide reasons as support.	NE	I	I/E

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Students will use general academic, domain-specific, and discipline-specific words and phrases relevant to the Oklahoma State Department of Education standards.

3.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. (e.g., academic vocabulary can be found on the Oklahoma State Department of Education website.)	I/E	I/E	I/E
3.4.R.2	Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define and determine the meaning of new words.	NE	I/E	E
3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	I	R	E
3.4.R.4	Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.	NE	I/E	E
3.4.R.5	Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, and pronunciation of words.	NE	I	E

Students will use domain-appropriate vocabulary to communicate ideas in writing.

3.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.	I/E	I/E	I/E
3.4.W.2	Students will select appropriate language according to purpose in writing.	I/E	I/E	I/E

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading: students will apply knowledge of grammar and rhetorical style to reading.

3.5.R.1	Students will recognize pronouns and possessive nouns.	I/E	R	R
3.5.R.2	Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.	I/E	R	R
3.5.R.3	Students will recognize adjectives, articles as adjectives, and adverbs.	NE	I/E	R
3.5.R.4	Students will recognize prepositions and conjunctions.	NE	NE	I/E
3.5.R.5	Students will recognize the subject and verb agreement.	I/E	R	R

Writing: students will apply knowledge of grammar and rhetorical style to writing.

3.5.W.1	<p>Students will capitalize and appropriately punctuate:</p> <ul style="list-style-type: none"> titles of respect appropriate words in title geographical names proper nouns <p>Students will continue to review and apply earlier grade level capitalization expectations. If capitalization skills are not mastered, students will address skills from previous grades.</p>	I/E	R/E	R/E
3.5.W.2	Students will use complex contractions (<i>e.g., should've, won't</i>).	NE	I/E	R/E
3.5.W.3	Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotations marks, and end marks as needed for dialogue.	I	I	R/E

3.5.W.4	Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.	I/E	I/E	R/E
---------	---	-----	-----	-----

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Students will use their own questions to find information on their topic.

3.6.R.1	Students will use their own questions to find information on their topic.	NE	I	R/E
3.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.	NE	I/E	R/E
3.6.R.3	Students will locate information in visual and text reference sources, electronic resources, and/or interviews.	NE	I	I/E
3.6.R.4	Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.	NE	NE	I

Students will generate a list of topics of interest and individual questions about one specific topic of interest.

Students will organize information found during group or individual research, using graphic organizers or other aids.

3.6.W.1	Students will generate a list of topics of interest and individual questions about one specific topic of interest.	NE	I	R/E
3.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids.	NE	NE	I/E
3.6.W.3	Students will summarize and present information in a report.	NE	NE	I/E

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.

3.7.R.1	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.	I	I/E	E
3.7.R.2	Students will compare how ideas and topics are depicted in a variety of media and formats.	NE	I	R

Writing – Students will create multimodal content that communicates an idea using technology or appropriate media.				
3.7.W.1	Students will create multimodal content that communicates an idea using technology or appropriate media.	NE	NE	I/E
3.7.W.2	Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	NE	NE	I/E
Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.				
<i>Reading – Students will select appropriate texts for specific purposes and read independently for extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.</i>				
3.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.	R/E	R/E	R/E
<i>Writing – Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.</i>				
3.8.W	Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.	I/E	R/E	R/E

4th Grade ELA Sequence of Instruction

Standard 1: Speaking and Listening Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.				
<i>Speaking and Listening – Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.</i>				
4.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.	I/E	R	R

4.1.R.2	Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding.	NE	I/E	R
4.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	I/E	R	R

Students will continue to review and apply earlier grade level expectations for this standard. If oral language skills are not mastered, students will address skills from previous grades.

4.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.	I	E	R
4.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	I/E	R	R

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.

4.2.PC	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.	I/E	R	R
--------	--	-----	---	---

Students will continue to review and apply earlier grade level expectations for this standard. If print concept skills are not mastered, students will address skills from previous grades.

4.2.PWS.1	Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar	I/E	I/E	I/E

	words, including multisyllabic words. (including application of word study skills such as: prefixes, suffixes, root words)			
<i>Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.</i>				
<i>Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.</i>				
4.2.F.1	Students will read high frequency and irregularly spelled grade-level words with automaticity in text.	R/E	R/E	R/E
4.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that supports comprehension.	R/E	R/E	R/E
<i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i>				
Standard 2: Reading and Writing Process				
Students will use a variety of recursive reading and writing processes.				
<i>Students will use a variety of recursive reading and writing processes.</i>				
4.2.R.1	Students will distinguish how key details support the main idea of a passage.	I/E	R	R
4.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to distinguish various genres across the curriculum.	I/E	R	R
4.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.	I/E	R	R
4.2.R.4	Students will begin to paraphrase main ideas with supporting details in a text.	I	I/E	R/E
<i>Students will use a variety of recursive reading and writing processes.</i>				
4.2.W.1	Students will develop drafts by categorizing ideas or organizing them into paragraphs.	I	E	R
4.2.W.2	Students will edit drafts and revise for clarity and organization.	I	E	R
4.2.W.3	Students will correctly spell grade-appropriate words while editing.	I	E	R

4.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).	I	E	R
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing. <i>Students will apply critical thinking skills to reading and writing.</i> <i>Students will apply critical thinking skills to reading and writing.</i>				
4.3.R.1	Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.	I/E	R	R
4.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	I/E	R	R
4.3.R.3	Students will describe key literary elements: <ul style="list-style-type: none"> • setting • plot • characters (<i>i.e., protagonist, antagonist</i>) • characterization • theme 	I/E	R	R
4.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • Imagery • Idiom • alliteration • symbolism* • tone* 	NE	I/E	R

	<i>*Students will find textual evidence when provided an examples.</i>			
4.3.R.5	Students will distinguish fact from opinion in a text and investigate facts for accuracy.	R/E	R/E	R/E
4.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).	NE	R/E	R/E
4.3.R.7	Students will ask and answer inferential questions using the text to support answers.	I	E	R
BA.4.3.R.8	<p>Students will use metacognitive strategies to enhance their comprehension.</p> <ul style="list-style-type: none"> • making connections • predicting • questioning • visualizing • Inferring • drawing conclusions • summarizing • determining Importance • synthesizing <p><i>*Note:</i> Metacognitive strategies help students “think about their thinking” before, during and after they read.</p>	R/E	R/E	R/E
<p>4.3.W.1 NARRATIVE</p> <p>Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue.</p>				
4.3.W.1	NARRATIVE	I/E	R	R
4.3.W.2	INFORMATIVE-Grade Level Focus	NE	NE	I/E
	Students will write facts about a subject including a clear main idea with supporting details, and use transitional and signal words.			
4.3.W.3	OPINION	NE	I/E	R

	Students will express an opinion about a topic and provide fact-based reasons as support.			
Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.				
4.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	I/E	I/E	I/E
4.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.	I	E	R
4.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	I/E	I/E	I/E
4.4.R.4	Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex, homographs and homonyms.	I/E	R	R
4.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.	I	E	R
Standard 4: Writing Students will use domain-appropriate vocabulary to communicate ideas in writing.				
4.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.	I/E	I/E	I/E
4.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.	I/E	I/E	I/E
Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.				
4.5.R.1	Students will recognize pronouns and irregular possessive nouns.	R/E	R/E	R/E
4.5.R.2	Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.	R/E	R/E	R/E
4.5.R.3	Students will recognize comparative and superlative adjectives and adverbs.	R/E	R/E	R/E

4.5.R.4	Students will recognize prepositional phrases and conjunctions.	R/E	R/E	R/E
4.5.R.5	Students will recognize the subject and verb agreement.	R/E	R/E	R/E

Writers will use subject-verb agreement to a model of Standard English grammar and mechanics in their writing and other appropriate communication.

Students will continue to review and apply earlier grade level expectations for this standard. If language skills are not mastered, students will address skills from previous grades.

4.5.W.1	Students will capitalize <ul style="list-style-type: none"> ● familial relations ● proper adjectives ● conventions of letter writing 	R/E	R/E	R/E
4.5.W.2	Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.	R/E	R/E	R/E
4.5.W.3	Students will compose single, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.	R/E	R/E	R/E
4.5.W.4	Students will compose declarative, interrogative, imperative, and exclamatory sentences.	R/E	R/E	R/E

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Students will use their own viable research questions to find information about a specific topic.

4.6.R.1	Students will use their own viable research questions to find information about a specific topic.	NE	I/E	R
4.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret text.	I	E	R

4.6.R.3	Students will determine the relevance and reliability of the information gathered.	NE	E	R
---------	--	----	---	---

Standard 6: Research Literacies

4.6.W.1	Students will generate a viable research question about a specific topic.	NE	I	E
---------	---	----	---	---

4.6.W.2	Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support.	NE	I	E
---------	--	----	---	---

4.6.W.3	Students will summarize and present information in a report.	NE	I	E
---------	--	----	---	---

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

4.7.R.1	Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.	NE	I	E
---------	---	----	---	---

4.7.R.2	Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.	NE	I	E
---------	---	----	---	---

Standard 8: Digital Literacies

4.7.W.1	Students will create multimodal content that effectively communicates an idea using technology or appropriate media.	NE	I	E
---------	--	----	---	---

4.7.W.2	Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	NE	I	E
---------	--	----	---	---

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Reading: Students will read a variety of texts for a variety of purposes including, but not limited to, academic and personal. Students will select appropriate texts for specific purposes and read independently for extended periods of time.

4.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.	R/E	R/E	R/E
-------	---	-----	-----	-----

Writing: Students will write independently for a variety of purposes including, but not limited to, academic and personal. Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.

4.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.	R/E	R/E	R/E
-------	---	-----	-----	-----

5th Grade ELA Sequence of Instruction

May

2017

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Speaking: Students will speak effectively in a variety of situations including, but not limited to, responses to reading and writing. Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.

5.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.	R	R	R
5.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.	R	R	R
5.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	R/E	R/E	R/E

Writing: Students will write independently for a variety of purposes including, but not limited to, academic and personal. Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.

5.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.	I	E	R
---------	---	---	---	---

5.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	R	R	R
---------	---	---	---	---

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

5.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	R/E	R/E	R/E
5.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres across the curriculum.	R/E	R/E	R/E
5.2.R.3	Students will begin to paraphrase main ideas with supporting details in a text.	R/E	R/E	R/E
5.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. (i.e., effective introduction, conclusion, and supporting details)	R/E	R/E	R/E
5.2.W.2	Students will plan (e.g., outline) and prewrite a first draft as necessary.	R/E	R/E	R/E
5.2.W.3	Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.	I/E	R/E	R/E
5.2.W.4	Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic) and coherence.	R/E	R/E	R/E

5.2.W.5	Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>)	R	R	R
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing. <i>Reading: Students will compare and contrast literary and informational texts of complexity appropriate to grade level. Students will compare and contrast literary and informational texts on a variety of criteria (e.g., purpose, audience, perspective).</i>				
5.3.R.1	Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved.	R/E	R/E	R/E
5.3.R.2	Students will determine the point of view and describe how it affects grade-level literary and/or informational text.	R/E	R/E	R/E
5.3.R.3	Students will describe and find textual evidence of key literary elements. <ul style="list-style-type: none"> • setting • characters (<i>i.e., protagonist, antagonist</i>) • characterization • Theme • Plot including relationships within plot (sequence, cause/effect, problem/solution, compare/contrast) 	R/E	R/E	R/E
5.3.R.4	Students will evaluate literary devices to support interpretations of literary texts: <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • Imagery • alliteration • idiom 	R/E	R/E	R/E

	<ul style="list-style-type: none"> • symbolism* • tone* <p><i>*Students will find textual evidence when provided with examples.</i></p>			
5.3.R.5	Students will distinguish fact from opinion in nonfiction text and investigate facts for accuracy.	R/E	R/E	R/E
5.3.R.6	Students will distinguish the structures of texts (<i>i.e., description, compare/contrast, sequential, problem/solution, cause/effect</i>) and content by making inferences about texts and use textual evidence to support understanding.	R/E	R/E	R/E
5.3.R.7	Students will compare and contrast texts and ideas within and between texts.	I/E	R/E	R/E
BA.5.3.R.8	<p>Students will use metacognitive strategies to enhance their comprehension.</p> <ul style="list-style-type: none"> • making connections • predicting • questioning • visualizing • inferring • summarizing • determining Importance • synthesizing <p><i>*Note: Metacognitive strategies help students “think about their thinking” before, during and after they read.</i></p>	I/E	R/E	R/E
5.3.W.1	NARRATIVE	R/E	R/E	R/E

	Students will write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., internal, external</i>), and dialogue.			
5.3.W.2	INFORMATIVE-Grade Level Focus Students will introduce and develop a topic, incorporating evidence (<i>e.g., specific facts, examples, details</i>) and maintaining an organized structure.	R/E	R/E	R/E
5.3.W.3	OPINION Students will clearly state an opinion supported with facts and details.	R/E	R/E	R/E
5.3.W.4	OPINION Students will show relationships among facts, opinions, and supporting details.	R/E	R/E	R/E

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Students will expand their working vocabularies to effectively communicate and understand texts. Students will use a variety of general and domain-specific strategies, such as using context clues, using a dictionary, glossary, or a thesaurus, to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.

5.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	I/E	I/E	I/E
5.4.R.2	Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define new words and determine the meaning of new words.	R/E	R/E	R/E
5.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	R/E	R/E	R/E
5.4.R.4	Students will infer the relationships among words with multiple meanings including synonyms, antonyms, analogies, and more complex homographs and homonyms.	R/E	R/E	R/E
5.4.R.5	Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	I/E	I/E	I/E

Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.

5.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.	R/E	R/E	R/E
---------	--	-----	-----	-----

5.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.	R/E	R/E	R/E
---------	--	-----	-----	-----

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

5.5.R.1	Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.	I/E	I/E	I/E
---------	---	-----	-----	-----

5.5.R.2	Students will recognize verb tense to signify various times, sequences, states, and conditions in text.	R/E	R/E	R/E
---------	---	-----	-----	-----

5.5.R.3	Students will recognize the subject and verb agreement.	R/E	R/E	R/E
---------	---	-----	-----	-----

<i>Students will continue to review and apply earlier grade level expectations for this standard. If language skills are not mastered, students will address skills from previous grades.</i>				
---	--	--	--	--

--	--	--	--	--

--	--	--	--	--

5.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.	R/E	R/E	R/E
---------	--	-----	-----	-----

5.5.W.2	Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.	R/E	R/E	R/E
---------	---	-----	-----	-----

5.5.W.3	Students will form and use the present and past verb tenses.	I/E	I/E	I/E
---------	--	-----	-----	-----

5.5.W.4	Students will form and use verb tense to convey various times, sequences, states, and conditions.	I/E	I/E	I/E
---------	---	-----	-----	-----

5.5.W.5	Students will recognize and correct inappropriate shifts in verb tense.	I/E	I/E	I/E
---------	---	-----	-----	-----

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

--	--	--	--	--

5.6.R.1	Students will use their own viable research questions to find information about a specific topic.	R/E	R/E	R/E
5.6.R.2	Students will record and organize information from various print and/or digital sources.	R/E	R/E	R/E
5.6.R.3	Students will determine the relevance and reliability of the information gathered.	R/E	R/E	R/E

Students will communicate and participate in ongoing research projects, and will contribute to multiple projects.

5.6.W.1	Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).	I/E	I/E	I/E
5.6.W.2	Students will formulate a viable research question from findings.	I/E	I/E	I/E
5.6.W.3	Students will organize information found during research, following a modified citation style (<i>e.g., author, title, publication date</i>) with guidance and support.	I/E	I/E	I/E
5.6.W.4	Students will summarize and present information in a report.	R/E	R/E	R/E

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Students will analyze, synthesize, and evaluate information from a variety of media and formats, and will create multimodal content.

5.7.R.1	Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.	R/E	R/E	R/E
5.7.R.2	Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.	R/E	R/E	R/E

Writing Students will create multimodal content that effectively communicates an idea using technology and appropriate media.

5.7.W.1	Students will create multimodal content that effectively communicates an idea using technology and appropriate media.	R/E	R/E	R/E
5.7.W.2	Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.	R/E	R/E	R/E

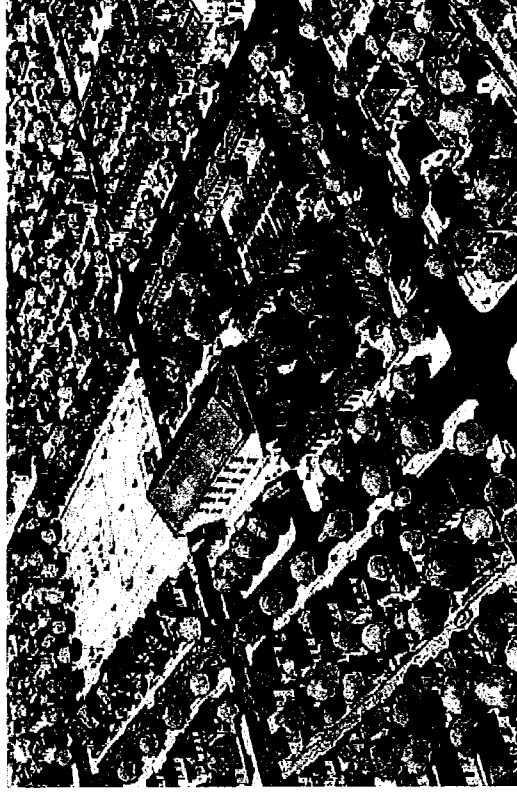
Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

5.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.	R	R	R
<i>Writing</i> – students will write for a variety of purposes including, but not limited to, academic and personal.				
5.8.W	Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.	R	R	R

THE
LEARNING COTTAGE



GREEN, EFFICIENT, & DURABLE

DUANY PLATER-ZYBERK & COMPANY
ARCHITECTS & TOWN PLANNERS

JULY 2009

INTRODUCTION

DISCUSSION

THE CHALLENGE, GOAL & FACTS.....	1
POTENTIAL APPLICATIONS.....	2
PRECEDENT.....	3

RECOMMENDATIONS

THE LEARNING COTTAGE.....	5
THE CAMPUS.....	6
MULTI-FUNCTIONAL USE.....	7
RENDERINGS.....	8

PLAN AND ELEVATION TYPES

LEARNING COTTAGE ELEVATION TYPES.....	10
LOW-COUNTRY COASTAL.....	11
EASTOVER TRADITIONAL.....	12
NATIONAL MODERNE.....	13

CASE STUDIES

SMITH ACADEMY.....	15
CHARLESTOWNE MONTESSORI.....	18
CITY OF CAMDEN.....	20

APPENDIX

TECHNICAL DRAWINGS
ARCHITECTURAL CODE
MEMORANDUM OF UNDERSTANDING

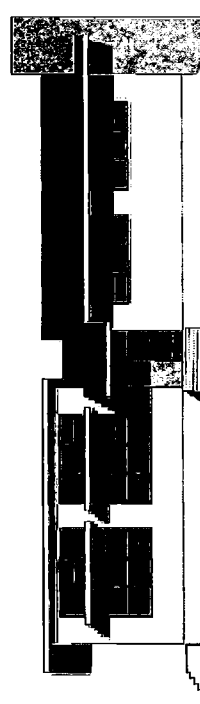
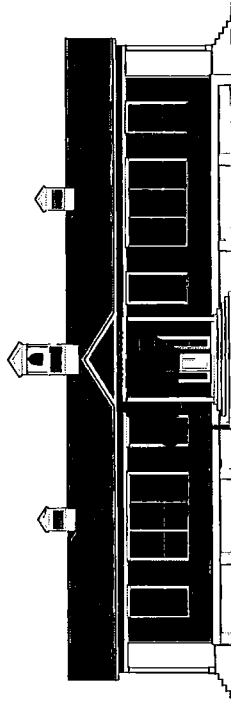
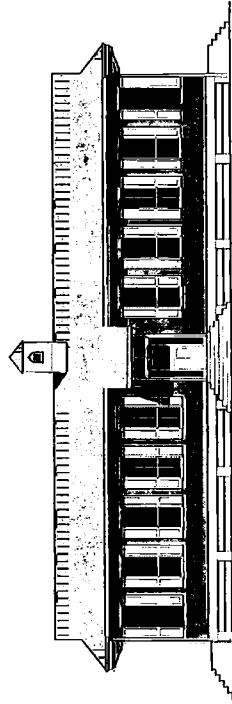
This document provides basic concepts and design guidelines for the Learning Cottages. Outlines of some of the possible systems of manufacturing and assembly are also included in this document.

Architectural Guidelines provided in the document specify building elements as well as the placement and use of materials. A sample Memorandum of Understanding between Builder, Manufacturer, or Developer and the Learning Cottages is included.

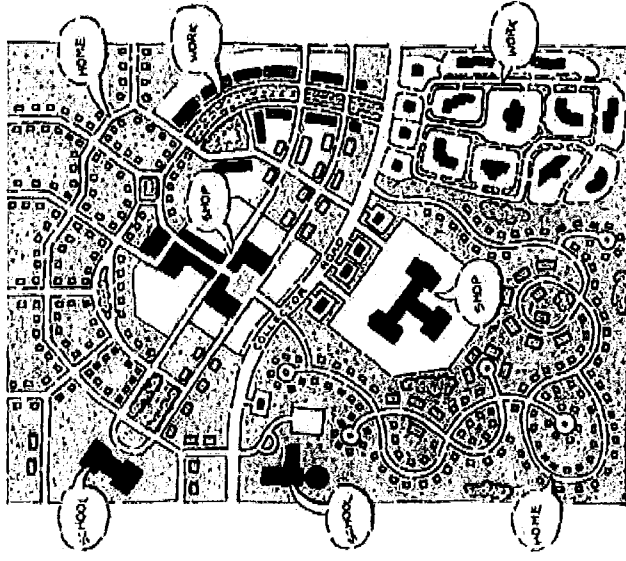
DPZ has provided design consultation and conceptual building design. This document represents the intellectual property rights of the designers.

CONTACT:

Tom Low
Duany Plater-Zyberk & Company
info@learningcottages.com
704-948-8141



OVERVIEW



When thinking of an alternative approach that would provide additional classrooms, it is imperative to consider how the school interfaces with the community. The bottom half of this diagram shows a school that is isolated and detached from the surrounding community in the conventional suburban design (CSD). The top part of the diagram shows a school embedded within and connected to a traditional neighborhood design (TND). Studies indicate the TND model reduces car trips from 30%-60% compared to the CSD model. Additionally, the TND model allows children to walk and bike to school on traffic calmed streets and sidewalks, while the CSD model requires children to only be driven to school.



Aerial photo of Eastover Traditional Elementary School in Charlotte, North Carolina. This photo shows the school embedded into the neighborhood. The school of 400 students and its playing fields only requires about 5.5 acres.



Aerial photo of Saddleback High School in Santa Ana, California. This photo shows at least thirty trailers on the site. These units help provide classroom space for the student population of over three thousand students, requiring substantially more acreage.

DISCUSSION

THE CHALLENGE:

Each day administrators in school systems across the United States face the challenge of providing classroom space that will meet the needs of growing student populations. It is often difficult to predict when a particular school will outgrow its available facility.

THE FACTS:

To meet the demand for classroom space, many school systems have turned to "temporary" trailer-style classrooms. These classrooms were initially intended as a short-term solution to the problem of overcrowding, but many stay on the same site for years. In 2003, one school system reports that nearly 48% of its mobile units were more than 30 years old. The lifespan of a mobile classroom and the excessive maintenance needed over long periods of time become an issue for school systems.

The mobile trailer-style classroom may seem to have an advantage due to its initial cost and ease at expanding classroom space. Yet, there are several disadvantages. Most mobile classrooms are poorly designed and constructed. They lack sufficient windows for cross ventilation

and natural daylight, and they are visually unappealing. These deficiencies lend a negative image to any school.

Looking at the challenge and the facts, it became apparent that it was time to take the initiative to provide an alternative design that would provide quality classroom space with a positive civic identity for the next generation of the nation's students.

GOAL:

The goal of the Learning Cottages initiative is to provide alternatives to mobile trailer-style classrooms and factory sized schools. They provide a fast and cost effective solution to the need for classroom construction.

The Learning Cottages initiative realizes that goal by providing a building system which can accommodate increasing numbers of students, rapidly and economically, while looking as good as the best historic schools. The flexibility of the Learning Cottage allows it to be used for other purposes. In addition to classrooms, larger versions can provide space for school administration offices, cafeterias, or media centers.

A TYPICAL SITUATION

THE SITUATION WITH FACTORY SCHOOLS AND MOBILE CLASSROOMS:

Over the next 20 years a large portion of our existing schools will either be replaced, substantially modified, or unfitted to meet the needs of the 21st Century students. It is not only the school building that will be addressed, but how schools interact with the community surrounding them. This new policy is evident with the growth of the "Walk to School" Movement. Parents and residents want schools to be embedded in the community.

This movement is part of a larger effort to retrofit suburbia and create compact, connected, pedestrian-oriented communities. The epicenter of this movement is the Atlanta Region. This region is making an effort to retrofit by incorporating new ideas and sponsoring initiatives such as the Lifelong Community Initiative, by the Atlanta Regional Commission.

The template of the Learning Cottage meets the immediate need to retrofit suburbia. The model to the right in the Atlanta Region depicts how the school can be integrated into the community at a neighborhood scale. It also shows the flexibility of a Learning Cottage. With the Learning Cottage schools can incrementally grow over time. If expansion is necessary a new Learning Cottage quadrangle can be easily added in a short time frame without having to bring in mobile classrooms.



A rendering of the of a proposed Learning Cottage in Mableton, Cobb County, Georgia.



A potential site for a new Learning Cottage Campus in Mableton. This campus would be phased to replace an overcrowded factory sized school.

United States Environmental Protection Agency states:

"Over the next few decades, thousands of schools around the country will be built and renovated. Where and how schools are built will profoundly affect the communities they serve and the quality of their air and water. While a first-rate education in a safe facility must always be the primary consideration when making school spending decisions, a growing number of communities are using these investments to meet multiple goals — educational, health, environmental, economic, social, and fiscal."

THE COTTAGES

RECOMMENDATIONS

THE LEARNING COTTAGE:

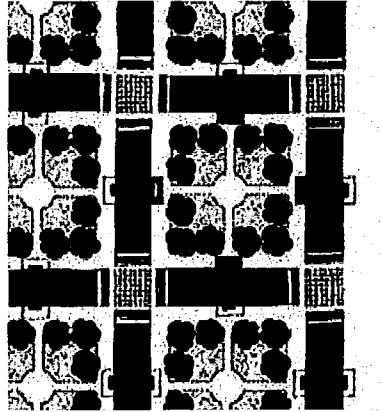
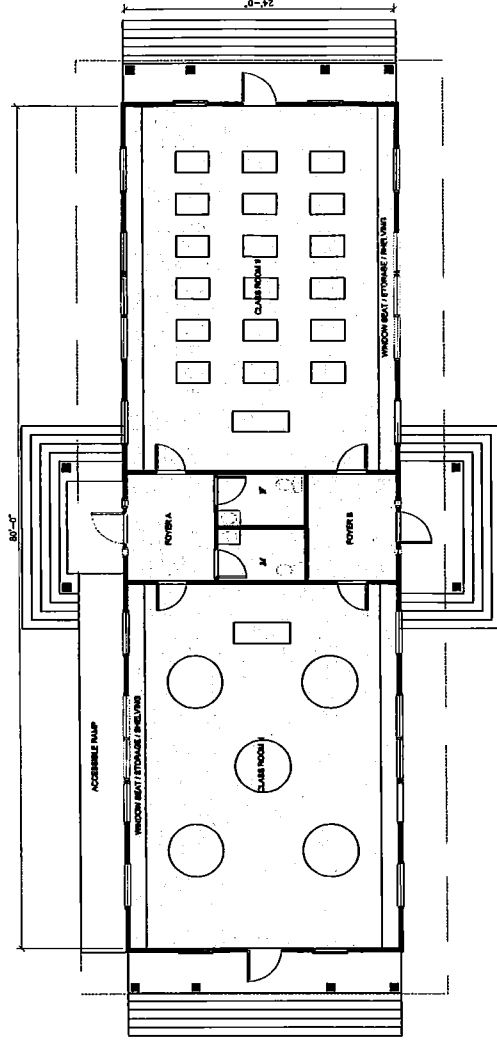
The standard Learning Cottage building, as designed by Duany Plater-Zyberk & Company is 80' long by 24' wide. The construction method used for the Learning Cottage varies based on location, type of school, and construction time frame. This can mean either SIPs panels or steel frame.

The standard plan allows for two classroom spaces, both 34' x 24', to accommodate approximately twenty to twenty-five students each. Two restrooms, both of which are 8' x 6', allow accessible separate facilities for males and females.

Each classroom has three points of egress. Two of those open to a pair of foyers in the center of the building; the third provides access to the exterior plaza. An accessible entry is provided in Foyer A.

The symmetry and simplicity of the plan creates flexibility within the building allowing the floor plan to be adjusted to various uses.

The standard floor plan of the Learning Cottage, designed by DPZ, is flexible to accommodate varied learning environments. The 80'x24' floor plan is used with all elevations.



A typical campus layout with shaded courtyards and outdoor classrooms defined by the Learning Cottages.



An illustration of a typical Learning Cottage campus.

THE SURROUNDING NEIGHBORHOOD

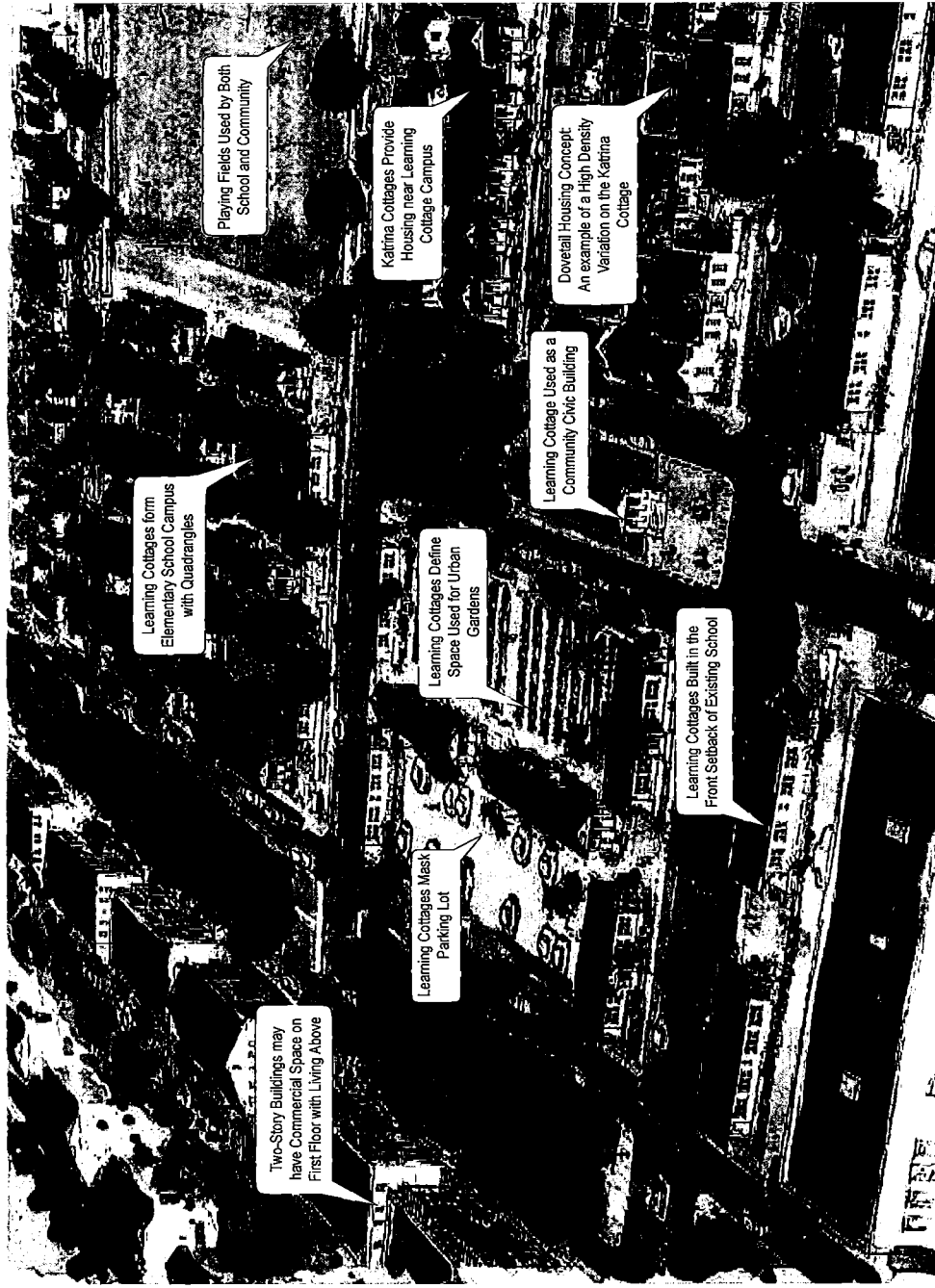


MULTI-FUNCTIONAL USE:

The Learning Cottage allows a school to expand as needed. Providing additional classroom space is as simple as constructing another unit to gain two more classrooms and restrooms.

In addition, the Learning Cottage can be used to meet other building requirements within the civic realm. As seen in this rendering, the Learning Cottage building type can be used for housing, community civic buildings, office buildings, and even extruded to two stories to allow for a mix of uses. Their simple form can also be used to define and enclose spaces within a neighborhood such as plazas, parking lots, gardens and courtyards.

Similar building types using panelized construction are high-density "Dovetail" houses and two-story commercial buildings that are also depicted in the rendering. By using a variety of similar building types within a well-designed master plan, a neighborhood could be created that would offer a high quality of life to its residents.



Two-Story Buildings may have Commercial Space on First Floor with Living Above

Learning Cottages Mask Parking Lot

Learning Cottages Define Space Used for Urban Gardens

Learning Cottages form Elementary School Campus with Quadrangles

Playing Fields Used by Both School and Community

Katrina Cottages Provide Housing near Learning Cottage Campus

Learning Cottage Used as a Community Civic Building

Dovetail Housing Concept An example of a High Density Variation on the Katrina Cottage

Learning Cottages Built in the Front Setback of Existing School

TWO STORY RENDERING



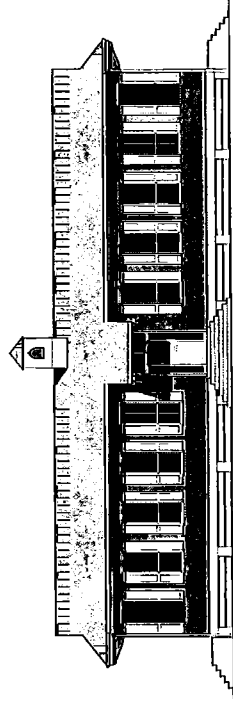
LEARNING COTTAGES

ARCHITECTURE:

The Learning Cottage designed by DPZ is adaptable to complement the architecture of various regions. The three elevations shown offer different design alternatives for different regions and sites, which are further detailed later in this report. The three cottages shown represent the Low-Country Coastal Learning Cottage, the Eastover Traditional Learning Cottage, and the National Moderne Learning Cottage. Each of these designs shares the same dimensions. Each cottage, however, is tailored to enhance the architectural context of different sites.



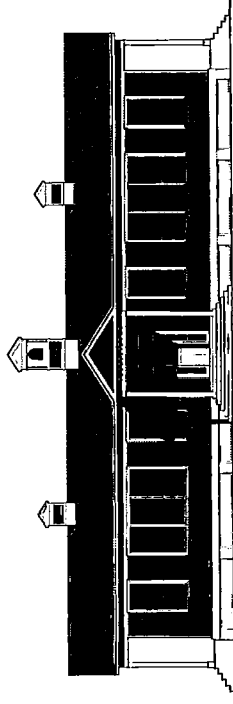
This Katrina Cottage is Low-Country Coastal



This cottage is rural in character and appropriate for hurricane-prone areas. The shutters provide protection for the windows during hazardous weather conditions.



Eastover Elementary School serves as the precedent for the Eastover Traditional Learning Cottage.



This cottage is more appropriate in urban areas. The classical details complement the architecture of many older urban schools.



The National Moderne Cottage responds well to the architecture of many contemporary schools.

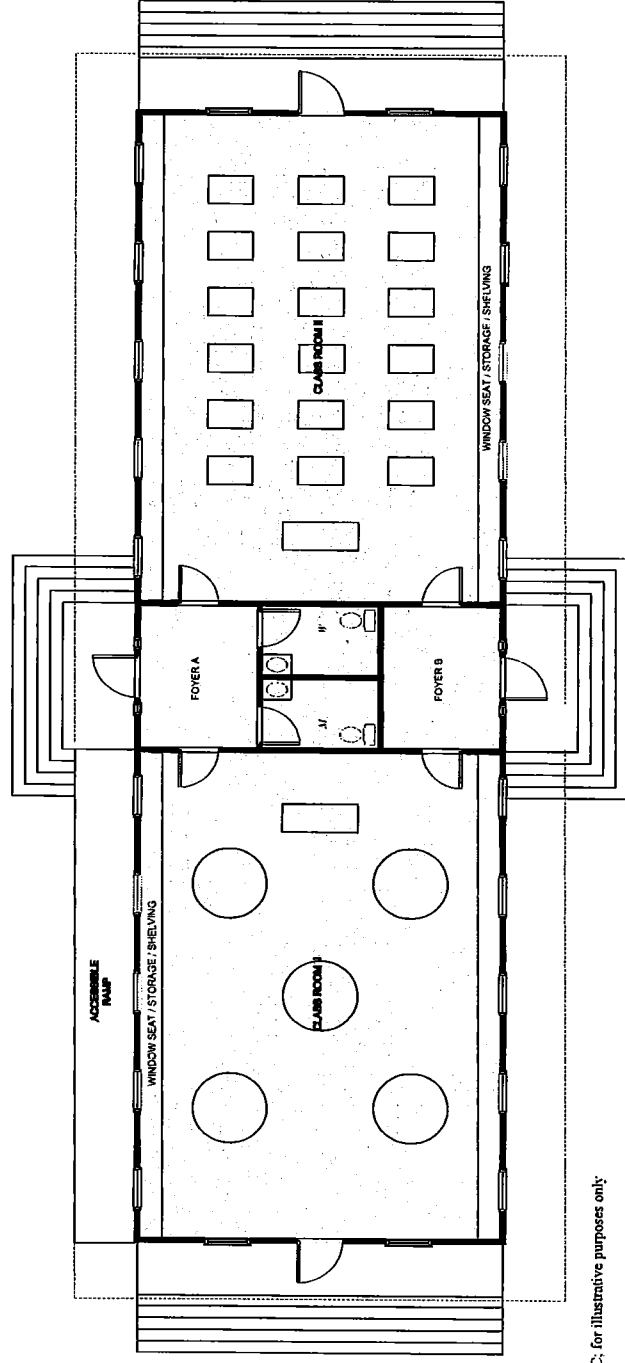
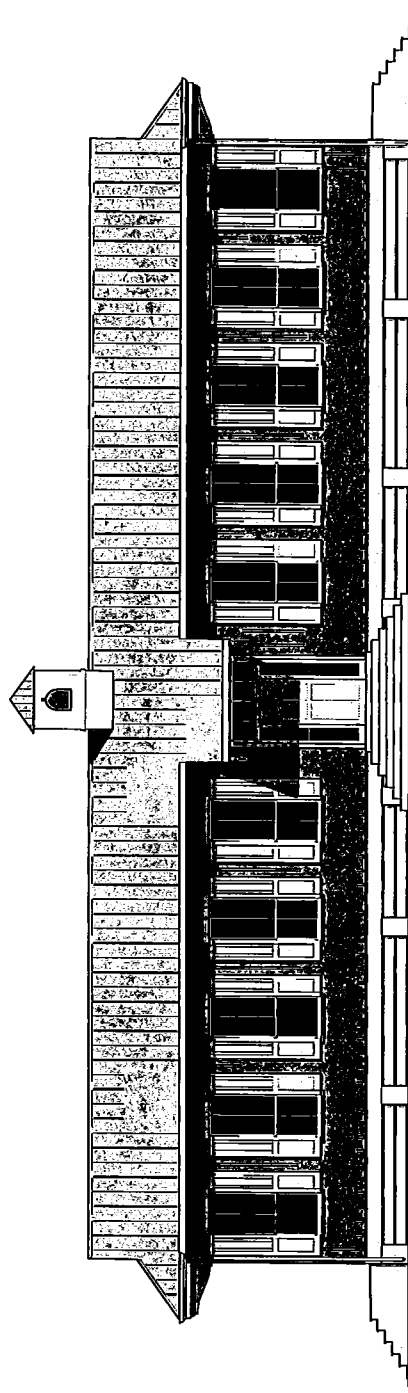


This cottage has a contemporary look that represents a style often seen in post 1950s schools.

DESCRIPTION:

The Low-Country Coastal Learning Cottage was designed to meet the classroom needs of areas subject to hurricanes and other violent weather. Operable shutters provide protection for the windows of the building when required by weather conditions. The three-foot wide, vertical windows provide daylight, cross ventilation, and a view of green space.

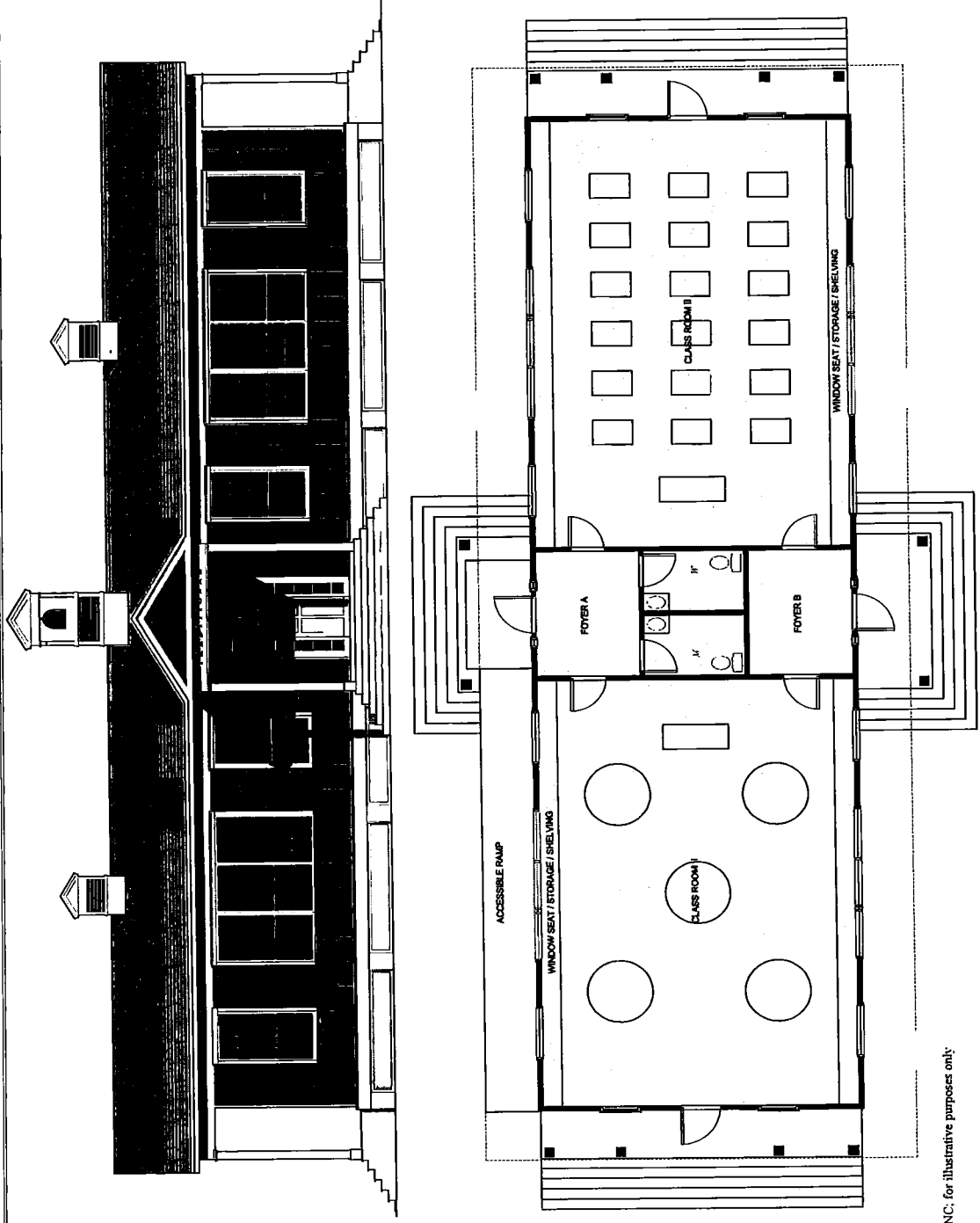
The appearance of this cottage is based on traditional architecture found in the low-country and coastal regions of the southeastern United States. It has a vernacular character that makes it appropriate for less urban sites. The architectural detailing features a more vernacular look than the Eastover Traditional Learning Cottage.



DESCRIPTION:

The Eastover Traditional Learning Cottage is based on early twentieth century school architecture. This cottage features a repeating 1-3-1 window pattern that provides daylighting, cross ventilation, and views of green space; traditional blinds protect the windows. Traditional details are used for columns, cornice, eaves, brackets, and trim.

This Learning Cottage is designed for more urban sites. It would be a complement to the architecture found in many of the older neighborhoods around the country.



OUTLINE SPECIFICATIONS

WALLS

WALLS shall be in brick, stucco, wood clapboard, board and batten, or fiber cement board.

WALLS shall show no more than two materials above the undercroft. Materials shall change along a horizontal line, with the heavier material below the lighter.

CLAPBOARD AND SIDING shall be painted.

ARCHES AND PIERS shall be brick, stone, or stucco.

POSTS shall be pressure treated wood.

UNDERCROFTS shall be enclosed with horizontal wood boards, wood louvers, or brick.

TRIM shall be highest grade lumber or fiber cement board, and shall be 3.5 inches to 6 inches in width at corners and around corners.

WOOD, if visible, shall be painted or stained with an opaque stain, except walking surfaces, which may be left natural.

STUCCO shall be cement with smooth sand-finish.

ELEMENTS

PORCHES AND GALLERIES shall have their columns, and posts made of wood, fiberglass, or extruded aluminum.

PORCHES of the Low-Country Coastal and Eastover Traditional Learning Cottage shall have square or vertically proportioned intercolumniation.

PORCHES of the National Moderne Learning Cottage shall have square or horizontally proportioned intercolumniation.

RAILINGS shall be made of metal or wood (wood only being for the Low-Country Coastal Learning Cottage).

RAILINGS shall have horizontal top and bottom rails centered on the balusters. The openings between balusters shall not exceed 4 inches. Bottom rails shall be raised above the level of the floor.

EQUIPMENT including HVAC and utility meters shall be permitted at back of Learning Cottage.

ROOFS

ROOFS shall be clad in galvanized metal, asphalt shingles, or slate.

ROOF PENETRATIONS, including vent stacks, shall be placed on the rear slope of the roof. Roof penetrations shall be finished to match the color of the roof.

ROOF SLOPE in all Learning Cottage styles shall be between 6:12 and 8:12.

GUTTERS, DOWNSPOUTS, and PROJECTING DRAINPIPES shall be made of galvanized metal, or painted aluminum in white or same color as building.

FLASHING shall be galvanized metal.

EAVES shall be continuous.

EAVES in the Low-Country Coastal Learning Cottage shall be exposed with square cut rafter tails.

EAVES in the Eastover Traditional Learning Cottage shall be closed soffits and shall project 8 to 12 inches from exterior wall sheathing to outer edge of gutter.

RAFTER TAILS shall not exceed 6 inches in depth at the lip.

GUTTERS in the Low-Country Coastal Learning Cottage shall be half round.

GUTTERS in the Eastover Traditional Learning Cottage shall be profiled or ogee and painted the same color as the cornice.

OPENINGS

DOORS shall provide a clear width of not less than 32". Exterior doors shall have a maximum nominal width of 36" for single doors. If double doors are used, one leaf shall provide a minimum 32" clearance.

DOORS shall be side-hinged swinging type (no sliders) at frontages. Egress doors shall swing in the direction of travel.

DOORS shall be painted.

WINDOWS shall be made of extruded aluminum, extruded PVC, or hollow steel frame and glazed with clear glass.

WINDOWS shall be rectangular single, double, or triple-hung, or operable casement types. Windows shall be with a vertical or square proportion, except in the National Moderne Learning Cottage. The centerline of the window sash shall align within the centerline of the wall (flush mounted windows shall not be permitted).

STORM WINDOWS AND SCREENS, shall cover the entire window area.

MUNTINS shall be true divided panes or fixed on the interior and exterior surface and have a width of 7/8".

PANES shall be of square or vertical proportion in Low-Country Coastal and Eastover Traditional Learning Cottages.

Horizontal proportioned panes are appropriate in the National Moderne Learning Cottage.

SHUTTERS shall be operable, sized, and shaped to meet the associated openings.

STRUCTURAL MEMBERS

The use of **OSB (Oriented Strand Board)** or other **MATERIALS** that would be damaged in a flood as structural members shall be prohibited in low-lying and flood-prone areas.

The use of **OSB** or other **MATERIALS** that would be damaged in a flood as structural members shall occur more frequently in denser areas that are located on high ground.

GREEN STANDARDS

SITES shall be disturbed as little as possible during construction. Natural drainage patterns shall be kept wherever feasible. Excavated soil shall be used for required contour line modifications and on-site backfill.

MATERIALS shall be locally sourced. If concrete is to be used for exterior walls, it is recommended to have a fly ash admixture. Wood shall come from well-managed forests certified by the Forest Stewardship Council. Use of recycled materials is encouraged.

BUILDING SHAPE shall be rectangular to allow breezes in and provide natural cooling.

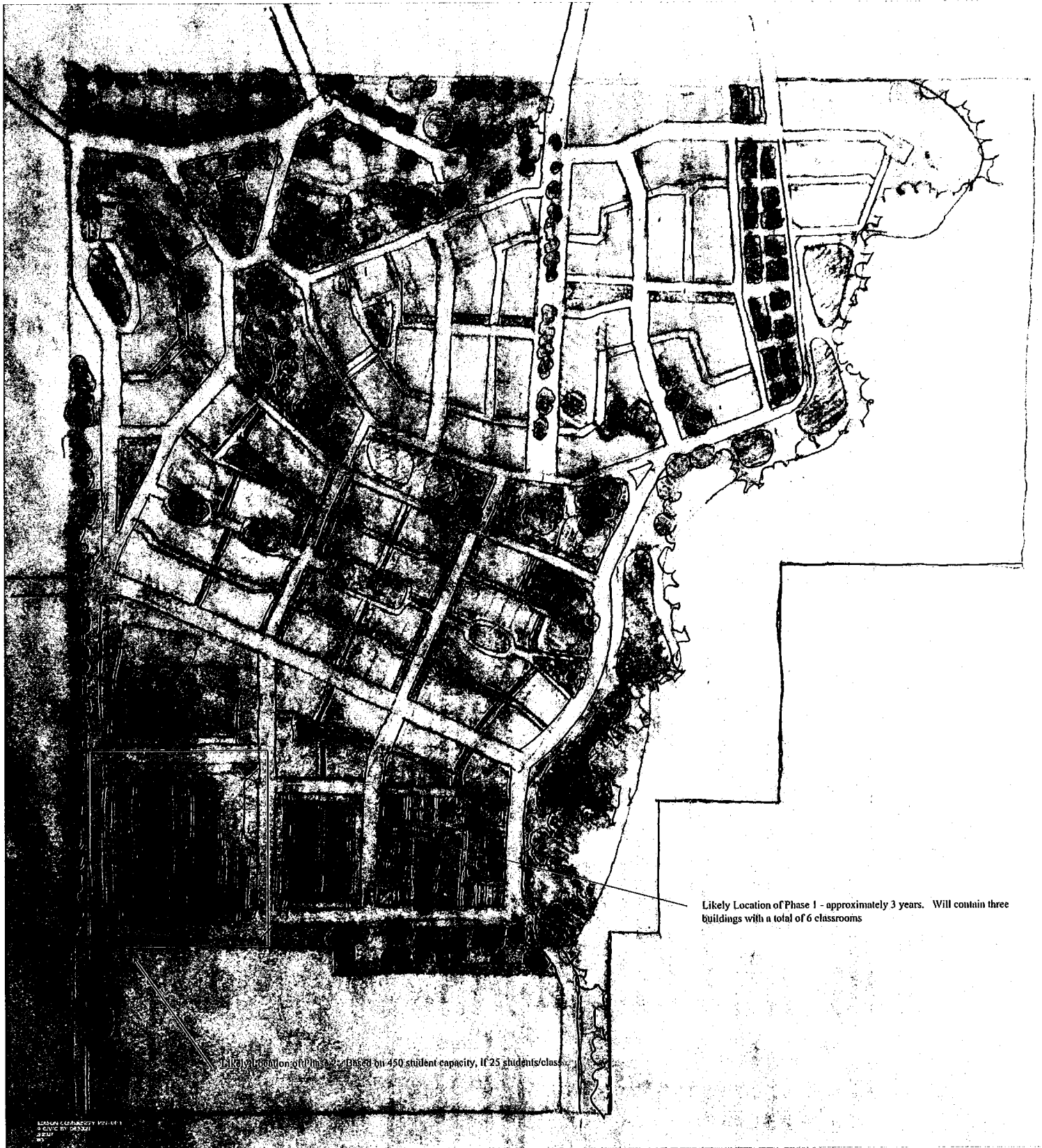
LANDSCAPING shall use deciduous trees next to buildings to provide them with shade in summer and solar heating in winter.

BUILDING SHADING shall be used selectively to minimize unwanted solar heat gain in the summer and maximize heat gains in the winter. Moderate overhangs shall be used in South-facing facades and wider overhangs and/or vertical louvers on East or West facing facades. Use white interior window coverings.

DAYLIGHTING shall be accomplished through clear glass tall windows with ample sky views on both sides of classrooms; thus achieving high Daylight Factors and Uniformity levels. Light shelves are encouraged in the National Moderne Learning Cottage.

CROSS VENTILATION shall be provided through narrow floor plans with large, operable windows, porches and breezes.

PAINTS shall have Low-VOC emissions.



Likely Location of Phase 1 - approximately 3 years. Will contain three buildings with a total of 6 classrooms

Likely Location of Phase 2 - Based on 450 student capacity, 16 25 students/class

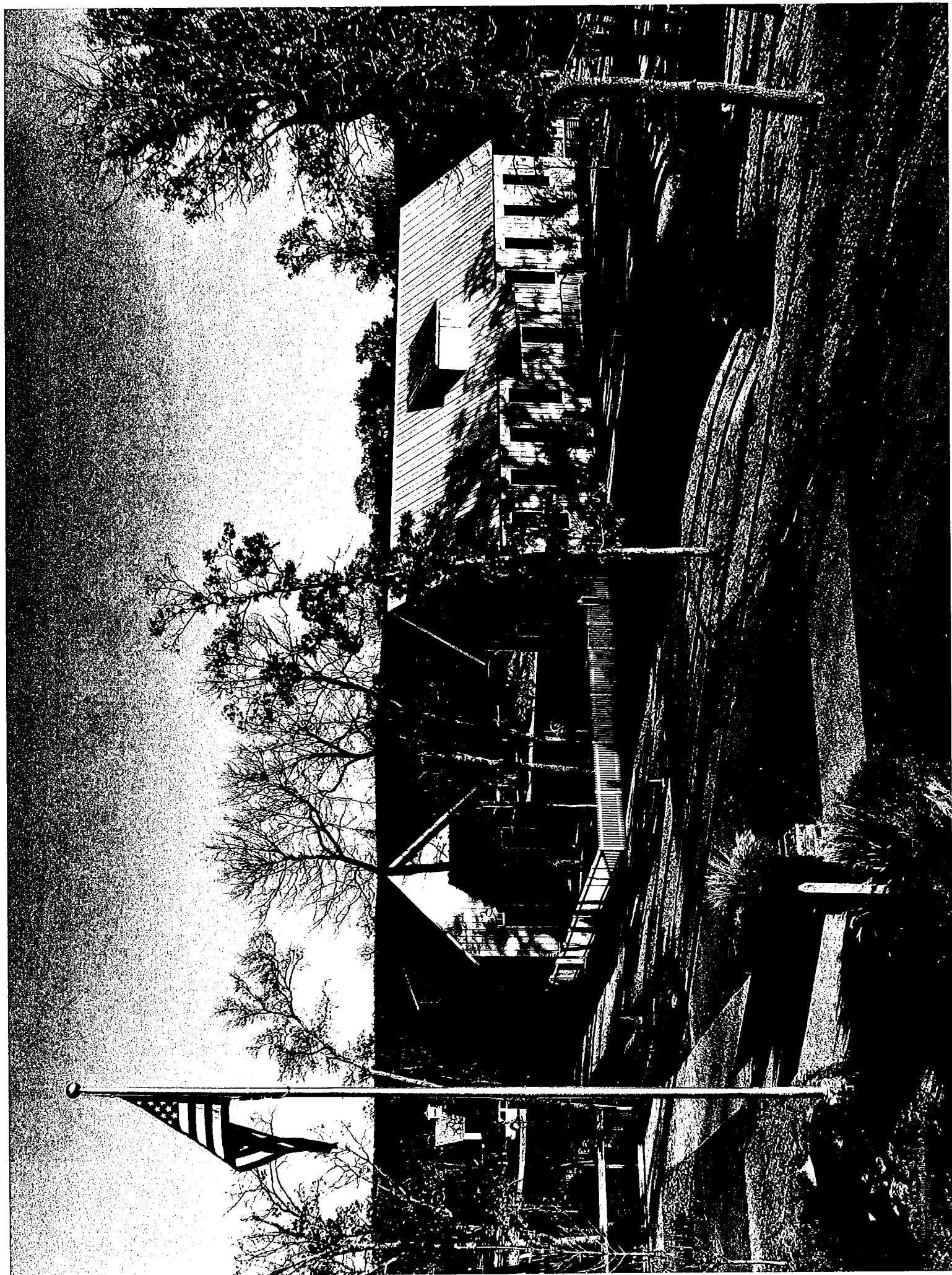


EDISON COMMUNITY PIN-UP
BY DESIGN

3/29/17
67



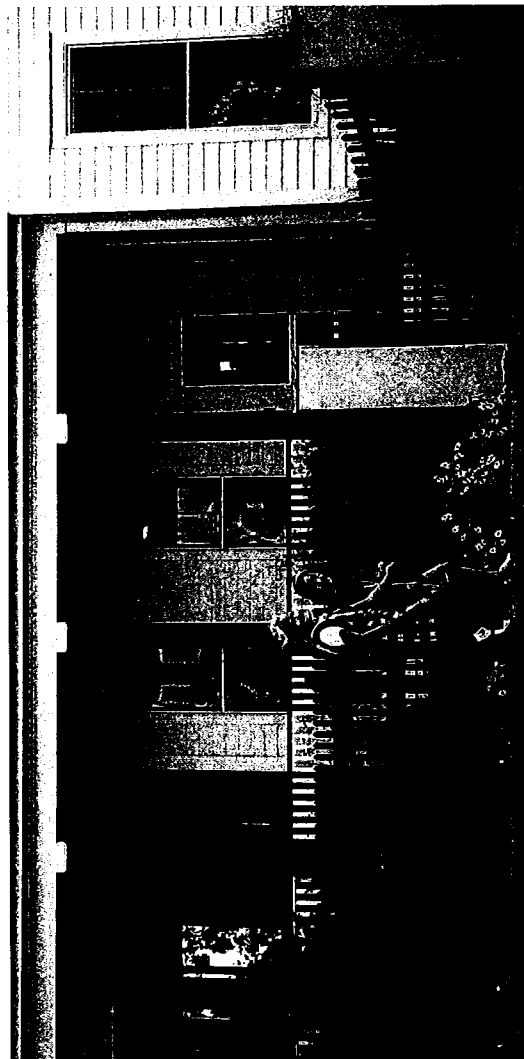
EDISON COMMUNITY PIN-UP 1
© CIVIC BY DESIGN
3.29.17
66

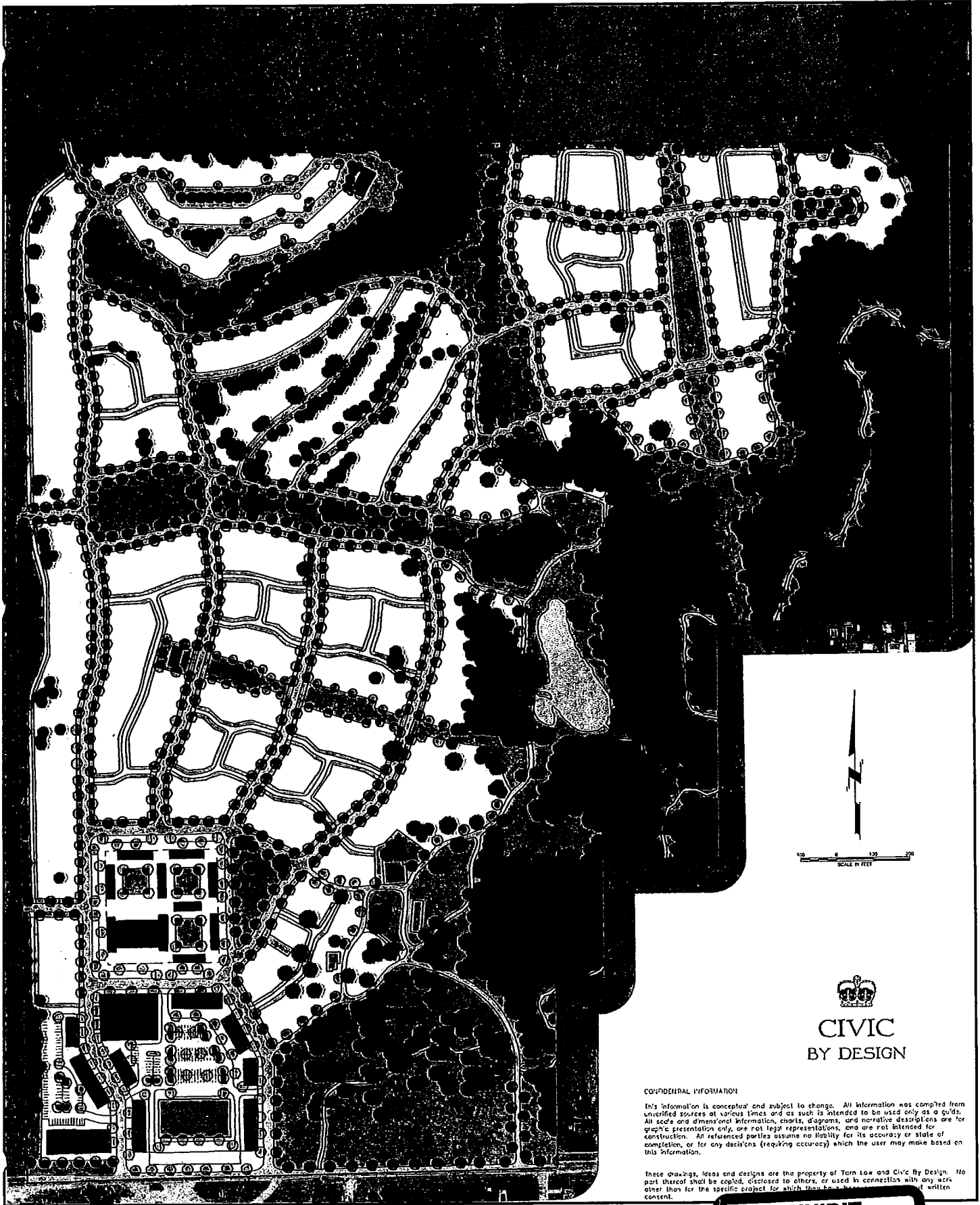


Approximate address is 4305 West Edison in Tulsa, OK



EDISON COMMUNITY CENTER
GIVING BY DESIGN
3/2017






CIVIC
BY DESIGN

CONFIDENTIAL INFORMATION

This information is conceptual and subject to change. All information was compiled from unverified sources at various times and as such is intended to be used only as a guide. All scale and dimensional information, charts, diagrams, and narrative descriptions are for graphic presentation only, are not legal representations, and are not intended for construction. All referenced parties assume no liability for its accuracy or state of completion, or for any decisions (requiring accuracy) which the user may make based on this information.

These drawings, ideas and designs are the property of Tom Low and Civic By Design. No part thereof shall be copied, disclosed to others, or used in connection with any work other than for the specific project for which they were prepared without written consent.

EXHIBIT

D

tabbies

Harlow Creek

Year	2021	2022	2023	2024	2025	2026	Notes
	Planning	year 1					
Income							
State Aid							
State Aid based on WADM	\$0.00	\$417,246.90	\$502,477.95	\$719,242.30	\$719,242.30	\$719,242.30	From Student ADM Tab
Authorizer Fee (Deduction off of income)	\$0.00	-\$20,862.35	-\$25,123.90	-\$35,962.12	-\$35,962.12	-\$35,962.12	5%
Flex Benefit	\$0.00	\$41,112.00	\$47,964.00	\$68,520.00	\$71,946.00	\$75,372.00	Pass through cost
Federal Programs							
Title I	\$ -	\$ 15,000.00	\$ 20,000.00	\$ 25,000.00	\$ 30,000.00	\$ 30,000.00	Allocated based on school population
Title II	\$ -	\$ 5,000.00	\$ 7,500.00	\$ 9,000.00	\$ 10,000.00	\$ 10,000.00	
Grants (of \$1.1M applied for)	\$ 300,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	
Large Donations	\$ -	\$ 100,000.00					
IDEA Funds	\$ -	\$ 7,500.00	\$ 9,000.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	
Local Funds							
Fundraising	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	
Community HOA	\$ 2,880.00	\$ 7,200.00	\$ 14,400.00	\$ 24,000.00	\$ 36,000.00	\$ 48,000.00	
Income Total	\$317,880.00	\$587,196.56	\$591,218.05	\$840,300.19	\$861,726.19	\$877,152.19	
Expenses							
Salary Cost							
Administrative Salary	\$ 35,000.00	\$ 61,000.00	\$ 75,000.00	\$ 110,000.00	\$ 130,000.00	\$ 150,000.00	From Salary Calculations Tab
Instructional Salary	\$ -	\$ 160,600.00	\$ 191,000.00	\$ 268,000.00	\$ 268,000.00	\$ 268,000.00	
Benefits	\$ -	\$ 75,128.00	\$ 88,226.00	\$ 121,266.00	\$ 121,766.00	\$ 129,118.00	
Total Salary and Benefit	\$ 35,000.00	\$ 296,728.00	\$ 354,226.00	\$ 499,266.00	\$ 519,766.00	\$ 547,118.00	
Facility Expenses							
Building Lease	\$ -	\$ 30,720.00	\$ 46,080.00	\$ 61,440.00	\$ 61,440.00	\$ 61,440.00	#NAME?
Renovation Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	From Facility Calculation Tab
Janitorial	\$ -	\$ 25,000.00	\$ 25,000.00	\$ 27,500.00	\$ 28,000.00	\$ 30,000.00	
Insurance	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
Furniture Purchase	\$ 15,000.00	\$ 25,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	5,000 per room after yr 1
Purchased Services (lawn care, waste and trash removal)		\$ 3,000.00	\$ 3,500.00	\$ 4,000.00	\$ 4,500.00	\$ 5,000.00	
Repairs and Maintenance		\$ 5,000.00	\$ 7,500.00	\$ 7,500.00	\$ 9,000.00	\$ 10,000.00	
Utilities (including gas, electric, water, ISP/phone)	\$ -	\$ 12,500.00	\$ 17,500.00	\$ 18,000.00	\$ 20,000.00	\$ 20,000.00	
Facility Total	\$ 15,000.00	\$ 111,220.00	\$ 119,580.00	\$ 138,440.00	\$ 142,940.00	\$ 146,440.00	
Other Expenses							
Transportation (including field trips)	\$ -	\$ 60,000.00	\$ 65,000.00	\$ 70,000.00	\$ 72,500.00	\$ 72,500.00	
Professional Services (Legal, Accountant, Audit, etc.)	\$ 19,000.00	\$ 19,000.00	\$ 27,000.00	\$ 27,000.00	\$ 28,000.00	\$ 30,000.00	
Professional Services (Student Supports - speech, social work, psych)		\$ 1,500.00	\$ 3,500.00	\$ 6,000.00	\$ 6,500.00	\$ 7,000.00	
Postage and Mailing		\$ 1,000.00	\$ 1,100.00	\$ 1,200.00	\$ 1,300.00	\$ 1,400.00	
Professional Development (Workshops and Conferences)	\$ 25,000.00	\$ 8,000.00	\$ 9,000.00	\$ 9,500.00	\$ 10,000.00	\$ 10,000.00	
Student Information System		\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	
Assessment Program		\$ 4,500.00	\$ 5,000.00	\$ 5,500.00	\$ 6,000.00	\$ 6,000.00	
Text Books	\$ 15,000.00	\$ 8,000.00	\$ 10,000.00	\$ 12,000.00	\$ 9,000.00	\$ 7,500.00	
Teaching Supplies	\$ 10,000.00	\$ 15,000.00	\$ 16,000.00	\$ 17,000.00	\$ 18,000.00	\$ 18,000.00	
Copier and Printers	\$ 2,500.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
Computers/lpads/Chromebooks, etc...	\$ 3,000.00	\$ 25,000.00	\$ 20,000.00	\$ 18,000.00	\$ 10,000.00	\$ 10,000.00	
Other Expense Total	\$ 74,500.00	\$ 158,000.00	\$ 172,600.00	\$ 182,200.00	\$ 177,300.00	\$ 178,400.00	
Expense Total	\$ 124,500.00	\$ 565,948.00	\$ 646,406.00	\$ 819,906.00	\$ 840,006.00	\$ 871,958.00	
Previous Year Carryover	\$ -	\$ 193,380.00	\$ 214,628.56	\$ 159,440.61	\$ 179,834.79	\$ 201,554.98	
Income Total	\$ 317,880.00	\$ 587,196.56	\$ 591,218.05	\$ 840,300.19	\$ 861,726.19	\$ 877,152.19	
Expense Total	\$ -124,500.00	\$ -565,948.00	\$ -646,406.00	\$ -819,906.00	\$ -840,006.00	\$ -871,958.00	
Carryover	\$ 193,380.00	\$ 214,628.56	\$ 159,440.61	\$ 179,834.79	\$ 201,554.98	\$ 206,749.16	

OFFICE OF THE SECRETARY OF STATE



**NOT FOR PROFIT
CERTIFICATE OF INCORPORATION**

WHEREAS, the Not For Profit Certificate of Incorporation of

HARLOW CREEK ELEMENTARY SCHOOL, INC.

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

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

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



*Filed in the city of Oklahoma City this
26th day of July, 2018.*

A handwritten signature in cursive script, reading "James A. Harrison".

Secretary of State



SOS

(Not for Profit)



37777470002

CERTIFICATE OF INCORPORATION

OF

HARLOW CREEK ELEMENTARY SCHOOL, INC.

TO THE SECRETARY OF STATE
STATE OF OKLAHOMA:

The undersigned incorporators of **Harlow Creek Elementary School, Inc.**, pursuant to a Unanimous Memorandum of Action of the Directors of the Corporation dated July 23, 2018, in accordance with the Oklahoma General Corporation Act do hereby adopt the Articles of Incorporation of **Harlow Creek Elementary School, Inc.**, as will be filed with the Secretary of State of the State of Oklahoma, so that the Corporation's Certificate of Incorporation shall now read as follows:

I

NAME

The name of the Corporation is:

HARLOW CREEK ELEMENTARY SCHOOL, INC.

II

STREET ADDRESS OF LOCATION OF CORPORATION

The street address of the Corporation is:

822 E. 6th St.
Tulsa, Oklahoma 74120

III

REGISTERED OFFICE AND AGENT

The address of the Corporation's registered office in Oklahoma is:

525 S. Main, Ste. 800
Tulsa, Oklahoma 74103-4511
Tulsa County

The name of the registered agent of the Corporation at the above address is:

Barber & Bartz, P.C.

RECEIVED
JUL 26 2018
OKLAHOMA SECRETARY
OF STATE

IV
EFFECTIVE DATE AND DURATION

The duration of the Corporation shall be perpetual.

V
PURPOSES

The Corporation is organized and will be operated exclusively for charitable, educational, religious and scientific purposes, including for such purposes that qualify as exempt for organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, and the Corporation shall not engage in any activity that is not allowed to an organization qualified under Section 501(c)(3) of said Code. In carrying out its authorized purposes, the Corporation shall (i) educate pre-kindergarten through sixth grade students; (ii) employ administrators, teachers and additional staff in order to educate pre-kindergarten through sixth grade students, and (iii) educate pre-kindergarten through sixth grade students utilizing a rigorous curriculum focused on experiential, project-based learning.

The Corporation shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under section 501(c)(3) of the Code. The Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

VI
NO STOCK OR PECUNIARY GAIN

The Corporation is not organized for pecuniary profit nor shall it have any power to issue certificates of stock or declare dividends, and no part of its net earnings shall inure to the benefit of any member, director, trustee or individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. The balance, if any, of all money received by the Corporation from its operations, after the payment in full of all debts and obligations of the Corporation of whatsoever kind and nature, shall be used and distributed exclusively for carrying out only the purpose or purposes of the Corporation particularly set forth in Article V hereof.

VII
DIRECTORS

The number of Directors of the Corporation shall be as specified in the Bylaws, and such number may from time to time be increased or decreased under the Bylaws or any amendment or change thereto; provided, however, that the number of Directors of the Corporation shall at no time be less than one (1).

The name and mailing address of each person currently serving as a director are:

Scott Pardee: 9802 E. 85th Pl., Tulsa, Oklahoma 74133
Kelsey Pierce: 11522 S. Mulberry Ln., Jenks, Oklahoma 74037
Caleb Starr: 8937 S. Darlington Ave. Tulsa, OK 74137

VIII

NONDISCRIMINATORY POLICY

The Corporation shall admit persons of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to persons participating in programs offered by the Corporation. The Corporation shall not discriminate on the basis of race, color, national or ethnic origin in its employment of faculty or staff or to the participants in the programs offered by the Corporation.

IX

RELATED PARTY TRANSACTIONS

To the extent permitted by law, no contract or transaction between the Corporation and one or more of its Directors or officers, or between the Corporation and any other corporation, partnership, association or other organization in which one or more of its Directors or officers are Directors or officers or have a financial interest, shall be void or voidable solely for this reason, or solely because the Directors or officers are present at or participate in the meeting of the Directors or any committee appointed thereof which authorizes the contract or transaction, or solely because the Directors or officers or their votes are counted for such purpose.

X

DISSOLUTION

Upon the dissolution of the Corporation, the Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation exclusively for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Revenue Law, as the Directors shall determine. Any such assets not so disposed of shall be disposed of by the district court of the County in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

XI
INDEMNIFICATION

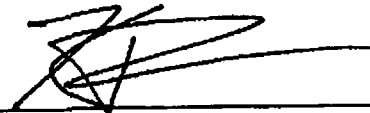
The Directors are expressly authorized to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative, other than an action by or in the right of the Corporation, by reason of the fact that such person is or was a Director, officer, employee or agent of the Corporation or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses, including attorneys' fees, judgments, fines and amounts paid in settlement to the extent and in the manner permitted by the laws of the State of Oklahoma and the Bylaws of the Corporation.

Signed at Tulsa, Oklahoma, this 23rd day of July, 2018.

Incorporators



Kurtis R. Eaton, Esq.
525 S. Main, Suite 800
Tulsa, Oklahoma 74103-4511



Kelsey T. Pierce, Esq.
525 S. Main, Suite 800
Tulsa, Oklahoma 74103-4511



Stefan A. Mecke, Esq.
525 S. Main, Suite 800
Tulsa, Oklahoma 74103-4511

CONSENT TO SIMILAR NAME

TO THE OKLAHOMA SECRETARY OF STATE:

The undersigned limited liability company hereby consents to the use of its name, as follows:

1. The name of the consenting company is:

Harlow Creek Elementary, Inc.

2. The name of the entity to which this consent is given is:

Harlow Creek Elementary School, Inc.

a corporation to be qualified under the laws of the State of Oklahoma contemporaneously with the delivery of this consent.

3. If the name of the entity receiving this consent is the same or indistinguishable from the name of the consenting Corporation, the consenting Corporation hereby certifies that it intends, within a reasonable time after filing this Consent, to (check one):

- A. ☐ Change its name.
B. ☒ Cease to do business.
C. ☐ Withdraw from Oklahoma.
D. ☐ Be wound up.
E. ☐ Other: Not applicable per 18 Okl. Stat. § 1141.

IN WITNESS WHEREOF, this corporation has caused this consent to be executed this 23rd day of July, 2018.

Harlow Creek Elementary, Inc.

By 

Scott Pardee, President

BYLAWS
OF
HARLOW CREEK ELEMENTARY, INC.
AN OKLAHOMA NOT-FOR-PROFIT CORPORATION

ARTICLE I
OFFICES

The principal office of, **Harlow Creek Elementary, Inc.** (the "Corporation") shall be 816 E. 6th St. Tulsa, OK 74120. The Corporation shall designate a registered office in accordance with the law and shall maintain it in accordance with Oklahoma legal requirements. The Corporation may have offices at such other places, as its Board of Directors may from time to time determine.

ARTICLE II
CORPORATE DEFINITION

Section 1. Non-profit Corporation. The Corporation is organized exclusively for charitable, educational, religious and scientific purposes, pursuant to the laws of the State of Oklahoma in Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, and the Corporation shall not engage in any activity that is not allowed to an organization qualified under Section 501(c)(3) of said Code or such corresponding successor section.

Section 2. Purpose. The Corporation is organized and will be operated exclusively for charitable, educational, religious and scientific purposes, including for such purposes that qualify as exempt for organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, and the Corporation shall not engage in any activity that is not allowed to an organization qualified under Section 501(c)(3) of said Code. In carrying out its authorized purposes, the Corporation shall (i) educate pre-kindergarten through sixth grade students; (ii) employ administrators, teachers and additional staff in order to educate pre-kindergarten through sixth grade students, and (iii) educate pre-kindergarten through sixth grade students utilizing a rigorous curriculum focused on experiential, project-based learning.

The Corporation shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under section 501(c)(3) of the Code. The

Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 3. Statement of Belief. The Corporation shall admit persons of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to persons participating in programs offered by the Corporation. The Corporation shall not discriminate on the basis of race, color, national or ethnic origin in its employment of faculty or staff or to the participants in the programs offered by the Corporation.

ARTICLE III BOARD OF DIRECTORS

Section 1. Powers. All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be controlled by, the Board of Directors, as defined hereafter (the "Directors"). Without prejudice to such general power, but subject to the same limitations, it is hereby expressly declared that the Directors shall have the following powers, to-wit:

First: To select and remove all officers, agents and employees of the Corporation, prescribe such powers and duties for them as shall not be inconsistent with the applicable governing laws of Oklahoma, with the Certificate of Incorporation or the Bylaws, fix their compensation and require from them security for faithful service.

Second: To conduct, manage and control the affairs and business of the Corporation, and to make such rules and regulations therefore not inconsistent with law, or with the Certificate of Incorporation or the Bylaws, as the Directors may deem best.

Third: To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations or other evidences of debt and securities therefor.

Section 2. Number, Election and Term of Office. The Board of Directors shall consist of not fewer than one (1) and not more than nine (9) members. The initial Board of Directors shall be as stated in the Corporation's Certificate of Incorporation. Not more than sixty (60) nor less than thirty (30) days preceding each annual meeting, the Board shall determine the number which shall constitute the Board of Directors for the ensuing year, and the number so determined shall remain fixed until changed in conjunction with a subsequent annual meeting. The Board shall be elected to a two (2) year staggered term by the incumbent Board of Directors at each annual meeting of the Board of Directors; however, if any such annual meeting is not held or the members of the new Board of Directors are not elected thereat, the new Board of Directors may be elected at any special meeting of the incumbent Board of Directors held for that

purpose. All Board of Directors shall hold office until their respective successors are elected and qualified.

Section 3. Vacancies. Vacancies in the Board of Directors may be filled by a majority of the Directors then in office, though less than a quorum. A vacancy or vacancies in the Board of Directors shall be deemed to exist in case of the death, resignation or removal of any Director, or if the authorized number of Directors be increased. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of his term of office, unless otherwise agreed by a majority of the Board of Directors pursuant to Article III, Section 5 hereof.

Section 4. Resignations. Any Director may resign at any time by giving at least ninety (90) days written notice of his resignation from the Board of Directors to the Chairman of the Board of Directors and the Secretary of the Board of Directors. Any such resignation shall take effect at the time specified therein or, if the time when it shall become effective shall not be specified therein, ninety days (90) days after its receipt. The acceptance of such resignation shall not be necessary to make it effective. If the Board of Directors accepts the resignation of a Director rendered to take effect at a future time, the Board, including the Director who has tendered his resignation, shall have power to elect a successor to take office after the resignation is to become effective.

Section 5. Removal. Any individual Director may be removed from office with or without cause by vote of a majority of the other Directors present when a quorum exists.

Section 6. When Board May Declare Vacancies. The Board of Directors shall declare vacant the office of a Director, if he be declared of unsound mind by an order of court or be convicted of a felony, or if he fails to attend three (3) consecutive meetings of the Board of Directors.

Section 7. Place of Meeting. Regular meetings of the Board of Directors shall be held at any place which has been designated from time to time by resolution of the Board of Directors, or by written consent of all members of the Board of Directors. In the absence of such designation, regular meetings shall be held at the principal office of the Corporation, as specified in Article I herein, or as amended from time to time. Special meetings of the Board of Directors may be held either at a place so designated or at the principal office.

Section 8. Annual Meeting. An annual meeting of the Board of Directors for the purpose of election of Directors and officers of the Corporation and the transaction of any other business coming before such meeting shall be held on the third Wednesday of July of each year, and no notice of such meeting to the elected Director(s) shall be necessary in order to legally constitute the meeting, provided a majority of the whole Directors are present. If a majority of the Board of Directors are not present, then such annual meeting may be held at such time as shall be fixed by the consent, in writing, of all of the Directors. Other regular meetings of the Board of Directors may be held without notice at such time as shall from time to time be determined by the Board of Directors.

Section 9. Special Meetings. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or, if he is absent or unable to act, by the Vice President, or by any two Directors. No business shall be considered at any special meeting other than the purposes mentioned in the notice given to each Director, except upon the unanimous consent of all Directors.

Section 10. Notice of Special Meetings. Written notice of the time, place and the purposes of all special meetings shall be delivered personally to each Director or sent to each director by mail or by other form of written communication, charges prepaid, addressed to him at his address as shown on the records of the Corporation or, if it is not so shown on such records or is not readily ascertainable, at the place where meetings of the directors are regularly held. Electronic mail is acceptable. In case such notice is mailed, it shall be deposited in the United States Mail or delivered in the place in which at least five (5) business days prior to the scheduled time of the meeting. In case such notice is unable to be delivered in accordance with the above notice requirements, it shall be so delivered at least twenty-four (24) hours prior to the time of the holding of the meeting. Such mailing, electronic mailing or other delivery in accordance with the above, shall be due, legal and personal notice to such Director.

Section 11. Waiver of Notice. Any actions taken or approved at any meeting of the Board of Directors, however called and noticed or wherever held, shall be as valid as though taken or approved at a meeting duly held after regular call and notice, if a quorum (as defined in Section 12 herein) be present and if, either before or after the meeting, each of the Directors not present signs a written waiver of notice or a consent to holding such meeting or an approval of the minutes thereof. All such waivers, consents or approvals shall be filed with the corporate record or made a part of the minutes of the meeting. If a Director does not receive notice of a meeting, but attends and participates in the meeting, such Director shall be deemed to have waived notice of the meeting.

Section 12. Quorum. At all meetings of the Board of Directors, a quorum shall consist of a majority of the entire number of Directors and the acts of a majority of the Directors present at a meeting at which a quorum is present, shall be deemed to be the acts of the entire Board of Directors except as may be otherwise specifically provided by statute or by the Certificate of Incorporation or by these Bylaws and except to adjourn as hereinafter provided.

Section 13. Adjournment. A quorum of the Directors may adjourn any Directors' meeting to meet again at a stated day and hour; provided, however, that in the absence of a quorum at either a regular or special meeting, the directors may adjourn to a later date but may not transact any business until a quorum has been secured. At any adjourned meeting at which a required number of Directors are present, any business may be transacted which might have been transacted at the meeting as originally notified.

Section 14. Notice of Adjournment. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place be fixed at the meeting adjourned, in accordance with Article III, Section 13 herein.

Section 15. Fees and Compensation. Directors and members of committees may receive reimbursement for expenses as may be fixed or determined by resolution of the Board of Directors.

Section 16. Manifestation of Dissent. A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his dissent shall be entered in the minutes of the meeting or unless he shall file his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or unless such Director shall forward his dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who votes in favor of such action.

Section 17. Action Without Meeting. Any action required or permitted to be taken at a meeting of the Directors may be taken without a meeting if all members of the Board of Directors shall individually or collectively consent to such action by signing a written record or memorandum thereof. Such record or memorandum shall have the same effect as a unanimous vote of the Board of Directors and shall be filed with the Secretary of the Corporation and made a part of the corporate records.

ARTICLE IV OFFICERS

Section 1. Officers. Unless otherwise stated in a resolution adopted by the Board of Directors, the officers of the Corporation shall be a President, a Vice President, a Secretary and a Treasurer. One person may hold two or more offices; provided, however, that no person shall at the same time hold the offices of the President and Vice President.

Section 2. Election. The officers of the Corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article IV, shall be chosen annually by the Board of Directors, and each shall hold office until he shall resign or shall be removed or otherwise disqualified to serve, as provided in Section 4 of Article IV hereof, or his successor shall be elected and qualified.

Section 3. Subordinate Officers. The Board of Directors may appoint, and may empower the President to appoint, such other officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as are provided in the Bylaws or as the Board of Directors may from time to time determine.

Section 4. Removal and Resignation. Any officer may be removed, either with or without cause, by the Board of Directors, at any regular or special meeting thereof, or, except in case of any officer chosen by the Board of Directors, by any officer upon whom such power of removal may be conferred by the Board of Directors.

Any officer may resign at any time by giving written notice to the Board of Directors, or to the President, or to the Secretary of the Corporation. Any such resignation shall take effect at the

date of the receipt of such notice or at any alternate time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5. Vacancies. A vacancy in any office position because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in the Bylaws for regular appointments to such office.

Section 6. President. The President shall be the Chief Executive Officer of the Corporation and shall, subject to the control of the Board of Directors, have general supervision, direction and control of the business and officers of the Corporation, including:

- (a) He/she shall preside at all meetings of the Board of Directors.
- (b) He/she shall sign or countersign, as may be necessary, all such bills, notes, checks, contracts and other instruments as may pertain to the ordinary course of the Corporation's business and shall, with the Secretary, sign the minutes of all directors' meetings over which he may have presided.
- (c) He/she shall execute bonds, mortgages, and other contracts requiring a seal under the seal of the Corporation, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the Board of Directors to some other officer or agent of the Corporation.
- (d) At the annual meeting of the Directors, he/she shall submit a complete report of the operations of the Corporation's affairs as existing at the close of each year and shall report to the Board of Directors from time to time all such matters coming to his attention and relating to the interest of the Corporation as should be brought to the attention of the Board of Directors.

Section 7. Vice President. In the absence or disability of the President, the Vice President shall perform all the duties of the President, and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the President. The Vice President shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board of Directors or the Bylaws.

Section 8. Secretary. The Secretary shall keep or cause to be kept, at the principal office of the Corporation or such other place as the Board of Directors may order, a book of minutes of all meetings of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at director's meetings, and the proceedings thereof.

The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws or by law to be given, and he/she shall keep the seal of the Corporation in safe custody. He/she shall also sign, with the President or Vice President, all

contracts, deeds, licenses and other instruments when so ordered. He/she shall make such reports to the Board of Directors as they may request and shall also prepare such reports and statements as are required by the laws of the State of Oklahoma and shall perform such other duties as may be prescribed by the Board of Directors or by the Bylaws.

Section 9. Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including account of its assets, liabilities, receipts, disbursements, gains, losses, capital, surplus and shares. The books of account shall at all reasonable times be open to inspection by a Director.

The Treasurer shall deposit all monies and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board of Directors. He/she shall disburse the funds of the Corporation as may be ordered by the Board of Directors, shall render to the President and Directors, whenever they request it, an account of all of his transactions as Treasurer and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board of Directors.

Section 10. Delegation of Duties. In case of the absence or disability of any officer of the Corporation or for any other reason that the Board of Directors may deem sufficient, the Board of Directors may, by a vote of a majority of the whole Board of Directors, delegate for the time being, the powers or duties, or any of them, of such officer to any other officer or to any Directors.

ARTICLE V EXECUTION OF INSTRUMENTS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or to execute and deliver in the name and on behalf of the Corporation any contract or other instrument, except certificates representing shares of stock of the Corporation, and such authority may be general or may be confined to specific instances.

Section 2. Checks and Drafts. All checks, drafts or other orders for the payment of money, notes, acceptances or other evidences of indebtedness issued by or in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall be determined from time to time by resolution of the Board of Directors.

Section 3. Deposits; Bank Accounts. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may from time to time designate or as may be designated by an officer or officers of the Corporation to whom such power of designation may from time to time be delegated by the Board of Directors. The Board of Directors may make such special rules and regulations with respect to such bank accounts, not inconsistent with the provisions of these Bylaws, as it may deem expedient. Unless otherwise provided by resolution of the Board of Directors, endorsements for deposit to the credit of the Corporation in any of its duly

authorized depositories may be made by hand-stamped legend in the name of the Corporation or by written endorsement of any officer without countersignature.

Section 4. Loans. No loans shall be contracted on behalf of the Corporation unless authorized by the Board of Directors, but when so authorized in writing, unless a particular officer or agent is directed to negotiate the same, may be negotiated, up to the amount so authorized, by the President or a Vice President or the Treasurer; and such officers are hereby severally authorized to execute and deliver in the name and on behalf of the Corporation notes or other evidences of indebtedness countersigned by the President or Vice President for the amount of such loans and to give security for the payment of any and all loans, advances and indebtedness by hypothecating, pledging or transferring any part or all of the property of the Corporation, real or personal, at any time owned by the Corporation.

Section 5. Sale or Transfer of Securities Held by the Corporation. Stock certificates, bonds or other securities at any time owned by the Corporation may be held on behalf of the Corporation or sold, transferred or otherwise disposed of pursuant to authorization by the Board, or of any committee thereunto duly authorized, and when so authorized to be sold, transferred or otherwise disposed of, may be transferred from the name of the Corporation by the signature of the President or a Vice President and the Treasurer or the Secretary.

ARTICLE VI INDEMNIFICATION

Section 1. Indemnification: Actions Other Than by the Corporation. The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as the President, an officer, an employee or as an agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees, judgments, fines and amounts paid in settlement) actually and reasonably incurred by him in connection with such action, suit or proceeding, if he acted in good faith and in a manner he, and the Board of Directors agrees, reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful.

Section 2. Indemnification: Corporate Actions. The Corporation shall have the power to indemnify any person, including any Director, officer or employee or the Corporation, (the "Indemnatee") who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation for expenses (including attorney

fees) actually and reasonably incurred by the Indemnitee in connection with the defense or settlement of such action or suit if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation, and the Board of Directors agrees, and except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the Corporation, unless and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

Section 3. Right to Indemnification. To the extent that any present or former officer, Director, employee or agent of the Corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 1 and 2 of this Article VI, or in defense of any claim, issue or matter therein, he shall be indemnified by the Corporation, against direct expenses (including attorneys' fees) actually and reasonably incurred by him in connection therewith.

Section 4. Authorization of Indemnification. Any indemnification under Sections 1 and 2 of this Article VI (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification is proper in the circumstances because he/she has met the applicable standard of conduct set forth in Section 1 and 2 of this VI. Such determination shall be made by the Board of Directors by a majority vote of a quorum consisting of persons who are not parties to such action, suit or proceeding, in consultation with the Corporation's legal counsel.

Section 5. Advance Indemnification. Expenses incurred by an officer or Director in defending a civil or criminal action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of such Director or officer to repay such amount unless it shall ultimately be determined that he is entitled to be indemnified by the Corporation as authorized in this Article VI. Such expenses incurred by other employees and agents may be so paid upon such terms and conditions, if any, as the Board of Directors deems appropriate.

Section 6. Non-Exclusive Indemnification. The indemnification provided by this Article VI shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any bylaw, agreement, vote of disinterested Directors, at law or otherwise, both as to action in his official capacity and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 7. Insurance. The Corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VI.

ARTICLE VII DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation exclusively for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Revenue Law, as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the district court of the County in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE VIII MISCELLANEOUS

Section 1. Who May Amend. These Bylaws may be amended, altered, changed or repealed by the affirmative vote of three fourths (3/4ths) of the Directors at any regular or special meeting of Directors if notice of the proposed amendment, alteration, change or repeal be contained in the notice of the meeting.

Section 2. Fiscal Year. The fiscal year of the Corporation shall be the calendar year.

[Signature to follow on next page]

CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of the Corporation, hereby certifies that the foregoing Bylaws, after having been read section by section, were approved by the Board of Directors of this Corporation on the 18 day of April, 2018.

A handwritten signature in cursive script, appearing to read "Caleb Starr", written over a horizontal line.

Caleb Starr, Secretary

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **JUN 20 2019**

HARLOW CREEK ELEMENTARY SCHOOL INC
C/O BARBER & BARTZ PC
KURTIS R EATON
525 S MAIN STE 800
TULSA, OK 74103-4511

Employer Identification Number:
83-1408541
DLN:
17053247322008
Contact Person:
FAITH E CUMMINS ID# 31534
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
July 26, 2018
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

Enrollment requests stopped upon discussion with TPS in early 2018.

To Whom It May Concern:

After careful consideration, I have concluded that it is in the best interest of my child to attend Harlow Creek Elementary School. Harlow Creek will provide my child with a quality education based on civic interest and social action projects that will have a positive influence within our community. I equally excited at the prospect of having the opportunity to be involved in locally controlled charter school where I will have the ability to interact with school board members within our community. I fully support the charter application and intend to enroll my child in Harlow Creek Elementary School.

Sincerely,

Name: SCOTT PARDEE

Address: 4305 W. EDISON TULSA, OK 74127

Phone: _____

Signed petition

To Whom It May Concern:

After careful consideration, I have concluded that it is in the best interest of my child to attend Harlow Creek Elementary School. Harlow Creek will provide my child with a quality education based on civic interest and social action projects that will have a positive influence within our community. I equally excited at the prospect of having the opportunity to be involved in locally controlled charter school where I will have the ability to interact with school board members within our community. I fully support the charter application and intend to enroll my child in Harlow Creek Elementary School.

Sincerely,

Name: Melissa Stice

Address: 3705 W 43rd St. Tulsa, OK 74107

Phone: 918-851-6515

[REDACTED]

To Whom It May Concern:

After careful consideration, I have concluded that it is in the best interest of my child to attend Harlow Creek Elementary School. Harlow Creek will provide my child with a quality education based on civic interest and social action projects that will have a positive influence within our community. I equally excited at the prospect of having the opportunity to be involved in locally controlled charter school where I will have the ability to interact with school board members within our community. I fully support the charter application and intend to enroll my child in Harlow Creek Elementary School.

Sincerely,

Name: Aaron Landrum

Address: 13871 W 86th St S, Sapulpa, OK 74066

Phone: 918.269.5168

[REDACTED]

did not sign petition

To Whom It May Concern:

After careful consideration, I have concluded that it is in the best interest of my child to attend Harlow Creek Elementary School. Harlow Creek will provide my child with a quality education based on civic interest and social action projects that will have a positive influence within our community. I equally excited at the prospect of having the opportunity to be involved in locally controlled charter school where I will have the ability to interact with school board members within our community. I fully support the charter application and intend to enroll my child in Harlow Creek Elementary School.

Sincerely,

Name: _____

Amy Roslin

Address: _____

4017 S. Oswego Ave Tulsa, OK 74135

Phone: _____

Amy Roslin

did not sign petition

To Whom It May Concern:

After careful consideration, I have concluded that it is in the best interest of my child to attend Harlow Creek Elementary School. Harlow Creek will provide my child with a quality education based on civic interest and social action projects that will have a positive influence within our community. I equally excited at the prospect of having the opportunity to be involved in locally controlled charter school where I will have the ability to interact with school board members within our community. I fully support the charter application and intend to enroll my child in Harlow Creek Elementary School.

Sincerely,

Name: JULIO CLADRA

Address: 6642 S 67 EAST AVE TULSA OK 74133

Phone: (918) 837-2177

did not sign petition

To Whom It May Concern:

After careful consideration, I have concluded that it is in the best interest of my child to attend Harlow Creek Elementary School. Harlow Creek will provide my child with a quality education based on civic interest and social action projects that will have a positive influence within our community. I equally excited at the prospect of having the opportunity to be involved in locally controlled charter school where I will have the ability to interact with school board members within our community. I fully support the charter application and intend to enroll my child in Harlow Creek Elementary School.

Sincerely,

Name:

Jenny Curoly

Address:

6642 S 47th E Ave Tulsa OK 74133

Phone:

(918) 837-1999



Supporting Organizations

Please find a list of Champions for our project:

Karen Keith – Tulsa County Commissioner District 2
Vanessa Hall Harper – Tulsa City Councilor District 1
Ben Kimbro – Tulsa City Councilor District 9
Blake Ewing – Former City Councilor District 4

These individuals are listed as champions as they not just support the overall community and school, but have advocated for the development and also have committed significant investment dollars into the community to support its success and growth.

Community Supporters:

Neighbors Along the Line, Osage Hills Christian Church, Cavalry Temple, Owen Park Neighborhood Association, NW Tulsa HUB, American Institute of Architects, Tulsa Community Foundation, Park Friends, & Land Legacy.

These supporters are named as they are directly involved in the project to some capacity. Most are associated individuals that also serve as board members of the community Development Corporation or have volunteered to some capacity.

Additional Support Organizations:

NW Tulsa Community Development Corporation





Evolving
Communities Tulsa
@EvolvingCommunities

[Home](#)[Posts](#)[Events](#)[Photos](#)[About](#)[Reviews](#)[Videos](#)[Community](#)[Promote](#)[Liked](#)[Following](#)[Share](#)[Send Message](#)

253
Total Likes

264
Total Follows

[Invite your friends to like Evolving Communities...](#)[Bruce Bozle](#)[Invite](#)[Jayme Bozone](#)[Invite](#)[Bob Jones](#)[Invite](#)[See All Friends](#)

English (US) · Español · Português (Brasil) ·
Français (France) · Deutsch

[Privacy](#) · [Terms](#) · [Advertising](#) · [Ad Choices](#)
[Cookies](#) · [More](#)
Facebook © 2019

Top Fans



No Top Fans

You can turn on top fan badges to recognize and reward the most engaged followers on your Page. You have full control and can remove badges or disable the feature.

Friends and Evolving Communities Tulsa



Leslie Yacobozzi Pardee, Jeff Williams and 69 other friends like Evolving Communities Tulsa.

[See All](#)

Celebrating Your Page's 1st Year

Thanks for being here. To celebrate Evolving Communities Tulsa's 1st year on Facebook, we're giving you a \$10 ad credit.

[Claim Credit](#)[Chat \(45\)](#)

s' Likes

Nicolle McPherson Goodman

14 mutual friends

Message

Jeff Pugh

14 mutual friends

Message

Blake Ewing

38 mutual friends

Message

Carolyn Back

24 mutual friends

Message

Austin Tunnell

11 mutual friends

Message

Paula Huggett

0 mutual friends

Message

Canaan Scovil Rice

6 mutual friends

Message

Felicia Leming

1 mutual friend

Message

Branden Boom

0 mutual friends

Message

•

Jerry Goodwin

11 mutual friends

Message

•

Seth Erkenbeck

39 mutual friends

Message

•

Marnie Glasgow Fernandez

44 mutual friends

Message

•

Dillon Hargrave

12 mutual friends

Message

•

David W. Cobb

20 mutual friends

Message

Daryl Nieto

9 mutual friends

Message

Bill Leighty

39 mutual friends

Message

Gary Coulson

3 mutual friends

Message

Katelyn Parker

6 mutual friends

Message

Mary Womble Kell

40 mutual friends

Message

Sheila Moore Curley

30 mutual friends

Message

Eric Moser

6 mutual friends

Message

Mac Keely

3 mutual friends

Message

Joanie Hughes

3 mutual friends

Message

Ward Davis

10 mutual friends

Message

Sean Scotney

12 mutual friends

Message

Kristen McCormick

19 mutual friends

Message

Trish Howell Hunnicutt

0 mutual friends

Message

Scott DeGeer

0 mutual friends

Message

Curtis B Mitchell

0 mutual friends

Message

John Pardue

4 mutual friends

Message

Andy Kinslow

51 mutual friends

Message

Philip Green

3 mutual friends

Message

Josh Bishop

12 mutual friends

Message

Mallory Ashley

5 mutual friends

Message

Nathan Pickard

32 mutual friends

Message

Jeff Williams

4 mutual friends

Message

Larry Gordon Wilson

3 mutual friends

Message

•

Mady Epplin

12 mutual friends

Message

•

Michael Patton

60 mutual friends

Message

•

Daniel Regan

53 mutual friends

Message

•

Derek R. McCall

17 mutual friends

Message

•

CJ Medlin

10 mutual friends

Message

Leslie Harrison

16 mutual friends

Message

Nathan Nitchals

4 mutual friends

Message

Carl Szafranski

17 mutual friends

Message

Brandon Diles

4 mutual friends

Message

Jay Roesslein

3 mutual friends

Message

Christine Hoagland

22 mutual friends

Message

Glez Zereth

2 mutual friends

Message

Erik Smith

19 mutual friends

Message

Phillip Condley

23 mutual friends

Message

Erin Vargas Clayden

6 mutual friends

Message

JoAnna Dorman Blackstock

50 mutual friends

Message

Andrea Epplin

13 mutual friends

Message

Kyle Shepard

5 mutual friends

Message

Jonathan Belzley

46 mutual friends

Message

•
Heidi Taylor Warren

10 mutual friends

Message

•
Gena Williams Sutton

5 mutual friends

Message

•
Celeste McNeal Wood

12 mutual friends

Message

•
Jessica Walker Sauter

9 mutual friends

Message

•

Tina Wolery

43 mutual friends

Message

Nathan Downs

18 mutual friends

Message

Karen Liefer

14 mutual friends

Message

Jared Green

70 mutual friends

Message

Greg Carpenter

15 mutual friends

Message

•

Evan Wilbanks

10 mutual friends

Message

•

Lindsay Baldwin

0 mutual friends

Message

•

Bob Pondrom

12 mutual friends

Message

•

Makeisha Foulds

20 mutual friends

Message

•

Rodney Smith

10 mutual friends

Message

Leslie Yacobozzi Pardee

108 mutual friends



Josh Chisney
- Cynthia
- did not make it

Meeting:

FINAL PRESENTATION

Date:

6/23

	Name	Organization	Number	Email
1	ARB GARDNER			bgenders@gmail.com
2	ELIZABETH SHARP			elizabethloringsharp@gmail.com
3	ROBERT SHARP			rob@sharparch.net
4	Bill Leighty			bill@BillLeighty.com
5	James Wright	Osage Hills Church	918-583-7482	
6	Daryl Nieto	Anchor Design	405-569-3824	
7	MARK SEIBOLD	CRAFT TULL	405 517 6656	MARK.SEIBOLD@CRAFTTULL.COM
8	Paige Garvin		918-716-4222	garvin-paige@yahoo.com
9	Katelyn Parker	Bungalow Roots	918-240-0939	K.parker@bungalowroots.com
10	Brian Parker	Brian Parker	918-613-1189	brianparker@outlook.com
11	Lynn Coulson	Coulson Electric	918-288-6288	
12	GARY COULSON	" "	" "	COULSONELECTRIC@MSN.COM
13	JENNIFER GRIFFIN	J. GRIFFIN DESIGN LLC		jennifer@jgriffindesignllc.com
14	Mary Kell	City of Tulsa	918-596-2582	mkell@cityoftulsa.org
15	Canaan Ric	Six PR	918 851 4738	canaan@six-pr.com
16	Alera Henson		918 914 0079	alera.leanne@gmail.com
17	JACQUES ALBERT		918 440 8017	JACQUES.C.R.ALBERT@GMAIL.COM
18	Kate Lyn		918-240-0939	KateLyn1040@gmail.com
19				kate.parker@bungalowroots.com
20				kpe@bungalowroots.com
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

Utilities



Meeting:

Meeting #3

Date:

6/19/18

	Name	Organization	Number	Email
1	Roger Hurst	AT&T	918 859 9453	rh 7687@att.com
2	Steve Williams	PSO	918 250 7716	STwilliams1@aep.com
3	Jonathan Caudle	PSO	918 250-6229	jcaudle@aep.com
4	James Spicer	CCP	" "	" "
5	LAYTON WILSON	CRUX	918.605.1150	l.wilson@cruxsolutions.com
6	Donald Kafer	ONG	918-831-8353	Donald.Kafer@onegas.com
7	Brian Rosenbaum	City of Tulsa	918 596 9285	brotenbaum@cityoftulsa.org
8	Jay Murphy	KMS	918-834-7000	jmurphy@kms-intl.com
9	Ward Davis	High Street RE	501-499-4000	ward@highstreetre.com
10	Darrell Stetson	City of Tulsa	918 636 1391	dsetson@cityoftulsa.org
11	Justin Rich	COX	918 286-4542	Justin.rich@cox.com
12	Anthony Wilkins	City of Tulsa	918-596-2412	awilkins@cityoftulsa.org
13	BRIAN FREESE BRIAN FREESE ARCHITECTURE	FREESE	918-744-7067	brian@freesearchitecture.com
14	Drew Deatherage	CRUX	918 932-0785	ddeatherage@cruxsolutions.com
15	Rick Bruder	City of Tulsa	918 527-0300	rbruder@cityoftulsa.org
16	Cody Banks	City of Tulsa	918-527-0288	Cody.Banks@CITYOFTULSA.ORG
17	Paul Crabtree	CGI	719.221.1799	p.crabtree@crabtreegroupinc.com
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				



Meeting:

Date:

Meeting #2
6/19/18

	Name	Organization	Number	Email
1	Dustype Wilkerson	INCOG	918-584-7526	twilkerson@incog.org
2				
3	DAWN WARRICK	City of Tulsa	918-576-5447	dawarrick@cityoftulsa.org
4	James Spicer	GCP	918-746-1995	greencountypermaculture@gmail.com
5	ROBERT SHARP		419-442-0229	rob@sharparch.net
6	Eric Brown	BDS	349-849-822	
7	ERIC MOSER	MDG	343-247-5600	eric@moserdesigngroup.com
8	BILL HARRIS	APA	843-2103-1450	BILL HARRIS ARCHITECT AIA
9	JAMES BOWELL	JPB-ARCH		j@jbowellarchitect.com
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				



Meeting:

Mid Term PinUP

Date:

6/21

	Name	Organization	Number	Email
1	KEVIN COUTANT			
2	Todd Cole	HWH	903-609-2481	TCOLE@HWH1887.COM
3	Brian Travis	HWH	918 404 0642	BTravis@hwh1887.com
4	Blake Ewing	CITY COUNCIL	918 991 8252	blakeewing3232@gmail.com
5	James Spire	GCP	11 11	11 11
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				



Meeting:

Civic Mtg

Date:

6/20

	Name	Organization	Number	Email
1	ROBYN WRIGHT			
2	LOIS MORRIS	OWEN PARK		
3	DONNA HART	" "		
4	SEAN ROBERTS			
5	TED SCISM	OASE HILLS CHURCH		ted.scism@cox.net
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				



Meeting:

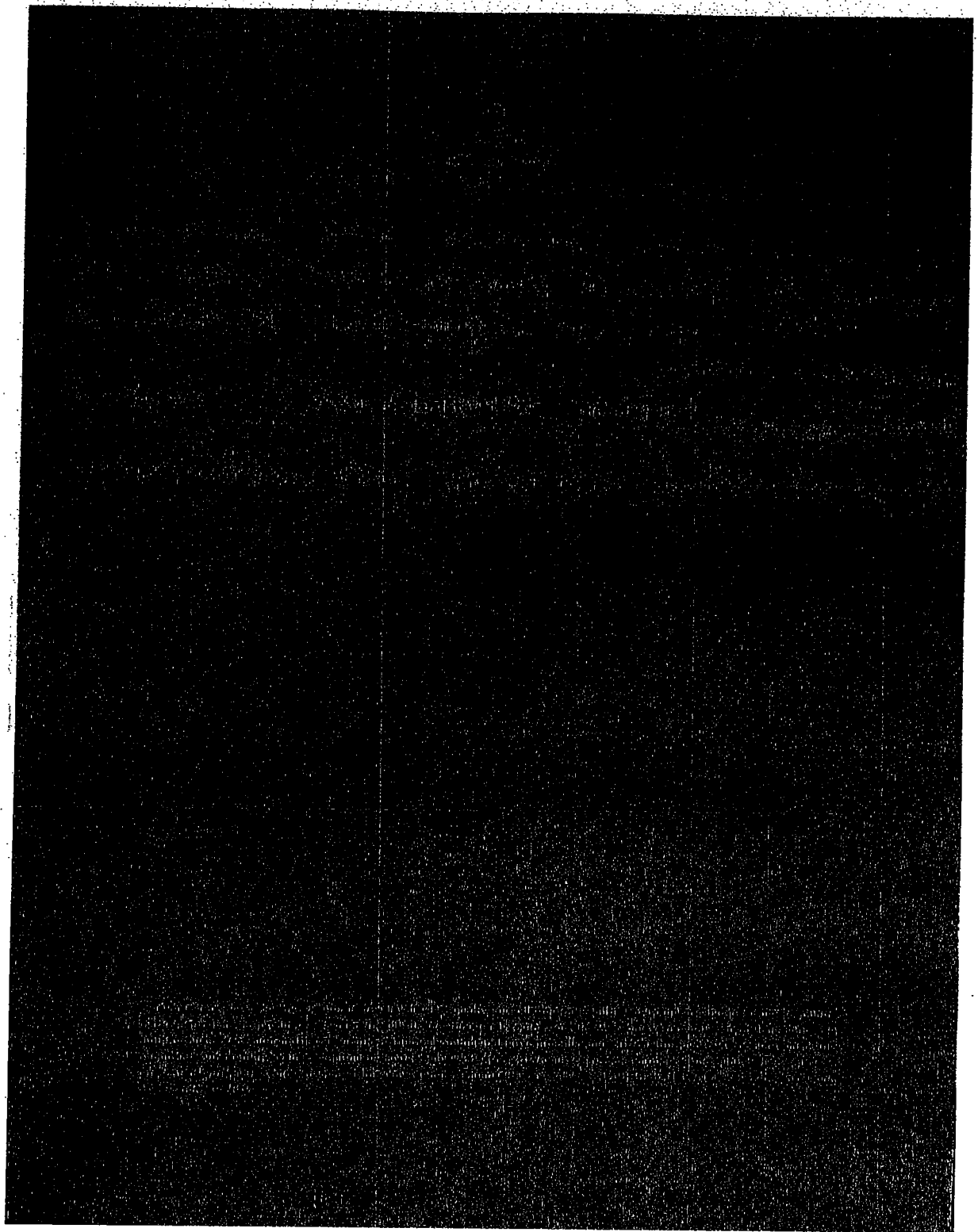
Date:

Open Presentation

6/19/18 5:00pm - 7:00pm

	Name	Organization	Number	Email
1	Tim Watkins	CA IN ARY/Teaple		
2	Paul/Jennings	"		
3	TED SCISM	OHCC	918-583-9482	ted@ohcc.net
4	Paula Huggatt	Boxka Group	720.261.0840	PAULA@BOXKAGROUP.COM
5	Todd Cole	HWHT	903-609-2181	T.COLE@HWHT1887.COM
6	James Wright	Osage Hills Christian Church	918-583-9482	james@osagehills.com
7	Sheila Custer	SIXPR	918-830-3218	Sheila@SIX-PR.COM
8	John Neff		918-671-9308	
9	Jeff Bingham	Bingham Resources	918-407-4770	Jbingham@binghamresources.com
10	David Cobb		918-242-1430	David@2020Housing.com
11	Canaan Rice	SIXPR	918-851-4738	Canaan@SIX-PR.COM
12	DAVID COBB	TERRACON	918-607-4771	david.cobb@terracon.com
13	MOLLY JONES	JDS	918.606.1909	MOLLY@JONES-DESIGN-STUDIO.COM
14	JOHN GRIFFIN	SASER SCHAEFER	918.728.6186	jgriffin@saserschaefer.com
15	Marnie Fernald	SIXPR	918 381 4505	marnie@SIX-PR.COM
16	DELEK MCCALL	TANNER CONSULTING	918.745.9929	dmccall@tannerbaitshop.com
17	BARB GARDNER	PROP OWNER	918-688-1000	bgardner@gmail.com
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

[illegible]



SCOTT J. PARDEE

9802 E. 85th Pl. • Tulsa, OK 74133 • (918) 841-1114
spardee@pardeeconstruction.net

Education:

Oklahoma State University

Bachelor of Science in Engineering Technology

Construction Management Technology

GPA: 3.11, Class of December 2003

Employment

5/09- Current Pardee Construction, LLC – Tulsa, OK – Serve as the Owner of Pardee Construction. Current roles include strategic planning, accounting, marketing, estimating, risk management, contract administration human resources, and project management for projects up to 10,000 SF. Projects include 7 year Federal MATOC contract of 15 tasks, Multiple Veteran's Affairs projects, Multiple projects with the OU Schusterman Center, and other industry sectors including medical, LEED, retail, and office.

10/05-11/08 Snyder Langston – Irvine, CA

Lennar Pacifica, Downtown Long Beach, CA: \$21 Million Multi-Use Podium Deck Building with Subterranean Parking • 62-Unit Condominiums with Retail • 145,000 SF • Sole Engineer Responsible for the Following Duties: RFI Composition and Response Distribution • Thorough Submittal Review of All Trades & Reviewed Scope Gaps • Composition & Implementation of Material Delivery Schedule • Wrote Scopes of Work for Multiple Trades During Buyout Phase • Coordinated Installation with Trades

Valencia Terrace, Kisco Sr. Living, Corona, CA: \$32 Million 203 Unit Senior Living Facility • Complete ADA Adaptable Dwellings • 225,000 SF • Engineer Responsible for the Following Duties Other Than as Listed Above: Trained Intern with Document Tracking, Organization, & Review • Managed MEP Meetings Using Auto CAD • Change Orders

1/04-10/05 Whiting-Turner – Irvine, CA

Target Remodel Program – Up to \$14 Million Each for Three Separate Projects • Remodel of Store Open During Construction • Six Month Completion Schedule • Day/Night Shifts • Responsible for the Following Duties: Processed Payment Applications • Evaluated Subcontractor Insurance • Updated Project's Estimated Cost at Completion • Wrote & Distributed RFIs • Managed Subcontractor Safety/Coordination Meetings • Evaluated & Updated Construction Schedule Changes • Resolved Change Order Disputes • Closed Out Project Financials • Performed Simultaneous Bid of Five Projects by the Reverse Auction Process • Assisted with GMAX Assembly

Honors:

- Named to Tulsa's 40 Under 40 in 2010 – Tulsa Business Journal
- Company named as 4th fastest growing Tulsa company in 2013 – Tulsa Business Journal
- Publications on Tulsa World front page, NPR, & KJRH (NBC) local news for Boston Ave Multi-Sport Complex
- Publication in Tulsa Business journal for pioneering of LEED credit – Plants replacing Energy Recovery Units.
- Publication in Tulsa People Magazine and several other local newspapers for LEED Gold Office.

Community:

- Chaired a three year process to build a new \$30,000 community park from donations
- Three year Building Committee chairman for a \$6MM Church renovation
- Served on Board for Kendall Whittier Main Street
- USGBC OK Board Member
- x- Current Board Member with Urban Land Institute, Tulsa.
- x- President for Harlow Creek Elementary School
- x- Volunteering to serve the NW Tulsa Community Development Corporation

Caleb Starr

8937 S. Darlington Ave Tulsa, OK 74137

Phone: 918.269.1327 E-Mail: starrca@tulsaschools.org

Experience

Assistant Principal, Centennial Middle School

2018-Present

- Develop and implement digital walk-through form for the collection of student engagement data
- Oversee student activities, academic and discipline
- Implement and improve science and elective PLC's through the use of protocols
- Assist science teachers with the implementation of the new OpenEd curriculum
- Collaborate with administrative team to improve focus on classroom instruction and student engagement

Instructor, Sequoyah Middle School

2017-2018

- Develop dynamic inclusive lesson plans.
- Lead weekly data meetings.
- Implement school vision.
- Develop specialized curriculum for special education students and English language learners.

Principal, Nathan Hale High School

2010-2016

- Developed data-driven Professional Learning Communities embedded in the school day focused on academic achievement.
- Created and implement student focused school vision to centered on student support and academic rigor.
- Developed and monitor dynamic School Improvement Plan focused on increasing graduation rate from 47% to 72%.
- Maximized school budgets to support the school vision of student support and academic achievement.
- Sustained magnet programs through creative capstone projects for various magnet strands.
- Managed three-million-dollar School Improvement Grant funds and personnel to improve instructional practice.
- Developed innovative partnership with Meals on Wheels to provide weekend meals for students.
- Implemented Strong Tomorrow Program in partnership with the George Kaiser Family Foundation to assist parenting and pregnant teen meet graduation requirements.

Principal, Wilson Middle School

2009-2010

- Developed Middle Years Program (International Baccalaureate for middle school program) and the implemented supporting curriculum and courses.
- Developed and implemented block scheduling to allow students more time on task during the school day.
- Created building-specific Professional Development Plan based on increasing differentiated instruction.
- Led school teams in collecting and analyzing student performance data to find and strengthen curricular gaps and vertical alignment.
- Fostered community relationships with local businesses and neighborhood association.

Assistant Principal, Will Rogers High School

2007-2009

- Served as testing coordinator and responsible for implementation of new testing structure designed to reduce building-wide disturbances and increase student participation.
- Led building technology committee to increase the use of technology by students in the classroom.
- Developed leadership team to involve teacher leaders in decision-making process.
- Planned, developed and executed school-wide professional development on differentiated instruction for block scheduling.
- Responsible for day-to-day student engagement and discipline.

Education

University of Oklahoma

2011-Present

Studying to receive Doctorate of Educational Leadership Studies. Received full tuition scholarship from the Tulsa Public Schools Foundation for being identified as strong leadership candidate. Areas of interest include: academic optimism, self-regulation, collective trust and self-determination theory.

Oklahoma State University

2003-2005

Received Master's of Science in Educational Leadership. Studies focused on student trust and transformational leadership.

Skills

- Distributive/shared leadership: able to identify school leaders and include them in the decision-making process.
- Professional Learning Communities Trainer: able to define, present and model the concept critical to successful implementation of PLC's.
- Data Disaggregation: the ability to lead a staff in the collection, understanding and utilization of various data sets including: discipline referral data, attendance data, common formative assessment data, benchmark data, cultural data and testing data. Able to seek out trends in data to identify achievement gaps and plan effective professional development.
- Long Range Planning: able to lead the vision making process and set short-term objectives to meet long-range goals.
- Leadership Development: Completed a two-year Instructional Leadership Development course designed to teach leaders how to coach and develop leadership skills in other leaders.
- Community collaboration/partnership: able to seek out community partnerships to address student cultural needs. (Partnership with Meals on Wheels, Kaiser Foundation, The Church at Midtown, Community Service Council: Conexiones).

Community Involvement

- Board of Directors for Child Abuse Network: Served on the fundraising committee responsible for creation of SuperHero Challenge event.
- Tulsa Schools Foundation: Served on fundraising committee.
- Community Service Council: Helped to implement Conexiones program in Tulsa Public Schools.

KELSEY T. PIERCE, J.D.

(918) 510-1542 • kpierce@barberbartz.com

PROFESSIONAL EXPERIENCE

Barber & Bartz, P.C. (2008– Present)

Shareholder & Attorney-at-Law

- Lead real estate attorney for the Firm and member of the Firm's business and real estate transaction team;
- Supervises one associate attorney and one paralegal;
- Chair of the Office Lease, Website and Technology Committees;
- Represents business owners, real estate developers, entrepreneurs and investors in a variety of commercial and residential real estate matters and business transactions;
- Serves as outside general counsel for business clients;
- Represents not-for-profit corporations and assists with governance-related matters;
- Works with other attorneys at the Firm on a variety of legal matters and serves as account manager for Firm clients and personal clients;
- Shareholder of the Firm since 2015;
- Previously served as Associate Attorney from 2009 until 2015; and
- Previously served as Law Clerk from 2008 until 2009.

EDUCATION

University of Tulsa, College of Law (Tulsa, Oklahoma)

Juris Doctorate, May 2009

- ❖ Editor, Tulsa Law Review
- ❖ Dean's Honor Roll

University of Oklahoma (Norman, Oklahoma)

Bachelor of Business Administration, May 2006

- ❖ Price College of Business, Dean's Honor Roll
- ❖ President of Phi Delta Theta Fraternity
- ❖ Vice President of Public Affairs for the Interfraternity Council
- ❖ Letseizer Honor List – Bronze Medalist
- ❖ Anona Adair Award of Excellence
- ❖ Big Man on Campus
- ❖ Homecoming King (2005)

PROFESSIONAL & COMMUNITY ASSOCIATIONS & INVOLVEMENT

- Oklahoma Bar Association, Real Estate & Business and Corporate Law Sections
- Tulsa County Bar Association, Corporate Law Section
- Oklahoma Hemophilia Foundation, Board Chairman and President (2016 – 2018)
- Cystic Fibrosis Foundation – Young Professional Board Member (2013 – 2017); Recognized as a Tulsa New Leader in 2012
- Leadership Tulsa, Class 51
- Junior Achievement of Oklahoma, Board Intern (2014)
- Cleveland County YMCA Volunteer of the Year (2005)

Rachael Stagner-Farrell

7304 S 99th E Ave, Apt 711

Tulsa, OK 74133

rachyfaye@gmail.com

918.814.0401

Work Experience

Payroll Administrator/Bookkeeper

01/2015-Present, Muret CPA, PLLC, Tulsa Oklahoma

- Proficient in QuickBooks (Versions 2012-2018) and QuickBooks Online
- Handle monthly bookkeeping and bank accounts for approximately THIRTY clients
- Compiling monthly/quarterly financial statements
- Processing weekly, biweekly, semimonthly, and monthly payrolls for 75+ clients
- Knowledgeable with filing quarterly 941, OTC, OESC reports, and yearly 940 reports

Administrative Assistant

09/2014-01/2015, B&B Medical Services, INC., Tulsa Oklahoma – Laid Off

- Answer all inbound calls and organized filed
- Data entry of patient's orders and equipment checks
- Routed daily schedules for up to five delivery drivers

TEC Agent

04/2014-09/2014, DirecTV, Tulsa Oklahoma

- Troubleshoot all technical inquiries regarding DirecTV receivers and products over the phone.
- Make the best use of all resources, tools and technology to troubleshoot and resolve technical issues.
- Solve customers' issues in a timely manner, and strive for a one call resolution.

Dealer Service Representative/Overnight Dispatcher

04/2012 – 04/2014, Guardian Security, Tulsa Oklahoma

- Received great ratings on performance reviews
- Cited for excellence in interpersonal communications, teamwork, customer service and reliability
- Troubleshoot all technical inquiries regarding alarm systems
- Handled all non-branch scheduling of service appointments
- Worked directly with technicians on what products customers needed & how best to resolve any issues or concerns

Skills

- MS Word, Excel, and Outlook
- Accounting CS Software
- BP Application
- Ultra Tax

Volunteer Experience

- Chairperson of the Policy Council for Tulsa Educare, INC – 09/2017-12/2018
- Treasurer of the Policy Council for Tulsa Educare, INC - 09/2014-09/2017



Center for Creativity, 909 S. Boston, Room 3028, Tulsa, OK 74119-2095 • (918) 595-7388 • Fax (918) 595-7308 •
mconnect@tulsacc.edu

James G. "Jerry" Goodwin bio

A native Tulsan, James G. "Jerry" Goodwin is an assistant professor in digital media/mass communication (and journalism) at Tulsa Community College for 18 years. He will add undergraduate courses in business to his teaching schedule in spring 2019. He is a former graduate school adjunct professor in marketing with the Center for Entrepreneurial Studies and Research at Langston University-Tulsa. Additionally, Goodwin is president of Goodwin & Grant, a public relations company headquartered in Tulsa. The company specializes in diversity communications and marketing.

As a former third generation publisher, he served as Associate Publisher of *The Oklahoma Eagle* newspaper, the oldest African-American weekly in the state, and is currently a member of its board of directors under Publisher James O. Goodwin, Esq., his father.

After success in the newspaper business, Goodwin started his own public relations and marketing firm, The Goodwin Group, LLC, to offer his services to other corporations and organizations in Tulsa and in the state of Oklahoma. He later merged with Grant Communications to form the present company.

In addition to his professional work and other interests, Goodwin is a former member of the Board of Governors, volunteer chair of the Corporate Diversity Department and former chair of the National Diversity Council of the American Red Cross in Washington, D. C. He has also served as the first African-American and youngest to chair the board of directors of the American Red Cross, Tulsa Chapter and is a former member of its board of directors after nearly 25 years of service. Also, he served as former chair and is a member of the City of Tulsa-Rogers County Port of Catoosa Authority. Goodwin is the longest serving member with nearly 25 years on the board. He is a founding member of the National Association of Black Journalists, Tulsa Chapter. His other memberships include the Counselors Academy/Public Relations Society of America, Committee of 100, Christian Ministers Alliance, Oklahoma Family Empowerment Center and the 1921 Tulsa Race Riot/Massacre Centennial Commission among others. In 2018, he ran for City Council District 1 and received nearly 30 percent of the vote in a three-person race.

Prior to his present positions, he was a staff member to former Congressman James R. Jones, First District, Oklahoma. He has also had an opportunity to work for political campaigns of both major political parties.

He completed studies at the University of Phoenix, receiving a master's degree in business administration, and Xavier University (Cincinnati, OH), serving as president of the student body, with a degree in political science and a minor in business. His high school education was completed at Cascia Hall Preparatory School. He received special recognitions and distinction at the institutions.

DR. LORILYN K. COGGINS, PSY.D., FLE

317 W. Caroline Street
Fenton MI 48430
Cell 810-813-8973
lkcgreen@aol.com

OBJECTIVE

Seeking opportunities to utilize my knowledge and skills in interpersonal relations, school administration, accounting, and management in cooperation with other growth oriented businesses that will recognize and best utilize my organizational, personal, and psychological background and skills.

WORK EXPERIENCE

2014-Now **Education Management & Networks** Southfield, MI

Compliance Director, Special Projects Coordinator

- Provide administrative Board support services to charter schools.
- Ensure regulatory compliance with all public school academy law.
- Grant Writing/Management/Evaluation
- New School Development

2008-2017 **American Charter Education Services, Inc.**

President

- Provide administrative Board support services to charter schools.
- Ensure regulatory compliance with all public school academy law.
- Professional Development to advance student achievement.
- Grant Writing/Management/Evaluation

2006-2009 **AIMS, Inc.** Dearborn, MI

Vice President of School Operations

- Chief Operating Officer for Educational Service Provider.
- Ensure regulatory compliance with all public school academy law.
- Implement curriculum to advance student achievement.

1997-2005 **The Dearborn Academy** Dearborn, MI

Board Liaison Officer

- Chief Administrative Officer for Balanced Budget of \$4.9 Million.
- Ensure regulatory compliance with all public school academy law.
- Prepare all regulatory reports to include financial and operational.

1999-2006 **West Village Academy** Dearborn, MI

Board Liaison Officer

- Chief Administrative Officer for Balanced Budget of \$5.2 Million.
- Ensure regulatory compliance with all public school academy law.
- Prepare all regulatory reports to include financial and operational.

1999- Now **International Academy of Flint** Flint, MI

Board Liaison Officer

- Chief Administrative Officer for Balanced Budget of \$9 Million
- Ensure regulatory compliance with all public school academy law.
- Prepare all regulatory reports to include financial and operational.

1989- Now **LC CONSULTING** Fenton, MI

Educational Consultant

- Curriculum Development.
- Grant Writing – Successful grants written for various schools under the National Charter Schools Program and Goals 2000
- Grant Reading – Experience in reviewing grants applications in consultation with the United States Department of Education and the State of Michigan, Department of Education
- Accreditation Specialist.
- Technical Advisor regarding school compliance with State Law, Accreditation Standards, and Federal Regulations.

CLINICAL EXPERIENCE

2003-Now **Dimensions in Psychotherapy** Fenton, MI

Doctoral Level Limited License Psychologist

- Heuristic therapy for children, adolescent and adults.
- Evaluations and assessment

2001-2002 **Hurley Medical Center** Flint, MI

Psychology Intern

- Psychological assessments and therapy to children and adolescents in an in-patient setting

1998-now **Centre for Humanistic Awakenings** Dearborn, MI

Psychology Consultant

- School evaluations for special education.
- School-based play therapy and counseling with students.
- Consultation with special education and regular education teachers regarding the special needs of students.

1997-1998 **Judson Center** Southfield, MI

Psychology Intern

- Individual therapy with children placed in foster care.
- Family therapy with the families of children placed in foster care.

EDUCATION

2000-2002 **Center for Humanistic Studies** **Detroit, MI**

- PSY.D in Clinical and Humanistic Psychology combined with Humanistic Education
- Dissertation on Reducing Disruptive Student Behavior Through Play Therapy

1998-2000 Center for Humanistic Studies Detroit, MI

- PSY.S. in Psychology and Education
- Clinical and Humanistic Psychology combined with Humanistic Education

1997-1998 Center for Humanistic Studies Detroit, MI

- M.A. in Clinical and Humanistic Psychology
- Thesis on the Experience of Tears

1996-1998 Spring Arbor College Spring Arbor, MI

- BA in Family Life Education
- Research on the Family Support Systems that Affect Adult Learner Success
- 4.0 GPA
- Back to Perfection Award

SARAH E. LUNA

1331 E. 21st Street • Tulsa, OK 74114 • (918)904-9479 • lunasarah1980@gmail.com

Education Leadership

“I am no longer accepting the things I cannot change. I am changing the things I cannot accept.”

CERTIFICATION & RECOGNITIONS

Oklahoma Elementary Certificate 1-8
Oklahoma Early Childhood Certification PK-1
Teacher of the Year
Tulsa City League Elementary Soccer Coach

EDUCATION

Master of Education, December 2018
Concordia University, Portland, Oregon

Bachelor of Science in Elementary Education, May 2010
University of Oklahoma, Tulsa, Oklahoma

PROFESSIONAL WORK EXPERIENCE

Teach for America, Manager of Teacher Leadership Development July 2017- Present
Tulsa, Oklahoma

- Establish strong relationships with new Corps Members
- Coach new CMs in all areas including family engagement, math, literacy, combatting inequities in education, and establishing a community in the Greater Tulsa area
- Collect instructional and SPC (Social Political Conscience) data to guide coaching for new teachers
- Create and facilitate adult learning
- Participate and facilitate DEI (Diversity, Equity, Identity) development with teachers
- Interview and analyze potential Corps Members for the national TFA network

Tulsa Legacy Charter School, Principal, June 2016- July 2017
Tulsa, Oklahoma

- Plan and establish a positive school culture and climate that supports the whole student
- Recruit, select, evaluate, develop, motivate, and retain high-performing leaders, teachers, and staff
- Develop and facilitate a logically sequenced, rigorous course of professional development for staff that builds community and capacity in alignment with best practices in the field
- Communicate high expectations and create standards of excellence for and with students, teachers, and staff
- Generate and oversee meaningful engagement opportunities and structures for families and other stakeholders
- Set ambitious and transparent school, team, and individual goals, and track progress towards goals
- Collect and interpret formative and summative data to support and facilitate teachers' systematic cycles of inquiry towards student progress
- Supervise and coach teachers by adhering to precise instructional systems, visiting classrooms to observe instruction, modeling effective instructional practices, providing support, and giving feedback
- Engage parents and community partners, and providing proactive support to meet student needs

Tulsa Legacy Charter School, Assistant Principal, July 2015- July 2016

Tulsa, Oklahoma

- Developed and executed high-quality, standards-based school curriculum and instructional content consistent with the philosophy, values, and mission of the school in collaboration with faculty
- Collaborated with Principal to develop student performance goals and tactical strategies to improve student academic performance
- Motivate staff to increasingly levels of student achievement
- Analyzed qualitative and quantitative data points (e.g. assignments, standardized tests) to target interventions that will promote the academic success of all students
- Conduct regular classroom observations, videotape teachers in action, and follow up with teachers via one-on-one meetings and written feedback
- Completed quarterly, mid-year, and end-of-year teacher performance evaluations

Tulsa Legacy Charter School/ Lighthouse Academies Inc, Teacher & Teacher Leader Fellow, July 12- July 15

Tulsa, Oklahoma

- Served as a thought-partner for the school leader regarding strategy and implementation of systems relating to staffing, adult culture, student culture, parent engagement, and development of teachers and use of data
- Facilitated phone interviews based on fit/performance matrix
- Developed and refined teacher support cycle and coached teachers to include observation and feedback
- Led professional development in guided reading and math instruction
- Served as a member of the school leadership team contributing to discussion and decision making regarding implementation of school-wide systems
- Supported teacher implementation and accountability through culture walkthroughs and an observation feedback cycle that resulted in improved teacher proficiency in classroom management
- Synthesized learning from observations and practice

Tulsa Public Schools, Pre-K & Kindergarten Teacher, September 2010- May 2012

Tulsa, Oklahoma

- Developed and facilitated a rigorous and thought provoking lessons that challenges scholars to be critical thinkers
- Created benchmarks that were rigorous and challenged students to use all the tools they have acquired from instruction
- Collaborated with the other teachers on grade level team to foster a grade level environment that allowed scholars to grow academically and socially
- Grew students 2.5 years in F&P. KG grade scholars had the highest ELA scores in the region and the network

Day Schools Early Childhood Development Center, Lead PK Teacher, July 2005- August 2010

Tulsa, Oklahoma

- Created and implemented a rigorous and challenging curriculum that motivates students to be abstract thinkers
- Facilitated a classroom environment that incorporates social emotional learning to provide students with a holistic educational background
- Facilitated parent teacher conferences
- Continuously taught, reflected, and modified students' skills by providing students with individual assignments, reviews and assessments

COMMUNITY & VOLUNTEER EXPERIENCE

Tulsa Parks

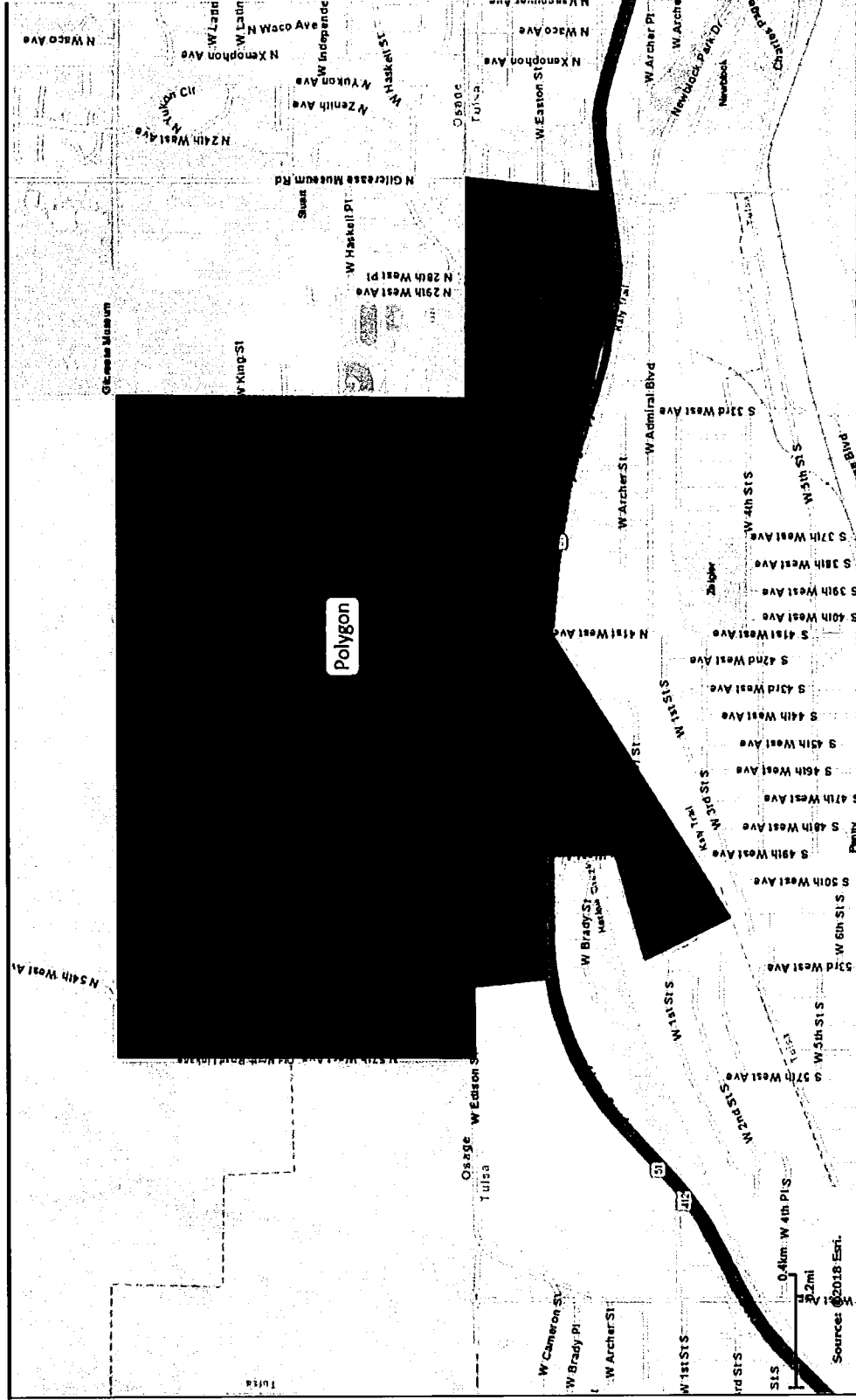
Tulsa Parks, Oklahoma

Soccer Coach 2014-2017

- Recruit players
- Facilitate parent meetings including team expectations according to Tulsa Parks rules and expectations
- Coach students after school and during games

Academic Enterprise Zone Map

Appendix J





TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

August 21, 2019

Mr. Scott Pardee
816 E. 6th Street
Tulsa, OK 74120

Mr. Pardee,

Thank you for resubmitting the Harlow Creek Elementary School charter application. Tulsa Public Schools is declining your application due to deficiencies in the educational program design and financial capacity. Although the application reflects some changes based upon our spring 2019 review feedback, core weaknesses persist.

Amongst these weaknesses, I wish to highlight the budget. The budget is confusing and based on a questionable calculation of state aid. As the staff member responsible for making authorization recommendations to the superintendent and the board, I will reiterate my repeated counsel over the last two years of our engagement: absent permanent and heavy external subsidy, a charter school serving 40-60 students is unlikely to be financially viable in Oklahoma.

We wish you the best of luck in your future endeavors. Please feel free to contact me with questions.

/s/

Andrea Castañeda
Chief Innovation Officer
Tulsa Public Schools

Cc: Deborah A. Gist, Superintendent

DESTINATION EXCELLENCE

3027 SOUTH NEW HAVEN AVENUE | TULSA, OKLAHOMA 74114

918.746.6800 | www.tulsaschools.org

**APPLICATION TO
TULSA PUBLIC SCHOOLS
CHARTER SCHOOL APPLICATION**



Inspiring Imagination

In consideration for the

2020-2021 Academy Year

2020-2021 Charter School Application Table of Contents

CHARTER SCHOOL COVER SHEET	2
Enrollment Projection	5
CHARTER SCHOOL OVERVIEW	7
SCHOOL NARRATIVES	19
Section 1. Educational Program Design and Capacity	19
A. Consistency with the Purpose(s) of the Act	19
B. Educational Program	25
C. Curriculum Instruction and Design	30
D. Admission Standards/Procedures	45
E. Student Discipline	47
F. Student Assessment	49
G. School Accountability	51
Section 2. Operations Plan and Capacity	53
A. Founding Group(s)/Individual(s)/Incorporator(s)	53
B. Governing Board	55
C. Duties and Responsibilities of the Governing Board	56
D. Parent and Community Involvement	59
E. Administration/Leadership	61
F. Employment Policy for Personnel	66
G. Hiring Process/Procedure	81
H. Facilities	85
I. Transportation	88
J. Child Nutrition Services	89
K. School Calendar	95
Section 3. Financial Plan and Capacity	97
A. Financial Plan	97
B. Finance Expertise	101
C. Audit and Reporting	101
D. Insurance Coverage	102
CHARTER SCHOOL ADDITIONAL EXHIBITS	104
Demonstration of Support	
Final Documentation	
A. Evidence of State Department of Education Training	
B. Curriculum Standards and Objectives	
C. Learning Cottage	
D. Site Plan	
E. 5-Year Budget	
F. Start-Up Budget	
G. Articles of Incorporation and Bylaws	
H. Support & Signatures	
I. Founding Team Resumes	
J. AEZ Map	

I. CHARTER PROPOSAL COVER SHEET & ENROLLMENT PROJECTIONS

Name of the Proposed School: Harlow Creek Elementary School, Inc.

Name of the Founder/Applicant of the Proposed School: Harlow Creek Elementary School, Inc.

Mailing Address of the Founder/Applicant:

822 E. 6th Street
Street/ PO Box

Tulsa, Oklahoma 74120
City State Zip

Telephone Number of the Founder/Applicant: 918.610-0100

E-mail address: spardee@pardeeconstruction.net Fax: (918) 610-0102

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

Mailing Address of the Primary Contact (if different from above): Not different.

Street/ PO Box

City State Zip

Telephone Number of the Primary Contact (if different from above): Not different.

E-mail:
spardee@pardeeconstruction.net

Fax:
918-610-0102

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.

Our enrollment is in targeting primarily virtual school families and secondarily home school families. Harlow Creek Elementary School, Inc. (“Harlow”) will locate in an economically depressed area of Tulsa to reach, engage, and improve lives. Sixty Percent (60%) or more of students may be identified as economically disadvantaged. In August 2020, Harlow will initially enroll approximately 40 students in kindergarten through grade two. Harlow will then expand one grade per year until offering kindergarten through fifth grade. Featuring small class sizes, Harlow will embrace the Reggio philosophy providing learning experiences in focused literacy and STEM (Science, Technology, Engineering and Mathematics) while fostering community¹. Respect for community within a green environment² is the foundation on which Harlow is developed. Harlow will be nestled within the Evolving Communities Development (ECD) just northwest of downtown Tulsa, specifically designed to meet Tulsa’s growing housing needs. ECD will be the first neighborhood in proximity to the downtown area that integrates all income levels, increases walkability and increases quality of life. The design of the school and the community are synchronized in commitment to diversity, community, equity and equality. These are values Harlow will instill in all students. The mission is to equip students to be community minded, globally responsible, active

¹ Self-organized network of people with common agenda, cause, or interest, who collaborate by sharing ideas, information, and other resources. <http://www.businessdictionary.com/definition/community.html>

² Green building refers to the structure and application of environmentally responsible and resource-efficient processes throughout a building's life-cycle: from planning to design, construction, operation, maintenance, renovation, and demolition. Green Building practice expands and complements the classical building design concerns of economy, utility, durability, and comfort.

members of society through a rigorous and relevant curriculum taught through a Reggio approach using project-based learning experiences that expand the traditional classroom by utilizing the natural world and community partnerships. The Harlow mantra is “Experiential Service Learning to Foster Active Citizenry”.

Academic Year	Planned Number of Students	Minimum Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 (specify) 2020/2021	40	20	75	K-2
Year 2 – 2021/2022	50	20	100	K-3
Year 3 – 2022/2023	70	30	125	K4-4
Year 4 – 2023/2024	95	40	160	K4-5
Year 5 – 2024/2025	140	60	160	K4-5
At Capacity 2026/2027			160	K4-5

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

Grade Level	Number of Students (Based on Maximum Capacity)					
	Year 1 20/21	Year 2	Year 3	Year 4	Year 5	At Cap 26/27
K4	0	0	10	10	20	
K	15	10	10	15	20	
1	15	15	10	15	20	
2	10	15	15	15	20	
3		10	15	15	20	
4			10	15	20	
5				10	20	

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

Based on projected census data, Harlow plans to open September 3, 2019 with grades K-2 and grow by one grade level each year until the K4-5 model reaches its full projected enrollment. The minimum enrollment in year one is 20 students and the maximum is 40, allowing for 10-25 students per teacher. As Harlow expands, students will be placed in grade level cohorts. Each cohort will be located in a separate, home-like “cottage” building. The cohort model allows for teachers to “loop” with their students and stay with them for a minimum of three years, thereby building stronger relationships and citizenry with both students and families. Each class will be limited in size to 25 students with a minimum of 15 students. Therefore, in the 2025-2026 school year, Harlow may reach a maximum enrollment of 160.

Grade	Ratio	Age
K4	10-20:1	4-5
K	10-25:1	5-6
1	10-25:1	6-7
2	10-25:1	7-8
3	10-25:1	8-9
4	10-25:1	9-10
5	10-25:1	10-11

Quality education begins at a young age and active citizenship gives purpose to learning, unlocking curiosity and passion. Education at Harlow will respect place, culture and social diversity in its embrace of the Reggio philosophy. It is upon this foundation that Harlow will offer a challenging STEM curriculum putting students on a trajectory for success through high school and college regardless of demographics and socio-economic status. Harlow will be a place where emergent curriculum and content standards coexist.

II. 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*

Mission – Embracing the Reggio philosophy³, Harlow will prepare community minded, globally responsible students through rigorous STEM curriculum using project-based learning focused on real-life experience that expands the traditional classroom and utilize the natural world.

Vision – The location, design of the neighborhood, site layout and school facilities, operations and programming incorporate values of diversity, community, natural resources, equity and equality. Harlow will welcome students from all walks of life, but with a specific focus on students from virtual school homes and other home school families. Opening in 2020, Harlow will serve students in grades K-2 and then expand one grade per year to serve k4 through 5th grade. First-year enrollment is

³ North American Reggio Emilia Alliance. <http://www.reggioalliance.org>

projected to be 40 students but, may be as low as 20. Research shows that students in smaller classes⁴ are more likely to be successful. Harlow will operate at a maximum 25:1 student to teacher ratio but, the initial ratio will be 10-20:1 to foster a greater sense of community. Harlow will grow with the neighborhood. Maximum capacity may be 160 students, but strategic growth will be based on population growth due to neighborhood development. Responding to Tulsa's housing needs, Evolving Communities Development will be the first community in the downtown area that integrates various income levels, provides green housing, respects the environment, increases walkability and increases quality of life. School leaders will ensure quality curriculum and a strong culture to meet the changing needs of students.

Educational Philosophy - The mission is under-pinned by the philosophy that guided the creation of Evolving Communities Development. ECD is creating an inclusive holistic living environment designed to promote community involvement and social action. The location was chosen to attract and encourage people from all walks of life to live and interact socially with a greater sense of community. Various features of the neighborhood layout are designed thoughtfully to enable interactions amongst the diversity of community residents. The neighborhood will be walkable and located within three miles of downtown Tulsa. ECD is being developed to be fully aligned with the Mayor's Resilient strategies to "improve community resiliency with a focus on racial equality."⁵ We believe our project aligns with 3 of the 4 stated strategies. Harlow is formed against this backdrop. Harlow and its board of governance are fully committed to

⁴ Jonah Rockoff, "Field Experiments in Class Size from the Early Twentieth Century," *Journal of Economic Perspectives*, 23(4): 211-230 (2009).

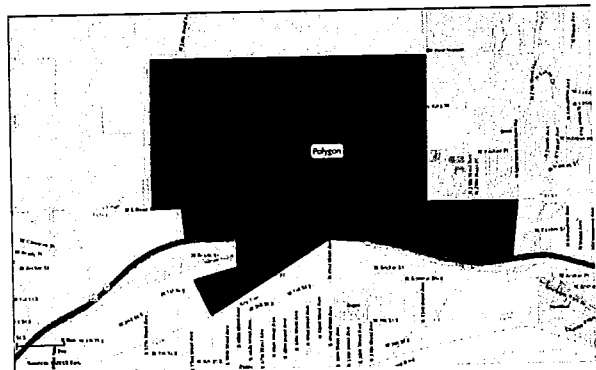
⁵ *City of Tulsa Strategic Plan*. Cityoftulsa.org: Accessed February 14, 2018.

community/citizenship through project-based learning with a Reggio approach. By nurturing diversity and concentrating on citizenship, Harlow will fully engage students by making learning visible. PBL as a method for delivery will connect students' education to everyday life. Teachers will run classrooms as micro-communities. Projects, in turn, will be classroom or micro-community projects that produce results for the greater good of the school, neighborhood or the city.

As a school that is welcoming and inclusive; Harlow is committed to citizenship and community. Community support is integral to the Reggio philosophy in its belief that children are the collective responsibility of the community. As a community school, Harlow will integrate student supports, provide expanded and enriched learning opportunities, encourage active family engagement and promote collaborative leadership.

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.*

Located at 4305 W. Edison in Tulsa, OK 74127; Harlow will be nestled within the Evolving Communities Development situated northwest of downtown Tulsa. Primarily, the neighborhood Academic Enterprise Zone will be bound by W. Newton Street to the north, the 412 Expressway to the south, North 57th West Avenue to the west, and North 33rd West Avenue to the east as



identified in the map to the right. There are two additional pockets of areas where kids are within a close proximity to the school. (1) A small area between Edison and the 412 to the N and S, then bound by 33rd St. and Gilcrease to the West and East. (2) An area south of the 412 which encompasses a small neighborhood along both sides of 49th St West and limited to north of the Katy Trail. A more legible map has been included as Exhibit J.

It is expected that most students will reside within the immediate area with many students residing within the 128-acre Evolving Communities Development. Harlow will specifically target students who have been previously homeschooled, as opposed to those students currently enrolled and attending Tulsa Public Schools. Research shows that nationwide, 3.4% of school age children are homeschooled⁶. The Tulsa area is home to a significant number of homeschoolers⁷.

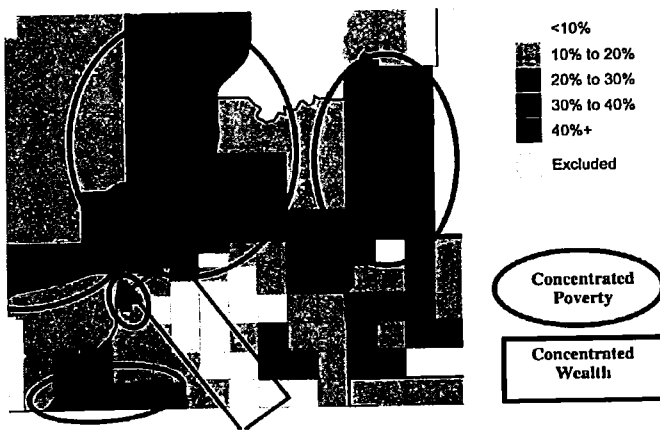
Homeschooling is “the education of children outside the formal settings of public or private schools” (<http://en.wikipedia.org/wiki/Homeschooling>). Primary reasons for homeschooling include: dissatisfaction with the local schools and an interest to be more involved in their children’s learning and development.

Currently, in zip code 74127, 94% of students enrolled in public school qualify for free and reduced lunch⁸. Zip code 74127 has a lower socioeconomic status than other zip codes in Oklahoma with a median household income of \$38,177 (from 2010 Census). Harlow will be near the identified concentrated poverty regions identified in the

⁶ Redford, J., Battle, D., and Bielick, S. (2017). Homeschooling in the United States: 2012 (NCES 2016-096. REV). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

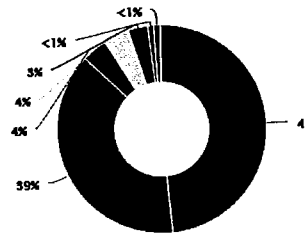
⁷ <https://www.tulsahomeschool.org/>

⁸ <https://www.zipdatamaps.com/74127>



This map shows the areas of Tulsa with concentrated poverty.

According to Great Schools (www.greatschools.org), The population of Chouteau (now Wayman Tisdale) in 2015 was 49 Caucasian, 39% American Indian, 4% Hispanic, 3% African-American and 5% Other as represented in the chart.



With the primary target being virtual and home schooled students, it is also expected that additional, students may come from the downtown area private schools. In downtown Tulsa, almost 50% of students are enrolled in private schools as compared to 12% in Tulsa (city-data.com).

ECD believes that its neighborhood will reflect the demographics of the surrounding population and Harlow anticipates serving a population that is 10% Hispanic, 20% African-American, 40% Caucasian, and 20% American Indian with the remaining percentage of students identifying as other races or multiracial. Over 60% of students may qualify for free and reduced lunch, almost 20% will qualify for special education services and approximately 15-20% will identify as English language learners (Spanish, Hmong, and Burmese). About 6.7% of Tulsa's overall population includes immigrants and students from these families often facing language challenges. The school and overall community has already tasked a consultant with guiding the direction of our diversity goals.

Harlow Creek Elementary School will be open to all children eligible under

Oklahoma law for admission to a public charter school as set forth by Section 3-140 of Title 70. Children must be five years of age on or before September 1, 2020 to be eligible for admittance for the inaugural school year. Students who reside in the district shall be given preference. In congruence with the mission and vision, Harlow will comply with all applicable anti-discrimination laws governing public schools including the 1964 Civil Rights Act, Title VI.

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.*

Using a Reggio approach, education will occupy a multidimensional space focused on STEM disciplines through project-based learning (“PBL”). STEM education provides learning experiences designed with purposeful connections. Goals include STEM literacy and 21st century competencies⁹. STEM literacy develops an awareness of societal roles for science, technology, engineering and mathematics, while 21st century competencies blend "cognitive, interpersonal, and intrapersonal characteristics to support deeper learning and knowledge transfer" (Schweingruber, Pearson, Honey, 2014).

STEM and PBL will be woven throughout all subject areas including English Language Arts, Mathematics, Science, Social Studies, Art, Health & Physical Education, Technology and World Languages. Rather than utilize traditional methods of lecture and textbook driven lessons, students will engage in authentic, meaningful projects that promote deep content knowledge as well as critical thinking, creativity, and communication skills. Within a specific lesson, one subject may have a dominant role,

⁹ <http://www.p21.org/our-work/p21-framework>

but the strategy is to develop students' knowledge or skills in multiple content areas simultaneously. Concepts or practices from other content areas enhance learning and understanding in multiple subjects.

PBL's hands-on applications will be used to teach subjects in an integrated Reggio approach. PBL provides students opportunities to apply knowledge and engage in STEM practices through relevant experiences. PBL is student-centered, experiential and open-ended with successful results. PBL encourages active learning by engaging students in projects based on real-life problems. Unique PBL characteristics include small group work where teachers serve more as facilitators than lecturers. New information is often acquired through self-directed learning. Research (Boaler, 2002) shows that PBL students often outperform traditional students.

Harlow will utilize Rubicon Atlas (Rubicon) for the curriculum across the content and grade levels. Rubicon incorporates ready-access to outlines, abstracts, resources, standards, and more. Collaboration tools enable educators to work together on curriculum. Curriculum will be horizontally and vertically aligned to Oklahoma's Academic Standards¹⁰. Rubicon will be customized to reflect Harlow's STEM and PBL pedagogy, standards and unique curricular needs.

To improve teaching and learning, teachers will regularly meet to engage in the analysis and understanding of recent assessment results and to develop authentic practices for making learning more visible to the community. While assessment is not just measurement, results are reviewed to determine intervention strategies. As administrators and teachers look at data, they: 1) plan improvements; 2) put processes in

¹⁰ <http://sde.ok.gov/sde/oklahoma-academic-standards>

place to assure improvements; 3) assess processes; and 4) act. This multi-dimensional approach arms teachers to identify challenges and opportunities. Aggregate assessment data also provides objective measures for teacher accountability. Comparative data documents how students are performing individually, in class cohorts, as a school and against community and state averages.

To support the mission and vision, Harlow has adopted five educational goals.

Goal 1 is to provide a Reggio approach to education with a concentrated focus on science, technology, engineering and math (STEM). **Goal 2** is to develop students who respect the environment and community. **Goal 3** is to prepare students for secondary education and entrance into colleges and universities. **Goal 4** is to prepare students for success in work and life, developing active citizenry. **Goal 5** is to enable English language students to acquire a firm command of English. Documented achievement of these goals will be evidenced through the assessment program.

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.*

With a belief that all “students should have access to schools with the resources, opportunities and supports that make academic success possible and create strong ties among families, students, schools, and communities”¹¹, developers envision Harlow fundamentally as a community school. Harlow will partner with families and the community to provide a well-rounded educational opportunity. This is an equity strategy that will help eliminate systemic barriers that exist based on race and socioeconomics,

¹¹ Community Schools Playbook, 2018, Partnership for the Future of Learning.

along with other factors. Developers have been in contact with families, community leaders, non-profit organizations and city officials about Harlow. Community engagement has come from eight local churches, local leaders, support groups, local media organizations and the YWCA. In June 2018, Tulsa World reported that Harlow's community "design follows a model called 'new urbanism,' which promotes environmentally friendly practices while encouraging residents to walk, shop and interact in the neighborhood. A range of housing options will allow families to live in a well-rounded community while remaining close to downtown." Former City Councilor Ewing commented that "Tulsans want to be able to live close to downtown in a neighborhood where every house doesn't look the same, and where they can have access to healthy food and have a social setting in the neighborhood that facilitates relationships."

The school and development team collected feedback in the form of limited digital surveys, community forums and community outreach. Outreach was fabricated to gauge community interest, design a robust program and plan for initial enrollment. Our outreach was placed on hold after a discussion with TPS staff prior to commencing a by mail campaign to area residents.

The following agencies have been instrumental with initial community outreach: Common Good Tulsa (cgtulsa.org), Osage Hills Christian Church, Cavalry Temple, Owen Park Neighborhood Association. Northwest Tulsa has been hard hit in recent years with the closing of many industries. Re-growth and revitalization of the community takes a combined community effort. Common Good Tulsa is working to develop a localized hub to serve 12,000 people in the same area as Harlow. Common Good plans to build a 46,000 square foot facility to house a grocery store, healthcare,

family service programs, and a Community Center with sports, enrichment, and social programs all under one roof. Joining this commitment to the revitalization of the area is the Owen Park Neighborhood Association. Owen Park is an historical part of Northwest Tulsa's heritage.

Recruitment. The primary goal of Harlow Creek is be an important component of the Evolving Community neighborhood, to bring families and therefore students into the community. The primary goal is not to draw kids from any adjacent public schools, charter schools or partnership schools. We are committed to working with TPS personnel, to develop a comprehensive plan to encourage home school and virtual school students to re-invest in traditional educational opportunities. If necessary, the school will also remain out of public media unless it is a part of the campaign in attracting new residents to the development.

Notification of those families within the Academic Enterprise Zone will only be notified per a mutually agreed upon process with TPS and per State Regulations. In early 2018, it was determined that 79 households existed with children between the ages of 4-8 within the AEZ. We do not see it as a requirement to reach out to each of these households, but will work with TPS staff to develop a recruitment model that is best for the entire community and not just Harlow Creek Elementary.

To date, no mass distributions or town halls have been held. Public discussions were placed on hold after the required signatures were obtained.

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

Our Board understands the “charter” is a contract issued by the “authorizer” to

Harlow Board of Directors (Board). Individuals serving on the Board become public officials in a volunteer capacity. Potential members recognize that their job will always be to govern and oversee the operations of Harlow with three primary questions in mind:

- Are the children learning?
- Is the money (public funds) being properly taken care of?
- Is Harlow compliant with all applicable laws and regulations?

Pursuant to the Board's role as "governors" rather than managers, the Board will adopt policy and then direct the School Leader to promulgate appropriate procedures that ensure that Harlow's day to day operations are in accord with the mission, vision and overall policies. Members of the Board will remain free from conflicts of interest and incompatible offices.

The Board will engage in governance training as needed and as provided by various vendors to include the board's legal counsel, the Oklahoma Department of Education, Oklahoma Public Schools Resource Center (OPSRC), and the National Charter Schools Institute (NCSI). Alongside legal counsel, the Board may also employ the services of OPSRC and NCSI for the necessary development of policy for Harlow aligned to Oklahoma law and federal regulations as they pertain to public education. During regular and special meetings, issues of governance such as the development and adherence to a properly prepared budget, allocation and expenditure of funds in accordance with state guidelines, review of budget vs. actual expenditures made on behalf of the Board, and the approval of service providers to the Board will be addressed. Meetings will be conducted in compliance with the Open Meetings Act and stakeholder groups may attend and provide comment. Stakeholder involvement will be limited to input and advice with decision making authority resting solely on the board.

Of all the responsibilities of a board, nothing is more central to its purpose than ensuring that a long-term vision is established for the school. This vision reflects the consensus of the board and stakeholders as to what Harlow students need to achieve their highest potential. The Board is responsible for establishing and maintaining an organizational structure that supports the vision, empowers the professional staff and provides accountability to the community that it serves. Through its behavior and actions, the Board acts with a professional demeanor reflective of the precepts inherent to the school vision, makes policy decisions and provides resources that support the priorities and goals of the school. The Board will be accountable to the public that it serves and dialog between the Board and stakeholders will ensure that this vision is a living, dynamic entity. The Board will establish systems and processes to monitor outcomes, evaluate its own progress toward accomplishing the vision and communicate progress providing meaningful feedback and ensuring consistent improvement. Board members are advocates for students and for Harlow. Always in the forefront of their decisions is the responsibility to act and represent the interest of the children being served.

III. 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.*

Harlow Creek Elementary School has been developed in response to the Oklahoma Charter School Act and as such, strives to accomplish six of the seven

purposes set forth by the Oklahoma Charter Schools Act, as enumerated below:

- Improve student learning
- Increase learning opportunities for students
- Encourage the use of different and innovative teaching methods
- Provide additional academic choices for parents and students
- Require the measurement of student learning and create different innovative forms of measuring student learning.
- Establish new forms of accountability for schools

Harlow Creek Elementary School will improve student learning and increase opportunities for student learning:

While many schools solely focus on matriculation to and through college, Harlow is designed to create a culture where students focus on the ideal of community-minded, globally aware citizenry. College enrollment becomes secondary to the needs of the community whether entrepreneurship, craftsmanship, skilled trades or post-secondary attainment. Through a Reggio approach to learning, the educational program will support student centered learning that becomes more self-directed and experiential in a relationship-driven environment. Furthermore, the program is based on principles of respect, responsibility, and community through exploration and discovery. Active citizenry will be achieved through a STEM focused curriculum expanding the classroom into the surrounding community, participation in service driven community initiatives, utilization of community experts as presenters, project-based learning, character development and family centered outreach.

Harlow Creek Elementary School will encourage the use of different and

innovative teaching methods:

The Evolving Communities Development is located northwest of downtown Tulsa. ECD chose this location for more than simple “land development for profit” in order to create a great place to live and work. Following the lead of Mayor, GT Bynum and the Tulsa City Council, Evolving Communities Development seeks to be an inclusive community and align itself with Resilient Tulsa strategies. Specific efforts, such as location and various housing options for all income levels, have already been discussed in this application. The five years of preparation in starting this master planned development was not to create a place that was quickly profitable, but rather over time create a community that is revered by the entire region, yet affordable for most Tulsans.

As this is the bedrock of the community, it makes sense that a core component of Harlow Creek Elementary School is that of citizenship within the community and the city at large. Drawing on the extensive work of J.A. Banks¹², teachers will weave the concept of *Cultural Democracy and Citizenship* into a curriculum that explores Tulsa’s own historical context within the concept of community and diversity. To some, such topics may seem advanced for a K-6 student population, however; years of research on the Law of Implicit Bias¹³ show that such concepts are formed at an early age. Thus, Harlow and the adjacent community can and should gird the school and community in equity, equality, citizenship, culture, diversity and democracy. This unique focus on developing active citizenry drives the selection of innovative teaching methods.

While Harlow will use a variety of innovative approaches, the primary

¹² Banks. J.A. *Diversity and Citizenship Education*. New Jersey. Wiley and Sons. 2006.

¹³ Jost. John T. et. Al. *The existence of implicit bias is beyond reasonable doubt*. Research in Organizational Behavior. 2009. Vol. 29. Pg. 39-69.

instructional approach shall be based on the Reggio Emilia approach and shall incorporate project-based learning as the primary teaching methodology. Teachers will gauge and then utilize student interest to group students and provide experiences that teach using their natural curiosity. Additionally, community experts will be regularly called upon to provide hands-on demonstrations based on academic standards while teachers ensure that benchmarks are regularly met in core content areas. In the content area of mathematics, project-based learning will be driven by real world problems that require higher-order thinking skills that will be guided by teachers. In the content area of reading, the text *Reading Reconsidered*¹⁴ will serve as a foundational text to ensure the technical skills of word recognition and reading comprehension are learned. Reading texts will be a carefully selected mixture of interest-based reading and informational texts.

Within the surrounding neighborhood will be features that include community gardens, 50 acres of open space with 11 identified eco-systems and a working farm. These features will allow for a wealth of learning experiences to take place outside of the traditional classroom.

Additionally, Harlow will focus on character development through the lens of effective citizenry¹⁵. Students will annually participate in at least one classroom project designed to give back to the community¹⁶.

¹⁴ Lemov, Doug, Driggs, C., & Woolway, E. *Reading Reconsidered: A Practical Guide to Literacy Instruction*. Jossey-Bass; San Francisco, CA. 2016.

¹⁵ Lawton, Dennis, Carins, Jo., & Gardner, Roy. *Education for Citizenship*. New York, NY: Continuum, 2000.

¹⁶ Billing, S., *Research on K-12 School-based Service Learning: The Evidence Builds*. Pi Delta Kappan; Bloomington. Vol. 81, Issue 9, May 2000.

Harlow Creek Elementary School shall provide additional academic choice for parents.

In a depressed community with few educational choices, Harlow Creek Elementary School will be located at 4305 W. Edison in Tulsa, 74127 and will provide a new option for parents and students within this Northwest Tulsa community, specifically attracting those parents of homeschool students who seek a community-minded educational approach designed to create active citizenry. There are no private schools located in 74127 which is primarily served by Tulsa Public Schools and one other charter school (Academy Central). Tulsa Public Schools' elementary buildings in 74127 include Mark Twain and Wayman Tisdale Fine Arts. Tisdale and Mark Twain are both south of the 412 Expressway and Academy Central is north of Pine leaving the target area without a neighborhood school.

Harlow Creek Elementary School will require the measurement of scholar learning and create different and innovative forms of measuring scholar learning and establish new forms of accountability for schools.

Harlow will provide foundational experiences that will propel students into becoming leaders within the community. This long-view approach will capture curiosity and spark self-determination. Utilizing *Leverage Leadership*¹⁷ and *Driven by Data*¹⁸, leaders and teacher will ensure that quality metrics are built into all learning activities to incorporate standard assessments and the unique learning outcomes expected of Harlow students and that data is properly disaggregated for all. With respect to standards and

¹⁷ Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco, CA: Jossey-Bass. 2018.

¹⁸ Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass. 2010.

assessment, “there is a widespread and mistaken view that the Reggio approach is incompatible with assessments of children’s progress”¹⁹ but, documentation does not always mean measurement and quality assessment can be specifically designed to make learning visible. Quantitative and qualitative data will be used on a regular basis to inform instructional changes that need to happen for individual students ensuring that they are performing at the highest possible level. Data will also be aggregated to evaluate teacher and school performance. Furthermore, as noted, Harlow data will be both quantitative and qualitative. “Qualitative forms of sharing evidence – via learning portraits, student works, photographs, quotes and video – are powerful ways to shift the dialogue among stakeholders to a fuller view of what counts as learning.”²⁰

Finally, the Board of Governance will also develop an accountability system (stakeholder groups and frequent stakeholder surveys) to make sure that Harlow Creek Elementary School is having a positive effect in the community. While Harlow will be accountable directly to the governing Board of Directors, Tulsa Public Schools as authorizer and the Oklahoma Department of Education, Harlow will also be accountable to its parents and other community stakeholders.

Harlow’s overall effectiveness will be measured, in part, by the methods established by Oklahoma Law and the OSDE regarding performance of students in all content areas, growth of students in reading and math and whole school performance indicators. Harlow will be assessed on Annual Measurable Objectives based on Harlow’s 5-year goals. Additionally, Harlow will measure the Educational Effectiveness as

¹⁹ Gandini, L., 2011, Early Childhood Matters.

²⁰ Krechevsky, M, Mardell, B, et al, (2013) Visible Learners: Promoting Reggio Inspired Approaches in All Schools, John Wiley & Sons

determined by the following indicators: OSDE School Designation, OSDE School Grade, Measurement toward the Achievement of Harlow's Mission, and Implementation of Specialized Instruction.

Harlow will measure Financial Effectiveness as determined by the following indicators: Annual External Audit to reflect a system with good business practices; policies and procedures to promote good internal controls; submission of timely and accurate financial information as required; and compliance with all USED (United States Education Department) financial guidelines (EDGAR).

Finally, Harlow will measure its Organizational Effectiveness as determined by the following indicators: Academy admissions policy and procedures; a safe and secure environment through consistent implementation of its discipline, health, and safety policies and procedures; the governance structure; compliance with the Open Meeting and Open Records Act; and employment of instructional staff that meets the State and Federal Highly Qualified Requirements.

Harlow Creek Elementary School shall be and remain non-sectarian.

Harlow Creek Elementary School and its board of governance has not and will not engage in any contractual affiliation with any non-public sectarian agency, organization or association with respect to the educational programming, student admissions, school operations, or employment. The education program, admissions policies, employment practices and all other operations within Harlow Creek Elementary School will remain non-sectarian and comply with all applicable law and regulations related to the operation of any Oklahoma public school.

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).*

Through project-based experiential learning, Harlow's approach to its educational program is designed to make academic standards come to life for students by connecting learning to real-world issues and needs specifically in the core content areas of mathematics and science and interfused with technology, engineering and the arts. The authors of the Common Core have aptly stated that standards "do not dictate curriculum or teaching methods."²¹ Standards do "allow for variation in how teachers teach, and students demonstrate understanding."²² Academically rigorous projects and service learning activities will inspire students to think and work as scholars and citizens. Teachers and school leaders will work together to develop and ensure that all students receive a standards-based curriculum that is mapped for effective planning and instruction but, is taught in a Reggio approach using project-based inquiry that engages and nurtures students in the ownership of their education. Mapping skills and content throughout the curriculum involves intense standards alignment, skill and concept maps, and content maps.

To develop meaningful learning activities, grade level teachers are responsible for collaboratively designing effective project-based learning activities that engage students

²¹ <http://www.corestandards.org/the-standards>

²² Krechevsky, M, Mardell, B, et al, (2013) Visible Learners: Promoting Reggio Inspired Approaches in All Schools, John Wiley & Sons.

in real-world connections guiding the students toward higher levels of academic achievement. Project based learning involves students in original research, critical thinking, and problem solving. This process builds character along with strong academic skills. Project-based learning is also designed to build literacy skills in students, particularly in the reading and writing of nonfiction text. Harlow classrooms will be places where powerful learning is experienced, demonstrated, assessed and made visible.

Harlow teachers will require students to produce high-quality work. Harlow will support, celebrate, and reflect on student work to create a culture of excellence.

Students will be prepared for global citizenship in an increasingly, complicated and inter-connected world. This preparation requires cross-discipline study which then develops knowledge of diverse cultures, languages and political systems in addition to a broad-based knowledge of physical terrains, ecosystems, and natural forces of our planet. Integrating global awareness also prepares students to be environmental stewards and proponents of social justice. Students will be challenged to consider solutions to social problems such as climate change, economic inequities, international relations and conflict. Students will be encouraged and supported to envision how they can personally make a difference whether at a micro or macro level locally, regionally or globally.

Most importantly, Harlow will prepare students academically for success as lifelong learners. Paving the way for college, if that is the student's selected path, must begin in the primary years. Eliminating inequities and learning barriers, Harlow will ensure that all students have the option and opportunity to go to college by providing a college-bound curriculum, creating college-bound cultures and providing structures to support college and career readiness utilizing technology for a new generation. Harlow

will also fully support students who may choose an alternate path to life including military service, entrepreneurship, skilled trades or craftsmanship.

Harlow has adopted a Reggio philosophy to education believing that children are capable and powerful learners when engaged in experiences that are of interest and are meaningful. Harlow therefore will embrace a pedagogy of listening and relationships to cultivate a learner focused environment. To this end, Harlow recognizes the five principles of learning intrinsic to a Reggio approach:

- 1) Learning is purposeful. Teachers will make clear decisions about what is worth learning and create classrooms where learning is visible and is organized around understanding, knowledge and skills that are both purposeful and relevant to the learner.
- 2) Learning is social. Learning often involves multiple points of view and interpretations. This can lead more complex thinking and greater understanding as meaning emerges from acts of sharing, reflecting and revising one's knowledge over time. Students are encouraged to observe, interpret, and discuss challenges of individual and group learning.
- 3) Learning is emotional. Classrooms and instruction are both designed to develop more than intellectual knowledge and skills but, include the emotional aspects of learning to spark curiosity. Fears and frustrations are consciously addressed as necessary to encourage children to open new doors of learning and develop self-confidence.

- 4) Learning is empowering. In a classroom where learning is visible, students become more self-directed, take charge of their own learning and commit to sharing their learning with others.
- 5) Learning is representational. Children learn in a variety of ways. Harlow scholars are encouraged to develop and express their thinking and learning through more than just words. Pictures, quotes, videos, audio recordings, performances, dance and movement, can demonstrate learning and when shared can build a collective knowledge.

The Reggio approach will be supported throughout Harlow with a vocabulary of collaboration, protocols, thinking routines, rubrics and norms. Assessment will be strengthened through a continuous cycle of feedback and reflection. Feedback practices will include quiet times for noticing and thinking, asking and listening. Students will be encouraged to increase their receptivity to critique and build a sense of reflection that acknowledges that not all feedback need be acted upon or accepted.

One of the primary instructional methods will be Project Based Learning (PBL). “Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge”²³. Holm (2011) writes that PBL is “touted as superior to traditional teaching methods in improving problem solving and thinking skills and engaging students in their learning”²⁴. The Buck

²³ https://www.bie.org/about/what_pbl

²⁴ Holm, M. *Project-based Instruction: A Review of the Literature on Effectiveness*. Rivier College. 2011.

Institute for Education is a source of projects, rubrics, planning documents and other resources for educators who are utilizing PBL in their classrooms.

To further support the educational program, Harlow will utilize Rubicon Atlas²⁵ as described below:

Rubicon Atlas – “Atlas” - Atlas is a leading curriculum design and management system used by schools around the world. Atlas is customizable, with planning templates uniquely designed for each school’s curriculum approach, and Atlas also provides detailed reporting to help schools achieve curriculum goals. Atlas brings together the school’s community to support active collaboration in curriculum design and review. Teachers using Atlas develop their own unique curriculum, easily aligned to standards, and quickly share classroom best-practices with their colleagues.

As the trusted choice for education communities all over the globe, Atlas developers understand the need for a custom curriculum management system that grows with the school. More than just a repository, the system comes with incredible support and training for users to ensure engagement of stakeholders and a strong process. Atlas integrates any mandated curriculum into the school’s system and provides teachers the ability to personalize curriculum with differentiation and instructional strategies.

Atlas and State Standards - Atlas has a dedicated standards team that maintains national and international sets of standards. They also consult on the design of local school standards. Along with the standards editing tool, which facilitates the development, unpacking, and identification of power standards, Atlas contains all the sets of learning outcomes as aligned to the curriculum. Within unit planners, teachers can

²⁵ <https://www.rubicon.com/offerings/atlascurriculum-design/>

target specific standards and benchmarks and align assessments to these standards. Atlas is a web-based application and maintains regular backups of curriculum data, so school administrators and teachers don't have to. The system is password protected and the data is backed up daily. Teachers can always retrieve deleted content through recycle bins and activity logs accessible in the system. Atlas is integrated with Google Docs™, Microsoft OneDrive™, and SAML. An API has been created that is available when administrators or teachers need it. The newest product, Pleiades, connects the curriculum in Atlas to student assessment results. By visualizing the school's assessment data, teachers and administrators can compare multiple assessments at once and link the results to curriculum all in one place.

Harlow will open offering pre-kindergarten through grade two and will expand one grade per year until a full elementary school program is offered. Harlow does not plan to offer middle school or high school grade offerings. Therefore, graduation requirements are not addressed within this application.

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.*

A Cross-Disciplinary Approach - The curriculum at Harlow will include instruction in the following subject areas across the grade levels aligned to the Oklahoma State Curriculum Frameworks and Academic Standards as appropriate.

Reading - Reading is a complex process about making meaning. The reading process includes phonemic awareness, fluency, vocabulary development, and comprehension. At Harlow, comprehension strategies and critical thinking skills are taught across all grade levels to help students make sense of content and the world around them. Students learn to read while reading to learn. Students at all grade levels work with a balance of informational and literary text and learn to read carefully to extract evidence from text. Complex text sources are used as an enriching challenge. Complex text presents students with an opportunity to go beyond perceived limits and accomplish more than they thought possible. Students tackle complex texts (individually and in groups) with care and patience to strengthen reading skill. Reading is taught across all content areas because each subject area requires students to learn from different kinds of texts. Even math, science, technology and art teachers explicitly teach and support students to be strong readers of text within their discipline. By integrating reading throughout the school day, the importance of reading is conveyed, and students develop skills in critical thinking and meaning making both in school and in life. The primary reading program is Pearson's Cornerstone Reading supported by Reading Reconsidered.

Writing - At Harlow, writing is taught across the curriculum in all grade levels. Students learn to write effectively to inform and to build arguments substantiated with evidence. They also learn to write with literary power in narrative and poetic genres. Teachers of math, science, technology, and the arts explicitly teach and support quality

writing within their discipline. Students learn to write like historians, scientists, mathematicians, and artists. Through writing, students learn more deeply about content and communicate what they know. They learn to craft quality writing in a variety of contexts. Students write to learn while learning to write. Students have regular opportunities to write for authentic purposes and audiences beyond the classroom. Writing is the central vehicle for learning and communicating in all classrooms. The primary writing program is “Being a Writer” (Center for the Collaborative Classroom).

Mathematics - At Harlow, math is taught with rigor and integrity in discrete math classes. However, along with discrete math instruction, math is integrated into projects whenever possible, in a lead or supporting role. Teachers of all disciplines support mathematical thinking in areas such as numeracy, statistics, patterns, and problem-solving. In the same way that Harlow celebrates literacy through events, projects, community meetings, exhibitions, and displays, mathematical thinking and learning is showcased and discussed throughout the building. Teachers at Harlow focus on foundational facts – vocabulary, formulas, algorithms, and number facts – that are always grounded in conceptual understanding. Teachers ensure that students develop procedural fluency, calculating with accuracy and efficiency. There is a strong focus on developing problem-solving skills and critical thinking. Students learn to use appropriate technology strategically for problem solving. Technology tools are not used as a substitute for learning foundational facts but are used to enhance conceptual understanding and problem solving. Math teachers support students to think like mathematicians and cultivate mathematical habits of mind – curiosity, risk-taking, perseverance, and craftsmanship. Students learn to reason abstractly and quantitatively, model

mathematically to empirical situations, and to construct and critique mathematical arguments. The primary resource for math instruction will be “My Math” from McGraw Hill.

Science - Teachers at the Harlow support students to read, write, think and work as scientists. Students use project-based learning and collaboration with professional scientists and engineers for interactive instructional practices to foster inquiry and enable authentic student research. When possible, student research contributes to the school community and the broader community. Harlow teachers reinforce connections among science, math, engineering and technology as they promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence. Harlow will utilize STEMscopes as part of the primary science curriculum resource.

Engineering - The Engineering curriculum at Harlow is an inquiry-based STEM curriculum that teaches students thinking and reasoning skills needed for success. Built around the engineering design process, Harlow students learn how to solve problems systematically, creating skills, optimism, and attitudes that are vital for their futures. Integrated lessons, activities, and web resources aim to help students learn more about engineering. Some of these resources come from the National Science Digital Library

(NSDL). NSDL is the National Science Foundation's online library of resources for science, technology, engineering, and mathematics education.

Technology - Students at Harlow will become literate in technology and develop skills and abilities to utilize technology in ways that enhance communication and problem solving through various ways of accessing, managing, integrating, evaluating and creating information to improve learning in all subject areas. Technology education is designed to create lifelong knowledge and skills for the 21st century.

Social Studies - At Harlow, the social studies curriculum is prioritized so that students develop an understanding of enduring concepts that can be applied to the global world as it continues to evolve. Teachers view social studies instruction as an opportunity to develop each student's capacity to interpret their world critically and to then engage productively in the world. Teachers help students understand the big picture and timeline of history, emphasizing deep understanding rather than memorization of a myriad of facts and details. It is through this focus on the big picture that teachers support students to appreciate and understand diverse cultures and develop an understanding of the connections among ancient and modern cultures. To help animate history, teacher choose compelling case studies and projects that include narratives that intertwine history, government, economics, geography and culture, eliciting and illuminating enduring themes. Students investigate and address social issues within their local community and become compassionate community members. While learning social studies, students act as social scientists. They analyze primary sources, consider multiple perspectives, conduct research, and draw conclusions. Explicit literacy instruction is a focus for all

students at all grade levels. As a result, students learn to read, write and think as historians. Pearson is the primary resource for social studies.

Arts - At Harlow, the arts in all forms are celebrated as a foundation for understanding culture. They are considered and valued as a central aspect of learning and life. Artistic skills are understood as intelligences and artistic achievement is valued as academic achievement. Student exhibitions of learning feature the arts along with all other subjects. The halls of Harlow will be filled with student artwork, displayed in such ways that honor the work. Artistic performances are a point of pride for Harlow. The visual and performing arts are taught using the same effective instructional practices that are used in the other disciplines and all students have access to professional artists and professional exhibitions and performances. Classroom teachers use professional art educators and artists whenever possible to support high-caliber artistic learning. The arts build school culture and student character by emphasizing authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all disciplines. Arts are often used as a window into disciplinary content in other academic subjects. The arts are also used as a window into diverse cultures and regions of the world.

Fitness and Well-Being - Harlow promotes wellness in students and staff. Healthy eating, exercise, stress reduction, and healthy relationship – the key elements of physical and mental health – are included as part of Harlow’s wellness approach. The physical education program places a strong emphasis on personal fitness and nutrition and character development, and reinforces Harlow’s culture of respect, responsibility and

achievement. Physical activity and outdoor time are woven into the school day whenever possible and appropriate. Experiences in the real world – working in and appreciating nature – are a priority for students and staff. Physical challenges push students to pursue excellence and assume responsibility for their own learning. Teachers help students understand the connections between physical challenge and academic challenge. Harlow provides a healthy hot lunch program with breakfast and snacks and discourages unhealthy foods. All staff emphasizes the importance of wellness and are stewards of a climate of social and emotional safety for students.

Curriculum Expectations - Curriculum expectations are communicated to staff, students and parents in a variety of ways. Staff is informed about the curriculum in written communications embedded in Harlow's various operations manuals, to verbal communication via one-on-one or group meetings including professional learning communities (PLC). Ongoing communication with staff also occurs via Harlow evaluation system that includes Marzano's iObservation tool. Parents are informed about the curriculum through the Parent/Student Handbook and regular curriculum meetings. Students are informed about the curriculum expectations through classroom syllabi and daily content and learning expectations that are verbally communicated by the teacher and put in writing on classroom white-boards.

Harlow's Educational Program will be predicated by the Oklahoma Academic Standards. Instructional strategies are based on best practices and research-based frameworks. The teachers at Harlow will utilize SIOP strategies, Cooperative Learning strategies and Project Based Learning strategies to engage students in active academic tasks. Best practice methodology includes setting clear lesson goals, starting lessons with

show and tell, questioning to check for understanding, utilizing graphical summaries, practice, providing students with feedback, flexibility with timelines for learning, encouraging productive group work, teaching student strategies for learning and nurturing meta-cognition.²⁶

Atlas Units will provide clear guidance to teachers on incorporating critical thinking and scaffolding students' higher order processing skills. There will be a clear direction for teachers on how to use the best practice Gradual Release Model²⁷ to prepare students for meeting the rigorous standards. This Gradual Release Model uses the basic phases of teaching to include the "I Do, We Do, and You Do" cycle with an emphasis on formative assessments to direct student learning. In addition to ATLAS, teachers will have access to a variety of primary and secondary resources, as noted below, which will be aligned to the standards and objectives of each lesson. Using the Marzano lesson design, teachers will incorporate lesson segments to interact with new knowledge, deepen and practice new knowledge and help students test and hypothesize to synthesize new knowledge. Teachers will also use formative assessment data to tailor instruction and provide feedback to students to help them monitor and track their learning goals. This best practice will empower teachers to reach all students at all levels, whether general education, students identified for special education support services, English language learners, at-risk students or gifted students.

²⁶ (<http://www.evidencebasedteaching.org>).

²⁷ Pearson P. D. and M. C. Gallagher, "The Instruction of Reading Comprehension," *Contemporary Educational Psychology*, 8, 1983, pp. 317-344.

English Language Arts Instruction (Reading Comprehension & Fluency, Vocabulary, Grammar, Writing, Spelling): Harlow will utilize the Oklahoma Academic Standards for Language Arts instruction. The standards can be downloaded from the web by visiting:

http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-ELA-Final%20Version_0.pdf.

The site describes the ELA standards this way: “dependent reading and writing is a natural outgrowth of strong standards implementation through rigorous curriculum.” Students are asked to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer to what they’ve read. This develops critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines. Literacy standards allow teachers of ELA, history/social studies, science, and technical subjects to use their content area expertise to help students meet the challenges of reading, writing, speaking, listening, and language in their respective fields.

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and

the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

The textbook series will be Pearson Cornerstone/Keystone series, which will coordinate with the Pearson English Learning System utilized by English Learners. Cornerstone (Elementary) is a multi-level program designed for Elementary English Learners and struggling readers whose academic achievement is two or more years below grade level in grades K-5. The system uses a balance of content area reading and high interest stories to provide research-based reading and language skills instruction. The program features include academic language acquisition, instructional support imbedded resources, and ancillary support.

Harlow students will utilize the Pearson English Learning System not only to master English, but to improve their understanding of content material and vocabulary as well. The connection between the English Learning System and the actual reading program using Fountas and Pinnel leveled readers give students an integrated approach that reinforces instruction both in English and in reading comprehension.

In addition, students will work with their instructor daily in Guided Reading Groups. This gives every student the opportunity to work with their teacher one on one every day. Every student is given a chance to work on grade level reading comprehension skills taught to the class at their own reading level. Celebration of success at all levels of performance is extremely important for continued growth.

One additional resource used is Making Meaning Comprehension and Vocabulary series. This allows English Learners to focus specifically on comprehension strategies and vocabulary that is used daily. Such a focus is extremely important for those students who are learning the English language and allows them to more easily read content area text books and stories.

Mathematics Instruction: The My Math series by McGraw-Hill will be utilized as the textbook for mathematics instruction. This program will be used to meet the State Standards content objectives for math, found at:

http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-Math-Final%20Version_3.pdf

For more than a decade, research studies of mathematics education in high-performing countries have concluded that mathematics education in the United States must become substantially more focused and coherent to improve mathematics achievement in this country. To deliver on this promise, the mathematics standards are designed to address the problem of a curriculum that is “a mile wide and an inch deep.” These standards build on the best of high-quality math standards from states across the country. They also draw on the most important international models for mathematical practice, as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators, parents and students, and members of the public.

The math standards provide clarity and specificity rather than broad general statements. They endeavor to follow the design envisioned by William Schmidt and Richard Houang (2002), by not only stressing conceptual understanding of key ideas, but

also by continually returning to organizing principles such as place value and the laws of arithmetic to structure those ideas. In addition, the “sequence of topics and performances” that is outlined in a body of math standards must respect what is already known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” Therefore, the development of the standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time. The knowledge and skills students need to be prepared for mathematics in college, career, and life are woven throughout the mathematics standards. They do not include separate Anchor Standards like those used in the ELA/literacy standards.

Common Core concentrates on a clear set of math skills and concepts. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems. These standards define what students should understand and be able to do in their study of mathematics. But asking a student to understand something also means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One way for teachers to do that is to ask the student to justify, in a way that is appropriate to the student’s mathematical maturity, why a mathematical statement is true or where a mathematical rule comes from. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

During class time students and teachers may work together from the textbook, completing all the problems together so that students can master the content.

Manipulatives and technology will be utilized on a regular basis so that students can engage more meaningfully with the content. As students master grade level objectives in class, Accelerated Math worksheets will be given as homework. These sheets allow teachers to differentiate instruction by tailoring worksheets to each individual student learning level, arrange groups for small group or individualized instruction, and design groups for cooperative learning during class. The Accelerated Math program works by initialing assessing all students, determining their strengths and weaknesses, and then designs sheets that instruct students in areas of weakness or challenge them in areas of strength, offer practice opportunities, and then create assessment worksheets. Students complete the worksheets on a separate answer sheet that gets graded by the computer. At that point, the program determines whether more instruction and practice are needed or whether a new topic should be introduced.

Utilizing iPads and laptops, students will also visit websites to practice skills, play games, and take assessments. In particular, students will utilize: BrainPOP! and BrainPOP! Jr., www.sheppardsoftware.com, and www.coolmath-games.com. Additional games and activities that allow students to use math skills to accomplish tasks for everyday life will be utilized whenever possible.

Science Instruction: Instructors will utilize Next Generation Science Standards to teach our students grade level science concepts. The standards are located at <http://www.nextgenscience.org/next-generationscience-standards>. While Harcourt Science textbooks will serve as the main resource, STEMscopes classroom science kits

providing hands-on experiments and activities that engage students in the excitement of performing science. Delta-Foss kits are used as a supplemental performance piece, allowing students to work with more sophisticated pieces of equipment, integrate math and record-keeping and work more consistently using the Scientific Method. Resources such as STEMscopes, Discovery Ed streaming, www.primarygames.com/science.php , www.sheppardsoftware.com/science.html , www.sciencekids.co.nz/gamesactivities.html provide examples of the scientific method in process, view demonstrations or experiments, and demonstrate their understanding through various activities and performance assessments.

Social Studies Instruction: Harlow will follow the Oklahoma Academic Standards for all grade levels. The standards and several excellent resources (vocabulary lists and a toolkit) can be accessed from <http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Social%20Studies%20OK%20Academic%20Standards.rev815pdf.pdf> . The Scott Foresman textbook series serves as the major resource as necessary. In addition, students will again utilize Discovery Education, Sheppard Software, other on-line games, and Reader's Theater as appropriate. Further, students will work to engage themselves in community projects, gaining a deeper understanding of community and the need to know about all cultures, history, geography, and economies of the world.

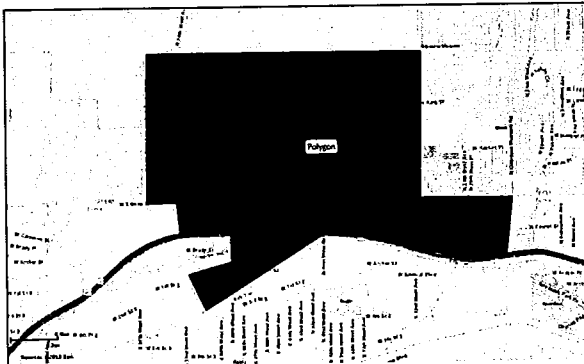
Special Needs: Harlow's commitment to a diverse and inclusive community will extend full support to students with disabilities and those that have limited English skills. All children can learn and Harlow will maintain appropriate but rigorous standards for all students, while providing a support structure specific to the needs of each everyone.

Harlow Creek will provide a free and appropriate public education to all students. For students that have special needs we will ensure their education takes place alongside their classmates in the least restrictive environment in accordance with the individuals with disabilities in education act (IDEA). The School Leader of Harlow Creek will ensure that the appropriate number of teachers, having special education or English language learner certifications are hired to meet the needs of our students and fulfill the obligations of any IEPs. Harlow Creek will use an inclusion model to the extent practicable to allow students with disabilities and those with limited English to be part of the classroom community. Harlow Creek will have a child study team to identify and ensure that the needs of all students are met. Harlow Creek will also employ a response to intervention system to identify, support and monitor struggling students. This team will meet weekly to review support for individual students and ensure their needs are being met or make changes to meet student needs. Since Harlow is designed to be a diverse community, teachers will be trained to be sensitive to the different ways students can express their engagement, thus allowing students the freedom to learn and show their learning despite their differences. To support its English language learners, Harlow will utilize a focused, daily time block to give these students the support they need to master the English language. Harlow will utilize cooperative reading strategies, graphic organizers, digital applications, and specially selected reading materials to allow English language learners to access the core curriculum, enhance language development and be a member of the classroom/school community.

The standards and objectives for the curriculum by grade level and content area have been added to this application in Other Documentation – Appendix B.

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.*



Located at 4305 W Edison in Tulsa OK, 74127; Harlow will be open to any student living within the designated academic enterprise zone in accordance with Sections 8-103 and 8-104 and 3-140

of Title 70. No student will be denied admission based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. Harlow shall comply with all applicable anti-discriminations laws governing public schools including Title VI of the Civil Rights Act. Each year, students living within the academic enterprise zone, upon verification of residency, and in compliance with local immunization statutes, will be selected by lottery (if applications exceed available seats).

The Oklahoma Charter School Act states: "A charter school may designate a

specific geographic area within the school district in which the charter school is located as an academic enterprise zone (AEZ) and may limit admissions to students who reside within that area. An academic enterprise zone shall be a geographic area in which sixty percent or more of the children who reside in the area qualify for the free or reduced school lunch program. Data documents that Chouteau Elementary School previously had a 99% free and reduced student enrollment. It is therefore anticipated that the proposed academic enterprise zone will qualify.

Any child meeting the eligibility requirements of Oklahoma law will be eligible to apply to the Harlow lottery. Preference will be given to students living within the academic enterprise zone as noted. Beside age and residence, there are no other requirements for admission. As of early 2018, there were 79 households with Children between the ages of 4-8 within the AEZ boundaries.

Applications for the forth coming 2020-2021 academic year will be due on the first Friday of January 2020. If there are more applications than space available, a public lottery will be held for admittance on March 1, 2020. Parents will be notified by March 15, 2020 if a lottery needs to be held. Notification of admittance will be done via letter to be sent out no later than March 31, 2020. Parents must confirm that their student will be attending by the last Friday in April 2020.

Harlow seeks to reflect the population of the community within which it resides. As such, we anticipate serving a population that is approximately 10% Hispanic, 20% African-American, 40% Caucasian, and 20% American Indian with the remaining percentage of students identifying as other races or multiracial. We project that over 60% of our students will qualify for free and reduced lunch, up to 20% may qualify for special

education services and approximately 15-20% will identify as English language learners. Materials will be sent to all families within the academic enterprise zone informing them about Harlow and the steps to take to apply for admission. These materials will be made available in Spanish and any other languages (Hmong, Arabic, Burmese, etc.) that may be needed.

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.*

The Board of Directors acknowledges that student conduct is closely related to learning and an effective instructional program requires an orderly school environment, as reflected in the behavior of students. The Board believes the best discipline is self-imposed, with students assuming responsibility for their own behavior and the resulting consequences.

The Board shall require each student of this Academy to adhere to the Code of Conduct established by the administration and submit to such disciplinary measures, appropriately assigned for infraction of those rules. Such rules shall require students to do the following:

- A. Conform to reasonable standards of socially acceptable behavior;
- B. Respect other persons and their property;

- C. Preserve the degree of order necessary for the educational program in which they are engaged;
- D. Respect the rights of others;
- E. Obey the constituted authority and respond with respect to those who hold that authority.

The School Leader shall develop Administrative Procedures for student conduct (Code of Conduct) that carry out the purposes of the Board adopted policy and have the following characteristics:

- A. Focus on the need to maintain a school environment conducive to learning;
- B. Do not discriminate among students;
- C. Do not demean students;
- D. Do not violate any individual rights constitutionally guaranteed to students.

The School Leader shall also designate sanctions, excluding corporal punishment, for the infractions of rules in the Code of Conduct. The sanctions shall accomplish the following:

- A. Relate in kind and degree to the infraction;
- B. Require the student to take responsibility for his/her actions;
- C. Reduce the effects of any harm caused by the student's misconduct.

Harlow shall publish to all students and their parents the rules of this Academy regarding student conduct, the sanctions which may be imposed, and the due process procedures to be followed in administering the Code of Conduct.

The School Leader shall have the authority to assign discipline to students, subject to Administrative Procedures (Code of Conduct) and the student's due process right to notice, hearing, and appeal.

Staff members with authority over students shall have the authority to take the necessary means to control any disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board.

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.*

Harlow, its teaching staff, administration and its board of governance recognize and value the uses of quality assessments. Harlow will utilize the concept of feedback loops as a method to ensure that quality assessments are employed as a method of for continuous improvement as it pertains to teaching and learning. Teachers will create grade/subject level common formative assessments that will inform teachers what is being learned daily. This will allow teachers to find best practices that fit their students, adjust teaching strategies based on data, collaborate with fellow teachers and maximize student learning in real time. Teachers will also give common summative assessments at

the end of units/projects to ensure that students are progressing toward established state standards. The school leader will collect, organize and disaggregate summative data to establish any potential patterns of areas in need of improvement. The school leader will work with teachers to ensure that students in need of improvement are re-taught utilizing a new differentiated approach. The school leader will report summative assessment data to the board during monthly board meetings. The school leader will also inform the board as to how the Harlow students are progressing relative to similar populations across the city, state and nation. Regular assessment will document the progression of student learning.

Administration will develop a continuously improved assessment and evaluation model that allows stakeholders to follow student progress and support learning. Assessments will include the NWEA's Measure of Academic Progress (MAP) and state assessments, including early literacy assessments. Assessments provide teachers with the ability to improve teaching and student learning through measurable, data-driven decision-making. The assessment program will include formative and authentic assessments used by classroom teachers to include portfolios of students' project based learning. Assessments designed to make learning visible in accord with the Reggio adopted philosophy may also include writing samples, artwork, videos, audio recordings, performances, dance and movement.

While assessment data is paramount for all schools, Harlow places great value on community. As such, students will also be assessed on their service to the community. To some, the idea of community service is seen as a compensatory requirement. Harlow will not simply measure students' service to the community in the traditional method of hours.

Rather, Harlow seeks to create community-minded citizens. As such, Harlow values service in terms of social action, in other words, meeting a need within the community. This expectation is not something to be done wholly outside of the school day. Rather, Harlow teachers will facilitate learning through social actions and; students are expected to achieve academic understanding through learning about their community and meeting needs therein.

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.*

Harlow Creek School will comply with all Oklahoma School Testing Program requirements and will adhere to all guidelines, rules and requests set forth by the State Office of Accountability. Harlow Creek will act with complete transparency to the board of governance, Tulsa Public Schools, the State Department of Education and all other partner agencies. Harlow will adhere to the standards set forth by federal legislation including but not limited to Title I, Title III, Title VI, Title IX, and Every Student Succeeds Act.

All assessments mentioned in the student assessment portion of this document will be aggregated to provide a yearly perspective document that informs the board, sponsoring agency and other partners of academic progress. The yearly perspective will include achievement data for all sub-groups, grade levels, and will highlight trend data. Included in the report will be areas in need of improvement and a plan for improvement.

In addition to this academic report, Harlow will provide an organizational perspective to ensure financial transparency and organizational health.

Harlow will follow the Tulsa Public Schools accountability plan and process, including all testing and reporting procedures set forth by the district. We will follow all Oklahoma State testing programs and reporting procedures. The designated school testing coordinator will attend all required trainings and ensure that all building personnel are properly trained and adhere to all testing protocols.

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.*

The following individuals have been actively involved with the development of Harlow Creek Elementary School from its inception. Incorporated with the Oklahoma Secretary of State on July 26, 2018, the initial incorporators currently serve as the officers and directors of Harlow Creek Elementary School, Inc. and are the initial proposed members of the Board of Directors ("Board").

Name	Address	Background and Experience	References
Scott Pardee	9802 E. 85 th Place Tulsa OK 74133	Entrepreneur & Construction Mgr	To be provided separately

Caleb Starr	8937 S. Darlington Ave Tulsa OK 74137	Educator	To be provided separately
Kelsey Pierce	11522 S. Mulberry Lane Jenks OK 74037	Attorney at Law	To be provided separately
Jerry Goodwin	2406 W. Pine Pl. Tulsa, OK 74127	Educator	To be provided separately
Rachael Stagner-Farrell	7304 S. 99 th E. Ave, #711 Tulsa, OK 74133	Accountant	To be provided separately
Employees/Consultants			
Sarah Luna	1331 E. 21 st Street Tulsa, OK 74114	Educator	To be provided separately
Dr. Lorilyn Coggins	317 W. Caroline Fenton, MI 48430	Educator	To be provided separately

With a Bachelor of Science degree from Oklahoma State University, Scott Pardee is a managing member at Pardee Construction and Evolving Communities development. Scott served on the board for several community organizations including the U.S. Green Building Council and has over fifteen years of experience in construction management.

With a Master's Degree in Educational Leadership from Oklahoma State University, and working to complete his E.D.D. from the University of Oklahoma, Caleb Starr worked for nine years at Tulsa Public Schools and is currently employed at Broken Arrow Public Schools.

Kelsey Pierce is a practicing attorney having earned his law degree from the University of Tulsa College of Law after having earned a Bachelor's Degree from the University of Oklahoma. Pierce currently works for Barber & Bartz with expertise in business organization, non-profit corporations, zoning, property law and intellectual property.

This founding team includes an education expert, operations expert and school finance expert. As the education expert, Mr. Starr has been instrumental in establishing the school's unique approach to delivering the curriculum to fulfill Harlow's mission and vision and enhanced student achievement. As the operations expert, Mr. Pardee will be instrumental in procuring the facility and has also been influential in reaching out to the community to establish community partnerships. Mr. Pierce understands school finance and has been instrumental in developing an accurate pre-operational and first year operations budget.

Additionally, Board Member Rachael Stagner-Farrell is currently employed at Muret CPA and has served in volunteer capacity in assisting Educare with accounting support and community awareness for the past several years. Jerry Goodwin, a respected writer in the community and local college professor, has served on the National Board for the American Red Cross. We believe both of these individuals offer balance and leadership to our blossoming school.

Part of founding team, Sarah Luna has been identified as the School Leader. As School Leader, she will be a non-voting member of the Board of the Directors. Sarah has earned a master's degree in educational leadership from Concordia University. Her bachelor's degree was earned at the University of Oklahoma. With both charter school and traditional public-school experience, Ms. Luna will step in and lead Harlow with the requisite skills and abilities to move the school forward toward its stated vision.

As needed, additional legal counsel may be provided by Gregory M Meihn of Foley & Mansfield. Based in Ferndale Michigan, Mr. Meihn is licensed to practice in the State of Oklahoma and has extensive experience in the national charter school sector.

His contact information is as follows:

Name	Address	Telephone	E-mail address
Gregory M. Meihn	130 E Nine Mile Ferndale MI 48220	(248) 672-4132	gmeihn@foleymansfield.com

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.*

Harlow will be governed by the Board of Directors (the "Board"). Harlow has been established and incorporated as an Oklahoma non-profit. Harlow was organized by a group of community members interested in forming a high-quality charter school for the primary purpose of providing educational choice for residents of the Northwest Tulsa, to improve student learning, and to promote innovation within the school through a Reggio approach and a focus on the community. The governing board is comprised of community and educational leaders that want to volunteer their time to serve Harlow. These individuals represent a cross-section of experience, to include education (organizational and pedagogical), business (organizational, operational and financial) and law. As the Board evolves, some of the board members may be parents of students who will attend Harlow.

The Board of Harlow (the “Board”) plans to conduct fingerprinting and background checks on Board members and any exceptions noted on the background check(s) will be disclosed to the Tulsa Board of Education. Additionally, Harlow intends to require any disclosure statements regarding criminal activities, pending legal actions, and/or conflicts of interest be executed by Board members as required by law.

To protect the original plan and culture of Harlow, the Board will seek to stagger Board terms and use an interview process for the selection of new Board members to ensure that the mission and vision remain in alignment.

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).*

The governing Board is comprised of all board members and the School Leader, who is a non-voting member. The School Leader is on the Board to serve as a liaison between board members and the school and its employees and is responsible for reporting

on day-to-day operations, academic and financial reports and general organizational health. No school employee shall be eligible to serve on the Board as a voting member. The prospective members of the Board understand that their role is to ensure, while the School Leader's role is to execute. The Board will be responsible for the following:

- **Mission and Vision**: Create and steward the vision and mission of the school.
- **School Policy**: Create a comprehensive set of policies to facilitate academic and organizational success and protect the school, students and all other stakeholders.
- **Financial Oversight**: Ensure the financial health of the school, create a mechanism for fundraising, create budget and ensure adherence, maintain financial transparency.
- **Community Visibility**: Advocate for the school throughout the community, respond to community questions and concerns, increase the school's network of partner agencies.
- **Compliance**: Make sure the school and organization operate within all laws, policies and regulations pertaining to public charter schools, file all legal and regulatory documents.
- **School Leader Oversight**: Select, manage, evaluate and support the School Leader.

The Board will elect a president, vice president, secretary and treasurer. The following oversight committees may be formed to assist in the governance process: Finance, Academics, Organizational Governance, and School Leadership Development. A copy of the filed Articles of Incorporation and Bylaws have been included in Attachment G.

The Board intends to secure liability insurance to assume liability for any issues arising from Harlow, to include tort liability. The Board also agrees that the sponsor has no liability relating to Harlow.

The Board is responsible as the governing entity of a public school for the creation and monitoring of the policies to ensure compliance with the law and the achievement of the mission of Harlow. The Board also understands its responsibility for the operational decisions of Harlow and the oversight necessary of administrators, teachers, and staff to ensure the legal and proper implementation of these operational decisions.

The Board understands that it is subject to the same conflict of interest requirements as any traditional public-School board member, as well as the conflict of interest requirements of a non-profit entity. A proposed conflict of interest policy will be provided upon request.

The Board understands that it may not enter into a contract, to include an employment contract, until it has an approved application and charter. The Board understands that it exists solely as a result of the charter approval and that it must at all times comply with the terms and conditions of that charter. The Board will endeavor to create a partnership with the authorizer, fulfilling the purposes of the Charter School Act. The Board understands that, as a legal entity, it has the authority to sue and be sued in its own name. The Board understands that it is prohibited from levying taxes or issuing bonds.

Meetings are tentatively planned for the third Tuesday of each month. This timing specifically allows for timely financial reports to be presented after a monthly

reconciliation and closing of the prior month's books. Meetings will be held at the school.

The Board of Directors will comply with the Oklahoma Open Meeting Act and the Oklahoma Open Records Act by regularly consulting with legal counsel.

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.*

While parents may be selected to serve on the Board or serve on a special committee under the Board, only the voting members of the Board of Directors shall have decision making responsibility.

Parents may attend board meetings in accordance with the Open Meetings Act and express opinions or objections during the public comment section of the board agenda. Concerns should always be addressed to the School Leader before bringing a complaint to the Board. A complaint procedure will be published in the Student Handbook.

Parent volunteer opportunities exist where parents can chaperone field trips, serve as playground monitors or coordinate special guest speakers. Parents can also aide the Board to achieve the mission of Harlow by:

- Ensuring their child attends school on time and is prepared to learn.
- Being aware of their child's progress and talk about school with him/her.
- Communicating with teachers and school staff to support and challenge their child.

- Encouraging reading and writing at home.
- Encouraging child to complete homework.
- Expecting the school to maintain proper discipline.
- Participating in activities that support the school.
- Being responsible for their child wearing uniform.

Parent/Teacher Conferences: Parents will be notified frequently about student progress. During the school year, there will be a minimum of two formal parent/teacher conferences scheduled for the parents and teachers to have one-to-one discussion regarding the student's progress.

Harlow embraces the concept of community identifying parents as the most important stakeholder group. Once opened, active involvement by parents can take the following forms:

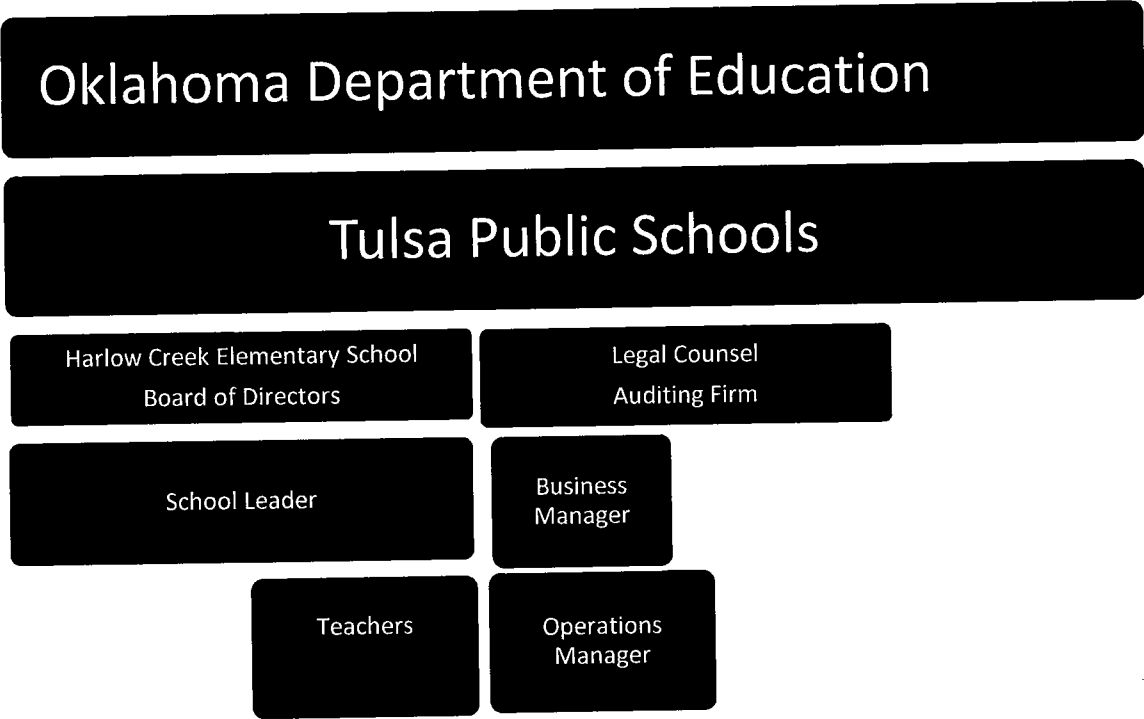
- Attendance at professional workshops and trainings held on campus
- Assistance with tutoring and support programs
- Volunteering to assist with classroom activities, labs, and field trips
- Assistance with the development of community partnerships
- Attendance at regular Parent University meetings
- Utilization of the Parent Participation Station

Parent University events will feature experts from the community who will speak on various topics based on community need. The **Parent Participation Station (PPS)** will be an on-site resource center for parents with a lending library, computer center (for access to surveys and electronic communications), minutes from committee and board meetings, and data charts showing academic progress. The PPS will be home

to the PTO, Parent University, and the location from which volunteer activities will be coordinated and community partnerships established.

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.*



School Leader. The School Leader is the sole employee of the School Board and will perform the following duties:

- Embody, manifest, and advocate the mission of the school.
- Articulate the vision for the school and its future.
- Monitor and address all matters of school climate and culture.
- Serve as an ex-officio member of all standing committees.

- Provide to the Board with various scenarios and possibilities for the Board to consider as it does its work focusing on the strategic future of the school.
- Represent the Board in its relations with the faculty, staff, students and the patrons of Harlow.
- Direct or assist with all operations of Harlow, including facilities maintenance and operation, food service, transportation, athletics, extracurricular, summer programs, development and fund raising, and community affairs.
- Monitor curriculum, grading, testing, and reporting to parents
- Prepare for and conduct periodic program evaluations
- Submit reports to external agencies as required
- Establish disciplinary policies and standards of conduct
- Represent the school in its relations with state and federal agencies and with local, state, regional, and national educational organizations and accrediting agencies.
- Act as liaison with the other organizations to ensure fulfillment of the school's contractual obligations; to coordinate schedules, arrange for rentals, and coordinate procedures where the interests of both organizations are involved.

Operations Manager. The Operations Manager reports directly to the School Leader.

The following duties will be performed by the Director of Operations or, as the size of Harlow grows, by office staff under the supervision of the Director of Operations:

- Admissions Duties: Supervise the admissions process to determine programs for the recruitment of students, including marketing and outreach, information dissemination, applicant testing and interviews and acceptance and decisions.

- **Human Resource Duties:** Handle all matters regarding employment, retention, and dismissal of personnel; salaries and contracts; job assignments and performance evaluation; and orientation and training. To prepare employee handbooks and maintain appropriate personnel records.

Business Manager. The Business Manager reports directly to the Board. This position may be initially outsourced to an independent contractor. The following duties will be performed by the Business Manager or, as the size of Harlow grows, by office staff under the supervision of the Business Manager:

- **Budgeting.** Supervise the office staff in the preparation of preliminary and final budgets;
- **Financial Modeling.** Prepare financial models and projections as requested by the School Leader;
- **Assessments and Collections.** The Business Manager will oversee the collection of all monies as they become due.
- **General Records.** The Business Manager will maintain and keep complete, accurate and up-to-date books and records for Harlow, including accounting and financial records, correspondence, and all other records that are provided to School Leader and reasonably related to Harlow. This includes, but is not limited to, the contracts relating to Harlow, business and other dealings with suppliers, and all others with whom business is transacted.
- **Financial Management and Records.** The Business Manager will establish a financial accounting system for the affairs of Harlow, including the establishment

of reserve accounts. This financial accounting system will include the following activities:

- Maintenance of the checkbook and entering deposits and drawing checks as necessary. The Business Manager will oversee the prompt deposit all monies collected on behalf of Harlow. The Board reserves the right to designate signatories on all accounts.
- Preparation of the Financial Report as part of the Management Report.
- Receipt and reconciliation of the monthly bank statements, delivery to the Board access to the monthly reconciliation, and maintenance of a system of office records, books, and accounts in accordance with generally accepted accounting principles.
- Maintenance of the general ledger and subsidiary accounts.
- Disbursement from the funds of Harlow regularly and punctually:
 - payments for salaries and any other compensation due and payable to the employees of Harlow, together with the payroll taxes thereon,
 - any benefit related expenses, and any markup required;
 - Academy insurance premiums; and
 - Sums otherwise due and payable by Harlow as operating and maintenance expenses.

In no instance should there ever be a late payment charge on an obligation because of failure to pay on time unless the Business Manager has been instructed not to pay on time. In the event of such a late charge or penalty, School Leader will reimburse Harlow

for such charge or penalty providing Harlow was financially capable of making payment when originally due.

Teacher. The Teachers are responsible for most direct instruction and direct contact with the students with a job description more specifically defined below:

- Maintain and enrich their expertise in the subject area they will teach
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis
- Provide direct and indirect instruction
- Long and short-term planning addressing individual needs of students
- Prepare students adequately for all required assessments
- Evaluate students' progress
- Prepare at least quarterly individual student achievement reports for parents
- Provide an inviting, exciting, innovative, learning environment
- Engage in effective and appropriate classroom management
- Accept and incorporate feedback and coaching from administrative staff
- Serve as an advisor to students, including organizing advisory groups,
- Overseeing academic and behavioral progress
- Perform other duties, as deemed appropriate by the School Leader.

Other positions necessary to the effective operations of Harlow may be initially outsourced to include support services required by students' IEPs in accordance with

their disability that may include teacher consultants, resource room teachers, occupational therapy, speech therapy, psychological evaluations, and social work. Additionally, custodial services and lunch room supervision will initially be outsourced until Harlow's enrollment is such that the positions can be filled by full-time employees. Harlow shall ensure that at all times all students are provided with an appropriate education.

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's right to know training and documentation.*

PERSONNEL AND EMPLOYMENT POLICIES

1. Discrimination. It is the policy of Harlow to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex or disability. It is further this Academy's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, layoff and termination. Harlow complies with all applicable equal opportunity laws and regulations administered by the U.S. Department of Education, the U.S. Department of Labor and the U.S. Equal Employment Opportunity Commission. Qualified disabled individuals will not be excluded from the participation

in, be denied the benefits of, or subjected to discrimination under any program or activity operated by or through Harlow solely by reason of disability. Administrators will make reasonable accommodations to the known physical or mental limitations of otherwise qualified disabled applicants or employees unless such accommodations impose undue hardship on the operation of Academy's programs and activities.

2. Harassment. It is the policy of Harlow to prohibit harassment, upon any basis, from occurring in the workplace or any other place where an Academy sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate Harlow's commitment to maintaining a workplace environment that is free of harassment of and by its employees. It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

a. Defining Harassment - Unwelcome verbal, physical, or visual conduct may constitute harassment when:

- i. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with Harlow.
- ii. Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,
- iii. Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

b. Harassment may include such actions as: repeated offensive or unwelcome verbal comments, jokes, or innuendo words or gestures used to describe a person or depict a situation; or the display of offensive objects or pictures.

c. Investigation and Remediation. If an employee believes that he or she has experienced harassment, or believes that he or she has witnessed harassment, that employee should immediately notify an administrator or Board member with whom the employee feels most comfortable in discussing the matter.

d. A designee of the Board will promptly investigate all reports of harassment. This information will be kept confidential by the investigator and will only be reported to the Board or its' legal representative.

e. If an investigation confirms that harassment has occurred, the Board will take appropriate corrective action which may include but not be limited to, a verbal reprimand, an official memorandum in an employee's personnel file, salary adjustment, suspension with or without pay, or termination of the offending employee.

f. No employee will be subject to employment-based retaliation, intimidation, or discipline because of making a complaint of harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of harassment.

2. Employment Policies.

a. Employment of Faculty and Administration. The employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize

an employee's standing with Harlow or a prospective employee's likelihood of being hired. Upon employment by Harlow, all employees are required to complete all necessary financial forms and benefit applications as deemed necessary by Harlow or its designee.

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

c. Certification. Every attempt will be made by Harlow to place fully certified teachers according to state Teacher Certification requirements, or highly qualified teachers in accordance with No Child Left Behind Act and Every Student Succeeds Act. Finally, Harlow will attempt to employ experienced teachers when possible, experienced teachers will have more than three years of classroom teaching experience.

d. Employee Discipline, Suspension and Dismissal. Due Process: Review by Committee of Directors. A teacher has the right to appeal the decision of the School Leader to a Committee of Directors. The Committee will then review all information, including but not limited to evaluation reports, documents related to the teacher's work history, logs of conversations, " Plan of Improvement", and written responses by the employee. The Committee will review the procedure taken by the School Leader, both in their Performance Review of the teacher, assistance with a Plan of Improvement, counseling of the teacher and the process used by the School Leader in their determination of teacher discipline, termination, or suspension. The

Committee will determine if the process followed was in keeping with the policies, procedures and philosophy of Harlow. If the Committee determines that the process was correctly followed and that the decision of the School Leader was sound based upon the facts, then they will uphold the decision of the Head of School. If the Committee finds that proper procedure was not followed or finds that a correct decision concerning the teacher was not made, then they will overturn the decision and the School Leader will formulate a new “Plan for Improvement”. If the Plan of Improvement is successfully completed, then the teacher is retained. If the Plan of Improvement is not completed within the time frame, the teacher will go directly before the Committee for determination of their employment status. If it is the opinion of the School Leader that the teacher presents a direct threat to the safety and/or welfare of the students, to Harlow, or any Academy employee, then the School Leader may immediately suspend the teacher without pay and arrange for a prompt hearing before the Committee without first consulting with the President.

e. Employed “At-Will”. All employees of Harlow are at-will employees.

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

g. Employee Resignations. If an employee finds it necessary to resign during the school term, the employee will give written notice to the School Leader and the Directors not less than two weeks before the effective date of the resignation, unless the Directors

make an exception. In the event of termination of employment prior to the end of an employment contract, the employee will be only entitled to the prorated salary and benefits earned through the last date of employment. If an employee fails to give a minimum of two weeks' notice prior to the desired resignation date, that employee will forfeit compensation for any unused accrued vacation leave and benefits as it pertains to Supplemental Compensation or Leave Days. Such an employee remains eligible for any salary due, prorated to the date of resignation. Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined in the approved Policy and Procedure.

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

i. Hiring Policies. Employees may be hired as regular full-time employees or regular part-time employees. Employees will be placed on Harlow payroll and will be eligible for all benefits. Employees who are not regular full time or regular part time will be contracted on an individual basis. Support personnel will be individually contracted. Employee benefits packages will be administered on an individual employee basis.

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

k. Hiring Procedures. The following procedures will be administered for the hiring of regular full-time or regular part-time employees.

i. Declaration of Available Position.

1. The School Leader will declare a regular full-time or regular part-time faculty position to be available.

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

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

ii. Notice and Review of Applications.

1. If the position is to be filled, the Directors will direct the School Leader to file notice of the position vacancy with various sources to attract the best qualified applicant.

2. The School Leader will review applications and resumes and will determine which applicants that will be interviewed.

3. The employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with Harlow or a prospective employee's likelihood of being hired.

4. Interviews will be declared closed by the School Leader. He/she will evaluate all applicants.

iii. Recommendation and Background Check.

1. The School Leader will recommend the best-qualified applicant for the position to the Directors.

2. The Directors will vote on the recommendation and the applicant will be notified in writing of the Directors' decision.

3. If the Directors vote to offer the job to the applicant, the applicant will be asked to submit to an OSBI background check and allow fingerprinting as required by Oklahoma Statutes.

- iv. Employment Agreement.

1. Pending the results of the OSBI background check, the School Leader will discuss the terms of employment including salary and benefits with the applicant.

2. If the applicant passes the background check and accepts the proposed salary and benefits, the applicant will be given a reporting date.

3. Employees may be hired as regular full-time employees or regular part-time employees. Employees who are not regular full time or regular part time will be contracted on an individual basis.

4. All terms and conditions of employment will be evidenced in a mutually executed Employment Memorandum of Understanding.

5. On or before the Date of Hire as designated in the Employment Memorandum of Understanding, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by Harlow or its designee.

3. Employee's Rights and Responsibilities

a. Ethical Behavior. Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with children, parents, prospective parents, co-workers, and the community. Faculty will be expected to adhere to the OK Standards of Performance and Conduct for Teachers, OAC 210:20-29-3 and 210:20-29-4.

b. Personnel Protection Against Retribution and Retaliation. No employee of the Academy will prohibit or discipline any other employee for:

- i. Refusing to act in violation of an established and well-defined public policy or for performing an act consistent with a clear and compelling public policy;
- ii. Reporting a violation of the Constitution or laws of the United States, the Constitution or laws of the State of Oklahoma;
- iii. Reporting violations of Academy Policy or Regulations;
- iv. Reporting intentional misuse or destruction of the assets of Harlow;
- v. Reporting inappropriate conduct of any employee toward students, patrons or employees of this Academy;
- vi. Reporting such information without giving prior notice to the employee's supervisor or anyone else in the employee's chain of command.

This policy will not be construed to protect any employee from appropriate disciplinary action who is otherwise engaged in misconduct or is unwilling to perform his/her duties. It should also not be construed to protect employees who report information that they

know or reasonably should know to be false or information, which is confidential pursuant to law.

c. Grievance Procedures. The Board and School Leader will do whatever is practicable to provide the proper environment for the positive resolution of employee concerns.

Any employee aggrieved may submit a grievance pursuant to these Grievance Procedures. Failure to follow these Grievance Procedures constitutes a waiver of the employee's right to grieve.

i. Notice. In the event of a dispute involving employment or the implementation of personnel policies, the employee will submit a written notice to the School Leader stating clearly the nature of their grievance. All pertinent facts and details will be provided in this report that will assist the School Leader in his/her determination.

ii. Good Faith Effort to Resolve. Upon receipt of said written notice, the School Leader will perform a good faith effort to respond to the grievance and resolve the situation. This good faith effort will include (1) problem identification; (2) presentation of possible solutions; (3) selection of the resolution, including an action plan for specific implementation, if applicable; (4) time-line for implementation; and (5) follow-up.

iii. Recorded to File. A written summary of the good faith effort will be included in the employee's personnel file.

iv. Employee's Response. Upon receipt of the School Leader's good faith effort response, the employee will provide written response indicating one of the actions below:

1. Acceptance. If the employee agrees with the decision of the School Leader, he/she will commit to perform according to the action plan identified in the good faith effort to resolve.

2. Appeal. If the employee does not agree with the decision of the School Leader, the employee may appeal to the School Board.

v. Appeal to Board. If the employee elects to appeal to the School Board, the Committee of the Directors will review the original complaint and will determine if the School Leader followed proper procedure in determining a response to the grievance. The Board, in making its determination, may also review any written information, or logs of interviews or conversations with individuals that are submitted by the employee and the School Leader. The Board's determination will be the ultimate decision in the matter.

d. Remuneration from Other Sources. The following guidelines will be used in determining eligibility of employees for additional remuneration from Harlow over their contract salary and benefits or other sources of funds for services rendered:

i. Employees may not receive remuneration from other sources for work that they perform during their regular duty days or duty hours.

ii. Employees cannot be paid twice by Harlow for services performed during their regular duty day or duty hours except as provided in their employment contract.

iii. Employees may receive remuneration from other sources for services they perform outside of their regular workday that are not a part of their job responsibilities and duties.

iv. Employees may not use personal leave days or pooled school-leave days, disability leave days or workers' compensation days to provide services for remuneration from other sources.

v. This regulation will not apply when employees are directed to participate in Reserve, U.S. Armed Forces Activities or state or federal jury duties in accordance with federal and state statutes.

e. Professional Development. Harlow will provide, at a minimum, five (5) days of staff professional development to teachers, which may include, but not be limited to, the following: Reggio Approach, Project Based Learning, Classroom Management, Blood borne Pathogens, Recognition and Reporting Requirements of Child Abuse and Neglect, School Safety, Bullying, Family Educational Rights and Privacy Act (FERPA), CPR, Common Core State Standards, School Policies and Procedures, and the Oklahoma State Testing Program Act.

f. Participation in Political Activities. The Board recognizes that employees of the Academy have the same civic responsibilities and privileges as other citizens. Among these are campaigning for and holding public office. Employees' political activities will not interfere with job duties. Involvement in such activities will be at the discretion of individual employees and will not involve the educational programs of the district. Employees will not use Academy time, equipment, or supplies or facilities for solicitation of funds for any campaign purposes.

g. Change in Rights. Plans for the disclosure of employment rights of employees in the event the charter school closes or the charter is not renewed. In the event the Academy closes, or the charter is not renewed, employees will participate in an exit interview where Harlow will review the rights of employees. Employees will sign an exit interview form indicating that they have been informed of their rights prior to the issuance of the employees' final paycheck.

h. Leave. Harlow respects the individual needs of employees to have access to proper amounts of leave time without fear of loss of income. The Board further would like to express its confidence in the faculty for their expression of professionalism and judicious use of leave time.

i. Regular Leave. Employees will be able to accrue leave time at a rate of one (1) day per month of employment during each regular school year. Employees are limited to such leave to one (1) day per month with a maximum of five (5) days within each semester of Harlow unless the employee requests in writing a waiver from the School Leader. Leave time may be used in half-day increments and does not accrue from year to year.

ii. Jury Duty. Time off for jury duty, continuing education and military duty will not be counted as leave time under these terms. The employee will be asked to substantiate the cause for leave.

iii. Continuing Education. Arrangements for continuing education leave will be made on an application basis with the School Leader and will be awarded at his discretion. Leave time does not accrue from year to year. The School

Leader may deny leave if she/he believes the student population will be underserved.

iv. Family Medical Leave Act. The Board will comply with the Family Medical Leave Act, as required.

i. Suspension or Dismissal.

i. Notice to Employee. When there is cause to believe that an employee's acts or failures to act may warrant suspension, or immediate dismissal, the employee will be given notice of the reasons for such proposed action and an opportunity for a fair hearing. The employee will have the full opportunity to prepare and respond to the allegations against him/her. The matter will be heard before the School Leader who will consider all relevant evidence in the matter in reaching a decision. Harlow will bear the burden of proving the allegations by a preponderance of the evidence.

ii. Review by Committee of Directors. The employee has the right to appeal the decision of the School Leader to a Committee of Directors. The Committee will then review all information, including but not limited to evaluation reports, documents related to the employee's work history, logs of conversations, "Plan of Improvement," and written responses by the employee. The Committee will review the procedure taken by the School Leader, both in their Performance Review of the employee, assistance with a Plan of Improvement, counseling of the employee and the process used by the School Leader in their determination of employee discipline, termination, or suspension. The Committee will determine if the process followed was in keeping with the

policies, procedures and philosophy of Harlow. If the Committee determines that the process was correctly followed and that the decision of the School Leader was sound based upon the facts, then they will uphold the decision of the School Leader. If the Committee finds that proper procedure was not followed or finds that a correct decision concerning the employee was not made, then they will overturn the decision and the School Leader will formulate a new “Plan for Improvement”. If the Plan of Improvement is successfully completed, then the employee is retained. If the Plan of Improvement is not completed within the time frame, the employee will go directly before the Committee for determination of their employment status. If it is the opinion of the School Leader that the employee presents a direct threat to the safety and/or welfare of the students, to Harlow, or any Academy employee, then the School Leader may immediately suspend the employee without pay and arrange for a prompt hearing before the Committee without first consulting with the President.

j. Other Miscellaneous Employment Policies:

i. Confidentiality. Except as otherwise required by law, employees of Harlow will not, in any way, release any information about this organization, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Board or its designee. No employee will publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this organization, unless otherwise provided

by the Board or its designee. Any document or other material containing such information is required to be returned to the School Leader upon an employee's termination or resignation.

ii. Personnel Inquiries. No one in this organization other than the Board, the School Leader or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this organization.

iii. Return of Materials. Immediately upon termination or upon the effective date of employee's resignation the employee who is terminated or who resigns must return all office and room keys, identification, security cards and codes, office materials and supplies, including Academy purchased or donated materials, and classroom supplies in said employee's possession to the School Leader.

iv. Examination of Personnel Files. Any employee may examine his or her personnel file(s) at any time but only in the presence of the School Leader, the Chairperson of the Board or their designee. Such employee may make copies of or take written notes about the contents of the file and may add comments for inclusion in the file at any time. No personnel file is to be removed from the office or campus grounds unless expressly provided for in writing by the School Leader, the President of the Board, or their designee.

v. Copyrights. Copyrights, payments and/or royalties which occur because of a project of any employee or employees of this organization which are derived, constructed, developed or otherwise generated because of their employment with

Harlow will remain the property of Harlow. The Board may assign copyrights, royalties, or other payments to the author or authors or project participants in accordance with the Board's Intellectual Property Policy.

vi. Personnel Evaluation Plans and Procedures. The Board will adopt one of the state approved Teacher Leader Effectiveness (TLE) Evaluation Processes or develop its own to evaluate staff members on an annual basis.

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.*

Recruiting, hiring, and developing quality teachers will be a priority of Harlow. Harlow will hire teachers who share the adopted core values of citizenship, inclusivity and community. The Evolving Communities Development will offer two incentives to interested teachers. First, a signing stipend will be provided to encourage many applicants. Second, down payment assistance will be provided for teachers who choose to live in the Evolving Communities Development. Once selected, teachers will receive intensive month-long training in integrating citizenship and project-based learning into the Oklahoma and Common Core curriculum with a focus on the Reggio approach and philosophy. Continued professional development will take place monthly. Additionally, the school leader will provide weekly feedback to teachers based on individual classroom observations. These weekly observation and feedback cycles will foster a culture of professional, continuous improvement while providing accountability for all staff

members.

This practice of hiring of highly skilled, highly motivated staff will be one of the most important pieces to the foundation of Harlow Creek Elementary School. Research supports the fact that good teachers early in life play a major role in the trajectory of students' education performance for years to come.²⁸ Teachers at Harlow Creek will be selected on, and expected to employ the following characteristics and skills:

A growth mindset. Carol Dwek's research on the growth mindset²⁹ will be a core value for all Harlow Creek teachers. This value should be internalized in a way that encourages students to seek continually improvement, show grit and determination, and produces a sustainable academic work ethic. Furthermore, teachers should model a growth mind set for students by continual improvement based on school-based professional development, experience, and collaboration with colleagues.

High expectations. Harlow Creek teachers will use data and student information to teach at the appropriate level for each student. However, a mounting body of evidence in the field of brain research is proving that children are more capable than we may know based on the elasticity of brain. This research indicates that younger students, despite poor environmental or biological factors, can meet high expectations under the guidance of highly skilled and caring teachers.

A passion for students. While this seems an obvious criterion for teaching, it is one that we will not overlook. We believe the adage, "They don't care what you know

²⁸ Darlington-Hammond, Linda. *Teacher Quality and Student Achievement*. education policy analysis archives, Vol. 8, pg. 1, Jan. 2000.

²⁹ Dwek, Carol. *Carol Dwek revisits Growth Mindset*. Education Weekly. Sept. 3, 2015.

until they know that you care” to be true. Teachers at Harlow Creek will display this passion by establishing meaningful relationships with students and their families, by being part of the community, and by recognizing and celebrating the cultural differences that make each student unique and special

The ability to differentiate instruction. The research on the importance of individualizing (differentiating) instruction is clear.³⁰ Instructors at Harlow Creek will be expected to know their students’ academic abilities as well as their interests to give quality differentiated instruction.

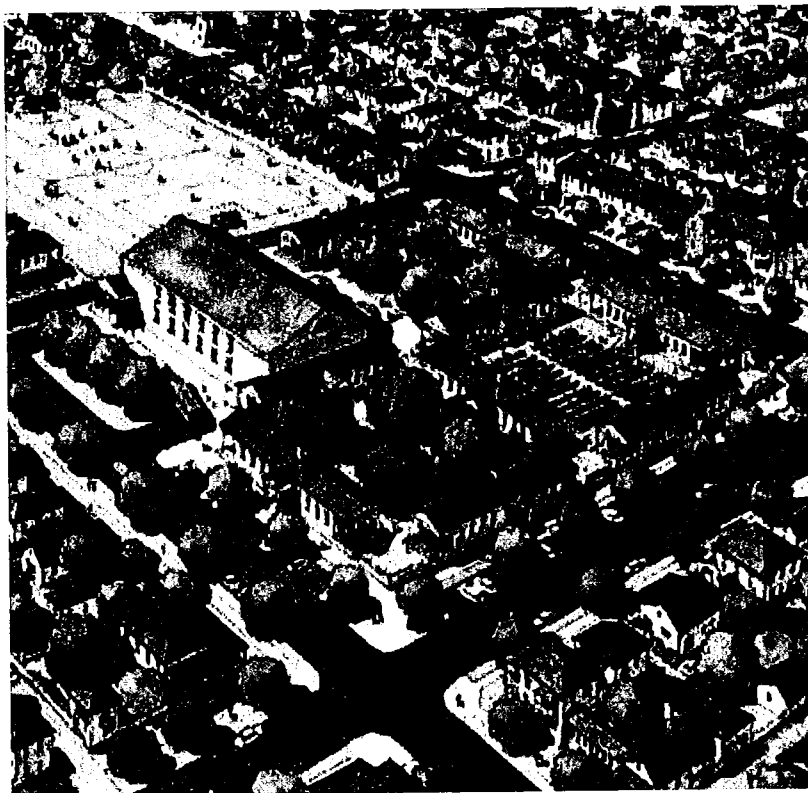
Community focus. One of the most important factors used to determine which teachers will be hired is that of community focus. Community focus will guide student learning projects, selection of reading passages, and provide a mechanism through which students will build an inclusive, curious, open-mind about the world around them. Teachers, and students, will be expected to engage in civic projects that have a positive impact in their community. It is therefore an expectation display a passion for civic responsibility and social action.

Data disaggregation. Teachers will be expected to develop, collect, analyze various types of data. Teachers will need to work in teams to use data to develop customized approaches to teaching that maximizes students’ abilities and strengthens areas identified as needs to improve.

³⁰ Brimijoin. Kay., Ede. Marquissee., Tomlinson. Carol Ann. *Using Data to Differentiate Instruction*. Educational Leadership. Vol. 60 No. 9. Pg.70-73 February 2003.

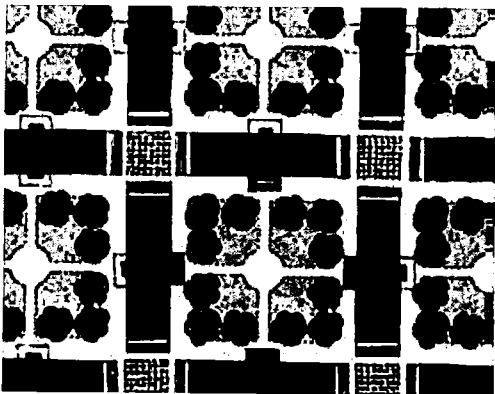
H. Facilities

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.*



Harlow will be located at 4305 W Edison, Tulsa OK, 74127 in a newly built facility that will not only be suitable for the educational program and properly zoned to

operate a public-school program but, will also be complementary to the surrounding community and provide a safe, nurturing environment conducive to students' exploration, discovery and learning. Wells' research³¹ demonstrates that "the nearby natural environment plays a far more significant role in the well-being of children residing in poor urban environments than has previously been recognized". Her research concludes that nature benefits children and can improve cognitive functioning and attentional capacity. She states that, "there is strong and abundant evidence that experiences with nature are positively associated with well-being in its psychological, physical, and



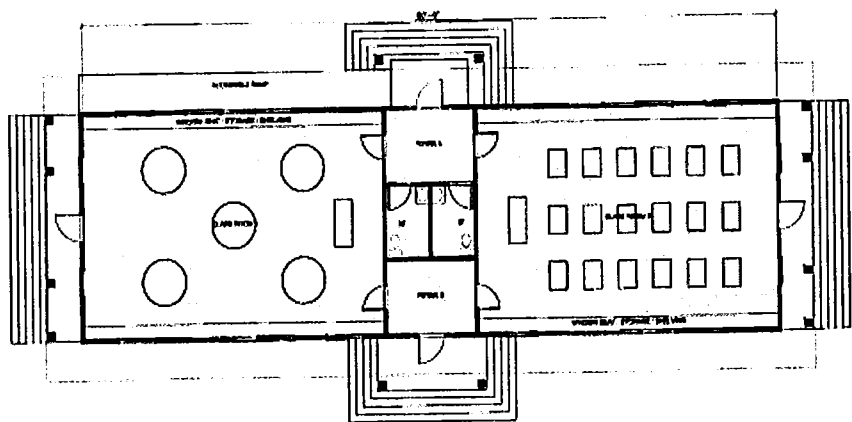
cognitive aspects".

With this research in mind, the developers have envisioned a school where the classroom extends beyond the four walls of the school and children's learning experiences include outdoor discovery and adventure utilizing the

community's natural resources. It is the belief that a school should be central to the life of the community. So, from the initial envisioning process for Evolving Communities Development, a school was envisioned to be a key element of the master plan. For this reason, the location of Harlow was intentionally embedded within the neighborhood with homes and parks immediately adjacent to the site. A community park and community garden will be located in the direct vicinity of the school such as directly across the street. In its central and convenient location, Harlow facilities can also be used for community meetings, cultural events, visiting speakers and fitness classes.

³¹ Wells, N. *At Home with Nature: Effects of "Greenness" on Children's Cognitive Functioning*. Sage Publications. Environment and Behavior, Vol. 32 No. 6, November 2000. Pg. 775-795.

In recent decades, urban communities have incorporated mass transportation systems and have had to be built around personal transportation as more and more families own personal vehicles. As a result, urban settings have been designed around the automobile at the expense of providing for the needs of the pedestrian. People living in auto-oriented suburbs drive more, walk less and are more obese than people living in walkable communities. Walking for transportation reduces the risk of obesity. Additionally, when children get physical activity before class, they are more on task and fidget less. This has been shown to be particularly beneficial for children who have the most trouble paying attention and those with attention deficit disorders. To provide the opportunity for children to walk safely to school, a framework of walkable infrastructure will be central to the design and construction in Evolving Communities. Over time, hundreds of homes will be built within a 10-minute walk to Harlow. With proper parental permission, students at Harlow can then actually walk home for lunch.



The standard floor plan of the Learning Cottage, designed by DPZ, is flexible to accommodate varied learning environments. The 80'x24' floor plan is used with all elevations.

The design of the school was inspired by the “Learning Cottage” concept for school design from the North Carolina architect / planner Tom Low. An overview of the Learning Cottage concept is attached as Appendix “C.” Many iterations of the Learning

Cottage have been designed and envisioned in different parts of the country, and Harlow will join this movement.

The first Academy building will be constructed in 2019 according to the state building codes for public schools. The hope is to let it serve as a Friday gathering center for virtual and home school kids in an attempt to attract them to the school in the 2020 school year. A second and possibly a thirds building will be constructed in 2021 as the school experiences strategic growth. Harlow's Building Plans and Specs are attached hereto as Appendix "D."

The buildings will be owned by the Evolving Communities Development and will be provided to Harlow or its Foundation free of charge for the first couple of years until enrollment can then sustain a less than market value monthly rental. The proposed lease will be reviewed by the Board's legal counsel and will be an arms-length agreement free from potential conflicts of interest.

There is a long Term goal at or near the school's capacity to seek a gymnasium and cafeteria. This solution has not yet been determined, but cost effective solutions for construction, partnering with TPS, and sharing facilities with the new potential YWCA are all possibilities.

Additionally, there is currently a basement to the existing Gilcrease house on site. We believe this can serve as a short term tornado shelter while enrollment is under 40 students. After than period a larger structure will need to be funded. This solution also has yet to be identified.

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.*

Harlow Creek Elementary School will offer transportation to students who live within the academic enterprise zone, in accordance with sections 9-101 through 9-118 of Title 70 of the Oklahoma statutes and who qualify for special services as written in their individualized education plan (IEP). Information about transportation will be available to parents during enrollment. We intend to contract with Tulsa Public Schools for transportation services. It should be noted that in alignment with the intent and purpose of the overall development, it is expected that most students will walk to and from school. As a result, transportation shall be a minimal expense in the budget.

However, as needed, Harlow Creek School intends to contract with Tulsa Public Schools to provide transportation for students. If it is financially beneficial, the Board may also enter into an agreement with one or more other charter schools to share transportation services. Any student who meets the requirements set forth may access the transportation services if they comply with the guidelines for student conduct as outlined in the Student Handbook. As per the handbook, transportation privileges may be suspended for disciplinary reasons.

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.*

Harlow may elect to participate in the USDA National School Lunch Program, School Breakfast Program, After-school Snack Program, and Fresh Fruit and Vegetable Program under the provisions outlined in the Agreement for Food Services template that has been approved by USDA and the OSDE or will contract with a vendor to provide meal service. Harlow will be responsible for the Child Nutrition Agreement, Renewal Agreement, Permanent Policy Statement and all other reporting requirement required by USDA and/or the OSDE. Meals will be prepared on-site and will follow the requirements of the National School Lunch Program. No arrangements at this time have been made with any private agencies for food services. Harlow may explore contracting with a private group for food services. Harlow will comply with the Health Inspections of Kitchens Section 111 of the Child Nutrition and WIC reauthorization Act of 2004 (Public Law 108-265) amended Section 9(h) of the Richard B. Russell National School Lunch Act regarding health inspections required in schools participating in the NSLP or SBP. Harlow intends to obtain the necessary health inspections each school year. The inspections must be conducted by the Health Department. In addition, schools must post, in a publicly visible location, the most recent health inspection and provide a copy of the health inspection report to a member of the public upon request. If Harlow does not receive the required two inspections per year, Harlow will contact the Health Department to request that the inspections be conducted; the date and name of the person spoken to concerning this matter will be documented. Harlow will report the number of health

inspection annually to the OSDE through eClaims by Harlow prior to the submission of the September claim for reimbursement. Oklahoma law, Title 63 O.S. 2011, §§ 1-106.1(E) and 1-1118, and Title 75 O.S. 2011, §314(C)(1), requires institutions such as Harlow to pay annual license renewal fees of \$100 per site to the Oklahoma State Department of Health. This fee is necessary to support the continued operation of food sanitation programs, including facility inspections conducted by the Health Department. Harlow eating facility will comply with applicable laws, to include Hazard Analysis and Critical Control Point (HACCP) System procedures (Reference USDA Policy Memo 2005-SP-21) and Section 111 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) amended Section 9(h) of the Richard B. Russell National School Lunch Act by requiring SFAs to implement a food safety program for the preparation and service of school meals served to children in the school year beginning August 2016. The program must be based on HACCP principles and conform to guidance issued by USDA. (Reference USDA Guidance on Developing a School Food Safety Program Based on the Process Approach to HACCP Principles—June 2005.) The eating facility will be equipped with tables, chairs, and sanitation systems to ensure adequate, safe, and clean eating areas, as well as any food preparation facilities. Additionally, the eating facility will have the capacity to accommodate all students in staggered lunch periods during the day.

HACCP is a systematic approach to construct a food safety program designed to reduce the risk of food borne hazards by focusing on each step of the food production process—receiving, storing, preparing, cooking, cooling, reheating, holding, assembling, packaging, transporting, and serving. The purpose of a school food safety program is to

ensure the delivery of safe foods to children in the school meals program by controlling hazards that may occur or be introduced into foods anywhere along the flow of the food from receiving to service (food flow). There are two types of hazards:

a. hazards specific to the preparation of the food, such as improper cooking for the specific type of food (beef, chicken, eggs, etc.) and

b. nonspecific hazards that affect all foods, such as poor personal hygiene.

Specific hazards are controlled by identifying Critical Control Points (CCPs) and implementing measures to control the occurrence or introduction of those hazards.

Nonspecific hazards are controlled by developing and implementing Standard Operating Procedures (SOPs).

During the Development of the School Food Safety Program, Harlow will review the food service operations within the SFA and describe the facility, functions, and standard procedures for each. This initial review may include:

- Types of facilities in your SFA
- Existing SOPs
- Number and type of employees at the site
- Types of equipment
- Processes for food preparation
- Menu items

Three main points are essential to developing this program:

Sanitation: Ensuring that all the food preparation areas are clean and sanitary, such as workers' hands, utensils, and food contact surfaces. Avoid cross contamination.

Temperature control: Ensuring that cold foods cold and hot foods hot. Cook to proper temperatures and hold at proper temperatures; and to record those temperatures. A basic, properly calibrated food thermometer (digital or dial) is needed to check for proper temperatures.

SOPs: Harlow will create Standard Operating Procedures for sanitation and to verify that proper temperatures are being observed as well as other aspects of a foodservice operation with consideration given to the following:

- General safety considerations
- Prohibit bare hand contact with ready-to-eat (RTE) foods.
- Store chemicals away from food and food-related supplies.
- Personnel
- Require hand washing after restroom use, sneezing, coughing, or after performing any cleaning activity.
- Develop a policy for restricting or excluding ill employees from food production or preparation areas.
- Product procurement
- Follow recommendations for selecting vendors such as those found in state distributing agency vendor certification procedures.
- Develop buyer product specifications.
- Receiving
- Reject all cans with swollen sides or ends, flawed seals and seams, rust or dents.
- Put perishable foods into the refrigerator or freezer immediately.
- Storing

- Store all food and paper supplies six to eight inches off the floor.
- Label all food with name of Harlow and delivery date.
- Transporting
- Preheat transfer carts prior to use.
- Limit transport travel time to a maximum of two hours.
- Holding
- Keep hot foods hot (above 135°F [Oklahoma Health Department requirement]) and cold foods cold (below 41°F).
- Preparation
- Do not keep food in the danger zone (between 41°F and 135°F) for more than four hours.
- Handle food with utensils; clean, gloved hands; or clean hands. (Bare hand contact with food during preparation should be limited. Bare hand contact with RTE foods should be prohibited.)
- Cleaning/Sanitizing
- Use clean water, free of grease and food particles.
- Keep wiping cloths in sanitizing solution while cleaning.
- Cooking and documenting temperatures
- Record all temperatures when they are taken.
- Use only a clean and sanitized thermometer when taking internal temperatures of foods.
- Cooling
- Containers: cover loosely so that heat can escape quickly.

- Keep cold foods cold by pre-chilling ingredients for salads.
 - Reheating
 - Transfer reheated food to hot-holding equipment only when the food reaches the proper temperature.
 - Use only cooking ranges, ovens, steamers, and microwave ovens to reheat foods.
- Use hot-holding equipment only to maintain temperature and not for rapidly heating food.

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.*

Harlow will adopt a school calendar that is in alignment with the calendar adopted by TPS each school year. However, within the calendar scheduling and learning activities will be differentiated to support the experiential learning process. Rather than utilizing four (4) 9-week sessions, the Academy will utilize six (6) sessions that average six (6) weeks each. These six-week sessions provide an ideal timeframe for teaching units that can focus on six different main topics over the course of a given school year. On the last day or two of each six-week session, the students participate in an experiential outing that brings the key topic into more direct understanding. These outings create memorable experiences where the students can visit a museum, historical site, cultural center or business operation directly applicable to what the students have studied for the previous six weeks.

PROPOSED 2020-21 SCHOOL CALENDAR

(This template will mirror the TPS Calendar)

Unit 1 (6 Weeks) Sept 3-Oct 11	Unit 4 (6 Weeks) Jan 6 – Feb 14
Fall Break (1 Week) Oct 14-18	Winter Break (1 Week) Feb 17 - 21
Unit 2 (5 Weeks) Oct 21 – Nov 22	Unit 5 (6 Weeks) Feb 24 – Apr 3
Thanksgiving Break (1 Week) Nov 25-29	Spring Break (1 Week) Apr 6 - 10
Unit 3 (3 Weeks) Dec 2 – Dec 20	Unit 6 (6 Weeks) Apr 13 – May 22
Christmas Break (2 Weeks) Dec 23-Jan 3	Unit 7 (3 Weeks) May 26 – June 12
	Summer Break June 15-Aug 14

Holidays and Other “No Class” Days Calendar Summary

Labor DaySept 2	Total Instruction Hrs1,080
Teacher Conferences Oct 25	Days Off to School Breaks 25
Martin Luther King Day Jan 13	Days Off to Federal Holidays 7
Teacher Conferences Feb 28	Days Off to Teacher Conferences 2
Standardized TestingTBD	Days Off to Standardized Testing 2

PROPOSED DAILY SCHEDULE

<i>Morning Recess / Early Arrival</i>	45 minutes.....	7:45am – 8:30am
Morning Instruction	150 minutes	8:30am – 11:00am
Start of Day Routine	15 minutes	8:30am – 8:45am
Mathematics	45 minutes	8:45am – 9:30am
Reading	45 minutes	9:30am – 10:15am
Grammar / Spelling	45 minutes	10:15am – 11:00am
<i>Lunch</i>	30 minutes.....	11:00am – 11:30am
<i>Lunch Recess</i>	30 minutes.....	11:30am – 12:00pm
Afternoon Instruction	90 minutes	12:00pm – 1:30pm
History / Literature	45 minutes	12:00pm – 12:45pm
Science	45 minutes	12:45pm – 1:30pm
Enrichment Electives	60 minutes	1:30pm – 2:30pm
End of Day Instruction	30 minutes	2:30pm – 3:00pm
Journaling	15 minutes	2:30pm – 2:45pm
End of Day Routine	15 minutes	2:45pm – 3:00pm

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. Describe plans to conduct any fundraising efforts to generate capital or to supplement state/local allocations.*

Appendix “E” presents a five (5) year financial plan based on the projected (average) student growth as well as the growth scenario at maximum capacity.

The Board will contract with highly respected experts to advise them in financial and legal matters, and the Board has contracted with Education Management & Networks, Inc. to provide administrative, financial and accounting services on a contract basis until such time that the Board deems it appropriate for Harlow to directly hire such functions.

The Business Manager and School Leader will assist the Board in preparing the annual budget and the long-range financial plan. Budgets include reasonable revenue and expenses based on forecasted enrollment and available grant funding. In periods of high-growth enrollment, funding is used to maximize student academic instruction through annual student initiatives, and in periods of low-to-flat periods of enrollment, efforts are made to maintain an appropriate level of instruction as delivered in prior years. As enrollment stabilizes, multiple year revenue and expenses will be used for budgeting purposes. Future technology and instructional investments are evaluated each year to maximize improved student outcomes,

such as additional teachers, wrap around student support to assist students with motivation, scheduling and organization, and tools/personnel to improve instruction.

Forecasting enrollment is an essential and challenging component of budgeting. The forecasts are based on prior year enrollment and include the number of students expected to re-register, less students which may withdraw, plus the number of expected new enrollees.

The financial stability of the school is evidenced by an appropriate risk management plan, performance of an independent financial audit, and adequate cash flows to support operational expenses. Harlow is financially stable because proper internal control processes are in place and cash is managed to ensure funds are always available to fulfill financial commitments.

Harlow mitigates financial risk by implementing internal controls into the financial operational policies and procedures, which are evaluated and reviewed by the independent external financial auditors, and the Business Manager. These results are communicated to the Board and School Leader, along with recommended risk remediation plans. The external financial auditors will conduct a test of controls during the annual financial audit, and will report these results with the annual audit – “Independent Auditor’s Report on Internal Control.” Key internal control procedures include adopting new or updated current financial policies and procedures, evaluating separation of duty for all financial processes, ensuring appropriate collateral to cover bank balances, having dual signatures on all accounts, implementing disaster recovery plans which include backing up financial and student data, annual inventory processes, and limiting control to systems only to individuals with a necessary purpose.

Harlow will be audited annually by an independent financial auditor selected by the Board from the Oklahoma state auditor and inspector list of individuals or firms approved to perform public school audits.

Harlow's cash flow is administered by the Business Manager, along with oversight from the School Leader. Cash flow projections of receipts and expenses, and those incurred, are reported to the Board monthly by the Business Manager. All receipts and expenses comply with the Oklahoma Cost Accounting System & Reporting requirements, and the State procurement guidelines. Harlow will have a balanced budget.

The Business Manager reports directly to the Board. The following duties will be performed by the Business Manager or, as the size of Harlow grows, by office staff under the supervision of the Business Manager:

Budgeting. Supervise the office staff in the preparation of preliminary and final budgets;

Financial Modeling. Prepare financial models and projections as requested by the School Leader;

Assessments and Collections. The Business Manager will oversee the collection of all monies as they become due, as well as all monies due from any vendor which has an obligation to Harlow.

Grants. It is evident in the modeling that some grants are required to in order for the school to start up and become solvent over the first 2-3 years of operation.

General Records. The Business Manager will maintain and keep complete, accurate and up-to-date books and records of the management of Harlow, including accounting and financial records, correspondence, and all other records that are provided to Administrator and

reasonably related to the Academy. This includes, but is not limited to, the contracts relating to the Academy, business and other dealings with suppliers, and all others with whom business is transacted.

Financial Management and Records. The Business Manager will establish a financial accounting system for the affairs of Harlow, including the establishment of reserve accounts. This financial accounting system will include the following activities:

- Maintenance of the checkbook and entering deposits and drawing checks as necessary.
The Business Manager will promptly ensure the deposit all monies collected on behalf of Harlow. The Board reserves the right to designate signatories on all accounts.
- Preparation of the Financial Report as part of the Management Report.
- Receipt and reconciliation of the monthly bank statements, delivery to the Board access to the monthly reconciliation, and maintenance of a system of office records, books, and accounts in accordance with generally accepted accounting principles.
- Maintenance of the general ledger and subsidiary accounts.
- Disbursement from the funds of Harlow regularly and punctually:
- Payments for salaries and any other compensation due and payable to the employees of Harlow, together with the payroll taxes thereon, any benefit related expenses, and any markup required;
- Academy insurance premiums; and
- Sums otherwise due and payable by Harlow as operating and maintenance expenses.
- In no instance should there ever be a late payment charge on an obligation because of failure to pay on time unless the Business Manager has been instructed not to pay on time. In the event of such a late charge or penalty.

A start-up budget has been included in Appendix F.

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.*

The Board Treasurer is Kelsey Pierce, a practicing attorney who has extensive experience in business and finance. Mr. Pierce may be assisted in the finance functions for the school by Dr. Lorilyn Coggins of Education Management & Networks, Inc. Dr. Coggins has over twenty years of experience in charter school accounting and other business responsibilities to include grant writing, grants management, audit preparation, financial reporting, budget preparation, accounts payable functions, compliance with EDGAR and other reporting requirements. Dr. Coggins attended the Oklahoma charter school training. Rachael Stagner-Farrell is currently an accountant with Muret CPA and has extensive volunteer experience working with Educare. She is a new board member, but positioned to serve a role as our treasurer in the very near future. Additional Resources such as the Oklahoma Public School Resource Center can serve a counseling role. Current board member, Caleb Starr, can serve a role as assisting in auditing with his background serving as principal of other former TPS schools.

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.*

Harlow will be audited annually by an independent financial auditor selected

by the Board from the Oklahoma state auditor and inspector list of individuals or firms approved to perform public school audits. Harlow 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 officers' liability coverage.*

Harlow shall purchase all insurance as required by federal and state statute.

Harlow shall participate in Unemployment Insurance and Workers Compensation programs as required by statute. Harlow shall purchase liability insurance, property insurance, and shall purchase surety bonds on staff that are responsible for the control of finances to the extent required by Oklahoma statutes. Harlow shall participate in the Oklahoma State Education Employees Group Insurance Board for health coverage. All other insurance coverage shall be procured through the procurement process approved by the Board. Copies of individual policies shall be forwarded once they are fully executed.

Harlow intends to obtain all insurance coverage required by applicable law. In particular, Harlow intends to obtain educators' errors and omissions and employment practice liability insurance, automobile insurance coverage for employees as necessary for employment purposes or for any vehicles used to transport any students, property insurance coverage for the school facility as well as for any damage to personal property and bodily harm to any individuals relating to damage to the facility, as well as general liability coverage for any harm to individuals associated with Harlow, to include employees and students, and causes of action under the Oklahoma Governmental Tort Claims Act against Harlow.

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.

<hr/>	<hr/>	<hr/>
<i>Signature of Applicant</i>	<i>Title/Office</i>	<i>Date</i>
<hr/>		<hr/>
<i>Signature of Notary Public</i>		<i>Date</i>



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

May 29, 2019

Mr. Scott Pardee
816 E. 6th Street
Tulsa, OK 74120

Mr. Pardee,

Thank you for your charter school application for Harlow Creek Elementary School. Tulsa Public Schools is denying your application due to deficiencies in the program design and proposal quality. Our decision is informed by the recommendation of a cross-functional committee that reviewed the Harlow Creek application in the areas of school overview, educational program design and capacity, operations plan and capacity, and financial plan and capacity. Attached is a summary of our review findings.

In accordance with Oklahoma State Law and Tulsa Public Schools board policy, you have 30 days from the date of this letter to submit a revised application.

Please feel free to contact me with questions.

/s/

Andrea Castañeda
Chief Innovation Officer
Tulsa Public Schools

Cc: Deborah A. Gist, Superintendent

DESTINATION EXCELLENCE

3027 SOUTH NEW HAVEN AVENUE | TULSA, OKLAHOMA 74114

918.746.6800 | www.tulsaschools.org

Summary of Review Team Findings

Harlow Creek Elementary School

Educational Program Design and Capacity	<p><u>Findings:</u> There are many models mentioned, and it is unclear how they will draw in the targeted population of virtual students. There is also a lack of clarity around how the curriculum will be developed and by whom. The student discipline policy is missing from the application, and a code of conduct is an insufficient substitute. Assessments are very frequent, and there is no information on how teachers will be supported in data-driven instruction training.</p> <p><u>Recommended action:</u> Develop a coherent educational model. Streamline assessments and detail exactly how the curriculum will be developed, by whom and how teachers will receive PD and other supports for implementation. Include a student discipline policy.</p>
Operations Plan and Capacity	<p><u>Findings:</u> Very low salary levels will make it hard to attract high-quality staff. While there is an organizational structure, key positions to successfully run a school are missing. There is also a lack of clarity on who will provide transportation and child nutrition. There is a shortage of instructional minutes to meet grade level standards.</p> <p><u>Recommended action:</u> Reconsider salary assumptions based on a comparison to competitive market standards. Adjust schedule to meet state standards. Research other schools, including charters and adjust organizational chart as necessary.</p>
Financial Component	<p><u>Findings:</u> Application does not identify who will be the treasurer for the school. The financial plan does not clearly identify funding sources for the first three years of operation. The size of the school will make it difficult to sustain a long term budget, and funding for sustainable funding for outsourced services is unclear. Staff salaries are not competitive and will likely result in vacancies and high turnover.</p> <p><u>Recommended action:</u> Develop a complete three (and ideally five-year) budget. Give more detail to private funding sources and include all salaries in the budget. Positions described in the narrative need to be included in the budget. Identify and budget vendors for services such as transportation and child nutrition.</p>

Brad Clark

From: Eric Wade <ericw@rfrlaw.com>
Sent: Tuesday, January 21, 2020 3:35 PM
To: William Hickman
Cc: Burk, Jana; Brad Clark
Subject: [External] Harlow Creek / Tulsa Public Schools
Attachments: Harlow_Creek_Board_Attachment_final.pdf

Bill,

Please find attached a copy of the summary of deficiencies in Harlow Creek's revised application for charter school sponsorship.

Best regards,
Eric



Eric D. Wade | Shareholder/Director
Rosenstein, Fist & Ringold
525 S. Main, Suite 700
Tulsa, OK 74103
T: 918.585.9211 | F: 918.583.5617
www.rfrlaw.com | [my bio](#) | [vcard](#)

***** RFR Internet Email Confidentiality Footer *****

This e-mail message (and any attached files thereto) contains privileged and confidential information intended only for the use of the individual or entity named above. If the reader of the e-mail is not the intended recipient or the employee or agent responsible for delivering it to the intended recipient, you are hereby notified that dissemination or copying of this e-mail is strictly prohibited. If you have received this e-mail in error, please immediately notify us by telephone or e-mail and delete this message (and any attached files).

Summary of Charter Application Deficiencies

Harlow Creek Elementary School, Inc

Harlow Creek Elementary School, Inc presented to Tulsa Public Schools a revised charter school application in June 2019. This report and its attachments summarize the application deficiencies and the persistence of those deficiencies across two submissions. Though not a comprehensive inventory of weakness, this report presents sufficient evidence to conclude that Harlow Creek Elementary School Inc fails to meet Tulsa Public School's standards for charter application approval.

Attachment 1 to this report is the written feedback provided to Harlow Creek Elementary School, Inc after the review of their first application in the spring of 2019. When compared against their revised application, it also documents that, with some exceptions, the applicant failed to respond to our feedback.

Attachment 2 to this report is the letter that Tulsa Public Schools provided to the Oklahoma State Board of Education.¹ This letter summarizes the deficiencies in Harlow Creek Elementary School Inc's revised application.

Because some of the serious core deficiencies of the first application persisted into the revised application, the content of Attachment 1 and Attachment 2 are similar in their focus, if different in their organization and detail.

Educational Plan and School Design

Curriculum Design and Instruction

Harlow Creek Elementary School, Inc fails to present a coherent educational program design. The applicants propose a complex and vague combination of known school models. The applicant fails to answer questions about how and when they will develop their curriculum. In lieu of curriculum development detail, the applicant asserts that emergent curriculum models cannot be planned.

The applicant was presented with a written recommendation to address this weakness and failed to make material improvements.

Operations Plan

Staff development

Harlow Creek Elementary School, Inc fails to present a plan for adequately supporting the professional growth of their teachers. In contrast to their very complex educational

¹ For the ease of use and reading by State Board of Education members, Attachment 2 is organized to correspond to the Oklahoma State Department of Education rubric domains.

program, the entire professional development section of their application is two sentences and a year one budget of \$8,000.

The applicant was presented with a written recommendation to address this weakness and failed to make material improvements.

Facilities

Harlow Creek Elementary School, Inc fails to present a viable facility plan. They present sample site plans and renderings for a potential facility that is dependent upon a broader housing development project that does not yet exist.

Tulsa Public Schools staff raised this issue with the applicant in March 2018, and it was a regular topic of conversation during the following year and half of intermittent engagement. The applicant has never presented concrete evidence of construction progress on the school site or the Evolving Communities development project.

Transportation and Child Nutrition Services

Harlow Creek Elementary School Inc's application and budget assume that their students will walk to school. In our judgment, this misunderstands the responsibilities associated with open enrollment of Pre-kindergarten through second-grade students in a high poverty environment with low housing density.

Harlow Creek Elementary School, Inc references a plan to feed students but does not budget for the costs associated with a child nutrition program.

The applicant was presented with a written recommendation to address this weakness and failed to make material improvements.

Financial Plan

Harlow Creek Elementary School, Inc failed to provide evidence of a sound financial plan. The applicants have an apparently flawed understanding of Oklahoma's state funding formula. This misunderstanding appears to result in an overestimation of state aid by approximately \$40,000 in year one and could result in an overestimation of approximately \$140,000 by year 5. Revenue overestimation combines with other expense-side budgeting errors, failure to budget for key student services and typographical errors. Even with the overestimation of revenue and underestimation of expense, the applicant project an operating deficit by year 3.

The applicant was presented with a written recommendation to address a weak and vague budget and failed to do so.

Finally, the applicant has both verbally and in writing stated that this charter school is being opened to ensure the financial success of a housing development project. This purpose is inconsistent with the Oklahoma State Charter School Act.

Tulsa Public Schools staff raised this concern with the applicant in March 2018, and it was a regular topic of conversation during the following year and half of engagement.

Attachment 1: Summary of Review Team Findings from Initial Harlow Creek Elementary School Charter School Application Submitted in March 2019.

[This summary of application deficiencies was the result of Tulsa Public Schools' charter application review process. It is organized around and aligned to the review rubric used by Tulsa Public Schools. We provided this written summary of deficiencies in its entirety to Harlow Creek Elementary School, Inc in the Spring of 2019.]

Educational Program Design and Capacity	<p>Findings: There are many models mentioned, and it is unclear how they will draw in the targeted population of virtual students. There is also a lack of clarity around how the curriculum will be developed and by whom. The student discipline policy is missing from the application, and a code of conduct is an insufficient substitute. Assessments are very frequent, and there is no information on how teachers will be supported in data-driven instruction training.</p> <p>Recommended action: Develop a coherent educational model. Streamline assessments and detail exactly how the curriculum will be developed, by whom, and how teachers will receive PD and other supports for implementation. Include a student discipline policy.</p>
Operations Plan and Capacity	<p>Findings: Very low salary levels will make it hard to attract high-quality staff. While there is an organizational structure, key positions to successfully run a school are missing. There is also a lack of clarity on who will provide transportation and child nutrition. There is a shortage of instructional minutes to meet grade-level standards.</p> <p>Recommended action: Reconsider salary assumptions based on a comparison to competitive market standards. Adjust schedule to meet state standards. Research other schools, including charter schools, and adjust organizational chart as necessary.</p>
Financial Component	<p>Findings: Application does not identify who will be the treasurer for the school. The financial plan does not clearly identify funding sources for the first three years of operation. The size of the school will make it difficult to sustain a long-term budget, and funding for sustainable funding for outsourced services is unclear. Staff salaries are not competitive and will likely result in vacancies and high turnover.</p> <p>Recommended action: Develop a complete three (and ideally five-year budget.) Give more detail to private funding sources and include all salaries in the budget. Positions described in the narrative need to be included in the budget. Identify and budget vendors for services such as transportation and child nutrition.</p>



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

Attachment 2: Summary of Revised Application Deficiencies Provided to the Oklahoma State Board of Education

[This summary of application deficiencies was sent in response to Harlow Creek's appeal filed with the State Board of Education. It is organized around and aligned to the review rubric used by the State Board. Harlow Creek received a copy of this letter through the State Board's legal counsel during the exchange of appeal materials.]

December 12, 2019

Brad Clark, General Counsel
Oklahoma State Board of Education
Oliver Hodge Building,
2500 N Lincoln Blvd
Oklahoma City, OK 73105

I regret that neither my staff nor I can participate in the December 19, 2019 meeting during which the State Board will consider the Harlow Creek Elementary (Harlow) charter appeal. Andrea Castaneda, our Chief Innovation Officer and leader of charter authorizing, will be out of the country.

In lieu of our direct participation, we are providing you this summary of the deficiencies we found in the initial and revised application. For your convenience, we've organized the deficiencies into the domains of the Oklahoma Department of Education Review Rubric. In summary:

1. In the area of "**mission/development/opening**," the applicants' application suggests that, among other motivations, opening Harlow is necessary to ensure the financial success of a \$200M for-profit housing development. This is inconsistent with the Oklahoma State Charter School Act.
2. In the area of "**educational program**," the application is under-developed and lacks detailed planning, critical student services, and sufficient staff professional development. As a result, the application fails to provide evidence that the proposed program will enable students to achieve the school's goals and state academic standards.
3. In the area of "**budgets and finance**," the application is deficient. It is based on flawed assumptions, includes errors, over-relies on restricted and time-limited funding, and is strategically imbalanced. The budget fails to reflect critical services for students and provides no evidence that the school is financially viable.
4. In the area of "**facilities**," the application fails to identify an existing facility or a viable alternative facility.

DESTINATION EXCELLENCE

3027 SOUTH NEW HAVEN AVENUE | TULSA, OKLAHOMA 74114

918.746.6800 | www.tulsaschools.org

Summary of Application Deficiencies

Mission/Development/Opening

Harlow's purpose for opening a charter school is misaligned with the purpose of charter schools as described in the Oklahoma Charter School Act. This deficiency corresponds to the "Mission/Development/Opening" domain in the state rubric, and within that, the criterion "The mission statement expresses a purpose that supports the intent of the Charter Schools Act...)"

On page 102 of their application, Harlow states, "The school is incorporated with a \$200M development, and the school is deemed critical to its success." This written statement, in conjunction with corroborating discussions with the applicant, provides evidence that Harlow's purpose is to secure the success of a large-scale, for-profit development project. We raised this concern in our earliest conversations.

Educational Program

Harlow's educational program is deficient. This deficiency corresponds to the "Educational Program" domain in the state rubric, and within that, the criterion "The application clearly identifies plans for...transportation and food services, an academic program aligned to state standards, and a framework for teaching and learning and...professional development that is likely to support effective implementation..."

Harlow's application references but does not budget for transportation services. Their application states an expectation that "most children will walk." While this might work for families who eventually live in the planned community, Harlow Creek cannot adequately serve Tulsa-area students enrolling through an open lottery without transportation. We raised this deficiency in our assessment of their initial application, and they made no changes.

In the initial submission, Harlow Creek Elementary School's proposed educational program was an unrealistic hybrid of project-based, Reggio-inspired instruction, and curriculum-driven programming. Our review team found the academic model confusing and incoherent. The revised application reflected limited changes to their design. Their revised application still includes a wide range of instructional elements (Reggio-inspired learning, project-based learning, STEAM focus, 21st-century skill focus, etc.) We raised this deficiency in our assessment of their initial application, and they made no changes.

Harlow's proposed instructional is complex and focused on early learners. However, the proposed founding team has limited experience in early childhood, elementary education, or emergent curriculum models. Exacerbating the limited instructional expertise in the board and founding team is the apparent lack of an identified school leader. Charter school authorizing research suggests that the lack of an identified and qualified leader is correlated with school failure in the first authorization term.

Finally, the application dedicates little attention to staff development. In year 1, the school proposes to invest \$8,000 in staff professional development for four teachers. Harlow does not have plans or funding for instructional coaching. The development of instructional staff--especially staff without expertise in the educational program--is critical to the success of any school, especially in the context of an entirely new school team. We raised this deficiency in our assessment of their initial application, and they made no changes.

Budget and Finance

Harlow's financial plan is also deficient. This deficiency corresponds to the "Budget and Finance" domain in the state rubric, and within that, the criterion "Appendices do not include a five-year budget with realistic assumptions and their basis...)"

Harlow bases year revenue assumptions on an apparent flawed understanding of anticipated state aid. The table below summarizes the financial implications of this error in year 1.

Comparison of Harlow's Year 1 Anticipated WADM and State Revenue Compared to Tulsa Public Schools Data and Projection				
	<i>Enrollment</i>	<i>Average Weight, Per Student</i>	<i>Anticipated WADM</i>	<i>Anticipated Revenue</i>
Anticipated by Applicant	40	2.48	99.2	\$302,123.52
Projected by TPS Historical Data	40	1.83	73.3	\$263,207.76
Projected Error in Revenue Calculation, Year 1				\$38,915.76

The apparent flaws in their calculation of projected weighted ADM results in an overestimation of state aid. The error gets worse over time, resulting in an overestimation of state aid by almost \$140,000 error in year 5.

The apparent error in state aid calculation is exacerbated by a budget that over-relies on a \$300,000 start-up grant. Harlow provides no evidence of having secured this grant funding. Common charter start-up grant restrictions (and responsible financial planning) limit use to one-time expenses. However, for the first two years of operation, the start-up grant subsidizes Harlow's core operating expenses. By year three, the start-up grant is exhausted, and (even with overestimated state revenue), the applicant projects a deficit.

In addition to these deficiencies, the submitted budget contains errors and is strategically questionable. Please consider these examples.

- There are apparent typographical errors in the budget, including a dropped zero that understates year one staff salary expenses by \$36,000 in both the salary workbook and the overall budget;
- In year 3, Harlow plans to spend approximately 30% of the proposed personnel budget on non-teaching staff. This rate is out of proportion, especially when four teachers will serve 70 students spanning four grade levels (including Pre-K); and
- Harlow does not budget for transportation or child nutrition programs.

Facilities

Harlow's facilities plan is deficient. This deficiency corresponds to the "Facilities" domain in the state rubric, and within that, the criterion "The application does not clearly detail a facilities plan, the location

of the charter school and backup or contingency plans...)

Harlow is a proposed amenity for a planned community that is not built. As of November 2019, the address provided in the application shows no signs of active construction or completed buildings; it is active farmland. We can find no physical evidence that Evolving Communities (the name of the proposed development project) has advanced beyond the planning stage. Harlow fails to designate an alternative facility. We raised this concern in our numerous meetings and our first review. Harlow made no changes.

Tulsa Public School's Authorizing Practice

Tulsa Public Schools is one of Oklahoma's most mature charter authorizers. Our review process includes convening and training a review team, scoring the application, debriefing on the collective judgment, and (when merited) holding an applicant capacity interview. We are Oklahoma's only charter authorizer to have twice completed a voluntary audit of our authorizing practices from the National Association of Charter School Authorizers (NACSA.)

As you undertake your review of Harlow Creek Elementary School, we hope you will take the summary provided in this letter under careful consideration. We believe that operating a charter school that serves Tulsa-area students is a privilege that should be afforded only to applicants that demonstrate readiness. Harlow Creek Elementary School fails to meet the standards held by Tulsa Public Schools.

Sincerely,

/s/

Dr. Deborah A. Gist
Superintendent, Tulsa Public Schools

Brad Clark

From: William Hickman <hickman@hickmanlawgroup.com>
Sent: Tuesday, January 21, 2020 3:04 PM
To: 'Burk, Jana'; 'Eric Wade'
Cc: Assistant (Hickman Law Group); Brad Clark
Subject: [External] FW: Harlow Creek Charter 1/21/20

Hello:

I am forwarding to you additional records submitted to TPS for consideration by the TPS board of education at the meeting this evening concerning the Harlow Creek charter school application.

Thank you for your consideration.

Best,

Bill

Sincerely,

William H. Hickman



Hickman Law Group
attorneys counselors mediators
330 West Gray Street, Suite 170
Norman, Oklahoma 73069
Phone: 405.605.2375
Fax: 405.605.2374
hickmanlawgroup.com

From: Scott Pardee
Sent: Tuesday, January 21, 2020 2:30 PM
To: Castaneda, Andrea <castaan@tulsaschools.org>
Cc: William Hickman <hickman@hickmanlawgroup.com>
Subject: Harlow Creek Charter 1/21/20

Andrea,

Please find attached link to our amended Charter Application as of today. The State Board of Education afforded us the ability to submit an amended application at the December 19th, 2019 meeting.

We will bring one hard copy and have included a link to the entire application below.

<https://www.dropbox.com/s/vgwl025d1e8rh9a/Charter%20Complete%20-%20Round%203.zip?dl=0>

Scott Pardee

CPC, LEED GA

Pardee Construction

918-841-1114

Brad Clark

From: Eric Wade <ericw@rfrlaw.com>
Sent: Monday, January 20, 2020 5:27 PM
To: William Hickman
Cc: Burk, Jana; Brad Clark
Subject: [External] RE: Harlow Creek

At the time the agenda item is taken up.



Eric D. Wade | Shareholder/Director
Rosenstein, Fist & Ringold
525 S. Main, Suite 700
Tulsa, OK 74103
T: 918.585.9211 | **F:** 918.583.5617
www.rfrlaw.com | [my bio](#) | [vcard](#)

***** RFR Internet Email Confidentiality Footer *****

This e-mail message (and any attached files thereto) contains privileged and confidential information intended only for the use of the individual or entity named above. If the reader of the e-mail is not the intended recipient or the employee or agent responsible for delivering it to the intended recipient, you are hereby notified that dissemination or copying of this e-mail is strictly prohibited. If you have received this e-mail in error, please immediately notify us by telephone or e-mail and delete this message (and any attached files).

From: William Hickman [mailto:hickman@hickmanlawgroup.com]
Sent: Monday, January 20, 2020 5:09 PM
To: Eric Wade
Cc: Burk, Jana; Brad.Clark@sde.ok.gov
Subject: Re: Harlow Creek

Are these comments at the time of the agenda item or during public comment?

Sent from my iPhone

On Jan 20, 2020, at 16:53, Eric Wade <ericw@rfrlaw.com> wrote:

Bill,

Your client will have the opportunity to make brief comments (limited to 5 minutes) and respond to questions, if any, that the board members have of your client.

Best regards,
Eric

<image001.gif>

Eric D. Wade | Shareholder/Director
Rosenstein, Fist & Ringold
525 S. Main, Suite 700
Tulsa, OK 74103
T: 918.585.9211 | F: 918.583.5617
www.rfrlaw.com | [my bio](#) | [vcard](#)

***** RFR Internet Email Confidentiality Footer *****

This e-mail message (and any attached files thereto) contains privileged and confidential information intended only for the use of the individual or entity named above. If the reader of the e-mail is not the intended recipient or the employee or agent responsible for delivering it to the intended recipient, you are hereby notified that dissemination or copying of this e-mail is strictly prohibited. If you have received this e-mail in error, please immediately notify us by telephone or e-mail and delete this message (and any attached files).

From: William Hickman [mailto:hickman@hickmanlawgroup.com]
Sent: Monday, January 20, 2020 12:22 PM
To: Eric Wade
Cc: Burk, Jana; Brad.Clark@sde.ok.gov
Subject: RE: Harlow Creek

Hi Eric:

While my client respectfully disagrees with your characterization, it simply is not worth arguing about at this point as your client as included the denial of the application on the board agenda for tomorrow night. As such, I am emailing you to inquire as to whether my client will be afforded an opportunity to present to the board, to answer questions of the board, and / or to make any comments during public period. Please advise as to how this matter on the agenda will be handled by the board.

Thank you in advance for your consideration.

Best,

Bill

Sincerely,

William H. Hickman
<image002.jpg>
330 West Gray Street, Suite 170
Norman, Oklahoma 73069
Phone: 405.605.2375
Fax: 405.605.2374
hickmanlawgroup.com

From: Eric Wade
Sent: Thursday, January 16, 2020 9:26 AM
To: William Hickman <hickman@hickmanlawgroup.com>
Cc: Burk, Jana <burkja@tulsaschools.org>; Brad.Clark@sde.ok.gov
Subject: FW: Harlow Creek

Bill,

Your e-mail of January 10, 2020, to Jana Burk regarding Harlow Creek Charter School ("Harlow") has been forwarded to me for response.

It appears you are interpreting the State Board of Education's action on December 19, 2019, to have authorized Harlow to submit a second revised application to Tulsa Public Schools. There is no law that authorizes the State Board of Education to provide a charter school applicant with a third chance to submit a high-quality charter school application that meets authorizing standards. Accordingly, we do not interpret the State Board of Education's action as authorizing the submission of a second revised application by Harlow.

Harlow's revised application of June 27, 2019, will be considered by the Tulsa Public Schools Board of Education on January 21, 2020. There is no need for you to re-submit Harlow's revised application because Tulsa Public Schools already has it.

Your requested meeting on January 22, 2020, would occur after the TPS board has considered and taken action on Harlow's revised application. For this reason, there is no purpose to be served in meeting on January 22 about the revised application. Further, I think it is important to note that Tulsa Public Schools has previously devoted substantial time and resources working in good faith with Harlow to address the significant deficiencies in its original application and revised application. We do not believe additional meetings about Harlow's revised application will result in a material change in the administration's recommendation to reject the revised application.

Best regards,
Eric

<image001.gif>

Eric D. Wade | Shareholder/Director

Rosenstein, Fist & Ringold

525 S. Main, Suite 700

Tulsa, OK 74103

T: 918.585.9211 | F: 918.583.5617

www.rfrlaw.com | [my bio](#) | [vcard](#)

***** RFR Internet Email Confidentiality Footer *****

This e-mail message (and any attached files thereto) contains privileged and confidential information intended only for the use of the individual or entity named above. If the reader of the e-mail is not the intended recipient or the employee or agent responsible for delivering it to the intended recipient, you are hereby notified that dissemination or copying of this e-mail is strictly prohibited. If you have received this e-mail in error, please immediately notify us by telephone or e-mail and delete this message (and any attached files).

From: William Hickman <hickman@hickmanlawgroup.com>

Date: Friday, January 10, 2020 at 9:29 AM

To: "Jana Burk (work)" <burkja@tulsaschools.org>, "brad.clark@sde.ok.gov"

<Brad.Clark@sde.ok.gov>

Subject: RE: Harlow Creek

WARNING: This message is from an external source. Do not click any links or attachments unless you verify that the content is safe. Please contact the Service Desk if you have any questions.

Hi Jana:

At the state board meeting, Harlow Creek was provided the opportunity to submit a final amended charter school application and TPS was to take action on this final revised application within 30 days of receipt. My client is working on this final revised application and intends to submit it prior to Jan. 24 so that TPS can take action on it at the Feb. 24 board meeting. The board's rationale for granting Harlow Creek with the opportunity to submit this revised final application was that TPS submitted new grounds for denial as set forth in the materials submitted to the state board of education on December 12 especially in comparison of the letter from Supt. Gist versus the denial letter actually received by Harlow Creek from Ms. Castaneda on August 21.

In an effort for our clients to work together and in a good faith effort to resolve any outstanding issues, I respectfully request a meeting for Wednesday, 1/22 in the morning, preferably first thing as I have another commitment at 10:30 in Tulsa. If this day / time does not work, please provide alternatives.

Thank you for your consideration and understanding. If you would like to further discuss, please contact me on my cell phone at 405-820-0837. I will be out of the office next week, but available by cell or email. My client can meet with your team next week if that works best for everyone.

Hope you are doing well and had a Happy Holiday Season.

Best,

Bill

Sincerely,

William H. Hickman

<image003.jpg>

330 West Gray Street, Suite 170

Norman, Oklahoma 73069

Phone: 405.605.2375

Fax: 405.605.2374

hickmanlawgroup.com

From: Burk, Jana

Sent: Wednesday, January 08, 2020 11:31 AM

To: Brad Clark <Brad.Clark@sde.ok.gov>; William Hickman <hickman@hickmanlawgroup.com>

Subject: Re: Harlow Creek

Hi. Thanks for the clarification, Brad.

Bill, because we have the revised application, there is actually no need to resubmit it. I have confirmed that our board can consider it at their next board meeting, which is Tuesday, January 21, 2020, at 6:30 pm.

Thanks,
Jana

From: "brad.clark@sde.ok.gov" <Brad.Clark@sde.ok.gov>
Date: Tuesday, January 7, 2020 at 3:45 PM
To: "Jana Burk (work)" <burkja@tulsaschools.org>, William Hickman
<hickman@hickmanlawgroup.com>
Subject: Harlow Creek

WARNING: This message is from an external source. Do not click any links or attachments unless you verify that the content is safe. Please contact the Service Desk if you have any questions.

Jana and Bill,

I know that we talked on the phone before the holiday break about this matter, but I intended to follow-up with you in writing during that time and unfortunately am just getting to it. When the appeal submitted to the State Board of Education by Harlow Creek came on for presentation and discussion at the December 19, 2019, meeting of the State Board of Education, the State Board took the following action:

Revised application of Harlow Creek be re-submitted to Tulsa Public Schools within thirty (30) days of December 19, 2019, and encourage the Tulsa Public School Board to consider and take action on the revised application within thirty (30) days of receipt. Subsequently, if the revised application is denied by the Tulsa Public School Board, Harlow Creek can then submit an appeal to the State Board of Education within the timelines provided in statute.

This motion was unanimously approved (6-0) by those in attendance.

Again, I wanted to write and provide you both with official communication as to the action taken at the December 19th meeting. If you have any questions or want to further discuss anything, please do not hesitate to contact me.

Brad Clark
General Counsel, Oklahoma State Department of Education
Brad.Clark@sde.ok.gov
2500 North Lincoln Boulevard, Suite 117
Oklahoma City, Oklahoma 73105
Office: 405-522-3274
Cell: 405-420-4318



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

January 26, 2020

Pardee Construction, LLC
Attn: Scott Pardee
816 E. 6th Street
Tulsa, OK, 74120

This letter serves as written notice that the Tulsa Public Schools Board of Education voted at its meeting on January 21, 2020, to reject Harlow Creek Elementary School, Inc.'s revised application for charter school sponsorship for the reasons set forth in the Summary of Charter Application Deficiencies, a copy of which is enclosed for your convenient reference.

Sincerely,

/s/

Andrea Castaneda
Chief Innovation Officer, Tulsa Public Schools

Cc: Brad Clark, Oklahoma Department of Education
Deborah Gist, Tulsa Public Schools

DESTINATION EXCELLENCE

3027 SOUTH NEW HAVEN AVENUE | TULSA, OKLAHOMA 74114

918.746.6800 | www.tulsaschools.org

Summary of Charter Application Deficiencies

Harlow Creek Elementary School, Inc

Harlow Creek Elementary School, Inc presented to Tulsa Public Schools a revised charter school application in June 2019. This report and its attachments summarize the application deficiencies and the persistence of those deficiencies across two submissions. Though not a comprehensive inventory of weakness, this report presents sufficient evidence to conclude that Harlow Creek Elementary School Inc fails to meet Tulsa Public School's standards for charter application approval.

Attachment 1 to this report is the written feedback provided to Harlow Creek Elementary School, Inc after the review of their first application in the spring of 2019. When compared against their revised application, it also documents that, with some exceptions, the applicant failed to respond to our feedback.

Attachment 2 to this report is the letter that Tulsa Public Schools provided to the Oklahoma State Board of Education.¹ This letter summarizes the deficiencies in Harlow Creek Elementary School Inc's revised application.

Because some of the serious core deficiencies of the first application persisted into the revised application, the content of Attachment 1 and Attachment 2 are similar in their focus, if different in their organization and detail.

Educational Plan and School Design

Curriculum Design and Instruction

Harlow Creek Elementary School, Inc fails to present a coherent educational program design. The applicants propose a complex and vague combination of known school models. The applicant fails to answer questions about how and when they will develop their curriculum. In lieu of curriculum development detail, the applicant asserts that emergent curriculum models cannot be planned.

The applicant was presented with a written recommendation to address this weakness and failed to make material improvements.

Operations Plan

Staff development

Harlow Creek Elementary School, Inc fails to present a plan for adequately supporting the professional growth of their teachers. In contrast to their very complex educational program, the

¹ For the ease of use and reading by State Board of Education members, Attachment 2 is organized to correspond to the Oklahoma State Department of Education rubric domains.

entire professional development section of their application is two sentences and a year one budget of \$8,000.

The applicant was presented with a written recommendation to address this weakness and failed to make material improvements.

Facilities

Harlow Creek Elementary School, Inc fails to present a viable facility plan. They present sample site plans and renderings for a potential facility that is dependent upon a broader housing development project that does not yet exist.

Tulsa Public Schools staff raised this issue with the applicant in March 2018, and it was a regular topic of conversation during the following year and half of intermittent engagement. The applicant has never presented concrete evidence of construction progress on the school site or the Evolving Communities development project.

Transportation and Child Nutrition Services

Harlow Creek Elementary School Inc's application and budget assume that their students will walk to school. In our judgment, this misunderstands the responsibilities associated with open enrollment of Pre-kindergarten through second-grade students in a high poverty environment with low housing density.

Harlow Creek Elementary School, Inc references a plan to feed students but does not budget for the costs associated with a child nutrition program.

The applicant was presented with a written recommendation to address this weakness and failed to make material improvements.

Financial Plan

Harlow Creek Elementary School, Inc failed to provide evidence of a sound financial plan. The applicants have an apparently flawed understanding of Oklahoma's state funding formula. This misunderstanding appears to result in an overestimation of state aid by approximately \$40,000 in year one and could result in an overestimation of approximately \$140,000 by year 5. Revenue overestimation combines with other expense-side budgeting errors, failure to budget for key student services and typographical errors. Even with the overestimation of revenue and underestimation of expense, the applicant projects an operating deficit by year 3.

The applicant was presented with a written recommendation to address a weak and vague budget and failed to do so.

Finally, the applicant has both verbally and in writing stated that this charter school is being opened to ensure the financial success of a housing development project. This purpose is inconsistent with the Oklahoma Charter School Act.

Tulsa Public Schools staff raised this concern with the applicant in March 2018, and it was a regular topic of conversation during the following year and half of engagement.

Attachment 1: Summary of Review Team Findings from Initial Harlow Creek Elementary School Charter School Application Submitted in March 2019.

[This summary of application deficiencies was the result of Tulsa Public Schools' charter application review process. It is organized around and aligned to the review rubric used by Tulsa Public Schools. We provided this written summary of deficiencies in its entirety to Harlow Creek Elementary School, Inc in the Spring of 2019.]

Educational Program Design and Capacity	<p>Findings: There are many models mentioned, and it is unclear how they will draw in the targeted population of virtual students. There is also a lack of clarity around how the curriculum will be developed and by whom. The student discipline policy is missing from the application, and a code of conduct is an insufficient substitute. Assessments are very frequent, and there is no information on how teachers will be supported in data-driven instruction training.</p> <p>Recommended action: Develop a coherent educational model. Streamline assessments and detail exactly how the curriculum will be developed, by whom, and how teachers will receive PD and other supports for implementation. Include a student discipline policy.</p>
Operations Plan and Capacity	<p>Findings: Very low salary levels will make it hard to attract high-quality staff. While there is an organizational structure, key positions to successfully run a school are missing. There is also a lack of clarity on who will provide transportation and child nutrition. There is a shortage of instructional minutes to meet grade-level standards.</p> <p>Recommended action: Reconsider salary assumptions based on a comparison to competitive market standards. Adjust schedule to meet state standards. Research other schools, including charter schools, and adjust organizational chart as necessary.</p>
Financial Component	<p>Findings: Application does not identify who will be the treasurer for the school. The financial plan does not clearly identify funding sources for the first three years of operation. The size of the school will make it difficult to sustain a long-term budget, and funding for sustainable funding for outsourced services is unclear. Staff salaries are not competitive and will likely result in vacancies and high turnover.</p> <p>Recommended action: Develop a complete three (and ideally five-year budget.) Give more detail to private funding sources and include all salaries in the budget. Positions described in the narrative need to be included in the budget. Identify and budget vendors for services such as transportation and child nutrition.</p>



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

Attachment 2: Summary of Revised Application Deficiencies Provided to the Oklahoma State Board of Education

[This summary of application deficiencies was sent in response to Harlow Creek's appeal filed with the State Board of Education. It is organized around and aligned to the review rubric used by the State Board. Harlow Creek received a copy of this letter through the State Board's legal counsel during the exchange of appeal materials.]

December 12, 2019

Brad Clark, General Counsel
Oklahoma State Board of Education
Oliver Hodge Building,
2500 N Lincoln Blvd
Oklahoma City, OK 73105

I regret that neither my staff nor I can participate in the December 19, 2019 meeting during which the State Board will consider the Harlow Creek Elementary (Harlow) charter appeal. Andrea Castaneda, our Chief Innovation Officer and leader of charter authorizing, will be out of the country.

In lieu of our direct participation, we are providing you this summary of the deficiencies we found in the initial and revised application. For your convenience, we've organized the deficiencies into the domains of the Oklahoma Department of Education Review Rubric. In summary:

1. In the area of **"mission/development/opening,"** the applicants' application suggests that, among other motivations, opening Harlow is necessary to ensure the financial success of a \$200M for-profit housing development. This is inconsistent with the Oklahoma State Charter School Act.
2. In the area of **"educational program,"** the application is under-developed and lacks detailed planning, critical student services, and sufficient staff professional development. As a result, the application fails to provide evidence that the proposed program will enable students to achieve the school's goals and state academic standards.
3. In the area of **"budgets and finance,"** the application is deficient. It is based on flawed assumptions, includes errors, over-relies on restricted and time-limited funding, and is strategically imbalanced. The budget fails to reflect critical services for students and provides no evidence that the school is financially viable.
4. In the area of **"facilities,"** the application fails to identify an existing facility or a viable alternative facility.

DESTINATION EXCELLENCE

3027 SOUTH NEW HAVEN AVENUE | TULSA, OKLAHOMA 74114

918.746.6800 | www.tulsaschools.org

Summary of Application Deficiencies

Mission/Development/Opening

Harlow's purpose for opening a charter school is misaligned with the purpose of charter schools as described in the Oklahoma Charter School Act. This deficiency corresponds to the "Mission/Development/Opening" domain in the state rubric, and within that, the criterion "The mission statement expresses a purpose that supports the intent of the Charter Schools Act...)"

On page 102 of their application, Harlow states, "The school is incorporated with a \$200M development, and the school is deemed critical to its success." This written statement, in conjunction with corroborating discussions with the applicant, provides evidence that Harlow's purpose is to secure the success of a large-scale, for-profit development project. We raised this concern in our earliest conversations.

Educational Program

Harlow's educational program is deficient. This deficiency corresponds to the "Educational Program" domain in the state rubric, and within that, the criterion "The application clearly identifies plans for...transportation and food services, an academic program aligned to state standards, and a framework for teaching and learning and...professional development that is likely to support effective implementation..."

Harlow's application references but does not budget for transportation services. Their application states an expectation that "most children will walk." While this might work for families who eventually live in the planned community, Harlow Creek cannot adequately serve Tulsa-area students enrolling through an open lottery without transportation. We raised this deficiency in our assessment of their initial application, and they made no changes.

In the initial submission, Harlow Creek Elementary School's proposed educational program was an unrealistic hybrid of project-based, Reggio-inspired instruction, and curriculum-driven programming. Our review team found the academic model confusing and incoherent. The revised application reflected limited changes to their design. Their revised application still includes a wide range of instructional elements (Reggio-inspired learning, project-based learning, STEAM focus, 21st-century skill focus, etc.) We raised this deficiency in our assessment of their initial application, and they made no changes.

Harlow's proposed instructional is complex and focused on early learners. However, the proposed founding team has limited experience in early childhood, elementary education, or emergent curriculum models. Exacerbating the limited instructional expertise in the board and founding team is the apparent lack of an identified school leader. Charter school authorizing research suggests that the lack of an identified and qualified leader is correlated with school failure in the first authorization term.

Finally, the application dedicates little attention to staff development. In year 1, the school proposes to invest \$8,000 in staff professional development for four teachers. Harlow does not have plans or funding for instructional coaching. The development of instructional staff--especially staff without expertise in the educational program--is critical to the success of any school, especially in the context of an entirely new

school team. We raised this deficiency in our assessment of their initial application, and they made no changes.

Budget and Finance

Harlow's financial plan is also deficient. This deficiency corresponds to the "Budget and Finance" domain in the state rubric, and within that, the criterion "Appendices do not include a five-year budget with realistic assumptions and their basis...)"

Harlow bases year revenue assumptions on an apparent flawed understanding of anticipated state aid. The table below summarizes the financial implications of this error in year 1.

Comparison of Harlow's Year 1 Anticipated WADM and State Revenue Compared to Tulsa Public Schools Data and Projection				
	Enrollment	Average Weight, Per Student	Anticipated WADM	Anticipated Revenue
Anticipated by Applicant	40	2.48	99.2	\$302,123.52
Projected by TPS Historical Data	40	1.83	73.3	\$263,207.76
Projected Error in Revenue Calculation, Year 1				\$38,915.76

The apparent flaws in their calculation of projected weighted ADM results in an overestimation of state aid. The error gets worse over time, resulting in an overestimation of state aid by almost \$140,000 error in year 5.

The apparent error in state aid calculation is exacerbated by a budget that over-relies on a \$300,000 start-up grant. Harlow provides no evidence of having secured this grant funding. Common charter start-up grant restrictions (and responsible financial planning) limit use to one-time expenses. However, for the first two years of operation, the start-up grant subsidizes Harlow's core operating expenses. By year three, the start-up grant is exhausted, and (even with overestimated state revenue), the applicant projects a deficit.

In addition to these deficiencies, the submitted budget contains errors and is strategically questionable. Please consider these examples.

- There are apparent typographical errors in the budget, including a dropped zero that understates year one staff salary expenses by \$36,000 in both the salary workbook and the overall budget;
- In year 3, Harlow plans to spend approximately 30% of the proposed personnel budget on non-teaching staff. This rate is out of proportion, especially when four teachers will serve 70 students spanning four grade levels (including Pre-K); and
- Harlow does not budget for transportation or child nutrition programs.

Facilities

Harlow's facilities plan is deficient. This deficiency corresponds to the "Facilities" domain in the state rubric, and within that, the criterion "The application does not clearly detail a facilities plan, the location of the charter school and backup or contingency plans...)

Harlow is a proposed amenity for a planned community that is not built. As of November 2019, the address provided in the application shows no signs of active construction or completed buildings; it is active farmland. We can find no physical evidence that Evolving Communities (the name of the proposed development project) has advanced beyond the planning stage. Harlow fails to designate an alternative facility. We raised this concern in our numerous meetings and our first review. Harlow made no changes.

Tulsa Public School's Authorizing Practice

Tulsa Public Schools is one of Oklahoma's most mature charter authorizers. Our review process includes convening and training a review team, scoring the application, debriefing on the collective judgment, and (when merited) holding an applicant capacity interview. We are Oklahoma's only charter authorizer to have twice completed a voluntary audit of our authorizing practices from the National Association of Charter School Authorizers (NACSA.)

As you undertake your review of Harlow Creek Elementary School, we hope you will take the summary provided in this letter under careful consideration. We believe that operating a charter school that serves Tulsa-area students is a privilege that should be afforded only to applicants that demonstrate readiness. Harlow Creek Elementary School fails to meet the standards held by Tulsa Public Schools.

Sincerely,

/s/

Dr. Deborah A. Gist
Superintendent, Tulsa Public Schools

Minutes of the Regular Meeting of the

**STATE BOARD OF EDUCATION
2500 NORTH LINCOLN BOULEVARD
STATE BOARD ROOM, SUITE 1-20
OKLAHOMA CITY, OKLAHOMA**

December 19, 2019

The State Board of Education met in regular session at 1:04 p.m. on Thursday, December 19, 2019, in the Board Room of the Oliver Hodge Education Building at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The final agenda was posted at 12:33 p.m. on Wednesday, December 18, 2019.

The following were present:

Mr. Brad Clark, General Counsel
Ms. Terrie Cheadle, Chief Executive Secretary

Members of the State Board of Education present:

State Superintendent Joy Hofmeister, Chairperson of the Board
Mr. Brian Bobek, Oklahoma City
Mr. Barry "Kurt" Bollenbach, Kingfisher
Mr. William "Bill" Flanagan, Claremore
Mrs. Estela Hernandez, Oklahoma City (arrived at 1:15 p.m.)
Mrs. Jennifer Monies, Oklahoma City

Members of the State Board of Education not present:

Mrs. Carlisha Williams Bradley, Tulsa

Others in attendance are shown as an attachment.

**CALL TO ORDER
AND
ROLL CALL**

State Superintendent Joy Hofmeister called the State Board of Education regular meeting to order at 1:04 p.m. Ms. Cheadle called the roll and ascertained there was a quorum.

**PLEDGE OF ALLEGIANCE, OKLAHOMA
FLAG SALUTE, AND MOMENT OF SILENCE**

Superintendent Hofmeister led Board Members and all present in the Pledge of Allegiance to the American Flag, a salute to the Oklahoma Flag, and a moment of silence.

STATE SUPERINTENDENT

Information from the State Superintendent

Superintendent Hofmeister updated on the okteachermatch.com online tool for teacher vacancy/job openings; 2019-2020 State Annual Student Count; Brook Lee, 2019 Milken Family Foundation Educator Award recipient-Claremore Public Schools; and Governor's Christmas Tree Lighting Ceremony.

Recognition of Marty Fulk, Director, Media Production

Superintendent Hofmeister recognized Marty Fulk, Director, Media Production for 42 years of service to the state of Oklahoma, and Proclaimed Employee of the Century. Mr. Faulk will retire in January 2020.

Recognition of the 2019 Advanced Placement (AP) Scholars

Superintendent Hofmeister introduced Oklahoma high school graduate recipients of the 2019 College Board State Advanced Placement Scholar Award, Gabrielle Lee (Edmond North High School) attending Duke University; and Benjamin Fishback (Jenks High School) attending Oklahoma State University. Qualified scholars, one male and one female, are selected from each state by earning 3 or higher AP exam scores statewide plus a 3.5 overall score of all exams taken.

Ms. Lee was accompanied by her parents, Richard and Soo Lee; Debreon Davis, Principal, Edmond North High School; Dr. Debbie Bendick, Associate Superintendent and Dr. Brett Towne, Superintendent, Edmond Public Schools.

Mr. Fishback was accompanied by his mother and grandmother, Kristin Fishback and Judy Chapp; and David Beiler, Principal, Jenks High School.

Both recipients thanked parents and educators (teachers, mentors, counselors, administrators) for support, commitment and providing advanced curriculum resources and opportunities for growth and future success.

First-Year Superintendents

First-year Superintendent, Cory Sauser, Billings Public Schools attended the meeting.

BOARD ADMINISTRATIVE

November 25, 2019 regular meeting minutes of the State Board of Education - Approved

Board member Hernandez moved to approve the minutes of the November 25, 2019, regular meeting. Board member Monies seconded the motion. The motion carried with the following votes: Ms. Monies, yes; Mr. Bobek, yes; Mr. Flanagan yes; Mr. Bollenbach, yes; Ms. Hernandez, yes; and Superintendent Hofmeister, yes.

Board member Bollenbach asked that all board members receive the Oklahoma Dyslexia Handbook. The resource provided by the Dyslexia Taskforce was most helpful in answering his questions. He hoped board members, educators, and parents take the time to read and use the valuable resource.

Superintendent Hofmeister concurred the handbook is a useful tool and is currently available on the OSDE website.

PUBLIC COMMENT

Scott Pardee, Robert Ruiz (Scissortail Community), C. Starr, Development Corporation/Choice Matters and Blake Ewing signed up to address an appeal of the charter school denial by Harlow Creek Elementary-Tulsa.

CONSENT DOCKET - Approved

Discussion and possible action on the following deregulation applications, statutory waivers, and exemptions for the 2019-2020 school year and other requests:

- (a) **Abbreviated School Day – OAC 210:35-29-2 and 210:35-3-46**
Clinton Public Schools, Custer County
- (b) **Cooperative Agreements for Alternative Education Programs – 70 O.S. § 1210.568**
Pawhuska Public Schools, Osage County
- (c) **Library Media Services – OAC 210:35-5-71 and 210:35-9-71**
Alex Public Schools, Grady County
- (d) Request approval on **exceptions** to State Board of Education Teacher certification regulations to permit issuance of emergency (provisional) certificates – **70 O.S. § 6-187**
- (e) Request approval of an underpayment claim by **Deborah Tiger, Chickasha Public Schools – OAC 210:35-3-4(k)**

- (f) Request approval on an exception to alternative certification requirements by **Conner Burnett, Perkins-Tryon Public Schools – 70 O.S. § 122.3**

Board members thanked Ryan Pieper, Executive Director, Accreditation and his staff for the work in providing waiver application information.

Brad Clark, General Counsel, said individuals were present who requested emergency certification extensions at the November SB meeting subsequent to the date of the LETRS Training or had not completed required training. Applicants included **Bethany Trueblood and Jordan Schmoker, Tulsa Public Schools**.

Board members asked questions and discussed the **emergency certification** requests, Consent Docket 6. (d), state/federal requirements, compliances and July 1 required training; school district documentation, teaching positions/support services; and agency review and clarification of Trueblood documentation.

Mr. Clark advised on voting options to delay the Trueblood vote to later in the agenda; vote on the Schmoker emergency extensions, December emergency certification requests, and the **exception to alternative certification** request, Consent Docket 6.(f) by **Conner Burnett, Perkins-Tryon Public Schools**.

Board member Hernandez moved to approve Consent Docket 6. (a)-(e) and (f) with the exception of the emergency extension request of **Bethany Trueblood**. Board member Flanagan seconded the motion. The motion carried with the following votes: Ms. Hernandez; yes; Mr. Bollenbach, yes; Mr. Flanagan, yes; Mr. Bobek, yes; Ms. Monies, yes; and Superintendent Hofmeister, yes.

LEGAL SERVICES/STATE BOARD OF EDUCATION

Rule Adoption - Approved

Lori Murphy, Assistant General Counsel presented a request to adopt the following rules:

- (1) Title 210. State Department of Education
Chapter 10. School Administration and Instructional Services
Subchapter 13. Student Assessment
210:10-13-25. **Determination of the chronic absenteeism indicator [NEW]**
- (2) Title 210. State Department of Education
Chapter 30. School Facilities and Transportation
Subchapter 5. Transportation
210:30-5-8. **School bus driver certification [AMENDED]**

Board member Bobek moved to approve the adoption of rules request. Board member Bollenbach seconded the motion. The motion carried with the following votes: Ms. Monies, yes; Mr. Bobek, yes; Mr. Flanagan yes; Mr. Bollenbach, yes; Ms. Hernandez, yes; and Superintendent Hofmeister, yes.

Appeal of a Charter School denial by Harlow Creek-Tulsa

Board member Bollenbach moved to return the charter school application to TPS for a decision for a public hearing and decision on the application submitted by Harlow Creek.

Bill Hickman, Attorney representing Harlow Creek Elementary Charter School, said the initial charter school application was submitted March 2019 to Tulsa Public Schools (TPS); May 29, 2019 TPS administrator sent a one page denial letter; and August 21, 2019 TPS denied an amended/revised application. Tulsa Public School Board (TPSB) took no action on the initial or amended application. The TPS Administrator communicated to Scott Pardee, Harlow Creek representative, confirming the application was not recommended for approval and would not be presented to the TPSB per school district policy. A final application denial was received from TPS on August 21, 2019 and no correspondence from the TPSB.

Board members discussed and asked questions regarding application submission date, SBE responsibilities, school district requirements/policy/denial, Charter School Act criteria, statute, compliances; applicant process and reviews; 30-day revised application to TPSB; community support/recommendation

Brad Clark, General Counsel, advised that the TPS policy in conjunction with the Charter School Act does not allow what has been done and it is clear that the written review of each proposal will lead to a written report submitted with the recommendation to the TPSB; and the local school board shall accept or reject the charter school applications.

If the SBE approves or deny, at this time one required criteria has not been met which is there being the support of the community and no public hearings have been held. Secondly, an appeal denial could result with the attorney concluding the matter was not appropriate to be considered before the SBE, and would return to SBE or vice versa if approved. Also, TPS could argue that the matter was not appropriately considered, process not followed and require another review.

It would not be appropriate for the State Board of Education (SBE) to consider and take action on the request from Harlow Creek Elementary today for the reasons discussed, Oklahoma Charter School Act, Section 3-132 and 70 § 5-106 which clearly states the governing body of each local school district is its board of education. Both sections are in conjunction supporting that the application needs approval or denial from the local board of education. Therefore, he did not advise the SBE take action today on the matter. The resubmission review process has started upon the school districts receipt of the rubric, a final revised application submitted within the 30-day statutory timeline; and TPS/TPSB adhere to their policy and meet/take action with the timeline.

Mr. Hickman responded his client would be at risk of having rights prejudiced and no constitutional due process rights honored. The SBE action to return to TPS would force Harlow Creek to file forcible Writ of Mandamus to follow the law/policy. Tulsa Public School Superintendent Gist responded to the rubric and review resubmission 48 hours prior to this meeting, and included additions to the August 21 grounds for denial letter. As previously discussed with SBE General Counsel and Harlow Creek if a fair process could be in place a final revised application will be submitted and TPS adhere to

the 30-day response timeline. If TPS/TPSB takes not action his client would pursue legal action and Harlow Creek will return to the SBE for action.

Mr. Clark said he did converse with Mr. Hickman and TPS General Counsel as Mr. Hickman referenced. Both sides had a deadline of last Thursday to provide materials. The rubrics and evaluations have been provided and a reason to return to the statutory 30-day timeline. The SBE does not have authority to compel a timeline on TPS to accept/review but can recommend their adherence to the statutory timelines.

Mr. Bollenbach amended the motion to encourage TPSB to follow the statutory timelines.

Mr. Clark asked to clarify which timeline in the amended motion.

Board members discussed clarifying TPSB act accordingly upon 30-day of receipt of the revised application after which time the applicant can take appropriate action.

Board member Bollenbach amended the motion that the Harlow Creek Elementary charter school application to the SBE be returned to Tulsa Public School; Harlow Creek Elementary submit a final application to Tulsa Public School and Tulsa Public School Board act upon that application within 30 days of receipt. Board member Monies seconded the motion. The motion carried with the following votes: Ms. Hernandez; yes; Mr. Bollenbach, yes; Mr. Flanagan, yes; Mr. Bobek, yes; Ms. Monies, yes; and Superintendent Hofmeister, yes.

Resolve into Executive Session
pursuant to 25 O.S. §§ 307 (B) (4) (7) and (8) for the
purpose of discussing possible action to issue an emergency order
summarily suspending the teacher certificates and certificate numbers
of **Jeffrey Watts** and **Brandy Foreman** pending an individual proceeding for
revocation or other action - **70 O.S. § 3-104;**
75 O.S. § 314; OAC 210-1-5-6

Resolve into Executive Session
pursuant to 25 O.S. §§ 307 (B) (4) to discuss pending litigation,
Oklahoma Public Charter School Association v.
Oklahoma State Board of Education, in the **District**
Court of Oklahoma County, CV-2017-1330

Resolve into Executive Session
pursuant to 25 O.S. § 307 (B) (4) to discuss pending litigation,
Midwest City-Del City Independent School District #52, et al.,
and Western Heights Independent School District #1-1 v.
Oklahoma State Department of Education, Joy Hofmeister,
State Superintendent of Public Instruction; and Oklahoma
State Board of Education, in the **District Court of Oklahoma County,**
CV-2016-1965 and CJ-2016-4826

Board member Bobek moved to convene into Executive Session at 2:39 p.m. Board member Hernandez seconded the motion: The motion carried with the following votes: Ms. Monies, yes; Mr. Bobek, yes; Mr. Flanagan yes; Mr. Bollenbach, yes; Ms. Hernandez, yes; and Superintendent Hofmeister, yes.

Return to Open Session

Board member Flanagan moved to return to Open Session at 3:25 p.m. Board member Monies seconded the motion. The motion carried with the following votes: Ms. Monies, yes; Mr. Bobek, yes; Mr. Flanagan yes; Mr. Bollenbach, yes; Ms. Hernandez, yes; and Superintendent Hofmeister, yes.

Superintendent Hofmeister said no decisions were made on the matters discussed in the Executive Session.

Brad Clark, General Counsel, Lori Murphy, Assistant General Counsel, and Telana McCullough, Staff Attorney, remained in the Executive Session.

Board member Monies moved to suspend the teacher certificates and certificate numbers of **Jeffrey Watts** and **Brandy Foreman**. Board member Hernandez seconded the motion: The motion carried with the following votes: Ms. Hernandez, yes; Mr. Bollenbach, yes; Mr. Flanagan, yes; Mr. Bobek, yes; Ms. Monies, yes; and Superintendent Hofmeister, yes.

(Board member Hernandez stepped out @ 3:30 p.m.)

CONSENT DOCKET (continued)

- (d) Request approval on **exceptions** to State Board of Education Teacher certification regulations to permit issuance of emergency (provisional) certificates –**70 O.S. § 6-187**

Mr. Clark reminder board members the emergency certification extension request by **Bethany Trueblood-Tulsa Public Schools** was held to verify the additional emergency certification application information was for elementary education and not special education.

Jeff Smith, Executive Director, Teacher Certification, verified Ms. Trueblood's application was for elementary education and not special education or involvement with IEPs. Advised on the process/requirements if she were to be the teacher of record beyond the summer and completion of boot camp.

Board member Flanagan moved to approve the exception extension application request. Board member Bobek seconded the motion. The motion carried with the following votes: Mr. Bollenbach, yes; Mr. Flanagan, yes; Mr. Bobek, yes; Ms. Monies, yes; and Superintendent Hofmeister, yes.

ADJOURNMENT

Board member Monies moved to adjourn the meeting at 3:31 p.m. Board member Bollenbach seconded the motion. Board members unanimously agreed.

The next regular meeting of the State Board of Education will be held on Thursday, January 23, 2020, at 9:30 a.m. The meeting will convene at the State Department of Education-State Board Room, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma.

Joy Hofmeister, Chairperson of the Board

Terrie Cheadle, Chief Executive Secretary