

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**CSP Non-SEA Planning, Program Design, and Implementation (84.282B)**

**CFDA # 84.282B**

**PR/Award # U282B120007**

**Grants.gov Tracking#: GRANT11145946**

OMB No. , Expiration Date:

Closing Date: Jun 06, 2012

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/02/2012"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Lighthouse Academies of Tulsa, Inc."/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-2481410"/>	* c. Organizational DUNS: <input type="text" value="0784241610000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="1661 Worcester Rd Suite 207"/>		
Street2: <input type="text"/>		
* City: <input type="text" value="Framingham"/>		
County/Parish: <input type="text"/>		
* State: <input type="text" value="MA: Massachusetts"/>		
Province: <input type="text"/>		
* Country: <input type="text" value="USA: UNITED STATES"/>		
* Zip / Postal Code: <input type="text" value="01701-5401"/>		
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Tulsa Lighthouse Charter Schoo"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Robert"/>	
Middle Name: <input type="text"/>		
* Last Name: <input type="text" value="Stearns"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="VP of Finance"/>		
Organizational Affiliation: <input type="text" value="Lighthouse Academies Inc."/>		
* Telephone Number: <input type="text" value="508-626-0901 ex244"/>	Fax Number: <input type="text" value="508-626-0905"/>	
* Email: <input type="text" value="bstearns@lighthouse-academies.org"/>		

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

G: Independent School District

Type of Applicant 3: Select Applicant Type:

X: Other (specify)

\* Other (specify):

Charter School

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-041312-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grants to Non-State Educational Agency (Non-SEA): Planning, Program, Design, and Initial Implementation Grants CFDA Number 84.282B

**13. Competition Identification Number:**

84-282B2012-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Tulsa Lighthouse Charter School Implementation Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="282,000.00"/>
* b. Applicant	<input type="text" value="175,000.00"/>
* c. State	<input type="text" value="1,658,000.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="320,000.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,435,000.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Robert Stearns</p>	<p>* TITLE</p> <p>VP Finance</p>
<p>* APPLICANT ORGANIZATION</p> <p>Lighthouse Academies of Tulsa, Inc.</p>	<p>* DATE SUBMITTED</p> <p>06/02/2012</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Lighthouse Academies of Tulsa Inc

\* Street 1: 1661 Worcester Rd Suite 207    \* Street 2: \_\_\_\_\_

\* City: Framingham    \* State: AS: American Samoa    \* Zip: 01701

Congressional District, if known: \_\_\_\_\_

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Department of Education/Office of Innov	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name: none    Middle Name: \_\_\_\_\_

\* Last Name: none    Suffix: \_\_\_\_\_

\* Street 1: \_\_\_\_\_    \* Street 2: \_\_\_\_\_

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

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name: none    Middle Name: \_\_\_\_\_

\* Last Name: none    Suffix: \_\_\_\_\_

\* Street 1: \_\_\_\_\_    \* Street 2: \_\_\_\_\_

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

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Robert Stearns

\* Name: Prefix \_\_\_\_\_ \* First Name: Robert    Middle Name: \_\_\_\_\_  
\* Last Name: Stearns    Suffix: \_\_\_\_\_

Title: VP    Telephone No.: 508-626-0901    Date: 06/02/2012

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B120007

**NOTICE TO ALL APPLICANTS**

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

**Optional - You may attach 1 file to this page.**

GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

## GEPA Statement

Lighthouse Academies of Tulsa, Inc d/b/a Tulsa Lighthouse Charter School (TLCS)

This federally-assisted program will be used to support the acquisition of educational materials and equipment to be used by all the students in this public charter school, TLCS, and funds will also be used to provide professional development activities for its teachers. As TLCS is a public charter school, with an open enrollment policy, and as such is open for all students to enroll without regard to gender, race, national origin, color, disability, or age all students will have access to these federal funds. TLCS also does not discriminate in its hiring practices and requires all teachers to engage in ongoing professional development activities and as such all teachers at the school will have access to the funds designated for professional development.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Lighthouse Academies of Tulsa, Inc.	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Robert"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Stearns"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="VP Finance"/>	
<b>* SIGNATURE:</b> <input type="text" value="Robert Stearns"/>	<b>* DATE:</b> <input type="text" value="06/02/2012"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:   
 Street2:   
 \* City:   
 County:   
 \* State:   
 \* Zip Code:   
 \* Country:

\* Phone Number (give area code) Fax Number (give area code)

Email Address:

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

Add Attachment

Delete Attachment

View Attachment

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## ABSTRACT

**Proposed School and Location:** Lighthouse Academies of Tulsa, Inc d/b/a Tulsa Lighthouse Charter School (TLCS); 105 E 63<sup>rd</sup> St North, Tulsa, OK 74126; Phone (918) 231-4212; Fax (918) 835-8706

**Name and Address of Organization:** Lighthouse Academies Inc., 1661 Worcester Rd, Suite 207, Framingham, MA 01701; Phone (508) 626-0901 x 244; Fax (508) 626-0905

**Project Director and Contact Information:** David Burks, Vice President; Phone (504) 521-7897; email [davidaburks@gmail.com](mailto:davidaburks@gmail.com)

**Tulsa Lighthouse Charter School** will prepare children for college through a rigorous, arts-infused program. This mission was adopted by the Lighthouse Academies of Tulsa, Inc. Board on October 25, 2011. At Lighthouse Academies, we prepare our scholars through rigorous programs that provide them with a foundation that will allow them to succeed in and graduate from college. TLCS will engage students by infusing the arts into all areas of the curriculum and by building a strong school culture. Students are much more likely to achieve at high levels when they care deeply about what they are doing, when they see that academics connect to their own lives, and when they feel emotionally and physically safe to take risks and learn. Within this context, TLCS will use a combination of carefully researched curricula and instructional practices to help all students develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. In addition, by the time TLCS Scholars graduate in 12<sup>th</sup> grade, they will embody the four Lighthouse core competencies: Effective Communication, Self-Direction and Self-Management, Critical Thinking, and Active Community Membership.

As part of the Lighthouse Academies national network, TLCS can share its operational strategies and unique rigorous art-infused model while using only the funding provided by the law. This unique approach allows us to model how to achieve more with the resources already allocated. The impact of our collective efforts will fundamentally change public education in Tulsa and produce specific strategies that can be shared with other interested educators.

## Project Narrative File(s)

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## **Tulsa Lighthouse Charter School Project Narrative**

**Introduction** - The name of the charter school is Lighthouse Academies of Tulsa Inc. d/b/a Tulsa Lighthouse Charter School (TLCS). Its mission to prepare students for college through a rigorous, arts-infused program, was adopted in 2011 by the Lighthouse Academies of Tulsa, Inc, Board of Directors. TLCS will open in August 2012 in an elementary building, which was closed by the Tulsa Public School District. TLCS will initially serve 280 PreK to 4<sup>th</sup> grade students with the plan of adding one grade level per year thereafter until it reaches 8<sup>th</sup> grade with an enrollment exceeding 480 students. TLCS has already submitted its charter application on November 11, 2011, to the state of Oklahoma and is awaiting formal announcement of its charter authorization, expected June 7, 2012. The school's vision is that all students will be taught by highly effective and licensed teachers in a safe and nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and lifelong learning. TLCS will provide an innovative, arts-infused education program, more time on task, a strong school culture, and small school structure. Key elements of our innovative school design are as follows:

**(1) Arts Infusion** - We believe arts infused instruction is a key lever to increase student engagement, and thus, increase student achievement. Arts infusion takes many forms. A teacher may infuse art into a single lesson to give students creative freedom in applying new skills and knowledge, thereby engaging them and reinforcing their learning, or a teacher may create a long-term project based on one or more themes from the core content. In all arts infusion, teachers aim to design lessons and projects in which the creative activity is linked closely with the core content learning objectives. Arts-infusion is integrated into the curriculum in order to support student learning and not for the sake of infusing the arts alone.

**(2) More Time on Task** - We will provide a longer school day (8 hours) from 8:00 to 4:00 daily and longer school year (190 days) with two additional weeks of school per year than the surrounding district. More time on task means more time for our scholars to learn and improve academically.

**(3) School Culture** - Our academic programs will come together with an intentionally designed school culture that makes learning the highest priority in the building, creates a structure that makes hard work the norm, and helps everyone feel safe and respected. To ensure that all students learn the school norms, we will use the Responsive Classroom (RC) model. The RC approach is comprised of six basic components including – morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice time, and assessment and reporting – each of which play a specific role in making each classroom safe and productive.

**(4) Small School** - Lighthouse Academies relies on research showing that small schools give African-American and Hispanic students a better chance at academic success than do large schools. When fully enrolled as a K-12 school, TLCS will have a maximum enrollment of 280 students in the initial Lower Academy serving Pre K – 4<sup>th</sup> grade. We will maintain a 20:1 ratio in Kindergarten and 25:1 in grades 1-8. Indeed, student teacher ratios may often fall *below* 25:1 depending on the number of specialists and support personnel.

**(5) Looping** – This innovative strategy will provide our scholars with teachers staying with students for two years in a row. Research has proven that this technique increases academic achievement gains, builds a safe, structured classroom environment, and builds continuity in expectations and outcomes.

Each of these innovative interventions will be documented and made available for sharing with interested educators. Our rigorous, arts infused academic programs, together with an intentionally designed school culture and more time on task, make learning the highest priority at TLCS and create the structure that makes hard work the norm and helps everyone feel safe and respected.

As a member of the Lighthouse Academies network, TLCS has the opportunity to have support provided from one of the most successful charter management organizations with an experienced national board and leadership team, funding from major foundations, and a significant partnership with Teach For America (TFA). As a result of these partnerships, Lighthouse Academies has made significant academic strides in communities similar in demographics to North Tulsa.

## I. Competitive Preference Priorities

(1) **Improving Achievement and High School Graduation Rates** - The entire focus of the new TLCS is to meet the goal of improving achievement, and not just high school graduation, but acceptance into at least one four –year college. The following chart outlines the Network goals for TLCS, which is a member of the Lighthouse Academies Network. These goals will be monitored and reported upon each year in the Lighthouse Academies Annual Report, as well as in TLCS’ Annual Report.

<b>Lighthouse Academies Network Goal</b>
<b>College Acceptance:</b> 100% of 12 <sup>th</sup> grade students will be accepted to a four-year college.
<b>College Success:</b> Less than 15% of high school graduates attending college will be enrolled in remedial courses in English or math in the first semester of their freshman year.

**High School Graduation<sup>1</sup>:** More than 80% of students enrolled in a Lighthouse Academy in 9<sup>th</sup> grade will graduate within five full years.

This specific focus is infused into the reason for the development of the new school in North Tulsa and is embedded into the overall mission of the organization. Lighthouse Academies has an impressive track record in meeting these goals with their other sites where similar communities of scholars are served. North Tulsa has a need for a high quality education option.

For many of the students in the Tulsa community, college has not been a reality. One high school located where we propose to open TLCS had a graduation rate of a 64.6% in 2009-2010, which is more than 20% lower than the state graduation rate and more than 10% lower than the Tulsa Public School's graduation rate.<sup>2</sup> Our mission is to make college real and attainable for all of our scholars. Our rigorous curricular programs will provide students with the academic, cultural, and social foundation in order to be prepared for college. In addition, college will be a focus that permeates our school culture. All classrooms will be named for colleges and universities. Upper and College Prep Academy students will participate in annual college visits. Students in 7th and 8th grade will also engage in CollegeEd, a collaborative academic and career planning curriculum for students, teachers, and families, designed to empower students with the skills and knowledge to envision their goals and achieve success in higher education.

**(2) Promoting Diversity** - Critical to the overall mission of TLCS is the focus on meeting the needs of students from the community who have not had access to high quality educational opportunities. The reason that the Lighthouse Academies exist, especially TLCS, is due to “... *the staggering achievement gap in America today, resulting from lifetime income inequalities*

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<sup>1</sup> The LHA graduation rate will be calculated in accordance with the new Title I definition for the *extended-year adjusted cohort graduation rate*. A definition can be found at <http://www.ed.gov/print/policy/elsec/reg/proposal/uniform-grad-rate.html>.

<sup>2</sup> <http://apps.sde.state.ok.us/apireports/default.html>

*that significantly affect the quality of life for a disproportionate number of people of color. Only by breaking the cycle of poverty will we truly transform children’s lives”*<sup>3</sup>. The proposed facility in which the TLCS is located is within the 74126 zip code of North Tulsa. We will target this zip code and the surrounding zip codes 74110 and 74115 for student recruitment; however, we will accept applicants from anywhere within Tulsa Public Schools (per the requirements of the Oklahoma Charter Schools Act). We anticipate the target population of the TLCS will be reflective of the current student population within these neighborhoods of North Tulsa, including zip codes 74126, 74110, and 74115. Open enrollment began in February 2012 and included opportunities for interested families to meet with the school leader(s) and learn about the proposed program and mission of the school. Since NTLCS will be housed in the now closed Greeley Elementary school building, we believe that the demographics of NTLCS will be reflective of the past student body, as reported by the Tulsa Public Schools on the 2010 School Report Card including:

Caucasian 8%	Black 87%	Asian 0%	Hispanic 0%	Native American 5%
Students Eligible for Free/Reduced Lunch 100%		Students in Special Education 19.7%		

Based on this demographic data, a specific set of awareness activities were designed to attract the former 147 students who had attended Greeley Elementary School. Applications are provided in English and Spanish, the majority language other than English in the community the school wishes to serve. Translation into other languages will be available as necessary. If families need assistance in completing the application, such support will be provided for them by a staff member at the school.

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<sup>3</sup> quote from Lighthouse Academies website located at <http://www.lighthouse-academies.org/about>

**(3) Improving Productivity** – One of the most significant benefits of its relationship with Lighthouse Academies is the specific support from the national organization. Many of the areas that Lighthouse Academies provides support is based upon their long track record in increasing efficiency in the use of time, staff, money, and other resources, while improving student learning. In fact, Lighthouse Academies (LHA) notes on its website that *“LHA set out to distinguish itself by forming a family of schools that use an arts-infused, K-12 college prep program to generate excellent results while using only the funding provided by law. Our unique approach allows us to achieve more with the resources already allocated”*.<sup>4</sup> This proposal includes specific examples of assistance from LHA in the Management Plan section with an explanation of how, in its unique role, productivity is impacted. These are several specific examples, including:

**Staff:** LHA employs the staff, including hiring, determining compensation and bonus, assigning persons to roles, and terminating.

- **Curriculum:** LHA provides the school with the LHA Curriculum™, which includes curriculum guides for each grade and/or core subject, required materials and assessment systems.
- **Manuals and Handbooks:** LHA provides the school with Operations and Procedure Manuals, a School Culture Guidebook, a Personnel Handbook and a Student and Family Handbook. The Student Handbook will have a section for rules and regulations specific to TLCS and approved by the Board.
- **Evaluation & Assessment:** The LHA Education Team and Regional Vice President help the school create an accountability plan and provides the Board information and data to facilitate the evaluation by the Board of the performance of the principal, the students and the school.

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<sup>4</sup> quote from Lighthouse Academies website located at <http://www.lighthouse-academies.org/about>

- **Operations Assistance and Oversight:** LHA provides day-to-day assistance with and oversight of the implementation of the school’s education and staff development programs.
- **Administrative Support:** LHA provides administrative support including purchasing, financial management and human resources services.

These are just some specific examples of the benefits of the relationship with LHA and the improvement of productivity that occurs in areas of finance, management, and operations. There are also strong results in the areas of professional development, curriculum, instruction and assessment that can be shared with other educators as outcomes from an increased productivity provided from this strong partnership with a nationally recognized charter management organization (CMO).

**Invitational Priority: Serving Students from Persistently Low-Performing Schools**

North Tulsa Lighthouse Charter School is assuming the operations of Greeley Elementary School which was an EC-5 campus in the Tulsa Public Schools. Tulsa Public Schools made the decision to close this low-performing campus. Some of the demographics of the previous Greeley Elementary include the following from the 2010 School Report Card, which includes this data set:

Statistic	Greeley	State	Statistic	Greeley	State
% Native American	5%	19%	Eligible Free Lunch	97%	55%
% Asian	0%	2%	Eligible Reduced	1%	10%
% Hispanic	0%	13%	Teacher/Student Ratio	1:13	1:15
% Black	87%	12%	Median Household	\$23,080	\$34,595
% White	8%	54%	% Adults with College Degree	12%	19%
% Students Scoring Math Satisfactory – 4 <sup>th</sup>	50%	70%	% Students Scoring Reading Satisfactory – 4 <sup>th</sup>	25%	69%
% Students Scoring	70%	72%	% Students Scoring	50%	70%

Math Satisfactory – 5 <sup>th</sup>			Reading Satisfactory – 5th		
% Students Scoring Social Studies Satisfactory – 5 <sup>th</sup>	40%	78%	% Students Scoring Science Satisfactory – 5th	80%	90%
% Students Scoring Writing Satisfactory – 5 <sup>th</sup>	73%	89%	1 <sup>st</sup> -3 <sup>rd</sup> graders Receiving Remediation in Reading	70%	34%
% Students in Special Education	19.7%	14%			

A review of this data indicates that Greeley was failing to provide a high quality education for its students. Greeley was a high-poverty school with a 97% free and reduced lunch rate in 2010. Greeley also met the definition of high needs students with the low academic performance scores where in every area their performance was below the state average and a 70% remediation rate. The percentage of students in Special Education is especially high with 19.7%. The Tulsa Public Schools determined that Lighthouse Academies could rent the school building after its closure of Greeley and reopen the school under the new charter as the TLCS.

## **II. Application Requirements**

### **Quality of Curriculum and Instructional Practices**

The Board of Directors of TLCS is working with Lighthouse Academies, Inc., a national nonprofit charter management organization, to offer a program that will accomplish the following:

(1) **Improve student learning and increase learning opportunities for students.** The mission of Lighthouse Academies is to prepare students for college through a rigorous, art infused program. We believe that arts infusion activates student interest, engages students in learning activities, and can assess students’ understanding of content and concepts. We use

research-based, high quality curricular programs, aligned to state and local standards, to maximize student experiences in each core area.

Combined, the rigorous academic program and arts infusion model help students achieve proficiency on state and federal standards. By setting high mastery and growth goals for our scholars, we typically see over 100 percent fall to spring growth in math and reading every year, based on the Northwest Evaluation Association's Measures of Academic Progress.

Our model also includes arts partnerships, meant to support not only arts infusion in the classroom, but to aid in shaping cultural programming during and after school throughout the year.

**(2) Encourage the use of different and innovative teaching methods and to create new professional opportunities for teacher and administrators** - Lighthouse Academies believes our education program is only as good as the teachers teaching it. Therefore, we invest significant time both before and during the school year to provide intensive professional development opportunities for staff members. At least twenty professional development days are scheduled during the school year, including a national Summit where staff from across our network can share best practices, develop our knowledge and skills, and demonstrate their commitment to lifelong learning. In addition, TCLS will set up its own professional development to encourage collaboration on school-level issues, analyze and interpret data to impact instruction, and build content-knowledge and plan for effective arts infused instruction. This model is set up to encourage innovation and to build teachers' abilities to serve their students in the best ways possible.

A dual leadership design distinguishes our model from others and provides opportunities for teachers and administrators to provide focused instructional support to teachers every day. We

invest resources in every school to create leadership teams that focus on teaching, learning, and student achievement. The principal is the instructional leader of the school and works in coordination with the director(s) of instruction and school culture to implement, support, and assess the educational program.

We also believe in supporting and developing future school leaders within our network. The teacher leader fellow (TLF) program identifies outstanding teachers who express an interest in school leadership. They are mentored by their administrative staff, in addition to providing support to their colleagues in the classroom. This staffing model provides multiple career paths for our employees to grow within their school community and support student achievement from various perspectives.

**(3) Provide additional academic choices for parents and students -** As a public charter school with an arts infused, college-prep focus, Lighthouse Academies offers a unique choice in education for parents and students. TLCS provides this unique programming and seeks to open in North Tulsa, where a similar school does not exist.

## **Lighthouse Academies Education Model**

Lighthouse has established a research-based model that forms the educational offerings at TLCS. This model emphasizes seven essential elements as the foundation of the LHA Education Model to ensure all students are prepared to graduate from college. The core elements of the LHA design which foster high student achievement and success include: 1) college focus; 2) arts infusion; 3) standards-driven rigorous research-based programs; 4) social curriculum and SHINE; 5) data to drive instruction; 6) professional development; and 7) more time on instruction with a longer day and school year.

**(1) College Focus** - Our mission is to make college real and attainable for all of our scholars. Our rigorous curricular programs will provide students with the academic, cultural, and social foundation in order to be prepared for college. In addition, college will be a focus that permeates our school culture. All classrooms will be named for colleges and universities.

**(2) Arts Infusion** - One of the most powerful approaches to teaching that enhances student learning and increases student engagement in education is arts infusion. We believe arts infused instruction is an effective way to activate student interest, engage students in learning activities, and assess students' understanding of content and concepts. Every day at TLCS, we will infuse art activities and techniques into the teaching of all core subjects.

Arts infusion increases student engagement and helps develop a deeper understanding of core concepts, ultimately leading to increased student achievement. We will work collaboratively with local arts partners (AP) and identify a school-based arts infusion specialist to support this element of the design. We believe arts infused instruction is a key lever to increase student engagement, and thus, increase student achievement. Arts infused instruction is:

- **A better way to engage students (activator)**

Research shows that the study of art and music is linked to higher test scores.

- **A better way to teach the research-based curricula (reinforces and extends learning)**  
Teachers and visiting artists plan lessons that include artistic techniques and demonstrations in all subject areas.
- **An alternative way to assess student understanding of content and concepts**  
Teachers use exemplars to facilitate group feedback focused on work products, not students.

The focus on engagement and the arts is particularly effective within the community we will serve. Students who are in need of additional academic support, often lack confidence in the classroom and are less active participants. This limits their ability to learn. Through the use of arts with a focus on presentation and the fact that all students are encouraged to participate, we will increase all students' interaction and thus more effectively serve previously marginalized children.

Studies show that art increases student engagement in education.<sup>5</sup> The act of creating art makes the learning and application of core content less abstract, more personally relevant and inherently, more interesting. Research shows that the arts play a key role in brain development<sup>6,7</sup> and the College Entrance Examination Board reports that students who participate in art do better in academics than other students.<sup>8</sup> Moreover, the arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at-risk of disengaging from school.<sup>9</sup>

NTLCS will partner with local arts partners to infuse art activities and techniques into teaching. The school will partner with organizations like these in order to bring their skills to our

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<sup>5</sup> E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning." Arts Education Partnership. Available at <<http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>>

<sup>6</sup> Sylvester, Robert. "Art for the Brain's Sake." *Educational Leadership*. Volume 56, Number 3. November 1998. Page 32.

<sup>7</sup> Sinatra, R. (1986). "Visual Literacy Connections to Thinking, Reading and Writing." New York: Charles C. Thomas.

<sup>8</sup> See "The College Board, Profile of College-Bound Seniors National Report for 2001, 2002 and 2004" (Located at the web site of the National Association for Music Education, <http://www.menc.org/information/advocate/sat.html>).

<sup>9</sup> *ibid*

students and to help our faculty learn about the resources available in the community in which they teach. These connections with working artists make our education program's foundation in the arts more robust and meaningful than it could be without them. These links also serve as ways to get to know more parents since they help TLCS become a true member of the arts community.

**(3) Standards-Driven, Rigorous Research-Based Program** - The LHA Education model is anchored in Oklahoma's Priority Academic Student Skills (PASS) and the Common Core State Standards (Mathematics, English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects). These standards collectively define what students must master and be able to do at each grade level. High quality research-based curricular programs provide the foundation for school-wide instruction and are the stimulus that we will use to assist scholars in reaching their destination of mastering state learning and Common Core State Standards.

**(4) Social Curriculum/SHINE** - TLCS believes the social curriculum is as important as the academic curriculum. Our academic programs come together with an intentionally designed school culture that makes learning the highest priority in the building, creates the order that makes hard work possible, and helps everyone feel safe and respected. Through our social curriculum we will develop the school culture as well as the individual competencies to be effective communicators, self-managers, critical thinkers, and active community members.

In addition, we believe that there are social skills and character traits that all children need in order to be successful through college and life which contribute to the development of the LHA Core Competencies. These qualities are included in our SHINE character education program: Self-Discipline, Humility, Intelligence, Nobility, and Excellence. To ensure all students develop these qualities and skills, TLCS will use the Responsive Classroom (RC) and

Developmental Designs<sup>11</sup> (DD) approach as the foundation for the social curriculum and school culture.<sup>12</sup>

The Responsive Classroom (RC) and Developmental Designs (DD) approaches are student-centered, research-based methods for teaching students the skills, and not just the rules, to be successful at TLCS, and ultimately, in college and life. RC and DD require the integration of social and academic learning all day, every day. They are based on the belief that the better the relationships in a school, the more successful the students can be, both academically and socially. In *Improving the Odds*, University of Minnesota researchers found that a strong community, clear expectations in a non-punitive atmosphere and interactive, engaging academics support the development of connectedness to schools.<sup>13</sup> In addition, in a study led by University of Virginia's Curry School of Education focusing on the effects of Responsive Classroom in urban schools, researchers concluded that the Responsive Classroom approach is associated with better academic and social outcomes for elementary school children<sup>14</sup>. The RC/DD approach is comprised of six basic components – morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice time, and assessment and reporting – each of which play a specific role in making each classroom and the overall school safe and productive. Well-facilitated and regular advisory periods are associated with reduced dropout rates, the development of a student sense of belonging, and enhanced student-teacher relationships.<sup>15</sup>

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<sup>11</sup> Development Designs formally was known as Development Designs for Middle School. They have subsequently encompassed high schools as well.

<sup>12</sup> See <<http://www.originsonline.org/index.php>> for more information.

<sup>13</sup> Hagedorn, Christopher (2008) *Developmental Designs*. Minneapolis, MN p. 8

<sup>14</sup> Rimm-Kaufman PhD. Sara Social and Academic Learning Study on the Contributions of Responsive Classroom 2006.

<sup>15</sup> Mandy Savitz-Romer, Joie Jager-Hyman, and Ann Coles, "Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success." Pathways to College Network, April (2009).

**(5) Professional Development** - Professional development is a cornerstone of our model as we operate on the principle that we are all learners. We believe the education program is only as good as the teachers teaching it. Therefore, we will invest significant time both before and during the school year to provide intensive professional development opportunities for all staff members. A minimum of twenty professional development days (160 hours) will be scheduled into the school year to address the needs of our teachers and staff to continually develop instructional skills and knowledge and demonstrate our commitment to nothing less than excellence. The emphasis on professional development stems from research that states that “the most effective way to increase the achievement of our students is to improve the quality of teaching” (Sparks and Hirsh, 2000, p.4).

Focusing on professional development over an extended period of time will allow team members to focus on specific strategies, receive feedback on their actions, reflect on areas for growth, and implement newly learned strategies, starting the cycle over once again. Porter et al. (2000) also state that the quality of teacher instruction is intensified through focused professional development that includes reform type professional development (e.g., teacher networks or teacher study groups). Rather than workshop or conference participation, consistency with teachers’ goals, , alignment of instructional materials, student assessments, and policies to professional development, and "collective participation in professional development by a group of teachers or other educators from the same subject, grade, or school” provide a broader base of understanding at the local implementation level, not only for teachers, but also for principals and others who can provide instructional support.

**(6) More Time on Instruction** - Educating our students is urgent work. To ensure that every child masters the work necessary to prepare them for college, TLCS will provide more

time on task. This means a longer school year (190 instructional days) and a longer school day (8 hours). This extended school day and school year will equate to over 450 more hours of instruction for the students at TLCS each year, compared to state guidelines.

In every classroom, there will be a myriad of ways learning will take place. Teachers will employ various instructional methods such as direct instruction and small group instruction. Teachers follow a gradual release of responsibility - “I do, we do, you do” model where the teacher models the learning objective/outcome, then guides students through their practice and finally gives the students the opportunity to try it themselves. This allows students multiple opportunities to see and experience the objective with support from the teacher or a peer.

### **Curriculum**

The LHA Education model is anchored in Oklahoma’s Priority Academic Student Skills (PASS) and the Common Core State Standards (English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects ). The standards are the destination for the year – where we want all of our scholars to arrive. High quality research based curricular programs, including Open Court Reading® /Imagine It!<sup>16</sup>, Readers and Writers Workshop, Saxon Math®, FOSS® Science, and Pearson Core Knowledge® History and Geography, provide the foundation for school-wide instruction. These curricular materials serve as the vehicle which we systematically utilize to assist scholars in mastering Oklahoma’s PASS and the Common Core State Standards

The PreK 4 curriculum, based on the Oklahoma Early Learning Guidelines, will be thematic and developmentally appropriate for students. TLCS will adhere to all rules and regulations related to PreK 4 instruction as outlined by the Oklahoma Department of Education. With a

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<sup>16</sup> Please note that Imagine It! is the revised edition of OCR used in new LHA schools.

lower student-adult ratio (10:1), and a schedule and learning environment structured to meet the needs of 4-yearold students, instruction in PreK 4 classrooms will be structured differently than other grades. The learning environment will be print rich and arranged in learning centers or learning areas (e.g., art center, science center, reading center, dramatic play center, block center). Each center will have a variety of activities for the children, allowing for a wide range of developmental interests and abilities within the same learning space. Through thematic units, PreK 4 instruction will be integrated and taught across all areas of the core curriculum. As a result of the looping structure at TLCS, continuity between the early childhood program and the kindergarten program will be established.

***Reading/Language Arts*** - The foundation of any strong academic program is reading. TLCS will use a research-based program – Open Court/Imagine It! Reading 2009 (OCR/II) – with leveled readers and quality literature in grades PreK 4 through sixth (6<sup>th</sup>) to give all students a base in phonics and the opportunity to read a wide variety of texts. Elementary students will spend at least 120 minutes per day reading and writing. OCR/II is a comprehensive reading program which emphasizes the five components of effective reading instruction: phonological awareness, phonics, vocabulary/word study, fluency, and comprehension. Students read leveled selections that are included with the series. Open Court/Imagine It! has been shown to be effective with all students. Additionally, studies completed in California show that Open Court/Imagine It! has a particularly strong positive effect on students with limited English proficiency.<sup>17</sup> Numerous studies make it clear students who do not read when they enter school benefit from explicit instruction in phonics and phonemic awareness.<sup>18</sup>

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<sup>17</sup> See <<http://www.sraonline.com/download/ocr/testscoresgain.pdf>.>

<sup>18</sup> Foorman, B., Francis, D., Beeler, T., Winikates, D, & Fletcher, J. M. “Early Interventions for Children with Reading Problems: Study Designs and Preliminary Findings.” *Learning Disabilities: A Multi-disciplinary Journal* 8 (1997): 63-71.

Readers and Writers' Workshop in the upper grades provides teachers the framework in which to explicitly teach and model more sophisticated use of cognitive strategies while giving students large amounts of self-directed learning time in which to practice the strategies. This promotes students' ability to master the college readiness standards put forth by the Common Core State Standards Initiative. Workshop balances teacher-centered, explicit instruction with student-centered activities in which students learn to be better readers and writers by actually reading and writing. Readers and Writers Workshop stimulates the development of a classroom community in which students think of themselves as readers and writers, monitor their own understanding and growth, and work collaboratively. Workshop structures support teachers to differentiate instruction, since students have the opportunity to read independently at their independent reading levels and the teacher regularly works with small groups and individual students (Atwell, 1987; Calkins, 1994; Wood, 1999).

***Mathematics*** - Mathematics instruction at TLCS will be highly structured. Teachers will emphasize mastery of concepts through practice over time in order to build a solid mathematics foundation for every child. The school will use the Saxon Mathematics program as the basis for mathematics instruction. Saxon Math presents concepts in carefully sequenced increments, allowing students to be introduced to new concepts in each lesson as well as to practice and review previously introduced concepts. It will take students through algebra by the end of 8th grade and thus prepare them to tackle the college preparatory program in high school. Saxon Math is supported by a large body of research that shows both that its methodology – the spiraling curriculum – is effective and that it leads to better results than other programs. This research also shows that Saxon is particularly effective with low income students of color in

closing the achievement gap.<sup>19</sup> Saxon math has been a successful core curricular program in Lighthouse schools. Students at every grade level will have the opportunity to integrate art into math. For example, a second grade teacher collaborates with the arts infusion specialist to plan a math lesson on two-dimensional shapes, culminating in a project in which they build a city using two and three-dimensional shapes.

**Science** - Science instruction at TLCS will have a strong basis in lab work, exploration, and mastery of specific concepts. To teach the core content topics and scientific method, we will provide all K-8 classrooms with the science kits created by researchers at the University of California, Berkeley, known as the Full Option Science System (FOSS)<sup>20</sup>. FOSS kits provide all materials and instructions a teacher needs to conduct demonstrations and labs in the regular classroom. Teachers will use FOSS' inquiry based approach to teach PASS and the FOSS kits will provide the basis for the curriculum through 8th grade.

**Social Studies** - As students at TLCS work toward Oklahoma standards in Social Studies and the Common Core State Standards for Literacy in History/Social Studies in upper grades, they will use a wide array of monographs, textbooks, stories, videos, web sites, maps, pictures, and other historical sources to study cultures, geography, and social sciences. No highly successful social studies teacher can rely solely on one textbook.<sup>21</sup> As a resource, however, we will make the Pearson Learning History and Geography Series, edited by the founder of the Core Knowledge Foundation, available to all students and teachers in grades K-6. In the Upper Academy, social studies units are designed using the Understanding by Design (UbD) framework and are rooted in state social studies standards and core curriculum. Some content may come from the Core Knowledge sequence; yet it is not the basis for instruction because of

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<sup>19</sup> See <[http://www.saxonpublishers.com/pdf/research/saxon\\_math\\_research.pdf](http://www.saxonpublishers.com/pdf/research/saxon_math_research.pdf)>

<sup>20</sup> More information available at [www.lhsfoss.org](http://www.lhsfoss.org).

<sup>21</sup> "Six Questions to Ask on Back to School Night." *The Thomas B. Fordham Foundation*. Web site text, located at <http://www.edexcellence.net/foundation/publication/publication.cfm?id=319>.

Oklahoma state-specific content standards. For example, while covering a unit on the early civilizations of the Americas, students might create multi-media presentations on the predominant art forms of each civilization they learn about.

**Arts** - At TLCS arts infusion will be evident in every content area. It will be reflected in the pedagogical techniques of the teachers, the assignments students do, and the ways in which feedback on skill and technique is delivered and received across the curriculum.

In addition to the infusion of arts into all core subject matters, all students will also be required to take classes in visual arts taught by an art teacher, who also serves as an arts infusion specialist to support teachers. The visual arts curriculum is based on the state standards. Students will focus on developing skills in painting, drawing, sculpture and other media, developing art literacy (analysis, history, appreciation, etc.) and understanding the cultural, historical and personal context of artistic creation. Students will have opportunities to share their work with the school community as well as the larger community through school displays, town hall meetings and gallery showings.

**Music** - All students will also be required to take music. The Spotlight on Music program produced by Macmillan/McGraw Hill Companies will be the core music program. This comprehensive music program is designed to teach students all aspects of music appreciation, understanding and performance. The curriculum is well suited for TLCS because, in addition to providing a solid foundational music curriculum, it provides opportunities for infusing music into core subjects such as math and social studies.

Each student at TLCS will learn to play at least one instrument prior to graduation. When students first enter the school in grades PreK4 through 2<sup>nd</sup> grade, they will have the opportunity

to experiment with various instruments. Starting in third grade, all students will be given recorders, instruction on playing the recorder and time in school to progress towards proficiency.

***Spanish*** - The Spanish program at TLCS is intended to be an exposure program for our students in Kindergarten through Fourth Grade. The introductory program in the Lower Academy will provide students basic vocabulary through presentation and recitation, activities, songs and games. As such, focus is on listening comprehension, speaking and vocabulary development. A curriculum guide highlighting core vocabulary and objectives is used as a basis of the program.

***Physical Education and Health*** - We will mix non-competitive games with content and activities promoting healthy practices in Physical Education (PE) and Health at all grade levels. TLCS will use the SPARK program<sup>23</sup> to teach physical education. The SPARK program is one of the most thoroughly researched PE program; results indicate not only improved motor skill development and physical fitness but also academic achievement.<sup>24</sup> Teachers in their homerooms will be expected to work with students during morning meeting and at other times throughout the day to incorporate movement and health into the school day.

***Technology*** - College bound students need to be technologically literate to be competitive in the global community. Students need to know how to use technology to access and present information. Educational technology encourages more student activity and interaction with materials. Students at all grade levels at TLCS will have a chance to use technology as a key part of their learning within the classroom. As students are immersed in the core content, they will use technology to communicate, collaborate, explore and research. Explicit instruction will

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<sup>23</sup> For more information go to <http://www.sparkpe.org/programElementaryPE.jsp>

<sup>24</sup> Sallis, J. F., McKenzie, T. L., Rosengard, P. R (2009). Beyond the Stucco Tower: Design, Development, and Dissemination of the SPARK Physical Education Programs. *American Academy of Kinesiology and Physical Education*.

be provided by the classroom teacher to ensure that students understand how to identify, use, and maintain technological components. Technology will be investigated as both a tool for productivity and a force that shapes the global community over time.

***Unit and Lesson Planning*** - Teachers will use Oklahoma's PASS with the Common Core State Standards as the basis of their instructional planning. In addition, the *Lighthouse Academies Curriculum Guides* provide pacing and instructional guidelines which support curricular programming and annual planning.

### **Research-Based Instructional Methods Proven to Assist**

#### **Educationally Disadvantaged Students in Academic Achievement Gains**

**(1) Arts Infusion** - As noted above, one element of our core design is arts infusion. An arts infused school is a place where the arts permeate school culture. Every day, visual arts, movement, music and other forms of creative expression<sup>25</sup> are integral parts of the teaching and learning processes. The TLCS arts infusion model consists of incorporating the arts into academic instruction and daily exposure to master artists and works of art. Arts infusion will fundamentally change the nature of teachers' lessons. Teachers may use arts infusion to *activate*, *engage*, and/or *assess* students in learning activities. These activities will range from single lessons to longer projects developed over the course of an entire unit of material. Successful implementation of an arts infused program will result in student mastery of learning objectives. Arts infusion will provide a means to achieving this mastery, and may also be used as an alternative way to assess students' ability to think critically about the concepts they are studying.

**(2) Workshop (Differentiated Instruction)** - The school will employ a daily workshop structured in both reading and math. The workshop model allows students to experience

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<sup>25</sup> Examples of creative expression include drama, poetry, and speech.

challenge that is appropriate to their current performance level. The workshop model also allows the teacher to focus on a specific set of learners each day and provide small group instruction. In both the Lower and Upper Academies, teachers use current student achievement data (NWEA, curricular assessments, student work samples etc.) to determine key curricular objectives and standards with which students need further practice to reach mastery. Further, in Upper Academy, teachers can be observed leading a reader's and/or writer's workshop. Upper Academy teachers use Understanding by Design (UbD) for planning that is focused on "teaching for understanding." The emphasis of UbD is on "backward design" or the practice of examining learning outcomes in order to design curricular units, performance assessments, and classroom instruction. The combination of these two methodologies allows teachers to focus on a key set of skills/concepts during a mini-lesson and then provides opportunities for students to apply their learnings individually.

**(3) Blackboard Configuration** - The configuration provides a set structure across classrooms by allowing students to know what they will learn in each class. When clearly written and consistently utilized, students know exactly what to expect from the first moment in class and can use it as a road map for the rest of class. The Blackboard configuration is updated each day prior to the students entering the room. Through this effort, we model organization and preparation which sends a strong message to our scholars about our commitment to their learning. When consistently practiced, the blackboard configuration<sup>26</sup>:

- strengthens teachers' planning and pacing skills;
- standardizes expectations across the school;
- provides students with an example of how to organize and plan;
- increases student achievement and engagement

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<sup>26</sup> Charter Schools of Indiana Resource - Leadership

- provides school leaders with a management tool for short, daily observations of classes.

The BBC is written to answer the question: “What do I want my students to know and be able to do by the end of class?”

**(4) Heterogeneous Grouping** - All core instruction within the Lower and Upper Academies will take place in heterogeneous classrooms. Specific needs-based instruction occurs in addition to the core programming. Occasionally, an exception is made. For example, Upper Academy students in the reading intervention class may receive this support in addition to the core program.

**(5) Looping** - Looping is an instructional strategy which will be used at TLCS to foster relationship building between students and teachers and to provide a stable and predictable environment for students. Beginning in first grade, students will spend two years with their teacher. Through looping, teachers can develop a deeper understanding of students’ learning styles and needs, better understand the needs and expectations of families regarding their children’s education, and approach the curriculum in more depth, knowing that there is more time to help students make connections.<sup>27</sup> Building strong, trusting relationships in a safe environment is critical for student success in school. Students who feel connected to school and the people in them are the ones who are best able to respond to the challenges of academic life.<sup>28</sup> Beyond the intrinsic value of reducing the time students spend getting to know their teachers, there is a wealth of research that supports the positive effects of looping or multi-year assignments in the classroom. The available literature on looping is replete with its benefits. Students change from one grade to the next with a minimum of anxiety (Grant & Johnson, 1995).

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<sup>27</sup> Grant, Jim; Johnson, Bob, and Richardson, Irv. *The Looping Handbook: Teachers and Students Progressing Together*. Crystal Springs Books 1996

<sup>28</sup> Hagedorn, Chris (2008) *Developmental Design*. Minneapolis, MN p.8

Looping provides children with additional time to build the relationships on which much of children's learning depends (Checkley, 1995; Haslinger, Kelly, & O'Lare, 1996; Lincoln, 1997; Shepro, 1995). Looping can turn parents into supporters and promotes stronger bonding between parents and teachers (National School Public Relations Association, 1995; Shepro, 1995). Looping essentially adds an extra month of teaching/learning time during the second year when the typical transitional period at the beginning of the year is virtually unnecessary (Hanson, 1995; Burke, 1996).<sup>29</sup> The table below shows the looping structure for TLCS.

Academy	Looping Teams
Lower Academy	Pre K 4 - Kindergarten
	Grades 1-2
	Grades 3-4
Upper Academy	Grades 5-6
	Grades 7-8

**(6) Teaming** - Teaming improves school climate and helps prevent teacher isolation. By encouraging teachers to collaborate in teams, there are increased teacher perceptions of efficacy in relation to students.<sup>30</sup> TLCS believes in the power of collaboration among faculty. Teachers in Kindergarten through grade four work collaboratively in grade level teams. Weekly grade level team meetings are set up to provide opportunities for teachers to work together to plan and implement the curriculum as well as analyze student data on a regular basis.

**(7) Response to Intervention for At-Risk Students** - NTLCS will implement Response to Intervention (RtI) as our method to identify students who are under performing. RtI provides early academic intervention, frequent progress monitoring, and researched-based interventions. RtI is a system of tiered interventions for students who are not meeting standards. Tier 1 is

<sup>29</sup>Burke, Daniel L. "Looping: Adding Time, Strengthening Relationships." ERIC Clearinghouse on Elementary & Early Childhood Education. 1997. Champaign IL. (ERIC Document Reproduction Service No. ED414098)

<sup>30</sup> [Smith, S.C., & Scott, J.J. (1990). *The collaborative school: A work environment for effective instruction*. Eugene, OR: ERIC Clearinghouse on Educational Management, and Reston, VA: National Association of Secondary School Principals; Johnson, D.W., & Johnson, R.T. (1987).

universal intervention or an agreed upon set of interventions for all students that are employed to assist with learning differences that are represented in every classroom. If students do not demonstrate adequate progress as a result of these interventions, they are moved to Tier 2. In Tier 2, students receive more intensified interventions with a course of pre-established check points to determine if progress is being made. If progress is not demonstrated, students are then moved to Tier 3. In Tier 3, interventions will be very intense and they will likely include increased instructional time. Again, the student will be provided progress benchmarks and check-ins at regular 6-8 week intervals using a pre-determined assessment. If progress is not made, it will be recommended that the student may need additional support as a result of a special learning need and should be referred to special education. If progress is made, a committee will ascertain whether or not the student can be successful if the intensive supports are gradually reduced. The ultimate goal is to assess whether or not the student can be placed on a different learning trajectory and be independently successful without intensive supports. Tier 1 and Tier 2 programs may include, but are not limited to, Recipe for Reading, Great Leaps, Imagine It! Reading Intervention Guide, Corrective Reading, Reading A –Z, and Investigations (math). Year to year, the choice of programs may vary based on the need of the school and the training of the general and special educators providing the interventions. Data will be gathered and analyzed to assess all students every eight weeks using DIBELS assessments in reading and math. The Intervention Team triangulates the data from DIBELS with performance on the Oklahoma Assessment Program Grade Level Assessments, NWEA, Corrective Reading assessments and classroom assessments to determine whether a student should remain in their current tier of services, receive intervention services as part of the general classroom setting or

increase intervention to a higher tier of services. Throughout this process, the school keeps parents informed and involved in decision-making.

**(8) Transportation** - To ensure that as many eligible and interested students as possible have access to TLCS, the school has plans to offer limited transportation services to students, based on distance from the school along with other factors such as proximity to main public transportation. To achieve the greatest cost and operational efficiencies while also properly distributing risk, TLCS will contract with an established school bussing/transportation company in the Tulsa area or the Tulsa Public Schools to provide transportation for students who live more than 1.5 miles from the school or closer should safety issues require.

**(9) TLCS's recruitment and admissions policies** - and plans work together to support our mission of preparing students for college, as we are open to all students with particular emphasis on those who have not had the opportunity to excel academically. The recruitment efforts will reach these students, in particular, so that they may apply for admission in our rigorous program.

**(10) Addressing Individuals with Disabilities Act** – TLCS will employ a certified special education coordinator and staff which will include special education teachers, aides and a social worker. The staff of TLCS will come together because they share one vital, common belief: all students, regardless of family background, income, race, religion, sex, or health, can and will learn. This core belief includes students with disabilities. To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA) and its reauthorizations, TLCS will educate students with disabilities in the least restrictive environment, with their non-disabled peers. Special classes, separate schooling or other pull out services will occur only if the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily with the

use of supplementary aides and services. For inclusion to be effective it must incorporate all of the supports necessary for the child to have access to the core curriculum or to a modification of it. The special education staff will work collaboratively with the individual classroom teachers to coordinate curricular objectives, introduce and monitor modifications and accommodations, and to identify alternative teaching strategies. Kochhar, West, and Taymans (2000) draw from the research to conclude that the benefits of inclusion across grade levels far outweigh the difficulties inclusion presents. For example, they conclude that for students with disabilities, inclusion:

- promotes appropriate social behavior because of higher expectations in the general education classroom;
- promotes levels of achievement equal to or greater than those achieved in self-contained classrooms;
- offers a web of peer support; and
- improves the ability of students and teachers to adapt to different teaching and learning.

To the maximum extent appropriate, students with disabilities will also be expected to participate in, and where appropriate, receive credit for, non-academic, extracurricular and ancillary programs, and activities with all other students. We will use many of the techniques of school-based problem solving. We believe that we can address many learning issues by building in supports for students, such as daily reports on student work completion or behavior, homework contracts, and collaboration between instructional staff. Such work will help to align our service delivery by making classroom teachers active participants in determining and providing services to their students, and by allowing teachers to address more individual needs within the context of classroom activities and teaching practices.

TLCS will implement a tiered strategy for serving students with special needs. The school will provide resource help with two special education teachers, one of whom who will be able to serve as coordinator. For the more intensive services such as long-term physical therapy, TLCS will look to work with third-party contractors to meet the needs listed in IEPs. The school will continue to reassess its special education methods and strategies and a more definitive strategy for meeting the needs of students with disabilities will be developed after the specific needs of these students are identified. We have established a surplus in the budget for needs that arise once students are enrolled.

Special transportation will be provided when necessary for students with disabilities. As per state and federal laws and regulations, all personnel directly involved in providing transportation of students with disabilities will have training regarding the needs of students with disabilities.

**(11) Student Support Team** - The Student Support Team (SST) is another method we will use to identify students with special needs. While RtI use an academic measure to identify students who are showing early signs of academic difficulties, the SST is a method to take a more holistic approach in supporting students who need something different from the general education plan offered. If a scholar still has difficulties over a prolonged period of time, the student may be formally evaluated with parental consent and may get additional supports, in the form of an IEP or 504.

**(12) English Language Learners** - TLCS will serve any and all students with limited English proficiency (English Language Learners or ELLs) using structured English language immersion so they achieve proficiency in the English language as quickly as possible. The school shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974.

TLCS will ensure that ELLs are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. ELLs will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to the extent possible to encourage participation in the school by all members of the TLCS community. Parental outreach may also be conducted through home visit by a school official and an interpreter. TLCS will use the following process for identifying students who are ELL students as follows:

- a) A Home Language Survey will be used to screen all new enrollees in the school for potential limited English proficiency;
- b) If the student's home language is one other than English, school staff shall conduct an informal interview in the family's native language and English;
- c) If the student's family speaks a language other than English at home according to the Home Language Survey, the school will administer the W-APT<sup>31</sup>, an ELL screening assessment. If the student scores below the established cut-off point on that test, the student is classified as an ELL student. If the student scores above the established cut-off point on the written test, the student is determined not to be an ELL student. PreK 4 students will complete the Oklahoma PreK English Language Learners Screening.
- d) Once ELL students are identified, the ELL teacher/coordinator at TLCS and a translator will hold an annual meeting with parents of ELL students. The purpose of the meeting is to make parents aware of the following: (1) their child's status as an ELL student, (2)

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<sup>31</sup> WIDA ACCESS Placement Test

ELL student programs available in the Tulsa community, and (3) ELL student programs at TLCS.

- e) The ELL coordinator/teacher at TLCS will then provide services to the student to meet his/her needs in developing English language proficiency.
- f) The school will directly provide or make referrals to any additional support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. The school is prepared to address the needs of students who are struggling with the structured English immersion program by providing pull-out instruction and/or push-in services, depending on the needs of the particular student.

### **Assessing Achievement**

**Objectives for TLCS** – Tulsa Lighthouse Charter School was established to increase high quality educational opportunities for families, students, and education professionals. TLCS has established a set of four specific instructional goals for the campus which are related to the overall goals of LHA. These goals include:

- NTLCS will make AYP.
- State Proficiency Cohort: 75% or more of students who enter TLCS school no later grade 4 and have been at TLCS for at least three full years will score “proficient/passing” or higher on their state-specific assessments.
- For students that have been at the school for three full years or more, the number of students at or beyond the national median percentile in reading and math will increase by

at least 10 percent of the grade level cohort each year on Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) Assessment.

- Each year, students in grades K-8 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in reading and math as measured by NWEA MAP in reading.

**Data Drives Instruction** - TLCS has established procedures to measure student learning using a variety of innovative forms of data collection. We take measuring student learning seriously in order to set high expectations that will lead to significant academic results. In every Lighthouse charter school, data from assessments and teacher observations drive instruction in the classroom. It is critical that we have a solid understanding of what each student knows, what each student is able to do, and each student's learning style and pace. Our research indicates that schools that achieve significant improvements in achievement provide frequent performance feedback to students. Through the use of varied standardized and curricular assessments, teachers are well informed on the instructional priorities of each student. All students are assessed during the first weeks of school to determine baseline data that guides planning and instruction. Assessments throughout the year – both curricular and standardized – are utilized to monitor individual student and classroom progress.

The benefits of using assessments to drive instructional decisions at the school and classroom level are well known and widespread. In *90-90-90 Schools: A Case Study*, Douglas Reeves identifies the focus on student data from frequent assessments as a key characteristic of schools with high performance and high poverty and minority populations. In order for a teacher to meet the needs of each individual student, it is critical for a teacher to have a clear picture of what the student knows and does not know. Reeves study concludes that schools which achieved

significant academic improvements provided frequent performance feedback to students.<sup>32</sup> In addition, research shows that frequent assessments and timely data ensure teachers are planning and teaching strategically.<sup>33</sup> This is why students at TLCS will be assessed regularly and will receive ongoing feedback on their progress. TLCS will comply with federal Adequate Yearly Progress (AYP) requirements as contained in the No Child Left Behind Act and will comply with the Oklahoma, federal, state, and district assessment measures. TLCS will annually administer, at each required grade level, Oklahoma Core Curriculum Tests (OCCT). Assessments shall be administered and reported in accordance with the Oklahoma's Annual Assessment Calendar for each school year of the charter. TLCS will design and execute its programs to meet all of the educational goals and expectations in the Oklahoma State statutes. In addition to the Oklahoma State Assessments, the school will utilize the following measures to monitor student progress:

(1) **NWEA Measures of Academic Progress (MAP)** testing will be completed by all students to measure progress over the course of a year as well as from year to year. NWEA tests are state-aligned, computerized, adaptive assessments that provide immediate results about students' reading, language, math and science achievement. These assessments will be given three times a year and serve as a standardized interim assessment for reading, language arts, and math.. Results are defined by a child's RIT score (the Rasch unit; a raw number tied to an equal interval scale designed by a Danish mathematician, Georg Rasch, that uses individual item difficulty values to estimate student achievement), percentile rank (a normative measure allowing comparison of a child's performance to that of his/her national peer group), as well as

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<sup>32</sup> Reeves, Douglas. Accountability in Action: A Blueprint for Learning Organizations (2<sup>nd</sup> ed.). Denver, CO: Advanced Learning Centers, Inc., 2000.

<sup>33</sup> Datnow, A., Park, V. & Wohlstetter, P. "[Achieving with Data: How High-Performing School Systems Use Data to Improve Instruction for Elementary Students](#)." Los Angeles: Center on Educational Governance, University of Southern California, 2007.

reading Lexile level. Results are generated the day after testing and are used for setting ambitious goals and determining each student's zone of proximal development<sup>34</sup>.

(2) **Curricular assessments** in reading and math will be administered per the curricular programs (typically weekly); teachers will document the results through weekly curriculum tracking sheets and will take action based on these results to create groupings for instruction, map out reteaching lessons, gather/create differentiated homework assignments, select skills to focus the daily Do Now's and identify tutoring needs.

(3) **Regular review of authentic student work** will occur as a grade level or vertical team, using an agreed upon rubric. These reviews of student work will serve as a forum for norming purposes and for sharing of best instructional practices. Students may also have a chance to present their work more formally at exhibitions or town hall meetings.

(4) **Lighthouse Academies Network Writing Assessment** data will be reviewed in the fall, winter, and spring to monitor student writing progress across grades and the school. This will be utilized to not only inform individual student needs, but also classroom, grade, and school-wide areas of focus for writing instruction.

(5) **Dynamic Indicators for Beginning Literacy Skills (DIBELS)** will be used for fall, winter, and spring benchmarks in literacy development in K-3, as well as a progress monitoring tool to track student growth. Progress monitoring may occur weekly or bi-weekly on an ongoing basis.

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<sup>34</sup> NWEA assessments are designed to determine Vygotsky's Zone of Proximal Development for each child in order to identify what the child can do independently and what the child can do with assistance. This information is used to group students and design lessons at the appropriate entry point for each scholar.

(6) **mCLASS Circle** is a Pre Kindergarten assessment that provides language and literacy screening, as well as baseline data for language, literacy, and mathematics. Baseline data are collected in August and administered every eight weeks.

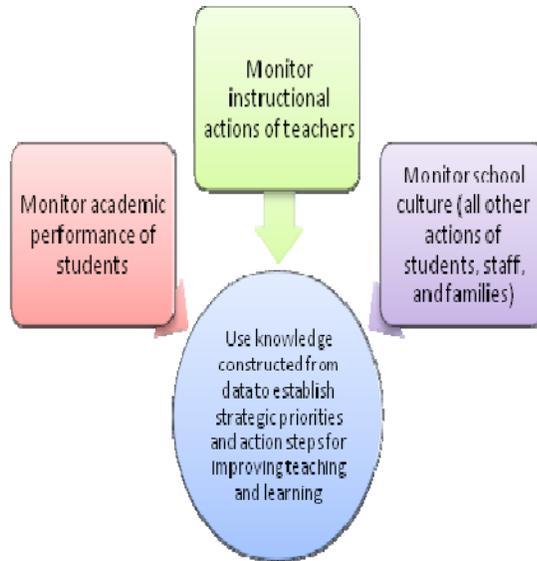
(7) **Lighthouse Academies End of Course Assessments** will be given for each course. This will be utilized to monitor overall student proficiency with course content and mastery of course objectives.

(8) **Homework** will be reviewed to provide data points to teachers about student learning needs. Daily monitoring for completion and accuracy, as well as reteaching based on common errors will occur as needed.

**TLCS** will use data from internal and external assessments as the primary tool to assess the progress of the school and to drive instructional decisions and resource allocation. The director of instruction (DOI) and principal will regularly observe classrooms, facilitate data collection and analysis, and use this knowledge to make tactical decisions responding to a school-wide problem evident from the data. The graphic below illustrates, in highly summarized form, how these actions fit together.<sup>35</sup>

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<sup>35</sup> When monitoring instructional actions of teachers, the DOI focuses on coaching and supporting teachers to continuously improve their instruction; the principal's role also includes a formal evaluation component.



The ongoing collection of student achievement data through formal and informal assessments in all subjects will be used by teachers and administrative staff to drive the instructional program. Assessment data will be tracked and regularly monitored by teachers to allow them to tailor instruction to the needs of the class and of individual students. Teachers and leaders will use data management systems (*PowerTeacher* and *Pearson Inform*) to track student data.

### **Community Support for Application**

TLCS has received major support from residents, community members and organizations, all of whom collectively believe TLCS will benefit the community. The founding group represents a wide range of experience in education, business nonprofit management, and community development. The steps taken by the Board to ensure that the governing board represents a well-balanced group include:

- Recruiting community members from different sectors of the work environment;
- Ensuring multiple races and ethnicities are represented in the board; and
- Involving as many different community groups as seem reasonable and relevant.

The founding board members' names and contact information are listed in the table below.

Board Member	Address	Phone Number
Felicia Collins Correira	1910 S. Lewis Ave.	918.587.2100
Steven Dow	4606 S. Garnett Rd., Suite 100	918.382.3200
Diane Murphy	5311 South 122 <sup>nd</sup> East Ave.	918.317.4100
Amber Tait	2210 South Main	918.584.3333
Annie Koppel Van Hanken	7030 S. Yale, Suite 600	918.392.1612
Andrea Murrell	3202 N. Birmingham Ave	918.954.1545

The current Board includes education and community leaders representing organizations that work closely with Tulsa Public Schools and the North Tulsa community. Each board member has a connection to local education and has experience working with school leaders, teachers, and students. The daily work and community involvement of Board members reflect their belief that every child must have access to a high quality education. The resumes and references for each founding group member are included in **Appendix A**. All current and prospective board members will undergo a complete criminal background check including child abuse registry checks with satisfactory completion as a condition of service.

**Board Recruitment** - The Board was self-formed by a group of citizens who are residents of Tulsa for the purpose of incorporating an entity to open North Tulsa Lighthouse Charter School. The Board is currently in the process of recruiting additional community members. In addition, once the school is open the Board will allow one or more parents to self-nominate to serve on the Board for a one year term. This process will be repeated annually. The addition of parent board members will underscore the value the Board places on parent involvement.

An effective Board of Directors is essential to the success of the school at every step. In addition to the expertise, skills, knowledge, and relationships that the directors bring to the school, the directors must possess the right personal characteristics and attitudes for the job. The founding Board of the TLCS will be serving terms through the opening of the school. In addition to planning for the opening of the school, the board has established a set of bylaws to guide its current and future work..

### **Parental and Community Involvement**

Through the work of its principal and the Lighthouse Academies regional vice president, TLCS will take the measures below, among others, to ensure that students representative of the school's local community are recruited. TLCS will provide translation services for all promotional materials and any person-to-person interaction requiring an English translation for any language that is necessary to inform the community. The school will conduct the following outreach activities:

- Post flyers and notices in local newspapers, supermarkets, communities of faith, community centers, and apartment complexes;
- Conduct open houses at public and private elementary schools, after-school programs and youth centers;
- Visit local organizations in surrounding neighborhoods;
- Canvass neighborhoods to further reach interested families.

**Parent Survey** - Lighthouse Academies highly values parent engagement and has set a specific performance goal to examine family satisfaction. The Board will conduct an annual parent satisfaction survey. The survey will be one of the factors used to evaluate the school's success and the principal's performance.

<b>Performance Goal</b>	Each year families will express overall satisfaction with the school based on the Lighthouse Family Survey in which the school will receive an overall rating of good or excellent with a survey return rate of 75% or higher.
<b>Rationale</b>	As a public school of choice, the satisfaction of the families and students we serve is invaluable. TLCS must meet the needs and expectations of our families in order to ensure the family-school partnership is strong to have the biggest impact on students as well as to ensure enrollment is stable.
<b>Assessment</b>	North Tulsa Lighthouse Charter School Family Survey will be administered at least once annually at the third quarter Student-Family-Teacher Conferences.
<b>Data</b>	Spring 2013 will be the first administration of the TLCS Family Survey.

In addition to the founding Board members, LHA has partnered with Teach for America (TFA) Tulsa and assembled a transition team that is working directly with Lighthouse Academies on all TLCS start up activities including community outreach, curriculum alignment, student recruitment, and local operations. This team consists of:

Jackie Anderson	1st Grade Teacher: Burroughs Elementary, TPS
Lane Clegg	Kindergarten Teacher: Hamilton Elementary, TPS
Erin Davis	3rd Grade Teacher: Celia Clinton Elementary, TPS
Joe deGuzman	6th Grade Teacher: Jackson Elementary, TPS
Tera Hering	SPED Math Teacher: Webster Senior High, TPS
Lily Hlavacek	Pre Kindergarten Teacher: Gilcrease Elementary, TPS
Brittany Hurd	7th Grade Math Teacher: KIPP-Tulsa, TPS
Lauren Milam	SPED Teacher: Skelly Elementary School, TPS
Mary Jean O'Malley	Transition Team Coordinator: Lighthouse Academies of Tulsa
Angie Schlosser	Pre-K Teacher: Frost, Community Action Project
Courtney Selking	Physical Education Teacher: Owen Elementary, TPS
Alison Templeton	Kindergarten Teacher: Whitman Elementary, TPS
Zach Usmani	Kindergarten Teacher: Mitchell Elementary, TPS
Chelsea Vanacore	New Teacher Coach: Community Action Project
Molly West	SPED Teacher: Lewis and Clark Elementary, TPS

**Letters of support** are included in **Appendix B**. These include support from these community partners – 1) Arts and Humanities Council of Tulsa; 2) Teach For America – Oklahoma; 3) Educare; 4) George Kaiser Family Foundation; 5) Tulsa Community Foundation; 6) YMCA Tulsa; 7) Tulsa Metro Chamber; and 8) Antioch Baptist Church. We have conducted community outreach activities to support the opening of TLCS and a signed petition is attached in **Appendix C**.

**Awareness of Charter and Recruitment Process** –TLCS will not offer preferences in admissions to children of particular needs or abilities. We will ensure that our marketing efforts give students with special needs and those whose first language is not English every opportunity to enroll in the school. TLCS will not offer preferences in admissions to children of particular needs or abilities. We will ensure that our marketing efforts give students with special needs and those whose first language is not English every opportunity to enroll in the school. In accordance with state and federal laws, no student will be denied admission to TLCS based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. The school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

In the event that more students apply to the school than can be accommodated under the terms of the charter, then a lottery will take place. Applications received after the deadline will be placed on the waiting list in the order received. The lottery will take place in the evening and is open to the public. Notices will be given to all applicants and otherwise posted in order to ensure the community knows when and where the lottery will occur. Once all applicants who

live in the district are admitted or listed on the wait list then transfer students will be accepted through the same procedure. The waiting list will be maintained throughout the school year.

### **Quality of Project Personnel**

A school level organizational chart is included in **Appendix D**. In the first year of operation, the school will hire the following key managerial and operational personnel: one (1) principal, one (1) director of instruction (DOI), one (1) office/business manager, and one (1) family coordinator. In subsequent years, a director of school culture, additional directors of instruction, and administrative support staff, (e.g. additional administrative assistants or food service workers) will also be added based on need. The school leader may also choose to hire a Teacher Leader Fellow (TLF) in year 2 of the school or beyond. TLFs are lead teachers who take on a leadership role in certain areas or with discrete projects. TLFs are teachers with strong track records who are interested in pursuing school leadership. They work closely with the school leadership team to build their capacity as school leaders while also adding value to the school as a whole.

The Board has contracted with Lighthouse Academies to provide business and education services. Lighthouse Academies will provide a Regional Vice President to support the school and supervise the school principal. Lighthouse Academies will contract with a local accounting firm to provide accounting services to the school. To insure appropriate controls, the Board will contract with an independent auditor to conduct an annual audit. The search for a regional vice president and principal has been completed and their resumes are included in **Appendix E – Vice President** and **Appendix F - Principal**.

***Day to Day Roles and Responsibilities*** - The administrative team has very distinct and specific roles and responsibilities to ensure the seamless operations of the school.

***Regional Vice President*** - The regional vice president (VP), David Burks, will work closely with the school principal as a leadership coach and oversee the operations of the school. The VP's responsibility will be to ensure the school principal is effectively planning and executing leadership in the key areas of the principal's Vision of Excellence (the VP position description is included in **Appendix E**) – including both instructional and operational leadership. The VP will work with the principal through regular check-ins, observations and debriefs of key activities (e.g., staff meetings, teacher evaluation meetings, etc.), regular classroom walkthroughs and by leading or facilitating explicit professional development with the principal (e.g. book readings, external professional development, data review sessions, long term planning sessions).

VP responsibilities include monitoring the implementation of operational systems, procedures, internal controls, and the LHA education model. The VP will be the liaison between, and collaborate with the Lighthouse Academies design/support teams and the school-based team leading. This includes working collaboratively with the principal and Lighthouse Academies finance team in developing and monitoring school budgets. The VP is a leadership mentor and will develop school leaders (e.g., principal and director of instruction) through targeted coaching, review data with school leadership teams in relation to school, cluster, and network goals and oversee principal management of and assist with the daily operations of schools. The VP also serves as the liaison with the state and local education departments and meets with staff, parents and others on school issues as may be required. The VP will work to recruit and select school leaders in collaboration with the TLCS Board and will evaluate the principal annually.

***Principal*** - Jamila MacArthur is the principal of TLCS. She will be an instructional, operational, and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The principal will be responsible for demonstrating significant and measurable academic gains each year with all students. Principal responsibilities in serving as instructional leader, include collaborating closely with the Director of Instruction to determine professional development needs of the school to meet all network and school related goals and meet the individual needs of staff members (both instructional and non-instructional). Principals will assist and guide them with the development of the Individual Professional Development Plan and evaluate progress toward individual and school goals. The principal will be responsible for the monitoring and managing school culture and operations to ensure a safe, orderly and conducive learning environment is established and maintained. The principal will work with the Lighthouse Academies recruitment team to recruit and select all instructional staff and is responsible for evaluating both instructional and administrative support staff annually. A complete outline of the responsibilities of the principal can be found in the principal position description, resume, and Vision of Excellence (VOE) which can be found in **Appendix F**.

***Directors of Instruction-*** The director of instruction (DOI) will be the instructional coach of the school. The DOI will work daily with all instructional staff on the planning, implementation, and evaluation of a rigorous arts-infused program. The DOI will conduct learning walks, observe classrooms, lead grade level meetings, and provide feedback to instructional staff to support teachers to constantly hone their skills and work on moving the school closer to the terms of its charter as they complete necessary work. The DOI will also work closely with all student data from internal and external assessments in order to help plan future training or

curriculum modifications. A complete outline of the responsibilities of the DOI can be found in the Director of Instruction position description in **Appendix G**.

*Office Manager* - The office manager (OM) will be more than operational managers and administrative support. The office manager will work to create and enhance a culture of achievement and respect where high expectations and results are the norm. The essential functions for our office managers are administrative and operational support, as well as family and community relations. The OM will support the operational management by ensuring all operational policies and procedures are executed effectively. Responsibilities include but are not limited to maintaining student information data (and data management systems); human resource data; management of payroll and payroll systems, as well as record keeping such as managing invoices, cash management, and procurement of supplies and resources necessary for operations. The OM will capture and organize key school data for creation and completion of all district, state and network reports as needed. The OM will also support student recruitment and ongoing communication with families in collaboration with the administrative team.

*Family Coordinator* - The family coordinator (FC) will work collaboratively with the school leadership and staff to create and enhance school culture through developing and fostering ongoing family communication and partnerships. The FC will develop and manage programs to increase family involvement in the education program, including a parent resource center; communicate with families about academic and behavioral expectations for students, including policies and program available as well as work with the leadership team to create varied opportunities for parents to volunteer within the school. FCs will also assist administrative staff with achieving high student attendance including tracking attendance data,

calling families, and conducting home visits as needed. The FC also works with the leadership team to design and implement student recruitment plans.

**Qualifications** - Overall, the school will seek staff members who are committed to, and relentless in, the pursuit to close the achievement gap and provide opportunities for students who have had little educational opportunity. In looking at specific attributes, Lighthouse Academies has summarized these into what we have termed the six essential qualities when recruiting and hiring school leaders and instructional support staff. These six essential qualities are:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values,
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment,
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement,
- Reflective, self-aware and adaptable to communication and work styles of others,
- Critical thinker and problem solver who takes initiative, and
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families, and students.

### **Hiring Policies and Procedures**

All school employees will embody the six essential qualities as outlined above, as well as these additional attributes and experiences:

- Experience in urban education;
- Evidence of closing the achievement gap;
- Experience or interest in arts infusion;
- Desire to build strong relationships with students and their families; and
- Are data-driven and results-driven.

The specific qualifications of school leaders (principal and director of instruction) include:

- At least five years of teaching experience;
- Three to five years in education administrative role or instructional leadership; and
- Master's degree in field of education, preferably administration.

The hiring team will employ a rigorous interview and hiring protocol for school leaders. The regional vice president will work closely with the Lighthouse Academies director of recruitment to develop a pool of candidates. At the beginning of the selection process, the Lighthouse Academies Recruitment Team will conduct resume reviews in an effort to identify candidates who embody the desired essential qualities, attributes, and qualifications. With a pool of candidates assembled, they will conduct a phone interview designed to verify whether the candidate fits the profile outlined above. Candidates who advance are invited to meet with the board for the in-person interview process that will include preparation and presentation of a model lesson, lesson reflection, and feedback session, presentation of track record of closing the achievement gap and a formal interview with a team. The Board of Directors will conduct interviews for the finalists. The school leader recruitment, interview, and hiring process is one that is informed by lessons learned from other Lighthouse network schools and is assisted by the director of recruitment for Lighthouse Academies. Part of the role of the Lighthouse Academies Recruitment Team is to backwards plan the selection process from a refined and clearly articulated vision of our ideal candidate which is captured in the Principal Vision of Excellence and the Principal Position Description (both documents and the resume of the chosen school leader can be found in **Appendix F**). They also work closely with hiring managers to coordinate the interview process and provide feedback.

## Management Plan

The school management and governance model of TLCS is built on four strong levels of support to provide for a high quality educational opportunity for the families of Tulsa. First and foremost, a knowledgeable and experienced board governs the school. Second, a school leadership team comprised of the principal, directors of instruction, and a family coordinator, provide instructional leadership, community outreach and day-to-day management. Third, is the national program model, operational and education support provided by the staff at Lighthouse Academies, Inc. Finally, fourth is the in-class instruction and daily student support provided by the teachers and staff of the school.

The Board has chosen to contract with LHA based on its knowledge of the organization's mission and goals and experience in opening charter schools in urban areas.

The Board is accountable for ensuring that federal and state funds are used to operate the school in compliance with the charter and all applicable legal requirements. The Board of Directors exercises its responsibility and authority by making decisions on matters of governance and oversight. This process includes planning and policy-making and the fulfillment of legal responsibilities and fiduciary obligations. The Board has the ultimate responsibility for and authority over the school. Lighthouse Academies has an important role to play in the success of the school. The success of the school ultimately depends on each party's clear understanding of their respective roles. A summary of each party's responsibilities is below.

The Board's governance role requires that the Board perform the following functions:

- **Strategic Oversight:** Through the charter application, the Board adopts and upholds the Lighthouse mission and vision for the school.

- **Operational Oversight:** The Board oversees the operations of the school, while delegating day-to-day operational authority to Lighthouse Academies.
- **Financial Oversight:** The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- **Personnel:** The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- **Board recruitment:** The Board will recruit new members through its Executive Committee.
- **Contracts:** The Board, in consultation with Lighthouse Academies, approves all major contracts over \$5,000.
- **Consultant Support:** Directors use their individual skills, knowledge, expertise and/or community relationships to support the school.
- **Community Relationships:** The Directors act as advocates/representatives of the school in creating and maintaining relationships with the community and other stakeholders.

The essential functions of Lighthouse Academies (LHA) as an institutional partner with the Board include the following:

- **Principal Recruitment:** LHA recruits, screens and proposes principal candidates to the Board in order to obtain the Board's opinion of each candidate.
- **Staff:** LHA employs the staff, including hiring, determining compensation and bonus, assigning persons to roles, and terminating.
- **Curriculum:** LHA provides the school with the LHA Curriculum™, which includes curriculum guides for each grade and/or core subject, required materials and assessment systems.
- **Manuals and Handbooks:** LHA provides the school with Operations and Procedure Manuals, a School Culture Guidebook, a Personnel Handbook and a Student and Family Handbook. The Student Handbook will have a section for rules and regulations specific to STLCS and approved by the Board.
- **Evaluation & Assessment:** The LHA Education Team and Regional Vice President help the school create an accountability plan and provides the Board information and data to

facilitate the evaluation by the Board of the performance of the principal, the students and the school.

- **Operations Assistance and Oversight:** LHA provides day-to-day assistance with and oversight of the implementation of the school's education and staff development programs.
- **Administrative Support:** LHA provides administrative support including purchasing, financial management and human resources services.
- **Budget:** LHA develops the annual school budget with the principal for approval by the Board.

The service agreement with Lighthouse Academies includes provisions for annual review of academic and non-academic goals. The agreement includes provisions for the termination of the contract should Lighthouse not achieve these goals. The Board's proposed service contract with Lighthouse Academies is included in **Appendix H**. Board by-laws and Certificate of Incorporation are included in **Appendix I**.

The Board has established several subcommittees: Nominating, Finance and Accounting and will establish an Education subcommittee as well as Parent Involvement. These subcommittees will work on key areas of board recruitment, finance, education, and parent involvement. As part of their monthly meetings, the Board receives a report from these subcommittees and the principal and Lighthouse's regional vice president that inform them about the progress being made toward the school's academic and organizational goals. This "dashboard" report includes not only academic data, such as NWEA scores, but also measures such as enrollment, attendance, and student suspensions. The Board and the principal review these data and additional end-of-year data when available and together make decisions about the efficacy of the educational program and any adjustments that might be necessary.

The Board uses data to conduct an annual review of the principal, Lighthouse Academies, and the school program. Data are used to inform changes in school policy and the school's

annual goals. Policy changes are developed through the Board's subcommittee structure and presented to the Board for discussion.

A complete timeline/work plan for the successful opening of the TLCS is provided in **Appendix J**.

The contract between TLCS and the Authorized Public Chartering Agency (Tulsa Public School District, TPS) is provided in **Appendix K**. Execution of the contract is expected June 7, 2012.

**Flexibility Afforded by the SEA** – Human capital and use of budgetary resources are the typical inhibiting factors for the success of public schools. TLCS will have complete control over how it allocates its budgetary resources including setting base and incentive compensation levels for teachers to increase the retention rate of the best teachers. The school also has flexibility to enter into contracts such as facility leases and is encouraged to keep overhead costs down while allocating as much of the funds as possible towards the educational program. TLCS as an Oklahoma charter school can adopt the policies and procedures of Lighthouse Academies such as compensation policies, student and personnel handbooks, designing the curriculum, and testing students and use of data rather than adopt the local and state policies and rules. TLCS will be able to recruit the best school leaders and teachers and terminate non-performing individuals based on its goals that is measures and evaluates on a regular basis each year.

## Other Attachment File(s)

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**FELICIA COLLINS CORREIA**



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December 2006 – Present

**YWCA TULSA**

1910 S. Lewis Ave., Suite 200  
Tulsa, OK 74104  
*Chief Executive Officer*

Oversees the YWCA Tulsa overall operations. Manages budget expenditures; supervises director level; serves as liaison to federal, state and private foundation funding sources; serves as primary spokesperson for all media contacts; represents the YWCA in the greater Tulsa community. Serves as the Southwest Delta Regional representative on the National YWCA Board of Directors.

March 1988 – December 2006

**DOMESTIC VIOLENCE INTERVENTION SERVICES, INC.**

4300 S. Harvard Ave.  
Tulsa, OK 74135  
*Executive Director*

Responsibilities included organizing, implementing and directing the human, physical, and financial resources of Domestic Violence Intervention Services, Inc., and Call Rape. Responsible for achieving the collective program and financial goals of the organization as established by the Board of Directors. Supervised budget of over \$3.4 million with more than 100 employees in six locations.

November 1986 – March 1988

**NORTHEAST OKLAHOMA AREA - HEALTH  
EDUCATION CENTER - ROGERS STATE COLLEGE**

Claremore, OK  
*Coordinator, Special Projects*

March 1986 – November 1986

**CONSULTANT**

Provided consulting services to the University of Oklahoma, Division of Public Responsibility and Community Affairs; Urban League of Greater Oklahoma City; Metropolitan Tulsa Urban League. Responsible for program development, grant writing and conducting workshops for the University of Oklahoma in adolescent pregnancy prevention.

November 1984 – March 1986

**DEPARTMENT OF PUBLIC HEALTH**

150 Tremont Street  
Boston, Massachusetts  
*Director, Perinatal/Genetics*

Responsible for monitoring perinatal programs throughout the

state. Major responsibilities included monitoring contracts and providing technical assistance to High Risk Infant and Family Support Programs and neonatal Intensive Care Units.

Provided supervision for unit program staff (14) in perinatal program development and research activities. Managed unit budget of \$2.5 million. Developed community-based strategies for infant health initiative which received major legislative support in Fiscal Year 1986.

July 1983 – November 1984

**NATIONAL URBAN LEAGUE, INC.**

New York, NY

*Director, Affiliate Development of Adolescent Pregnancy Programs (ADAPP)*

Developed grant during George Edmund Haynes Fellowship, which received funding from The Charles Stewart Mott Foundation for the development of a plan to improve Urban League adolescent pregnancy/parenting programs. Devised a plan for the selection of 10 Urban League programs charged with implementing an impact evaluation design. Organized affiliate programs into a National Urban League Adolescent Pregnancy/Parenting Initiative. Provided technical and financial assistance to selected Urban Leagues implementing pregnancy/prevention programs; supervised one professional, one administrative assistant, paid and volunteer consultants.

June 1982 – June 1983

**NATIONAL URBAN LEAGUE, INC.**

New York, NY

*George Edmund Haynes Fellowship*

The George Edmund Haynes Fellowship is a one-year National Urban League Program in community, health and human services for a select group (5) of young adults. Major responsibilities included: identifying best practice programs focused on adolescent pregnancy-related issues; training local urban league affiliate staff and volunteers to implement program models; writing articles for *The Health Promoter*, newsletter of The National Urban League; designing evaluation instruments for affiliate use and providing technical assistance and training in adolescent sexuality issues.

June 1979 – May 1982

**THE DOOR, A CENTER OF ALTERNATIVES**

New York, NY

*Social Work Supervisor*

Coordinated staff interdisciplinary daily case conferences; served as field instructor for Columbia University School of Social Work; served as member of the Door's Interagency Training Staff; supervised Teenage Pregnancy Prevention Program which operated out of a middle school in New York City; counseled perinatal clients in crisis.

**Education:** Columbia University School of Public Health  
New York, NY  
Master of Public Health

Columbia University School of Social Work  
New York, NY  
Master of Science

Union College  
Schenectady, NY  
Bachelor of Science

**Professional Affiliations:** National Board of Directors of the YWCA,  
Washington, D.C. Service Begins April 2009

National Review Committee tasked to revise the National  
YWCA Mission Statement 2008 – 2009

Allstate Domestic Violence Initiative Advisory Board  
Board Member 2005 to present

National Network to End Domestic Violence  
Washington, D.C.  
Former Board Member 1996 to 2004  
Former Board Chair 1999 to 2001

Department of Mental Health and Substance Abuse  
Services Domestic Violence and Sexual Assault  
Advisory Committee Appointment  
Member July 2002 – June 2004

**Awards:** 1994 Recipient of Women in Communications Award

1997 Sigma Gamma Rho Sorority  
Status of Women Service Award

1998 Tulsa Women Magazine  
Outstanding Woman of the Year

1998 Sunshine Peace Award,  
Sunshine Lady Foundation and  
National Coalition Against Domestic Violence.

2002 Recipient of Pinnacle Award for Public  
Service/Public Advocacy from the Tulsa Commission  
on the Status of Women

**Publications:**

Watson, A., Collins, R., Correia-Collins, F. (2004). Advocacy and social action in the context of ecological counseling. In R. Conyne & E. Cook (Eds.). *Ecological Counseling: An innovative approach to individual environment interaction*. (pp. 289–313). Alexandria, VA: American Counseling Association.

"DOMESTIC VIOLENCE Can be Cured,"  
*USA Today*, November 1997, pp. 32–34.

## STEVEN DOW

[sdow@captc.org](mailto:sdow@captc.org)

(918) 629-3645

### EDUCATION

Yale Law School, New Haven, CT  
Yale University, New Haven, CT  
St. John's School, Houston, TX

J.D., May 1990  
B.A., May 1985; Major: Philosophy  
Diploma, 1981

### HONORS (Law School and College)

Senior Editor, Yale Law Journal  
Phi Beta Kappa; Summa Cum Laude  
Rhodes Scholarship State Finalist (Texas)  
Runner-up, Henry Snow Prize (Highest ranking Yale senior based on combination of character and scholarship)

### EXPERIENCE

**Community Action Project of Tulsa County**, Executive Director January 1992 – present

Has led the transformation of the organization from being a tiny agency (2 employees; operating budget of \$165,000) into one of the country's most innovative local anti-poverty agencies. With a current budget of \$50 million, a staff of more than 500, multiple partners, and hundreds of community volunteers, CAPTC's comprehensive array of human development, income support, and asset-building services reach more than 20,000 households annually and include:

- High-quality early childhood education, health care and family support to 2,000 children, birth - 4;
- Early childhood facility construction and financing (10 new centers constructed since 2001)
- Affordable housing development, resident services, housing counseling, and financial education;
- Income tax preparation and savings programs (nearly 17,000 returns in 2011; \$32 million in refunds);
- Computerized multi-program public benefit outreach and enrollment;
- Public policy advocacy

CAPTC's direct service work has been leveraged by being replicated and influential in other communities beyond Tulsa and has been used to improve various local, state, and national public policies. CAPTC has been selected to participate in several national demonstration efforts supported by national foundations and government agencies, is active in various state and national coalitions and efforts that work on improving programmatic service delivery and policy, has collaborated with and provided training and technical assistance to other organizations and funders in a variety of areas in which the organization has done innovative work, has received numerous national awards and honors, and has been featured in local, state, and national media. (See attached additional information on representative accomplishments.)

**Crowe & Dunlevy**, Associate Tulsa, OK April 1991 - January 1992

In addition to general work in commercial litigation, proposed and developed the concept for Oklahoma's largest law firm to create and implement a public interest and pro bono department.

**The Hon. Thomas R. Brett, U.S. District Judge**, Law Clerk Tulsa, OK September 1990 - March 1991

**National Conference of Soviet Jewry**, Intern New York, NY January 1987 - May 1987

Initiated and developed campaign, modeled on Sullivan principles, directed at U.S. corporations beginning to do business in former Soviet Union to raise the issue of Jewish Refuseniks with Soviet counterparts and government officials in course of their trade negotiations.

**Goldman, Sachs & Co.**, Analyst, Corporate Finance Dept. New York, NY August 1985 - December 1986

Participated as junior member of client teams on a variety of corporate finance transactions, including: equity and debt offerings; leveraged buyouts; mergers and acquisitions; financial advisory services.

**ACTIVITIES (Current and Past)**

Member of the Oklahoma Commission for Human Services

*(One of nine Commissioners; appointed by the Governor for a nine-year term)*

National Advisory Council, AmeriCorps National Civilian Community Corps

Chair, National Board of Directors, Avodah: The Jewish Service Corps

President of the Board, Global Gardens

National Board, Center for Financial Services Innovation

National Grantmaking Advisory Board, MAZON: A Jewish Response to Hunger

Saving for Education, Entrepreneurship, and Downpayment (SEED) National Policy Council

AmericaSaves National Savings Forum Advisory Committee

Oklahoma College Savings Task Force

Oklahoma Advisory Task Force on Children's Issues

Oklahoma Governor's Advisory Committee on the Homeless

Board of Directors, Lighthouse Academies

Board of Directors, Tulsa KIPP Academy

Board of Directors, Tulsa Day Center for the Homeless

Board of Directors, Metropolitan Tulsa Urban League

Board of Directors, Tulsa Community Food Bank

Tulsa Workforce Investment Board

**Law School**

Director, Lowenstein International Human Rights Project

Director, The Initiative for Public Interest Law Foundation

Director, Yale Co-operative Corporation

**College**

Yale College Executive Committee

Yale College Committee on Honors and Academic Standing

Junior Varsity Tennis Team

**PERSONAL**

Married; three daughters.

# Camille Diane Murphy

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## EDUCATION

Masters of Science, Social Work  
University of Texas at Arlington  
1989-1990

Bachelor of Science, Education  
University of Arkansas  
1985-1988

## PROFESSIONAL

Executive Director  
FW Murphy Family Foundation, 2007-present  
Tulsa, OK

Pediatric Oncology Clinical Social Worker  
Saint Francis Health System, 1991-1998  
Tulsa, OK

Social Worker (one-year paid internship, graduate program)  
Baylor Institute for Rehabilitation, Jan-May 1990  
Texas Dept Human Services Child Protective Services, May-Dec 1990  
Dallas, Texas

Media Relations  
Southwest Athletic Conference/Cotton Bowl, 1989-1990

## PHILANTHROPIC

Monte Cassino School Board  
Board Chair, 2010-present  
Chair of Strategic Plan, 2009  
Board Member, 2008- present

Bishop Kelley High School  
Board Member, 2009-2011 & 2003-2005  
Committees: Scholarship and Advancement

Make a Wish Foundation of Oklahoma  
Interim Executive Director, 1999  
Board Member, 1994-2000

American Cancer Society  
Camp Director for OK Corral, Children's Cancer Camp, 1993-1997  
Board Member, 1993-1995

## REFERENCES

Sister Christine Ereiser, OSB  
President, Monte Cassino School, Inc  
(918) 746-4207

Rev. Brian O'Brien  
President, Bishop Kelley High School  
(918) 627-3550

Gregory B. Kirkpatrick, M.D.  
Director of Pediatric Oncology, Saint Francis Hospital  
(918) 494-2200

PR/Award # U282B120007

# Amber R. Tait

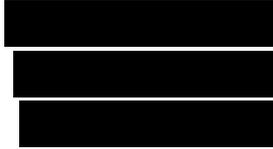
Work: 918.584.3333 x19  
atait@ahct.org

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- Education:**
- Oklahoma State University, Tulsa Ok** 2007-present  
Doctor of Education in Educational Leadership, 4.0 GPA (expected 12/2012)
- The University of Tulsa, Tulsa Ok** 1996-2003  
Master of Arts in Art Education, 4.0 GPA  
Bachelor of Fine Arts in Graphic Design/Art History, 3.7 GPA
- Experience:**
- Arts and Humanities Council of Tulsa** January 2010-present  
Arts Education Curator
- Direct current and initiate new community partnerships and programs
  - Develop and implement programming for upcoming Visual Arts Center
  - Direct and evaluate program artists
- Union Public Schools** August 2006-December 2010  
Art/Ceramics Teacher, 8<sup>th</sup> Grade Center
- Taught 3 art and 2 ceramics classes daily
  - Developed original curriculum based on Oklahoma P.A.S.S. objectives
  - “Catch the Dream” (teacher of the month) winner, 9/06 and 11/07
- Community Action Project** August 2004-May 2006  
State Certified Pre-K Teacher, Head Start
- Completed 2 home visits and 2 conferences per student annually
  - Maintained confidential student and family records
  - Supervised one Teaching Assistant
- Gilcrease Museum of Art** March 2005-present  
Art Educator: Summer Camp and Fall Workshops (part-time)
- Develop and teach original art education curriculum
- Philbrook Museum of Art** January 2001-August 2004  
Museum Educator/Art Educator: Urban Fine Arts Outreach
- Developed, marketed & taught original art education curriculum
  - Managed museum educational programming budget
  - Presented public lectures and exhibition tours
  - Recruited, managed and trained volunteer docents

**Professional Development:** Conference for Change (Tulsa, Ok, 2011), National Art Education Association Conference (Baltimore, MD, 2010), Americans for the Arts Conference (Baltimore, MD, 2010), Oklahoma Arts Council Conference (Norman, Ok, 2010), National Conference on Volunteering and Service (Tulsa, Ok, 2010), North Tulsa Economic Development Initiative Retreat (Tulsa, Ok, 2010)

**Honors and Interests:** Tulsa Public Schools Fine Arts Advisory Board Member, Kendall Whittier Youth Mentoring Program Advisory Board Member, National Arts Education Association member, Americans for the Arts Member, 2010 Oklahoma Governor’s Arts Award recipient (institutional award for program I direct), Big Brothers and Big Sisters volunteer, Tulsa CASA volunteer, F.B. Parriott Fellowship in Graduate Studies, Phi Kappa Phi Honor Society, Gamma Delta Pi Honor Society, H.M. Burch Memorial Scholar, J.L. Hurst Memorial Scholar, Red Cross volunteer, reading, photography, painting, illustration, graphic design

# Annie Koppel Van Hanken



## EDUCATION

Tulane University, New Orleans, Louisiana  
Bachelor of Liberal Arts, English & History

University of Texas, Austin, Texas  
Master of Education

## EXPERIENCE

George Kaiser Family Foundation  
Senior Program Officer  
2003-Present

Tulsa Community Foundation  
Co-Director of Grant Facilitation  
2001-2003

Heart of Los Angeles Youth  
Community Relations Director  
1997-2000

ProEd Educational Publishing  
Assistant Editor  
1992-1997

# Andréa M. Murrell

Andrea.Murrell@Williams.com

## Summary of Qualifications

### *Customer Service*

- Work with a varied level of community partners and local community leaders including Tulsa Mayor's office, YWCA, Metropolitan Urban League, Greenwood Cultural Center, Tulsa Public School and other non-profit organizations.
- Currently Chair for Tulsa Metro Chamber's partner's In Education Steering Committee
- Chair for the Metropolitan Tulsa Urban League Board of Directors
  
- Design and Implement Adopt a School partnerships within the local community
- Serve on board of local non-profits
- Certified trainer for the Tiger Woods Foundation Tiger's Action Plan
- Coordinated the efforts to get volunteers trained and into classrooms facilitating the Tiger's Action Plan Character education program
- Work with varying levels of the Human Resources Department
- Williams Foundation grant manager for all grants that are related to education grades K-12
- Oversight of Williams Educational Partnerships and Volunteerism, including Junior Achievement, Big Brother and Big Sisters, and oversight for 9 Adopt-A-Schools
- Williams Scholarship program administrator

### *Accounting / Managerial*

- Comply with all state tax jurisdiction tax filing requirements including tax return preparations for annual and quarterly return compliance.
- Actively monitor tax risk by timely and appropriately responding to tax notices and request.
- SOX 404 - Tax Provision/Accounting; Comply with all SOX internal key controls. Timely and appropriately reconcile tax accounts.
- Federal tax return preparation with emphasis on FERC regulated entities
- Prepare monthly / Quarterly financial forecast accruals to record tax requirements
- Worked with Corporate HR as liaison between division and corporate office
- Assisted with employee group presentations for benefit restructuring
- Completed monthly reports and presentations to Business Unit manager showing PTO accruals cost vs. actual, turnover analysis, new hiring trends and developmental needs of the division.
- Manage and supervise office administrative department including daily directives for up to four employees.
- Negotiate all facility maintenance contracts for office.

- Handle and supervise the daily accounting functions including payroll, accounts payables, accounts receivables and regional human resources.
- Prepare presentations for GM for annual business meetings including PowerPoint presentations and visual aids.
- Work closely with General Manager on the month end process for the Fabrication facility including percent complete process, running monthly financial statement and job maintenance on all open jobs.
- Work closely with Business Unit Controller on accounting issues needing to be resolved Keep Administrative SOP current and ensure that all procedures and processes are adhered to through regular audits of processes as defined.
- Assisted with implementation of new accounting system and internal controls.
- Payroll processing for 800+ employees weekly including benefit analysis, man-hour reporting, federal and state tax returns including 941, 940 and W-2 processing.
- Highly motivated, reliable, confident and committed to professional standards
- Skilled at training new employees including new hire orientation and human resource practice overviews

#### *Administrative*

- Heavy experience in account analysis and auditing.
- Proficient using and teaching spreadsheet, database, word processing, presentation and graphics programs
- Experience in writing/editing/producing newsletters and brochures.
- Skilled at working independently, multi-tasking, and delegating responsibilities
- Able to handle numerous projects simultaneously
- Excellent organizational, communication, and problem solving skills across all levels within a business

#### *Computer*

Proficient in Microsoft Word, Excel and Power Point, GIFTS charitable giving Program  
 Proficient with CorpTax, Hyperion, Oracle Applications  
 Typing 50 wpm

#### Employment

05/05 Present The Williams Companies, Inc. Tulsa, OK  
*Diversity and Community Relations, Senior Specialist*  
 Corporate Diversity and Community Relations Department  
 Supervisor: Susan Shepherd

*Tax Analyst II*  
 Corporate Federal Tax Department  
 Supervisor: D. Repogle

02/97 to 05/05 Matrix Service Company Tulsa, OK  
*Office Manager (04/01 - 05/05)*  
 Fabrication Division

*Payroll Coordinator (02/97- 04/01)*  
Corporate Payroll Department

Education

University of Phoenix, Tulsa, OK  
Bachelor of Science, Accounting  
Master of Business Administration

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Open to travel  
Salary history and references available upon request

Andréa Murrell  
918.584.1545  
918.902.7616

**FELICIA COLLINS CORREIA**



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December 2006 – Present

**YWCA TULSA**

1910 S. Lewis Ave., Suite 200  
Tulsa, OK 74104  
*Chief Executive Officer*

Oversees the YWCA Tulsa overall operations. Manages budget expenditures; supervises director level; serves as liaison to federal, state and private foundation funding sources; serves as primary spokesperson for all media contacts; represents the YWCA in the greater Tulsa community. Serves as the Southwest Delta Regional representative on the National YWCA Board of Directors.

March 1988 – December 2006

**DOMESTIC VIOLENCE INTERVENTION SERVICES, INC.**

4300 S. Harvard Ave.  
Tulsa, OK 74135  
*Executive Director*

Responsibilities included organizing, implementing and directing the human, physical, and financial resources of Domestic Violence Intervention Services, Inc., and Call Rape. Responsible for achieving the collective program and financial goals of the organization as established by the Board of Directors. Supervised budget of over \$3.4 million with more than 100 employees in six locations.

November 1986 – March 1988

**NORTHEAST OKLAHOMA AREA - HEALTH  
EDUCATION CENTER - ROGERS STATE COLLEGE**

Claremore, OK  
*Coordinator, Special Projects*

March 1986 – November 1986

**CONSULTANT**

Provided consulting services to the University of Oklahoma, Division of Public Responsibility and Community Affairs; Urban League of Greater Oklahoma City; Metropolitan Tulsa Urban League. Responsible for program development, grant writing and conducting workshops for the University of Oklahoma in adolescent pregnancy prevention.

November 1984 – March 1986

**DEPARTMENT OF PUBLIC HEALTH**

150 Tremont Street  
Boston, Massachusetts  
*Director, Perinatal/Genetics*

Responsible for monitoring perinatal programs throughout the

state. Major responsibilities included monitoring contracts and providing technical assistance to High Risk Infant and Family Support Programs and neonatal Intensive Care Units.

Provided supervision for unit program staff (14) in perinatal program development and research activities. Managed unit budget of \$2.5 million. Developed community-based strategies for infant health initiative which received major legislative support in Fiscal Year 1986.

July 1983 – November 1984

**NATIONAL URBAN LEAGUE, INC.**

New York, NY

*Director, Affiliate Development of Adolescent Pregnancy Programs (ADAPP)*

Developed grant during George Edmund Haynes Fellowship, which received funding from The Charles Stewart Mott Foundation for the development of a plan to improve Urban League adolescent pregnancy/parenting programs. Devised a plan for the selection of 10 Urban League programs charged with implementing an impact evaluation design. Organized affiliate programs into a National Urban League Adolescent Pregnancy/Parenting Initiative. Provided technical and financial assistance to selected Urban Leagues implementing pregnancy/prevention programs; supervised one professional, one administrative assistant, paid and volunteer consultants.

June 1982 – June 1983

**NATIONAL URBAN LEAGUE, INC.**

New York, NY

*George Edmund Haynes Fellowship*

The George Edmund Haynes Fellowship is a one-year National Urban League Program in community, health and human services for a select group (5) of young adults. Major responsibilities included: identifying best practice programs focused on adolescent pregnancy-related issues; training local urban league affiliate staff and volunteers to implement program models; writing articles for *The Health Promoter*, newsletter of The National Urban League; designing evaluation instruments for affiliate use and providing technical assistance and training in adolescent sexuality issues.

June 1979 – May 1982

**THE DOOR, A CENTER OF ALTERNATIVES**

New York, NY

*Social Work Supervisor*

Coordinated staff interdisciplinary daily case conferences; served as field instructor for Columbia University School of Social Work; served as member of the Door's Interagency Training Staff; supervised Teenage Pregnancy Prevention Program which operated out of a middle school in New York City; counseled perinatal clients in crisis.

**Education:** Columbia University School of Public Health  
New York, NY  
Master of Public Health

Columbia University School of Social Work  
New York, NY  
Master of Science

Union College  
Schenectady, NY  
Bachelor of Science

**Professional Affiliations:** National Board of Directors of the YWCA,  
Washington, D.C. Service Begins April 2009

National Review Committee tasked to revise the National  
YWCA Mission Statement 2008 – 2009

Allstate Domestic Violence Initiative Advisory Board  
Board Member 2005 to present

National Network to End Domestic Violence  
Washington, D.C.  
Former Board Member 1996 to 2004  
Former Board Chair 1999 to 2001

Department of Mental Health and Substance Abuse  
Services Domestic Violence and Sexual Assault  
Advisory Committee Appointment  
Member July 2002 – June 2004

**Awards:** 1994 Recipient of Women in Communications Award

1997 Sigma Gamma Rho Sorority  
Status of Women Service Award

1998 Tulsa Women Magazine  
Outstanding Woman of the Year

1998 Sunshine Peace Award,  
Sunshine Lady Foundation and  
National Coalition Against Domestic Violence.

2002 Recipient of Pinnacle Award for Public  
Service/Public Advocacy from the Tulsa Commission  
on the Status of Women

**Publications:**

Watson, A., Collins, R., Correia-Collins, F. (2004). Advocacy and social action in the context of ecological counseling. In R. Conyne & E. Cook (Eds.). *Ecological Counseling: An innovative approach to individual environment interaction*. (pp. 289–313). Alexandria, VA: American Counseling Association.

"DOMESTIC VIOLENCE Can be Cured,"  
*USA Today*, November 1997, pp. 32–34.

**STEVEN DOW**

[sdow@captc.org](mailto:sdow@captc.org)

**EDUCATION**

Yale Law School, New Haven, CT  
Yale University, New Haven, CT  
St. John's School, Houston, TX

J.D., May 1990  
B.A., May 1985; Major: Philosophy  
Diploma, 1981

**HONORS (Law School and College)**

Senior Editor, Yale Law Journal  
Phi Beta Kappa; Summa Cum Laude  
Rhodes Scholarship State Finalist (Texas)  
Runner-up, Henry Snow Prize (Highest ranking Yale senior based on combination of character and scholarship)

**EXPERIENCE**

**Community Action Project of Tulsa County**, Executive Director January 1992 – present

Has led the transformation of the organization from being a tiny agency (2 employees; operating budget of \$165,000) into one of the country's most innovative local anti-poverty agencies. With a current budget of \$50 million, a staff of more than 500, multiple partners, and hundreds of community volunteers, CAPTC's comprehensive array of human development, income support, and asset-building services reach more than 20,000 households annually and include:

- High-quality early childhood education, health care and family support to 2,000 children, birth - 4;
- Early childhood facility construction and financing (10 new centers constructed since 2001)
- Affordable housing development, resident services, housing counseling, and financial education;
- Income tax preparation and savings programs (nearly 17,000 returns in 2011; \$32 million in refunds);
- Computerized multi-program public benefit outreach and enrollment;
- Public policy advocacy

CAPTC's direct service work has been leveraged by being replicated and influential in other communities beyond Tulsa and has been used to improve various local, state, and national public policies. CAPTC has been selected to participate in several national demonstration efforts supported by national foundations and government agencies, is active in various state and national coalitions and efforts that work on improving programmatic service delivery and policy, has collaborated with and provided training and technical assistance to other organizations and funders in a variety of areas in which the organization has done innovative work, has received numerous national awards and honors, and has been featured in local, state, and national media. (See attached additional information on representative accomplishments.)

**Crowe & Dunlevy**, Associate Tulsa, OK April 1991 - January 1992

In addition to general work in commercial litigation, proposed and developed the concept for Oklahoma's largest law firm to create and implement a public interest and pro bono department.

**The Hon. Thomas R. Brett, U.S. District Judge**, Law Clerk Tulsa, OK September 1990 - March 1991

**National Conference of Soviet Jewry**, Intern New York, NY January 1987 - May 1987

Initiated and developed campaign, modeled on Sullivan principles, directed at U.S. corporations beginning to do business in former Soviet Union to raise the issue of Jewish Refuseniks with Soviet counterparts and government officials in course of their trade negotiations.

**Goldman, Sachs & Co.**, Analyst, Corporate Finance Dept. New York, NY August 1985 - December 1986

Participated as junior member of client teams on a variety of corporate finance transactions, including: equity and debt offerings; leveraged buyouts; mergers and acquisitions; financial advisory services.

**ACTIVITIES (Current and Past)**

Member of the Oklahoma Commission for Human Services

*(One of nine Commissioners; appointed by the Governor for a nine-year term)*

National Advisory Council, AmeriCorps National Civilian Community Corps

Chair, National Board of Directors, Avodah: The Jewish Service Corps

President of the Board, Global Gardens

National Board, Center for Financial Services Innovation

National Grantmaking Advisory Board, MAZON: A Jewish Response to Hunger

Saving for Education, Entrepreneurship, and Downpayment (SEED) National Policy Council

AmericaSaves National Savings Forum Advisory Committee

Oklahoma College Savings Task Force

Oklahoma Advisory Task Force on Children's Issues

Oklahoma Governor's Advisory Committee on the Homeless

Board of Directors, Lighthouse Academies

Board of Directors, Tulsa KIPP Academy

Board of Directors, Tulsa Day Center for the Homeless

Board of Directors, Metropolitan Tulsa Urban League

Board of Directors, Tulsa Community Food Bank

Tulsa Workforce Investment Board

**Law School**

Director, Lowenstein International Human Rights Project

Director, The Initiative for Public Interest Law Foundation

Director, Yale Co-operative Corporation

**College**

Yale College Executive Committee

Yale College Committee on Honors and Academic Standing

Junior Varsity Tennis Team

**PERSONAL**

Married; three daughters.

# Camille Diane Murphy

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## EDUCATION

Masters of Science, Social Work  
University of Texas at Arlington  
1989-1990

Bachelor of Science, Education  
University of Arkansas  
1985-1988

## PROFESSIONAL

Executive Director  
FW Murphy Family Foundation, 2007-present  
Tulsa, OK

Pediatric Oncology Clinical Social Worker  
Saint Francis Health System, 1991-1998  
Tulsa, OK

Social Worker (one-year paid internship, graduate program)  
Baylor Institute for Rehabilitation, Jan-May 1990  
Texas Dept Human Services Child Protective Services, May-Dec 1990  
Dallas, Texas

Media Relations  
Southwest Athletic Conference/Cotton Bowl, 1989-1990

## PHILANTHROPIC

Monte Cassino School Board  
Board Chair, 2010-present  
Chair of Strategic Plan, 2009  
Board Member, 2008- present

Bishop Kelley High School  
Board Member, 2009-2011 & 2003-2005  
Committees: Scholarship and Advancement

Make a Wish Foundation of Oklahoma  
Interim Executive Director, 1999  
Board Member, 1994-2000

American Cancer Society  
Camp Director for OK Corral, Children's Cancer Camp, 1993-1997  
Board Member, 1993-1995

## REFERENCES

Sister Christine Ereiser, OSB  
President, Monte Cassino School, Inc  
(918) 746-4207

Rev. Brian O'Brien  
President, Bishop Kelley High School  
(918) 627-3550

Gregory B. Kirkpatrick, M.D.  
Director of Pediatric Oncology, Saint Francis Hospital  
(918) 494-2200

PR/Award # U282B120007

# Amber R. Tait

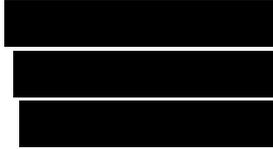
Work: 918.584.3333 x19  
atait@ahct.org

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- Education:**
- Oklahoma State University, Tulsa Ok** 2007-present  
Doctor of Education in Educational Leadership, 4.0 GPA (expected 12/2012)
- The University of Tulsa, Tulsa Ok** 1996-2003  
Master of Arts in Art Education, 4.0 GPA  
Bachelor of Fine Arts in Graphic Design/Art History, 3.7 GPA
- Experience:**
- Arts and Humanities Council of Tulsa** January 2010-present  
Arts Education Curator
- Direct current and initiate new community partnerships and programs
  - Develop and implement programming for upcoming Visual Arts Center
  - Direct and evaluate program artists
- Union Public Schools** August 2006-December 2010  
Art/Ceramics Teacher, 8<sup>th</sup> Grade Center
- Taught 3 art and 2 ceramics classes daily
  - Developed original curriculum based on Oklahoma P.A.S.S. objectives
  - “Catch the Dream” (teacher of the month) winner, 9/06 and 11/07
- Community Action Project** August 2004-May 2006  
State Certified Pre-K Teacher, Head Start
- Completed 2 home visits and 2 conferences per student annually
  - Maintained confidential student and family records
  - Supervised one Teaching Assistant
- Gilcrease Museum of Art** March 2005-present  
Art Educator: Summer Camp and Fall Workshops (part-time)
- Develop and teach original art education curriculum
- Philbrook Museum of Art** January 2001-August 2004  
Museum Educator/Art Educator: Urban Fine Arts Outreach
- Developed, marketed & taught original art education curriculum
  - Managed museum educational programming budget
  - Presented public lectures and exhibition tours
  - Recruited, managed and trained volunteer docents

**Professional Development:** Conference for Change (Tulsa, Ok, 2011), National Art Education Association Conference (Baltimore, MD, 2010), Americans for the Arts Conference (Baltimore, MD, 2010), Oklahoma Arts Council Conference (Norman, Ok, 2010), National Conference on Volunteering and Service (Tulsa, Ok, 2010), North Tulsa Economic Development Initiative Retreat (Tulsa, Ok, 2010)

**Honors and Interests:** Tulsa Public Schools Fine Arts Advisory Board Member, Kendall Whittier Youth Mentoring Program Advisory Board Member, National Arts Education Association member, Americans for the Arts Member, 2010 Oklahoma Governor’s Arts Award recipient (institutional award for program I direct), Big Brothers and Big Sisters volunteer, Tulsa CASA volunteer, F.B. Parriott Fellowship in Graduate Studies, Phi Kappa Phi Honor Society, Gamma Delta Pi Honor Society, H.M. Burch Memorial Scholar, J.L. Hurst Memorial Scholar, Red Cross volunteer, reading, photography, painting, illustration, graphic design

# Annie Koppel Van Hanken



## EDUCATION

Tulane University, New Orleans, Louisiana  
Bachelor of Liberal Arts, English & History

University of Texas, Austin, Texas  
Master of Education

## EXPERIENCE

George Kaiser Family Foundation  
Senior Program Officer  
2003-Present

Tulsa Community Foundation  
Co-Director of Grant Facilitation  
2001-2003

Heart of Los Angeles Youth  
Community Relations Director  
1997-2000

ProEd Educational Publishing  
Assistant Editor  
1992-1997

# Andréa M. Murrell

Andrea.Murrell@Williams.com

## Summary of Qualifications

### *Customer Service*

- Work with a varied level of community partners and local community leaders including Tulsa Mayor's office, YWCA, Metropolitan Urban League, Greenwood Cultural Center, Tulsa Public School and other non-profit organizations.
- Currently Chair for Tulsa Metro Chamber's partner's In Education Steering Committee
- Chair for the Metropolitan Tulsa Urban League Board of Directors
  
- Design and Implement Adopt a School partnerships within the local community
- Serve on board of local non-profits
- Certified trainer for the Tiger Woods Foundation Tiger's Action Plan
- Coordinated the efforts to get volunteers trained and into classrooms facilitating the Tiger's Action Plan Character education program
- Work with varying levels of the Human Resources Department
- Williams Foundation grant manager for all grants that are related to education grades K-12
- Oversight of Williams Educational Partnerships and Volunteerism, including Junior Achievement, Big Brother and Big Sisters, and oversight for 9 Adopt-A-Schools
- Williams Scholarship program administrator

### *Accounting / Managerial*

- Comply with all state tax jurisdiction tax filing requirements including tax return preparations for annual and quarterly return compliance.
- Actively monitor tax risk by timely and appropriately responding to tax notices and request.
- SOX 404 - Tax Provision/Accounting; Comply with all SOX internal key controls. Timely and appropriately reconcile tax accounts.
- Federal tax return preparation with emphasis on FERC regulated entities
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- Assisted with employee group presentations for benefit restructuring
- Completed monthly reports and presentations to Business Unit manager showing PTO accruals cost vs. actual, turnover analysis, new hiring trends and developmental needs of the division.
- Manage and supervise office administrative department including daily directives for up to four employees.
- Negotiate all facility maintenance contracts for office.

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- Work closely with General Manager on the month end process for the Fabrication facility including percent complete process, running monthly financial statement and job maintenance on all open jobs.
- Work closely with Business Unit Controller on accounting issues needing to be resolved Keep Administrative SOP current and ensure that all procedures and processes are adhered to through regular audits of processes as defined.
- Assisted with implementation of new accounting system and internal controls.
- Payroll processing for 800+ employees weekly including benefit analysis, man-hour reporting, federal and state tax returns including 941, 940 and W-2 processing.
- Highly motivated, reliable, confident and committed to professional standards
- Skilled at training new employees including new hire orientation and human resource practice overviews

#### *Administrative*

- Heavy experience in account analysis and auditing.
- Proficient using and teaching spreadsheet, database, word processing, presentation and graphics programs
- Experience in writing/editing/producing newsletters and brochures.
- Skilled at working independently, multi-tasking, and delegating responsibilities
- Able to handle numerous projects simultaneously
- Excellent organizational, communication, and problem solving skills across all levels within a business

#### *Computer*

Proficient in Microsoft Word, Excel and Power Point, GIFTS charitable giving Program  
 Proficient with CorpTax, Hyperion, Oracle Applications  
 Typing 50 wpm

#### Employment

05/05 Present The Williams Companies, Inc. Tulsa, OK  
*Diversity and Community Relations, Senior Specialist*  
 Corporate Diversity and Community Relations Department  
 Supervisor: Susan Shepherd

*Tax Analyst II*  
 Corporate Federal Tax Department  
 Supervisor: D. Repogle

02/97 to 05/05 Matrix Service Company Tulsa, OK  
*Office Manager (04/01 - 05/05)*  
 Fabrication Division

*Payroll Coordinator (02/97- 04/01)*  
Corporate Payroll Department

Education

University of Phoenix, Tulsa, OK  
Bachelor of Science, Accounting  
Master of Business Administration

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Open to travel  
Salary history and references available upon request

Andréa Murrell  
918.584.1545  
918.902.7616



# ARTS & HUMANITIES COUNCIL OF TULSA

August 24, 2011

## EXECUTIVE DIRECTOR & CEO

Ken Busby

## OFFICERS

Jean Ann Fausser

*President*

Mark Barcus

*VP Programs*

Randi Wightman

*VP Development*

Greg Gray

*VP Hardesty Arts Center*

Royce Kelly

*Secretary*

Matthew Bacon

*Treasurer*

Victoria Bartlett

*At Large*

Craig Rainey

*At Large*

Carolyn Woodard

*At Large*

Edith Wilson

*Immediate Past President*

## MEMBERS OF THE BOARD

Bill Andoe

Sharon Bartlett

Roger Blais

Anne Burlingame

Harry Dandelles

Ruth Ann Fate

Katie Fox

Linda Frazier

Shanna Gray

Pauline Harriis

Craig Hoster

Carole Huff Hicks

Will Ihloff

Sam Joyner

Laurie Krimbill

Suzanne Lair

Judy Eason McIntyre

Xavier Neira

Christopher Payne

Mary Rankin

Michelle Firment Reid

Melissa Sartlin

Charles Scott

Joan Seay

Wendy Sheets

Sandy Sober

Danny Tuttle

Stacie Wilson

## EMERITUS DIRECTORS

Nancy Feldman

Pat Schoeder

Penny Williams

Ben Windham

Millard House, II  
Deputy Superintendent  
Tulsa Public Schools  
3027 South New Haven  
Tulsa, OK 74114

Dear Mr. House:

It is with great pleasure that we express our support for North Tulsa Lighthouse Charter School, an applicant for a 2012 public charter school in Tulsa.

The Arts & Humanities Council of Tulsa is the premier champion for area arts and culture. Fifty years ago the Council was created to inspire creativity, foster appreciation, promote lifelong learning, enhance the quality of individual lives, and contribute economic vitality to the greater Tulsa community. That work continues today. The Council acts as a base for Tulsa's arts organizations. Our goal is that every student in the great Tulsa area, regardless of his or her economic status or background, should have equal access to quality arts and humanities programming. As such, the Council's programs have grown to include arts education, literary arts, humanities and arts advocacy. We have numerous resources to enhance the curriculum of North Tulsa Lighthouse Charter School and look forward to developing a strong and lasting partnership.

From what we have learned about the North Tulsa Lighthouse Charter School's rigorous core curriculum, we believe that it best serves the needs of the children of our community. The school's arts-infused design resonates strongly with our children and our cultural roots. Students learn about visual artists such as Pablo Picasso and Diego Rivera. All students learn about Jazz and Salsa through our Music Appreciation Program. Not only are the students' cultures affirmed through art, they are also affirmed through social studies lessons in the school's core curriculum. For example, second graders are introduced to the history of civil rights and its leaders such as Martin Luther King and Cesar Chavez. The school's small class sizes, emphasis on the arts, and goal of ensuring that all its students attend college, is a model that we would like to see actualized in North Tulsa.

We also have knowledge of the great academic strides other Lighthouse charter schools have made in communities similar to ours over the last seven years. Lighthouse Academies is a highly regarded CMO with an experienced national board and leadership team, funding from major foundations, and a strong partnership with Teach for America. More

Millard House, II  
August 23, 2011  
Page 2

schools of this caliber would give our students in North Tulsa the opportunity to excel academically and would be an indispensable asset to our community. We support the opening of North Tulsa Lighthouse Charter School in the North Tulsa community.

Kind regards,



Ken Busby  
Executive Director & CEO



# ARTS & HUMANITIES COUNCIL OF TULSA

August 23, 2011

## EXECUTIVE DIRECTOR & CEO

Ken Busby

## OFFICERS

Jean Ann Fausser

*President*

Mark Barcus

*VP Programs*

Randi Wightman

*VP Development*

Greg Gray

*VP Hardesty Arts Center*

Royce Kelly

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Edith Wilson

*Immediate Past President*

## MEMBERS OF THE BOARD

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Sam Joyner

Laurie Krimbill

Suzanne Lair

Judy Eason McIntyre

Xavier Neira

Christopher Payne

Mary Rankin

Michelle Firment Reid

Melissa Sartin

Charles Scott

Joan Seay

Wendy Sheets

Sandy Sober

Danny Tuttle

Stacie Wilson

## EMERITUS DIRECTORS

Nancy Feldman

Pat Schoeder

Penny Williams

Ben Windham

Millard House

Associate Superintendent of Secondary Schools

Tulsa Public Schools

3027 South New Haven

Tulsa, OK 74114

Dear Mr. House,

It is with great pleasure that we express our support for North Tulsa Lighthouse Charter School, an applicant for a 2012 public charter school in Tulsa.

The Arts & Humanities Council of Tulsa is the premier champion for area arts and culture. Fifty years ago the Council was created to inspire creativity, foster appreciation, promote lifelong learning, enhance the quality of individual lives and contribute economic vitality to the greater Tulsa community. That work continues today. The Council acts as a base for Tulsa's arts organizations. Our goal is that every student in the great Tulsa area, regardless of his or her economic status or background, should have equal access to quality arts and humanities programming. As such, the Council's programs have grown to include arts education, literary arts, humanities and arts advocacy. We have numerous resources to enhance the curriculum of North Tulsa Lighthouse Charter School, including our upcoming, state-of-the-art, Hardesty Arts Center. We fully support the mission of North Tulsa Lighthouse Charter School and look forward to developing a meaningful partnership.

The school's small class sizes, emphasis on the arts and goal of ensuring that all their students attend college is a model that we would like to see actualized in North Tulsa.

We also have knowledge of the great academic strides other Lighthouse charter schools have made in communities similar to ours over the last 7 years. Lighthouse Academies is a highly regarded CMO with an experienced national board and leadership team, funding from major foundations and a strong partnership with Teach for America. More schools of this caliber would give our students in North Tulsa the opportunity to excel academically and would be an indispensable asset to our community. We support the opening of North Tulsa Lighthouse Charter School in the North Tulsa community.

Respectfully,

*Kathy McRuiz*

*Hardesty Arts Center Director*

*Arts & Humanities Council of Tulsa, Hardesty Arts Center (AHHA)*

One day, all children in this nation will have the opportunity to attain an excellent education.



August 22, 2011

Associate Superintendent of Secondary Schools  
Tulsa Public Schools  
3027 South New Haven  
Tulsa, OK 75147

Dear Sir:

It is with great pleasure that we express our support for North Tulsa Lighthouse Charter School, an applicant for a 2012 public charter school in Tulsa.

Teach For America is the national corps of outstanding recent college graduates who commit to teach for two years in urban and rural public schools and become lifelong leaders in expanding educational opportunity. This fall, 9,300 corps members will be teaching in 42 regions across the country, while nearly 24,000 Teach For America alumni continue working from inside and outside the field of education for the fundamental changes necessary to ensure educational excellence and equity.

From what we have learned about the North Tulsa Lighthouse Charter School's rigorous core curriculum, we believe that it best serves the needs of the children of our community.

The school's small class sizes, emphasis on the arts and goal of ensuring that all their students attend college is a model that we would like to see actualized in North Tulsa.

We also have knowledge of the great academic strides other Lighthouse charter schools have made in communities similar to ours over the last 7 years. Lighthouse Academies is a highly regarded CMO with an experienced national board and leadership team, funding from major foundations and a strong partnership with Teach For America. More schools of this caliber would give our students in North Tulsa the opportunity to excel academically and would be an indispensable asset to our community. We support the opening of North Tulsa Lighthouse Charter School in the North Tulsa community.

Respectfully,

A handwritten signature in black ink, appearing to read "Lance Tackett".

Lance Tackett  
Executive Director  
Teach For America – Oklahoma



AN AMERICORPS PROGRAM

PR/Award # U282B120007



October 4, 2011

Millard House II  
Deputy Superintendent  
Tulsa Public Schools  
3027 South New Haven  
Tulsa, OK 75147

Dear Mr. House:

It is with great enthusiasm that we express our support for North Tulsa Lighthouse Charter School, an applicant for a 2012 public charter school in Tulsa.

Tulsa Educare, Inc was created as a not-for-profit organization with the mission to provide high-quality early childhood education to low-income communities. We provide year round full day education, along with support and care to the families of our students. Our program was designed to bring best practices to Tulsa to ensure school readiness for the children most at-risk for academic failure.

From what we have learned about the North Tulsa Lighthouse Charter School's rigorous core curriculum, we believe that it would greatly serve the needs of the children of our community beyond the early childhood years some will have spent in our program. With its emphasis on college readiness and strong curriculum promoting well rounded knowledge, we believe this school would be an asset to the families and children of North Tulsa.

The school's arts infused design resonates strongly with our children and our cultural roots. Students learn about visual artists such as Pablo Picasso and Diego Rivera. All students learn about Jazz and Salsa through our Music Appreciation Program. Not only are the students' cultures affirmed through art, it is also affirmed through social studies lessons in the school's core curriculum. For example, second graders are introduced to the history of civil rights and its leaders such as Martin Luther King and Cesar Chavez. The school's small class sizes, emphasis on the arts and goal of ensuring that all their students attend college is a model that we would like to see actualized in North Tulsa.

We also have knowledge of the great academic strides other Lighthouse charter schools have made in communities similar to ours over the last 7 years. Lighthouse Academies is a highly regarded CMO with an experienced national board and leadership team, funding from major foundations and a strong partnership with Teach For America. More schools of this caliber would give our students in North Tulsa the opportunity to excel academically and would be an indispensable asset to our community. We support the opening of North Tulsa Lighthouse Charter School in the North Tulsa community.

Respectfully,

Caren Calhoun

# GEORGE KAISER FAMILY FOUNDATION

*A supporting organization of Tulsa Community Foundation*

October 4, 2011

Millard House II  
Deputy Superintendent  
Tulsa Public Schools  
3027 South New Haven  
Tulsa, OK 75147

Dear Millard:

I am delighted to write in support of Lighthouse Charter Academies, an applicant for a 2012 charter with Tulsa Public Schools.

As you well know, George Kaiser Family Foundation is focused on improving educational equity for low-income children. Lighthouse has a long history of serving young people in a rigorous, arts-infused college prep environment.

Please accept this strong endorsement of Lighthouse. Should you have any questions, I would be happy to discuss Lighthouse with you further.

Warmly,



Annie Koppel VanHanken  
Senior Program Officer

# GEORGE KAISER FAMILY FOUNDATION

*A supporting organization of Tulsa Community Foundation*

October 4, 2011

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Please accept this strong endorsement of Lighthouse. Should you have any questions, I would be happy to discuss Lighthouse with you further.

Warmly,



Ken Levit  
Executive Director



TULSA COMMUNITY  
FOUNDATION

October 26, 2011

Millard House II  
Deputy Superintendent  
Tulsa Public Schools  
3027 South New Haven  
Tulsa, OK 75147

Dear Mr. House:

Tulsa Community Foundation strongly supports North Tulsa Lighthouse Charter School, an applicant for a 2012 public charter school in Tulsa.

We are incredibly encouraged by reports of the great academic strides other Lighthouse charter schools have made in communities similar to ours. Lighthouse Academies' experienced national board and leadership team, funding from major foundations and strong partnership with Teach For America make it an excellent addition to Tulsa. More schools of this caliber would give our students the opportunity to excel academically and would be an indispensable asset to our community.

We strongly support the opening of North Tulsa Lighthouse Charter School in the North Tulsa community.

Sincerely,

William J. Stava, III  
Chief Operating Officer

# eliminating racism empowering women

ywca

YWCA Tulsa  
Business Office  
1910 S. Lewis Avenue  
Suite 200  
Tulsa, OK 74104-5708

T: 918-587-2100  
F: 918-587-0277  
www.ywcatulsa.org

October 24, 2011

Millard House II  
Deputy Superintendent  
Tulsa Public Schools  
3027 South New Haven  
Tulsa, OK 74114

Dear Mr. House:

It is with great pleasure that we express our support for North Tulsa Lighthouse Charter School, an applicant for a 2012 public charter school in Tulsa.

YWCA Tulsa has supported the Tulsa community for nearly 100 years through programs serving children, adults, women, men, and families. Our programs include Child and Youth Development, Counseling, Immigrant and Refugee Services, and Health and Wellness. More than 20,000 people benefit from our services which are centered on the mission of *eliminating racism and empowering women*. We wholeheartedly support the work of the Lighthouse Charter School and its efforts to serve children in North Tulsa.

From what we have learned about the North Tulsa Lighthouse Charter School's rigorous core curriculum, we believe that it best serves the needs of the children of our community.

The school's small class sizes, emphasis on the arts and goal of ensuring that all their students attend college is a model that we would like to see actualized in North Tulsa.

We also have knowledge of the great academic strides other Lighthouse charter schools have made in communities similar to ours over the last 7 years. Lighthouse Academies is a highly regarded CMO with an experienced national board and leadership team, funding from major foundations and a strong partnership with Teach For America. More schools of this caliber would give our students in North Tulsa the opportunity to excel academically and would be an indispensable asset to our community. We support the opening of North Tulsa Lighthouse Charter School in the North Tulsa community.

Sincerely,



Felicia Collins Correia  
Chief Executive Officer

#### YWCA 2011 Board Officers

**Lucinda Rojas Ross**  
President

**Beth Downing**  
President-Elect

**Janet McGehee**  
Secretary

**Susan Cravens**  
Treasurer

#### Board Members

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Thamara Barthelus

Emily Bolusky

Marla Bradshaw

Gina Carroll

Risha Grant

Heidi Hartman

Candace Henderson

Carmela Hill

Shelly Holden

Libby Johnson

Belva Brown Jordan

Alicia Latimer

Marlene Livaudais

Jane Mudgett

Sharon Saied

Diana Wakefield

Karen Young

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"K" & Tim Caldwell

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Mary Ann Hille

Judy Kishner

Paula Marshall

David McKinney

Jennifer & Tom Palmer

Sandra Pease

Isaac Rocha

Ruth & Al Sowards

Georgina Van Tuyl

Donna Dantini Witt

Steve Wyett

Chief Executive Officer  
Felicia Collins Correia



**LIVE UNITED**  
GIVE. ADVOCATE. VOLUNTEER.

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3027 South New Haven  
Tulsa, OK 75147

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Sincerely,



Lucinda Rojas Ross  
President of the Board

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President

**Beth Downing**  
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Carmela Hill  
Shelly Holden  
Libby Johnson  
Belva Brown Jordan  
Alicia Latimer  
Marlene Livaudais  
Jane Mudgett  
Sharon Saied  
Diana Wakefield  
Karen Young

#### YWCA 2011 Advisory Board

Maria & Steve Bradshaw  
"K" & Tim Caldwell  
John Gibson  
Mary Ann Hille  
Judy Kishner  
Paula Marshall  
David McKinney  
Jennifer & Tom Palmer  
Sandra Pease  
Isaac Rocha  
Ruth & Al Sowards  
Georgina Van Tuyl  
Donna Dantini Witt  
Steve Wyett

**Chief Executive Officer**  
Felicia Collins Correia



**LIVE UNITED**  
GIVE. ADVOCATE. VOLUNTEER.

**TULSA METRO CHAMBER**

November 4, 2011

Millard House II  
Deputy Superintendent  
Tulsa Public Schools  
3027 South New Haven  
Tulsa, OK 75147

Dear Mr. House:

The Chamber is supportive of the Lighthouse Charter School, to be located in North Tulsa. This is a charter organization with a track record of providing high quality education to urban children. We also feel that their emphasis on the arts brings a very attractive as well as distinctly different educational option to our community.

The Tulsa business community is very supportive of Tulsa Public Schools and its efforts to ensure that every child receives a quality education every day. We are very aware that the research shows that children's overall achievement is enhanced when their learning environment is infused with the arts. With the budget constraints facing the public schools we recognize that this kind of program would be very difficult to organize without the support of an experienced organization.

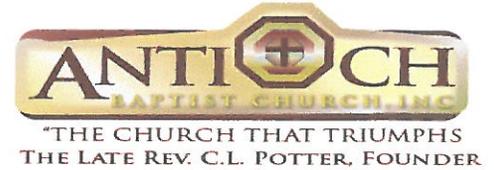
We are also confident that Tulsa's very strong arts community will rise to the challenge of partnering with this school to add to the children's experience. Tulsa is very fortunate to have extensive professional resources in a wide range of music, dance, theater, painting and sculpture.

We look forward to working with TPS to ensure that a Lighthouse Academy meets the needs of Tulsa students while adding to the educational experiences available in this district.

Respectfully,



Michael S. Neal, CCE CCD  
President and CEO



Rev. M.C. Potter  
Pastor

Rev. Andrea Clark  
Assistant Pastor

Anthony Samilton  
Coordinator of Deacons

Altheda Winford  
Assistant Coordinator of  
Deacons

Paula Tease  
Church Business  
Administrator

Edward Beck  
Finance Chair

Willie Wilson  
Assistant Finance Chair

Barbara Crawford  
Church Secretary

Connie Wright  
Church Music Manager

Selena Hill  
Church Music  
Administrative Assistant

Church Ministries  
Rev. Dexter Wright  
Men's Ministry

Rev. Phillip Dawson  
Children & Youth Ministry

Rev. J.D. Morrison  
Young Adult Ministry

Evangelism & Outreach

Women's Ministry

Supporting Ministries  
Senior Adult Ministry  
Singles' Ministry  
Marriage Ministry  
Restoration C.A.R.E.

November 1, 2011

Millard House II  
Deputy Superintendent  
Tulsa Public Schools  
3027 South New Haven  
Tulsa, OK 75147

Dear Mr. House:

It is with great pleasure that we express our support for North Tulsa Lighthouse Charter School, an applicant for a 2012 public charter school in Tulsa.

Antioch Baptist Church has been a pillar in our community for over 52 years. Since its inception in 1959, our church has been committed to serving residents in our community and the surrounding area by providing programs that encourage, enrich and empower individuals, families and especially youth. For years, Antioch has reached out to our community through our Summer Youth Program, Teen Saturday program, community Vacation Bible School and Fall Carnival, and our community basketball and baseball teams. These programs provide educational, cultural, social and spiritual enrichment for the youth and parents involved at no cost to their family.

From what we have learned about the North Tulsa Lighthouse Charter School's rigorous core curriculum, we believe that it best serves the needs of the children of our community. The school's arts infused design resonates strongly with our children and our cultural roots. Students learn about visual artists such as Pablo Picasso and Diego Rivera. All students learn about Jazz and Salsa through their Music Appreciation Program. Not only are the students' cultures affirmed through art, it is also affirmed through social studies lessons in the school's core curriculum. For example, second graders are introduced to the history of civil rights and its leaders such as Martin Luther King and Cesar Chavez.

We also have knowledge of the great academic strides other Lighthouse Charter schools have made in communities similar to ours over the last 7 years. I was a part of a group of community residents that toured the Jacksonville Lighthouse in September and was greatly impressed by the staff, students, and the curriculum. I appreciated witnessing firsthand how Lighthouse Academies works hard to create a culture of learning and success for every child.

Lighthouse Academies is a highly regarded CMO with an experienced national board and leadership team, funding from major foundations and a strong partnership with Teach For America. More schools of this caliber would give our students in North Tulsa the opportunity to excel academically and would be an indispensable asset to our community. We fully support the opening of North Tulsa Lighthouse Charter School in the North Tulsa community without reservation.

Sincerely,

Rev. Andrea Clark

PR/Award # U282B120007



Rev. M.C. Potter  
Pastor

Rev. Andrea Clark  
Assistant Pastor

Anthony Samilton  
Coordinator of Deacons

Altheda Winford  
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Your Servant,

Rev. M.C. Potter

## CHARTER SCHOOL CONTRACT

This Charter School Contract ("Contract") is executed as of the 17th day of January, 2012, by and between **Independent School District No. 1 of Tulsa County, Oklahoma** ("Sponsor"), and **Lighthouse Academies of Tulsa, Inc.** ("Charter School") and **Lighthouse Academies, Inc.**, a Delaware not for profit corporation ("LHA"). This Contract constitutes the Charter of the Charter School. When the terms "Contract" or "Charter" are used in this Contract, they are deemed to be synonymous.

The comprehensive instructional program and curriculum to be provided by the Charter School is described in the Proposal ("Proposal") submitted by the Charter School.

The Charter School will not provide any educational programs, grades or courses other than those shown in the Proposal, and any deviation from such approved grades, educational programs or courses will be good cause to terminate the Charter.

### **I. GENERAL PROVISIONS**

1. **Authority Granted by the Charter.** The Sponsor authorizes the Charter School to operate a charter school subject to the terms of this Charter, the Oklahoma Charter Schools Act (OKLA. STAT. tit. 70, §§ 3-130 *et seq.* (2012) ("Act")), and all applicable rules and regulations. Action materially in violation of the terms of the Charter, the Act, or applicable rules and regulations shall constitute a material violation of this Charter, and, subject to the provisions of Section V herein, will be good cause for termination of the Charter, provided that action necessary to comply with any applicable law or related state/federal regulation shall not constitute a material violation of this Charter. It is agreed by the parties that following any final decision by a court of competent jurisdiction that the Charter Schools Act is unconstitutional, this Charter shall immediately be null and void with all funding

obligations to the Charter School by the District to immediately cease, provided that the parties shall fully comply with the provisions of any final court order.

The Charter School agrees that it will start operations under this Charter on July 1, 2012.

The name and address of the representative authorized to act on behalf of the Charter School is as follows:

Name:	Michael Ronan
Address:	1661 Worcester Road Framingham MA 01701
Phone:	508 626 0901 / 508 769 4061
Fax:	508 626 0905

2. **Assignment.** Certain obligations of the Charter School under this Contract have been assigned by the Charter School to LHA, as set forth in the Proposal. As assignee, **LHA agrees to fully comply with all terms and conditions of this Charter School Contract.** In the event of a conflict between the provisions of this Contract and the provisions of the *Charter School Development, Academic and Business Services Agreement* between the Charter School and LHA, the terms of this Contract shall control. Except as provided in the service agreement between LHA and Lighthouse Academies, Tulsa LHA may not assign, delegate or subcontract to any other individual or entity any duty, obligation or responsibility that has been assigned to LHA by the Charter School. The obligations of the Charter School shall not be assigned, delegated, or subcontracted by the Charter School to any other individual or entity, provided the Charter School may contract with individuals or entities for services necessary to fulfill its Charter obligations. The management or operation of the Charter School, directly or indirectly, by any individual or entity other than the entities

expressly authorized herein shall be cause for termination of the Charter. The Charter School will not encumber, pledge, or in any way alienate the Charter for the benefit of creditors or any other entity.

3. **Term of the Charter.** This Charter will be effective on *July 1, 2012*, and shall terminate on *June 30, 2015*, unless terminated sooner as herein provided.

4. **Renewal of the Charter School Contract.** On timely application by the Charter School, this Charter may be renewed for an additional period, as determined by the Sponsor and Charter School, not to exceed an additional five (5) years from the last day of operation for the 2014-2015 school year. Any application for renewal must be filed not later than prior to the beginning of the third year of operations (*i.e.*, prior to July 1, 2014) under this Charter. An application for renewal must include the information requested for the original Proposal and any additional information requested by the Sponsor. Any written notice of an intent by the Sponsor to deny the request for renewal must be provided at least eight (8) months prior to expiration of this Charter.

5. **Modification of the Charter.** The terms of the Charter may be revised only through the written consent of the governing bodies of the Charter School and the Sponsor, and ratified by LHA to the extent that the modifications affect obligations that have been or will be assigned to LHA. Refusal by the Sponsor to agree to proposed Charter changes requested by the Charter School will not be cause for the Charter School to request or seek any legal remedy now or hereafter allowed by law whether by mediation, arbitration or a civil proceeding, however the Charter School does not waive any rights available to it under law.

## **II. THE EDUCATIONAL PROGRAM**

1. **Enrollment.** The Charter School shall verify residency, shall not discriminate in enrollment, shall comply with immunization statutes, and shall select waiting students by lottery. Enrollment in the Charter School shall be open to any student who resides within the geographic boundaries of the Sponsor and is eligible by age or grade to enroll in the Charter School's educational program; provided however, the Charter School must give preference to students attending a TPS school site listed on the school improvement list as required by the Act. If insufficient enrollment from the foregoing occurs at any grade level, then the Charter School may enroll students District wide.

If the number of students described above who apply for admission at any grade level exceeds the enrollment cap of the Charter School or any grade level then all such students shall be subject to a lottery for admission. Sibling policy will be applied at the lottery; i.e., if more than one child from a family has applied for admission and one of the children is selected by lottery, then the other applicants from that family are also permitted to attend.

The Charter School may admit transfer students (*i.e.*, students who reside within the geographical boundaries of another public school district and who transfer to Sponsor, hereafter "transfer students") **only if** enrollment capacity still exists after admitting all applicants who reside within the geographical boundaries of the Sponsor. Student transfer applications shall be processed by the Sponsor in strict compliance with Oklahoma law. Transfer students shall be admitted to the Charter School by separate lottery.

Total enrollment in the Charter School shall not exceed 280 students for the 2012-2013 school year; 330 students for the 2013-2014 school year; and 380 students for the 2014-2015 school year. However, at any time between January 1 and March 15 of any calendar year in which this Charter is in effect, the Charter School may request, in writing to

the superintendent of schools of the Sponsor, that the total allowable number of enrolled students be increased (the “Enrollment Request”). The Sponsor will place the consideration of the Enrollment Request on an agenda of Sponsor’s Board and will notify the Charter School of that fact. At the Sponsor’s Board meeting the Charter School will be allowed to address the Board, if it so desires, and the Sponsor shall, within sixty (60) days of the Enrollment Request, approve or disapprove the Enrollment Request and notify the Charter School of its determination which action shall be final for the ensuing fiscal year.

Prior to enrolling any student, the Charter School shall advertise, at its expense, to the general public, all relevant information about the Charter School necessary for a student or parent to determine whether an application by the student/parent should be made to the Charter School. The Charter School may choose an appropriate method of advertisement. At a minimum, the advertisement must provide information as to the Charter School's purpose, mission, admission policies, and method by which any student or parent can apply for admission to the Charter School.

The advertisement shall explain that if capacity is insufficient to enroll ALL eligible students who apply to the Charter School, the Charter School shall select students through a lottery selection process that does not discriminate against any student. The lottery shall use a mechanism for selecting students that will result in an equal probability that any student will be selected, and does not give the Charter School discretion to waive the selection of any student selected under the lottery mechanism. If the Sponsor desires to do so, it may have a representative present to observe the actual selection of students under the lottery process.

The admissions policy for admission of students to the Charter School is described in the Proposal. The admission policies and practices of the Charter School shall prohibit discrimination on the basis of gender, national origin, income level, ethnicity, religion, disability, aptitude, academic or athletic ability, and proficiency in the English language.

The Charter School shall not admit any student until receipt of proof of residency, appropriate immunization records as required by state law, and a birth certificate. Since the Charter School is a "school site" of the Sponsor for State Aid funding purposes, the Charter School upon enrollment shall notify the Sponsor in writing of the name, address, social security number, immunization records, and grade of each student admitted and shall forward to the Sponsor a copy of the student's birth certificate. The Charter School shall obtain a written consent from the parent or any student 18 years of age or older for transmission of such information to the Sponsor.

The Charter School will notify the Sponsor, in writing, by October 15 and March 15 of each school year that the Charter School has verified the residential address of each student enrolled in the Charter School.

2. **The Charter School program shall not discriminate.** The educational program of the Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. The Charter School shall not be affiliated with a nonpublic sectarian school or religious institution and shall not discriminate in its operations against any student or employee on the basis of race, creed, gender, national origin, religion, disability or need for special education services. For purposes of this Charter, the term "affiliated with a nonpublic sectarian school or religious institution" means any type of

connection, relationship or association, whether contractual or otherwise, between the Charter School and a nonpublic sectarian school or religious institution.

3. **The Charter School shall comply with statutes and regulations governing children with disabilities.** The Charter School will be knowledgeable of, and comply with, the provisions of the Individuals with Disabilities Education Act (IDEA), and implementing state and federal regulations; Section 504 of the Rehabilitation Act of 1973 ("Section 504") and implementing state and federal regulations; Title II of the Americans with Disabilities Act and implementing regulations; the Policies and Procedures For Special Education In Oklahoma of the State Department of Education governing the education of children with disabilities; and the Charter School will develop and implement a special education policy and procedures manual consistent with applicable court and administrative opinions setting forth its obligations under the law and this Charter and will provide a copy of such manual to the Sponsor on request. The Charter School agrees that it is the Local Educational Agency ("LEA"), as that term is defined in the above statutes and regulations, and that it accepts all responsibilities imposed by law under the above statutes and regulations and agrees to indemnify the Sponsor from all liabilities, including attorney fees and costs, which may be imposed on the Sponsor concerning the education of any child with a disability enrolled in the Charter School.

Compliance includes, but is not limited to:

- a. **Enrollment.** The Charter School shall not refuse enrollment to a student because the student already has been or may be identified as a child with a disability under IDEA or a child to whom Section 504 is applicable. The

Charter School will not drop enrollment of the student if such identification is made subsequent to enrollment.

- b. **Child Find.** The Charter School shall adopt and implement policies and practices that affirmatively seek out, identify, locate, and evaluate children with disabilities enrolled in the Charter School or contacting the Charter School regarding enrollment, and shall develop and implement a practical method to determine which children with disabilities are currently receiving needed special education and related services. For each eligible child, the Charter School shall develop and offer an individualized education program appropriate to the needs of that student.
- c. **Free Appropriate Public Education.** The Charter School shall provide a free appropriate public education to all children with disabilities otherwise eligible to enroll in the Charter School. If the program, staff or facilities of the Charter School are not capable of meeting the needs of a particular child, the Charter School will implement changes necessary to accommodate the child at the Charter School. If reasonable accommodations would be insufficient to enable the child to benefit from the Charter School's program, the Charter School will, at its own expense, place the child at an appropriate school. The Charter School recognizes that providing a free appropriate public education to a child with a disability may cause the Charter School to incur significant financial obligations.
- d. **Services to Students Subject to Disciplinary Removal.** The Charter School shall comply with current IDEA regulations governing services to

students subject to disciplinary removal, including regulations that require continuation of a free appropriate public education to a child with a disability even after disciplinary removal or change of placement of the child for valid disciplinary reasons.

- e. **Monitoring.** The Charter School agrees that its implementation of programs required to be in compliance with laws governing the education of children with disabilities may be monitored for compliance by the United States Department of Education, Office of Special Education Programs; the United States Department of Education, Office For Civil Rights; the Special Education Division of the Oklahoma Department of Education. This monitoring activity may include responding to complaints, and other investigations by the enforcing agencies, and may result in corrective actions imposed on the Charter School by these agencies for any discrepancies found. The Sponsor reserves the right to require periodic special education compliance reports from the Charter School in the same manner and format required of other of the Sponsor's "school sites."
  
- f. **Due Process Hearings.** The Charter School's implementation of programs required to be in compliance with laws governing education of children with disabilities may be subject to court supervision via litigation against the Charter School brought by individuals affected by the actions of the Charter School. The Charter School is aware that the cost to the Charter School of this litigation can be substantial. The Charter School acknowledges and

agrees that the Sponsor is in no way responsible for the costs of such litigation, including but not limited to attorneys' fees.

- g. **Notice.** The Charter School will comply with all requirements relating to notification to parents of their rights under IDEA and with notices required to be provided to parents of children with disabilities or children suspected of having disabilities.
4. **The Charter School shall comply with the Oklahoma School Testing Program, shall be subject to the State Office of Accountability, and complete specified reporting requirements of the Sponsor's Accountability Plan.** The Charter School shall participate in all testing as required by the Oklahoma School Testing Program Act and shall report test results as required of an Oklahoma public school district. The Charter School shall also provide specific data, as requested and specified in the Sponsor's School Accountability Plan. The Charter School shall provide any requested data to the State Office of Accountability.

In addition to such testing, if the Charter School assesses whether students are meeting academic goals through the use of other norm-referenced or criterion-referenced achievement tests, excluding routine classroom tests, the Charter School will notify the Sponsor of the tests to be administered and the dates of the tests at least two (2) weeks in advance of the tests. Within fifteen (15) days after the receipt of the test results by the Charter School, the Charter School shall provide such results to the Sponsor.

5. **The Charter School shall provide students with sufficient textbooks, workbooks, and other written curriculum materials during all years of operations as described in**

**the Proposal and will not provide less than such materials during subsequent years, unless excluded by the Sponsor.**

6. **The Charter School shall provide students with the technological aids described in the Proposal** to supplement the educational program during the first year of operations, and during subsequent years of operations will provide an amount equal to or greater than that which was provided during the first year unless excused by the Sponsor. "Technological aids" includes, but are not limited to computers and software.

7. **The Charter School shall provide students with the equipment described in the Proposal** to supplement the educational program during the first year of operation, and the Charter School will continue to provide at least that amount of equipment during subsequent years of operation unless excused from doing so by the Sponsor. "Equipment" includes, but is not limited to laboratory equipment and any other piece of equipment or tool used in the instructional program.

8. **Other Services to be Provided.** The Charter School:

Will \_\_\_\_\_ Will Not   x   offer Advanced Placement classes.

Will   x   Will Not \_\_\_\_\_ offer counseling services.

Will \_\_\_\_\_ Will Not   x   offer a gifted and talented program.

Will   x   Will Not \_\_\_\_\_ offer extracurricular activities for students.

Will \_\_\_\_\_ Will Not   x   offer an International Baccalaureate Program.

The Charter School will annually, in January of each school year, provide written notice to the Sponsor of all extracurricular activities offered to its students. The Sponsor shall have no obligation to expend any funds, provide any facilities, or otherwise support any extracurricular activity offered by the Charter School.

9. **The Charter School shall comply with federal statutory and constitutional requirements to assist students with limited English proficiency.** The Charter School is aware that enrollment of students on a nondiscriminatory basis may result in enrollment of students with limited English proficiency and that discrimination on the basis of a language deficiency caused by national origin offends federal law. The Charter School will comply with all federal constitutional and statutory obligations in assisting students with limited English proficiency.

10. **The Charter School shall comply with statutes governing the reporting of suspected child abuse, neglect, and/or exploitation.** The Charter School shall comply with the Oklahoma Child Abuse Reporting and Prevention Act.

11. **The Charter School shall comply with statutes governing the reporting of student absences.** The Charter School shall have an attendance officer who shall enforce provisions of the compulsory attendance laws and submit lack of attendance reports to the appropriate authorities as required by Oklahoma law.

12. **The Charter School shall comply with statutes requiring the reporting of students under influence of low-point beer, alcoholic beverages or controlled dangerous substances.** The Charter School shall adopt and deliver to the Sponsor and every classroom teacher a written policy for teachers to follow if they have a student who appears to be under the influence of low-point beer, alcoholic beverages, or a controlled dangerous substance. The Charter School shall file such policy with the State Superintendent of Public Instruction. The Charter School agrees that the Charter School staff will comply with the reporting requirements of the policy and relevant Oklahoma law.

13. **The Charter School shall comply with state law governing out-of-school suspension procedures.** The Charter School shall comply with Oklahoma law regarding the out-of-school suspension of students and other disciplinary procedures, and shall afford students all due process rights to which they are entitled by state law and the federal Constitution in the out-of-school suspension process. The Charter School shall furnish an individualized out-of-school education plan to eligible students suspended out-of-school as required by Oklahoma law. The Charter School shall not recommend that resignation or withdrawal from the school be accepted in lieu of suspension.

14. **The Charter School shall comply with federal privacy laws.** The Charter School shall comply with the Federal Family Educational Rights and Privacy Act and safeguard the confidentiality of student educational records. In addition, the Charter School shall comply with the student education record requirements contained in the IDEA.

15. **The Charter School shall have a functioning Safe School Committee.** The Charter School shall comply with the statutory and other legal requirements to form and maintain a functioning Safe School Committee.

16. **The Charter School shall ban wireless telecommunication devices on campus.** Except as may be required for medical reasons, the Charter School shall prohibit students from using wireless devices or pagers for incoming or outgoing calls or pages during school hours. Wireless devices should not be visible and are not to be activated during school hours. However, for safety reasons, students may possess wireless devices for before- and/or after-school activities.

17. **The Charter School shall provide eye protective devices for students if courses offered involve exposure to dangerous equipment or chemicals.** The Charter School shall

provide industrial quality eye protective devices to students who come in contact with dangerous machinery, welding, hot liquids, explosive chemicals or materials.

18. **The Charter School will not charge tuition or fees directly or indirectly for required activities.** The Charter School shall not charge students tuition or fees either directly or indirectly, regardless of what terminology may be used to describe any such attempted payments, for any activity required by the academic program of the Charter School

19. **The Charter School shall not be used to generate revenue for home-schooled students.** The Charter School shall not be used in any manner to generate revenue for home-schooled students.

20. **The Charter School shall educate students at the Charter School site.** The Charter School will educate students only at an organized Charter School site. The Charter School will promptly notify the Sponsor in writing of any proposed relocation of the Charter School facility. The Charter School may not directly or indirectly operate a home-school program.

21. **The Charter School shall comply with state law governing days of instruction and/or hours of instruction.** The Charter School shall provide instruction for at least the number of days, and hours during the day, as is required by Oklahoma law for the Sponsor. The Charter School will notify the Sponsor in writing of the number of days, and hours per day, of instruction, and will strictly comply with such timetables unless prevented by an emergency. The Charter School shall provide a copy of the adopted school calendar for each year of operation at least 45 days in advance of the beginning of the school year and share any and all revisions of same upon adoption by the Charter School's Board.

22. **PowerSchool and SEAS.** No later than July 1, 2012, the Charter School will acquire and implement its own Pearson PowerSchool student information system and its own Special Education Automation Software (“SEAS”) to facilitate the Charter School’s management of its student information and special education programs and services.

### **III. FISCAL MANAGEMENT**

1. **The Charter School shall operate on a fiscal year basis.** The Charter School shall utilize a fiscal year beginning July 1 and ending on the following June 30. The Charter School shall not violate the pay-as-you-go fiscal year restrictions imposed by the Oklahoma Constitution, Article 10, Section 26, and cases construing this provision.

2. **The Charter School shall comply with the Oklahoma Cost Accounting System.** The Charter School shall comply fully with the Oklahoma Cost Accounting System method of reporting school expenditures.

3. **The Charter School shall have an annual audit conducted.** The Charter School shall have the financial operations of the Charter School audited annually in accordance with the provisions of the Oklahoma Public School Audit Law. The Charter School shall bear any expense charged to the Charter School by the Auditor when conducting an investigative audit of the Charter School. The Charter School shall provide a quarterly financial report to the Sponsor signed by the Charter School’s Chief Financial Officer verifying the accuracy of the report.

4. **The Charter School shall provide an accounting of student attendance.** Because funds for a Charter School are based upon weights derived from statistics relating to student membership, student attendance, and student characteristics, the Charter School shall keep an accurate record of student attendance in compliance with reporting requirements of the

State Department of Education and shall furnish such information to the Sponsor at the times and in the format requested by the Sponsor.

5. **Assets of Charter School shall be restricted to Charter School usage.** The Charter School shall not apply, hold, credit, transfer, or otherwise make use of funds, assets or resources of the Charter School for any purpose other than operation of the Charter School described in the Charter. The Charter School shall abide by the Oklahoma constitutional bans against the loaning of public property for the credit or benefit of an individual or other entity and against the making of gifts of public property.

6. **The Charter School shall not extend its credit.** The Charter School shall not extend credit, or otherwise make use of the credit or assets of the Charter School for any purpose other than operation of the Charter School described in the Charter.

7. **The Charter School shall not be involved in transactions that are a conflict of interest.** No transaction shall be executed between the Charter School and a member of the governing body of the Charter School or any member of the immediate family of a member of the governing body of the Charter School which violates, directly or indirectly, Oklahoma law governing conflict of interest transactions between a member of the Sponsor Board of Education and the Sponsor School District.

8. **The Charter School shall not commingle Charter School funds.** The Charter School shall not commingle Charter School funds with the funds of any other person or entity. The Charter School shall keep separate and distinct accounting, auditing, budgeting, reporting, and recordkeeping systems for the management and operation of the Charter School. The Sponsor and Charter School mutually acknowledge that the Charter School may independently fundraise for private donations to support the Charter School.

9. **The Charter School shall maintain financial records.** The Charter School shall maintain all financial records needed to conduct an annual audit and to show compliance with this Charter, and shall not destroy such records for at least five (5) years.
10. **If the Charter School elects to participate in the Oklahoma Teachers' Retirement System ("OTRS"), the Charter School shall make timely contributions to the OTRS and to the Social Security System, and shall make timely withholdings of taxes required by state and federal statutes.** The Charter School will be knowledgeable of the statutes and regulations governing the OTRS. Nothing in this section shall obligate the Charter School to assume the obligation to pay any portion of the obligation of any employee to OTRS.
11. **The Charter School shall comply with federal statutes and regulations governing the payment of employer contributions to the Social Security Administration, withholding of Social Security contributions from employee wages, withholding of applicable state and federal taxes, and the reporting of wages earned and withholdings made.**
12. **The Charter School shall comply with statutes governing unemployment compensation benefits.** The Charter School will comply with requirements placed upon employers by the Oklahoma Employment Security Act. If electing to be a "taxable" employer, the Charter School will make timely payments to the Oklahoma Employment Security Commission. If electing to be a "reimbursing" employer, the Charter School will make timely reimbursements to the Commission for claims paid.
13. **The Charter School shall comply with the Fair Labor Standards Act.** As a governmental entity, the Charter School understands that it is subject to the requirements of

the Fair Labor Standards Act, including, but not limited to the payment of minimum wages, payment of overtime compensation to non-exempt employees and the maintenance of various records regarding pay and work times.

14. **The Charter School shall comply with child labor regulations.** The Charter School will comply with the child labor provisions of the Fair Labor Standards Act, and Oklahoma child labor law restrictions.

15. **No litigation having an adverse impact on school operations.** The Charter School hereby certifies that there is no pending litigation or threatened litigation at the present time that reasonably could have an adverse impact on operations of the Charter School. If at any time during the term of this Contract the Charter School is sued by or sues any person or entity in any jurisdiction the Charter School must immediately notify the Sponsor, in writing, of the suit and provide such information concerning the litigation as may be requested by the Sponsor.

16. **Sponsor Funding.** The Charter School shall receive funding from the Sponsor as provided by title OKLA. STAT. tit. 70, § 3-142, and any subsequent amendments thereto in this or any other section of the statutes, less five percent (5%) of the total State Aid allocation, which shall be retained by the Sponsor as a fee for administrative services rendered. The State Board of Education shall determine the policy and procedure for the Sponsor making payments to the Charter School.

17. **Sponsor Payments.** The Sponsor shall make payment to the Charter School by the second Friday after the Sponsor's receipt of any funds to which the Charter School is entitled. Further, the Sponsor reserves the right to determine the amount of estimated charter payments, if any, before the State Board of Education releases final state aid appropriation.

The estimate will use the average of the first quarter and the full year ADM for the previous school year.

18. **The parties agree to the following:**

a. When any student who has been reported to the Sponsor as being enrolled in the Charter School is no longer enrolled in that school, then the Charter School shall immediately notify the Sponsor, in writing, of that fact.

b. Funding for each year of operation under this Charter shall be determined using the appropriate weighted average daily membership, average daily attendance, or weighted raw student count in accordance with the formula set forth by the State Department of Education, for the first nine-week period of the school year.

c. In order to compute the potential changes in funding set out in this paragraph, the “base membership” of the Charter School shall be determined by the membership count on the final day of the first quarter of the school year.

d. Thereafter, if the membership count on the last day of any subsequent nine-week period falls below 90 percent of the base membership, the Sponsor will reduce the funding due to the Charter School for the next nine-week period by the ratio that the membership count of students at the end of the nine-week period in question bears to 90 percent of the base membership. For example, if the base membership is 100 students and the number of students in the subsequent nine-week period does not fall below 90 percent, then the funding will not change for the following nine-week period. On the other hand, if the total number of students drops to 85 percent, then the funding for the next nine-week period will be reduced to 95 percent of the originally computed funding allocation for the quarterly period (this is the 5 percent

difference between the minimum 90 percent membership maintenance requirement and the actual count at the end of the current nine-week measurement period).

e. The funding change set out in (d) above will be computed without regard to the individual student factors used to calculate the initial annual funding amount.

The “annual funding amount” is the amount anticipated to be paid to the Charter School by the Sponsor based on the enrollment calculations existing during the first nine-week period of the school year, set out by the State Department of Education.

f. Amounts recouped by the Sponsor from the Charter School under this provision may be recouped from any unpaid funds for the fiscal year in question.

g. The Charter School shall provide the Sponsor with all student enrollment information required by the Sponsor in an information format approved by the Sponsor.

h. Recoupment amounts calculated under this paragraph 18 shall not include students who are under suspension for ten (10) days or less at the end of any quarter or student withdrawals from school during the last ten (10) calendar days of the school year.

19. **Reporting.** The Charter School will timely provide the Sponsor with all data that the Sponsor is required to include in the Sponsor’s report to the State Department of Education and other governmental agencies.

#### **IV. FACILITIES, GOVERNANCE, AND OPERATIONS**

1. **The Charter School shall comply with the requirements of the Oklahoma Open Meeting Act.** The Charter School shall comply with all requirements of the Oklahoma Open Meeting Act, including, but not limited to, timely notification to the County Clerk of all meetings of the governing body, the timely posting of agendas, the maintenance of minutes, and the restricted purposes of executive sessions.
2. **The Charter School shall comply with the requirements of the Oklahoma Open Records Act.** The Charter School shall comply with all requirements of the Oklahoma Open Records Act, including, but not limited to, having designated individuals to process requests for inspection or copying of records.
3. **The Charter School shall promptly notify the Sponsor if operations cease or there is a change in the location of the facility.** Failure to promptly notify the Sponsor that the Charter School has ceased to provide any of the grades or courses of instruction for which this Charter was granted will be good cause to terminate this Charter.
4. **The Charter School shall comply with all state and local regulations concerning safety of buildings.** The Charter School will obtain all needed permits and inspections required of buildings by state and local authorities, and, in particular, all building code and safety regulations for structures housing children.
5. **The Charter School shall have the following administration.** The administration of the Charter School is described in detail in the Proposal, which also describes the administrative structure, the duties of each administrator, and employment qualifications required to hold the various positions. The Charter School has determined that administrative positions will not be required to hold administrative certificates issued by the

State Department of Education and that the Director of the School shall have at least a Bachelor's Degree.

6. The Charter School will have a governing body, which shall be responsible for the policies and operational decisions of the Charter School. **No current, proposed or future member of the governing body will have a felony conviction.**

7. **Facility Use Documents.** The Charter School shall have and maintain throughout the term of the Charter a lease agreement, title, or other legal instrument granting to the Charter School the right to occupy and use one or more facilities suitable for use as the Charter School facilities described by the Charter. The lease may not be made for more than one fiscal year, but may have options to lease in future fiscal years that are not beyond the length of the Charter.

The Charter School has secured the following facilities in which school operations are housed pursuant to a separate written Lease Agreement, which is attached hereto as **Exhibit A** and made a part of this Contract:

The street address of the facilities:

105 East 63rd Street North, Tulsa, OK 74126

The owner of the above facilities and the owner's address:

Tulsa School District, 3027 S. New Haven Ave., Tulsa, OK 74114

All needed inspections, permits, and licenses required by state and local governments have been obtained.

The facilities will have all smoke detectors as required by state law.

The Charter School will conduct fire drills and any other emergency drills as required by state law.

8. **The Charter School shall conduct safety training for personnel as required by statute.** The Charter School shall conduct employee safety training, which may be required of the Charter School.
9. **The Charter School shall provide phone / data and utility services.** The Charter School shall provide phone / data service at the school facility and utility services to properly maintain the school facility in comfort levels compatible with an appropriate learning environment.
10. **The Charter School shall maintain insurance protection.** The Charter School acknowledges and agrees that it has potential liability under the Oklahoma Governmental Tort Claims Act for negligent actions of its employees acting in the scope of their employment and under the federal and state Constitution, statutes, and regulations for actions that violate rights of students, parents, or employees. The Charter School also acknowledges that it may be sued for actions relating to contracts. **The Charter School has secured and will maintain throughout the term of this Charter and any extension thereof:** (1) liability insurance protection for ALL school operations in amounts equal to or greater than the minimum liability amounts set forth in the Oklahoma Governmental Tort Claims Act; (2) appropriate property and casualty insurance policies providing adequate protection of Charter School property; (3) fleet/liability insurance for any vehicle owned or operated by the Charter School in an amount equal to or greater than the amount required by law; (4) workers' compensation insurance as required by law; and (5) any other insurance which may now or hereafter be required by law. The Charter School will furnish the Sponsor with a copy of any policy of insurance it maintains within five (5) days of the Sponsor's written request for the policy.

11. **The Charter School shall issue employment contracts and conduct background checks.** The Charter School may not enter into an employment contract for the term of this Contract with any teacher or other personnel prior to the approval of this Contract by the Sponsor. The Charter School shall have employment contracts, which set forth the Charter School's personnel policies, including, but not limited to, policies related to certification, professional development, evaluation, suspension, dismissal and non-reemployment, sick leave, personal business leave, emergency leave, and family and medical leave. The employment contract shall also specifically set forth the salary, hours, fringe benefits, and work conditions of the employees. Upon contracting with an employee, the Charter School's governing body shall disclose, in writing, all employment rights of employees in the event the Charter School closes or its Charter is not renewed. **Within ten (10) days of contracting with an employee, a copy of the employment contract forms shall be furnished to the Sponsor.**

For all Charter School employees, prospective employees, and substitutes, Charter School agrees to conduct any and all background checks and/or record searches, including, but not limited to, national criminal history record checks, sex offender registry checks, violent offender checks, and any other searches that are required of school districts under federal or state laws, rules, or regulations.

12. **The Charter School shall comply with the Immigration and Reform Control Act.** The Charter School shall comply with the requirements of the Immigration and Reform Control Act that requires employers to enforce naturalization policies barring the employment of illegal aliens and requires employers to both verify the identity and the

employment authorization of all employees through completion of Form I-9, Immigration and Naturalization Service.

13. **The Charter School shall comply with the Asbestos Hazardous Emergency Response Act.** The Charter School shall comply with the requirements of federal law to make inspections to identify asbestos materials, take needed responses to control the release of asbestos fibers, compose a management plan on how the school will comply with the regulations, designate a person to carry out these duties, use specially-trained persons to make inspections and conduct periodic control; and notify, educate, and train school employees about the location and hazards of the chemical.

14. **The Charter School shall comply with the Oklahoma Hazard Communication Standard.** The Charter School recognizes that the Oklahoma Department of Labor has issued regulations pursuant to the Oklahoma Occupational Health & Safety Standards Act designed to protect the health and safety of employees. These regulations require the identification of hazardous chemicals on the work site, and the training of employees about hazardous substances to which they may be exposed on the work site. The Charter School will abide by these regulations.

15. **The Charter School shall comply with laws and regulations listed by the State Department of Education.** The Charter School will comply with all federal statutes and regulations, state statutes and regulations, and local ordinances and rules relating to health, safety, civil rights, and insurance listed annually by the State Department of Education for Charter School compliance.

16. **The Charter School shall provide for the disposition of property.** The Charter School shall adopt a rule specifying the method to be used for disposing of real and personal

property acquired by the Charter School upon the expiration or termination of the Charter or upon failure of the Charter School to continue operations or when the real or personal property is no longer needed by the Charter School. Any real or personal property purchased by the Charter School at any time with state or local funds shall be retained by the Sponsor, upon the occurrence of any of said events. However, if the Charter School continues operation in the geographical boundaries of the Sponsor under a new charter contract sponsored by another entity authorized under the Oklahoma Charter Schools Act to sponsor charter schools, then any personal property purchased with state or local funds by the Charter School may be retained by the Charter School for use in operation of the Charter School until termination of the new charter or failure of the charter school to continue operations, at which time all such personal property shall be retained by the Sponsor. On or before January 1 of each year, the Charter School shall provide to the Sponsor a full, detailed and complete inventory of all real and personal property that it has purchased with state or local funds.

17. The Sponsor and Charter School have entered into a separate agreement for the Charter School to purchase food services from the Sponsor. A copy of that agreement is attached hereto as **Exhibit B** and made a part of this Contract.

18. The Sponsor and Charter School are in the process of accounting for and assigning a valuation to the Sponsor's personal property that is located at the facility leased by the Charter School under Section IV.7. The parties agree that the Charter School shall either purchase said personal property from Sponsor at a mutually agreeable fair market value no later than July 1, 2012, pursuant to a separate written asset purchase agreement, or the Sponsor shall remove the personal property from the facility within a reasonable period of

time. If Charter School purchases any computers from Sponsor, Charter School acknowledges and agrees that all software, including operating systems, installed on the computers shall be “scrubbed” from the hard drives.

19. The Charter School shall provide at its sole cost transportation for students enrolled in the Charter School. In that regard, the Sponsor and Charter School have entered into a separate Student Transportation Contract, which is attached hereto as **Exhibit C** and made a part of this Contract.

## **V. INSPECTIONS**

1. **The Sponsor's representatives shall have the right to make periodic inspections of all aspects of the Charter School's operations.** Routine scheduled inspections shall take place on a quarterly basis, or more frequently if the Sponsor deems that more frequent inspections are appropriate. Non-routine inspections may occur at any time. The Sponsor will give the Charter School notice at least five (5) business days in advance of a non-scheduled, non-routine inspection. The Charter School agrees to cooperate in good faith with the Sponsor's representatives making the Sponsor inspections. The purpose of the inspections will be to ascertain that the Charter School is properly fulfilling its obligations under:

- a. The Oklahoma Charter Schools Act;
- b. The Charter School's Mission Statement;
- c. This Contract; and/or
- d. The terms and conditions of the Charter School's application/proposal to the Sponsor.

In the event that the Sponsor's representatives deem that the Charter School is not fulfilling its obligations with respect to any of the foregoing, the Sponsor will give written notice to the Charter School specifying the matters that have resulted in the Sponsor's findings. The Charter School shall have thirty (30) calendar days to correct the non-compliance, except that as to any deficiencies which would reasonably require more than thirty (30) calendar days to correct, the Charter School will not be in default as long as the Charter School is proceeding with due diligence and in good faith to correct the deficiencies. If the Charter School fails to correct the deficiencies within thirty (30) calendar days from the Charter School's receipt of the Sponsor's notice (or such longer time as may be permitted for deficiencies which reasonably cannot be corrected within thirty (30) calendar days under the above exception), the Sponsor may notify the Charter School that it is in default and that the Sponsor is exercising its right to terminate this Contract. However, the thirty (30) days notice will not be required in the event of repeated deficiencies or material breaches of this Contract or federal or Oklahoma law, in which case the Sponsor may notify the Charter School, in writing, that the Sponsor elects to terminate this Contract immediately.

## **VI. THIS AGREEMENT**

1. **Entire Agreement.** This Contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings, and discussions are merged into, superseded by and canceled by this Contract. The parties have jointly prepared this Contract; accordingly, this Contract shall not be construed more or less favorably with respect to either party. This Contract may not be modified or amended orally, but only by an instrument in writing, duly authorized and executed by the parties to this Contract.

2. **Severability.** If any provision of this Contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.
3. **No Waiver of Breach.** No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.
4. **Jurisdiction and Venue.** Any lawsuit related to or arising out of this Contract shall **only** be brought in the District Court of Tulsa County, Oklahoma or the United States District Court for the Northern District of Oklahoma. The parties, including, but not limited to, **LHA** hereby consent to jurisdiction and venue in both the District Court of Tulsa County, Oklahoma and the United States District Court for the Northern District of Oklahoma for all purposes.
5. **Governing Law.** Oklahoma law shall apply in interpreting and applying this Contract.
6. **Authority.** The persons signing this instrument represent that they are duly authorized to execute this instrument on behalf of the respective parties and that this instrument has been duly and legally approved and adopted by the respective parties.
7. **Incorporation.** All exhibits to this Charter School Contract, including, without limitation, the Lease Agreement (Exhibit A), Agreement for Meal Service (Exhibit B), and Student Transportation Contract (Exhibit C) are specifically incorporated into this Contract by attachment. Approval and signature of the Charter School Contract by the parties shall constitute their approval of and signature to each of the attached agreements. The agreements attached as Exhibits A, B and C, and all rights and duties set forth therein, are for

the 2012-2013 school year only, notwithstanding the term of this Charter School Contract, and must be renegotiated annually with formal approval of both the Charter School and Sponsor. In addition, the Charter School's Proposal, including any amendments, to Sponsor is incorporated herein by reference. In the event of any conflict between the terms and conditions of this Contract and the terms and conditions of the Proposal, the terms and conditions of this Contract will prevail.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the date first above written.

**Charter School:**

**LIGHTHOUSE ACADEMIES OF  
TULSA, INC.**

By: \_\_\_\_\_  
President/Chairman of the Board

**LHA:**

**LIGHTHOUSE ACADEMIES, INC.,  
a Delaware not-for-profit corporation,**

By: \_\_\_\_\_

Michael Ronan

\_\_\_\_\_  
Name

President and CEO

\_\_\_\_\_  
Title

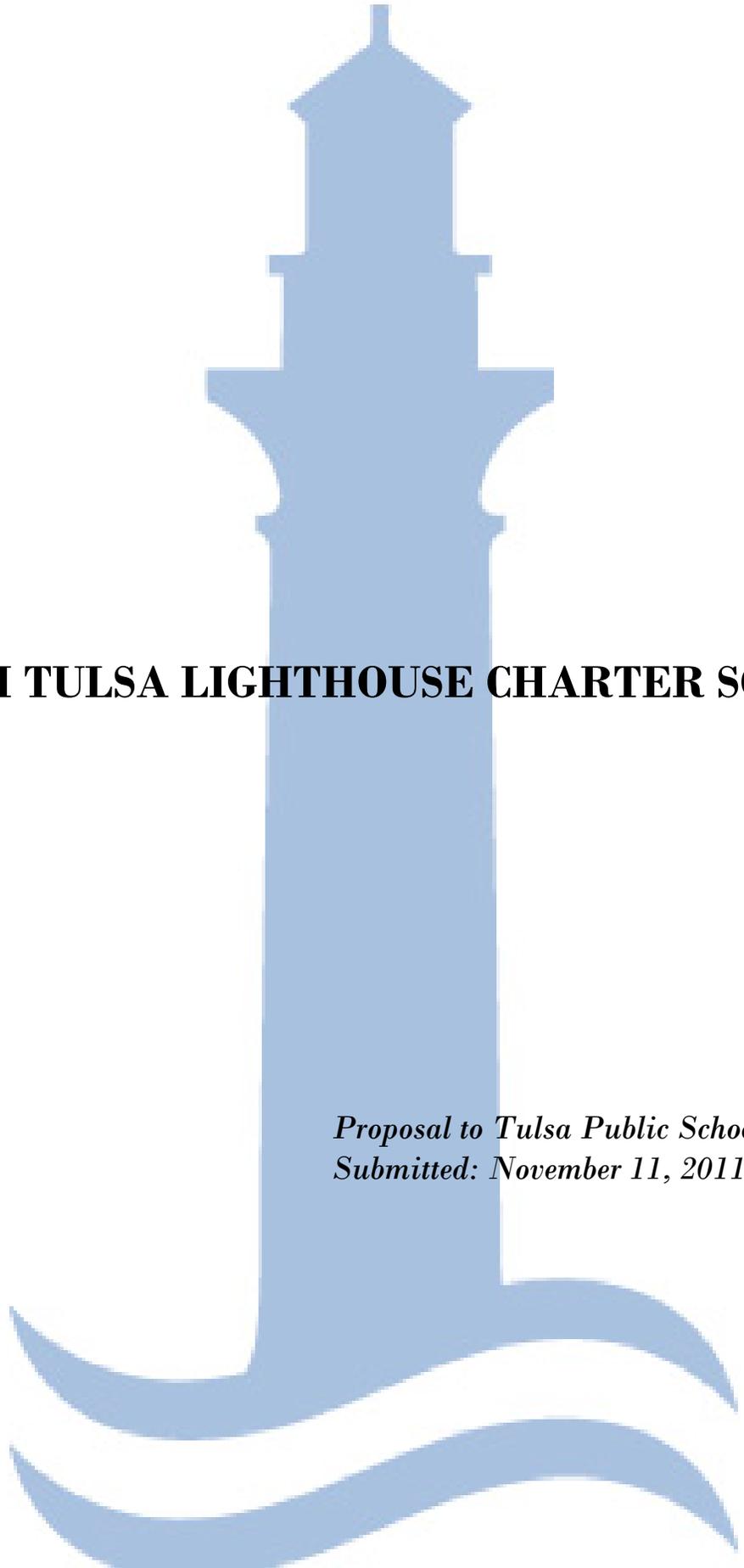
**Sponsor:**

**INDEPENDENT SCHOOL DISTRICT  
NO. 1 OF TULSA COUNTY,  
OKLAHOMA**

By: \_\_\_\_\_  
President, Board of Education

**ATTEST:**

\_\_\_\_\_  
Clerk of the Board of Education



**NORTH TULSA LIGHTHOUSE CHARTER SCHOOL**

*Proposal to Tulsa Public Schools  
Submitted: November 11, 2011*

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	<b>ATTACHMENT I. NTLCS START UP PLAN .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
	<b>ATTACHMENT J. PROFESSIONAL DEVELOPMENT CALENDAR SAMPLE ..</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
	<b>ATTACHMENT K. YEARLONG PROFESSIONAL DEVELOPMENT PLAN .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
	<b>ATTACHMENT L. LHA PERSONNEL HANDBOOK (EXCEPRTS) .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
	<b>ATTACHMENT M. BUDGET .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
	<b>ATTACHMENT N. FLOOR PLAN .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
	<b>ATTACHMENT O. CALENDAR.....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
	<b>ATTACHMENT P. STUDENT RECRUITMENT AND MARKETING PLAN .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
	<b>ATTACHMENT Q. LETTERS OF SUPPORT .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
	<b>ATTACHMENT R. PETITIONS OF SUPPORT .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
	<b>ATTACHMENT S. TRAINING CERTIFICATION .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>

**GENERAL INFORMATION FORM- TULSA PUBLIC SCHOOLS**  
**Charter School Proposal Requirements**  
**(School Year 2012-2013)**

Name of the Proposed School: *North Tulsa Lighthouse Charter School*

Name of the Founder/Applicant of the Proposed School: *Annie Koppel Van Hanken*

Address of the Founder/Applicant (Street/City/State/Zip Code):  
*1718 S. Rockford Tulsa, OK 74120*

Telephone Number, Fax Number, and E-mail address Founder/Applicant (if applicable):

*918.630.9420*                      *Email: [annie@gkff.org](mailto:annie@gkff.org)*

Name of the Contact Person if different from the above:

*Address of the Contact Person (Street/City/State/Zip Code):*

*Telephone Number, Fax Number, and E-mail address (if applicable) of the contact person:*

*Have you/will you file a proposal to charter this school with other sponsoring organizations? YES \_\_\_ NO X If yes, please list such organizations.*

*Please provide the Mission Statement for the school, the date of its adoption, and the organizational entity or person(s) formulating such statement.*

North Tulsa Lighthouse Charter School will prepare children for college through a rigorous, arts-infused program. This mission was adopted by the NTLCS Board on October 25, 2011.

*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.*

NTLCS will engage students by infusing the arts into all areas of the curriculum and by building a strong school culture. Students are much more likely to achieve at high levels when they care deeply about what they are doing, when they see that academics connect to their own lives, and when they

feel emotionally and physically safe to take risks and learn. Within this context, NTLCS will use a combination of carefully researched curricula and instructional practices to help all students master Oklahoma’s Priority Academic Student Skills (PASS) and the Common Core State Standards for Mathematics, English Language Arts, Literacy in History/Social Studies and Science. In addition, by the time NTLCS Scholars graduate in 12<sup>th</sup> grade, they will embody the four Lighthouse core competencies: Effective Communication, Self-Direction and Self-Management, Critical Thinking, and Active Community Membership.

*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.*

1. NTLCS will make AYP.
2. State Proficiency Cohort: 75% or more of students who enter NTLCS school no later grade 4 and have been at NTLCS for at least three full years will score “proficient/passing” or higher on their state-specific assessments.
3. For students that have been at the school for three full years or more, the number of students at or beyond the national median percentile in reading and math will increase by at least 10 percent of the grade level cohort each year on NWEA’s MAP Assessment.
4. Each year, students in grades K-8 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in reading as

measured by Northwest Evaluation Association’s Measurement of Academic Progress (NWEA MAP) in reading.

5. Each year, students in grades K-9 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in mathematics as measured by Northwest Evaluation Association’s Measurement of Academic Progress (NWEA MAP) in mathematics.

*Please provide the projected student enrollment breakdown for each of the first five (5) years of the proposed charter school’s operation. The enrollment projection should be by grade, by year.*

	<b>Year 1 2012-2013</b>	<b>Year 2 2013-2014</b>	<b>Year 3 2014-2015</b>	<b>Year 4 2015-2016</b>	<b>Year 5 2016-2017</b>
	<b>Enrollment</b>	<b>Enrollment</b>	<b>Enrollment</b>	<b>Enrollment</b>	<b>Enrollment</b>
Pre K 4	40	40	40	40	40
K	40	40	40	40	40
1	50	50	50	50	50
2	50	50	50	50	50
3	50	50	50	50	50
4	50	50	50	50	50
5		50	50	50	50
6			50	50	50
7				50	50
8					50
<b>Total</b>	<b>280</b>	<b>330</b>	<b>380</b>	<b>430</b>	<b>480</b>

*Address of the facility identified to house the proposed school:*

105 East 63rd Street North, Tulsa, Oklahoma 74126

*The facility is (Please check one):*

*( ) Owned by the applicant*

*(X) Leased by the applicant (Please note that though not currently leased, we are in the process of leasing a facility from Tulsa Public Schools.)*

*( ) Being purchased by the applicant*

*Please provide the name, address and telephone number of the proposed school's legal counsel, if any:*

**Nick Tait**

1516 North Harvard Avenue Tulsa OK 74115

Phone: (918) 834-2130

*Please complete the following information regarding the proposed school's calendar:*

The instructional day at the school will begin at **8 a.m.** (time) each school day.

The instructional day at the school will end at **4 p.m.** (time) each school day.

Minutes of instruction each school day will be **480 minutes.**

Number of instructional days each school year will be **190.**

# I. STUDENT POPULATION

## A. Student Population Description

1. *Provide a description of the ages and or grade levels and/or other characteristics of the target population to be sought for enrollment at the proposed charter school.*

The school will open with grades Pre-Kindergarten 4 (PreK) through fourth (4<sup>th</sup>) grade. Initial enrollment will be 280 students and in its' fifth year will expand to include grades PreK through eight. See **Table 1** below for projected enrollment for the first five years<sup>1</sup>.

**Table 1. Projected School Enrollment**

<b>School Year</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>Grade</b>	<b>Students</b>	<b>Students</b>	<b>Students</b>	<b>Students</b>	<b>Students</b>
Pre K 4	40	40	40	40	40
K	40	40	40	40	40
1	50	50	50	50	50
2	50	50	50	50	50
3	50	50	50	50	50
4	50	50	50	50	50
5		50	50	50	50
6			50	50	50
7				50	50
8					50
<b>Total</b>	<b>280</b>	<b>330</b>	<b>380</b>	<b>430</b>	<b>480</b>
Special Needs	28	33	38	43	48
ELL	33	40	45	51	57

The proposed facility in which the NTLCS is located is within the 74126 zip code of North Tulsa. We will target this zip code and the surrounding zip codes 74110, and 74115 for student recruitment, however we will accept applicants from anywhere

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<sup>1</sup> The projected number of special needs and ELL students is estimated based on data available from the Tulsa Public School.

within Tulsa Public Schools (per the requirements of the Oklahoma Charter Schools Act).

Through the work of its principal and regional vice president, NTLCS will take the measures below, among others, to ensure that students representative of the school's local community are recruited. North Tulsa Lighthouse Charter School will provide translation services for all promotional materials and any person-to-person interaction requiring an English translation for any language that is necessary to inform the community. The school will conduct the following outreach activities:

- Post flyers and notices in local newspapers, supermarkets, communities of faith, community centers, and apartment complexes;
- Conduct open houses at public and private elementary schools, after-school programs and youth centers;
- Visit local organizations in surrounding neighborhoods; and
- Canvass neighborhoods to further reach interested families

We anticipate the target population of the NTLCS will be reflective of the current student population within these neighborhoods of North Tulsa including zip codes 74126, 74110, and 74115, we are anticipating a diverse student population with approximately 50% white, 32% African American, 12% American Indian and 11% Hispanic.

NTLCS will not offer preferences in admissions to children of particular needs or abilities. We will ensure that our marketing efforts give students with special needs

and those whose first language is not English every opportunity to enroll in the school.

2. *Describe methods to be employed that will guarantee no enrollment limitations upon the student population by ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or measures of achievement, aptitude, or athletic ability.*

In accordance with state and federal laws, no student will be denied admission to NTLCS based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. The school will be open to any child who is eligible under the laws of the state of Oklahoma for admission to a public charter school in compliance with the requirements of Section 3-140 of Title 70.

- Students who reside in the district shall be given preference.
- Students who complete transfers requests under Oklahoma State statute Title 70 Sections 8-103 or 8-104 shall be admitted through lottery after all district applicants have been admitted.

The school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Open enrollment will begin in February 2012 and will include opportunities for interested families to meet with the school leader(s) and learn about the proposed program and mission of the school. Applications are provided in English and Spanish,

the majority language other than English in the community the school wishes to serve. Translation into other language will be available as necessary. If families need assistance in completing the application, such support will be provided for them by a staff member at the school.

Children must be four years old for Pre K 4, five years old for K and six years old for grade 1 by September 1, 2012.

NTLCS's recruitment and admissions policies and plans work together to support our mission of preparing students for college as we are open to all students with particular emphasis on those who have not had the opportunity to excel academically. The recruitment efforts, described above, will attempt to reach these students in particular so that they may apply for admission in our rigorous program.

Details regarding the lottery, waitlist and admissions policies and procedures can be found in *Section III Admissions*.

## II. ACADEMIC DESIGN

### A. Consistency with the Purpose(s) of the Act

1. *Carefully enumerate the purpose(s) of the Oklahoma Charter School Act being addressed by the charter school being proposed.*

The purpose of the Oklahoma Charter Schools Act, according to 70 O.S. § 3-131, focuses on educational quality and opportunities for families, students, and education professionals. The purposes enumerated in the act that most align to the Lighthouse Academies charter school model are: to improve student learning and increase learning opportunities for students; to encourage the use of different and innovative teaching methods and to create new professional opportunities for teachers; to provide additional academic choices for parents and students; and to require the measurement of student learning.

2. *Describe the programs, services and activities being proposed to assure that the purposes identified above will be met.*

The Board of Directors of NTLCS is working with Lighthouse Academies, Inc. (LHA) a national nonprofit charter management organization to offer a program that will:

- a. Improve student learning and increase learning opportunities for students:

The mission of Lighthouse Academies is to prepare students for college through a rigorous, arts-infused program. We believe that arts infusion activates student interest, engages students in learning activities, and can assess students' understanding of content and concepts. We use research-

based, high quality curricular programs, aligned to state and local standards, to maximize student experiences in each core area.

Combined, the rigorous academic program and arts-infusion model help students achieve proficiency on state and federal standards. By setting high mastery and growth goals for our scholars, we typically see over 100 percent fall to spring growth in math and reading every year, based on NWEA's Measures of Academic Progress.

Our model also includes arts partnerships, meant to support not only arts infusion in the classroom, but aid in shaping cultural programming during and after school throughout the year. In addition, we strive to expose students to master artists in all genres, often giving them opportunity to learn about various styles and cultures.

b. Encourage the use of different and innovative teaching methods and to create new professional opportunities for teacher and administrators:

Lighthouse Academies believes our education program is only as good as the teachers teaching it. Therefore, we invest significant time both before and during the school year to provide intensive professional development opportunities for staff members. At least 20 professional development days are scheduled during the school year, including a national Summit where staff from across our network can share best practices, develop our knowledge and skills, and demonstrate their commitment to never stop learning. In addition, NTCLS will set up their own professional development to encourage

collaboration on school-level issues, to analyze and interpret data that to influence instruction, and build content-knowledge and plan for effective arts-infused instruction. This model is set up to encourage innovation and build teachers' abilities to serve their students in the best ways possible.

A dual leadership design distinguishes our model from others and provides opportunities for teachers and administrators to focus their leadership and to support each other every day. We invest resources in every school to create leadership teams that focus on teaching, learning and student achievement. The principal is the instructional leader of the school and the director of instruction and director of school culture work alongside the principal to implement, support, and assess our education program.

We also believe in supporting and developing future school leaders within our network. The teacher leader fellow (TLF) program identifies outstanding teachers who express an interest in school leadership. They are mentored by their administrative staff, in addition to providing support to their colleagues in the classroom. This staffing model provides multiple career paths for our employees to grow within their school community and support student achievement from various perspectives.

c. Provide additional academic choices for parents and students:

As a public charter school with an arts-infused, college-prep focus, Lighthouse Academies offers a unique choice in education for parents and students.

N TLC S provides this unique programming and seeks to open in North Tulsa, where a similar school does not exist.

d. Require the measurement of student learning and to create different and innovative forms of measuring student learning:

We believe that high expectations lead to high results. We take measuring student learning seriously every day with this in mind.

In every Lighthouse charter school, data from assessments and teacher observations drive instruction in the classroom. It is critical that we have a solid understanding of what each student knows, what each student is able to do, and each student's learning style and pace. Our research indicates that schools that achieve significant improvements in achievement provide frequent performance feedback to students.

In addition to Oklahoma Core Curriculum Tests, N TLC S plans to also use North West Educational Association's (NWEA) Measures of Academic Progress (MAP) as an additional measure. However, to effectively drive instruction, teachers will regularly administer and analyze formative assessments that are generated at the classroom and school levels. Teachers will document results from our reading and math curricular programs with tracking sheets, using the information to create groupings for instruction, map out re-teaching, gather/create differentiated homework assignments, select skills for daily practice, and to identify students' tutoring needs.

Grade-level and staff team meetings at NTLCS will focus on using data from these assessments to set classroom goals, group students for small group instruction, and plan effective supplemental instruction to meet the needs of all students. In addition, authentic student work is regularly reviewed, homework is given daily, and progress reports for families are given out monthly.

3. *Provide certification that the proposed school has not had or will not have an affiliation with a non-public sectarian agency, organization or association.*

NTLCS has not and will not have any affiliation with a non-public sectarian agency, organization or association.

## **B. Mission and Educational Philosophy**

1. *Restate the mission as reported on the general information sheet.*

The mission of the North Tulsa Lighthouse Charter School (NTLCS) is to prepare our students for college through a rigorous arts-infused program.

2. *Describe the educational philosophy supporting the statement of mission.*

NTLCS will engage students by infusing the arts into all areas of the curriculum and by building a strong school culture. Students are much more likely to achieve at high levels when they care deeply about what they are doing, when they see that academics connect to their own lives, and when they feel emotionally and physically safe to take risks and learn. Within this context, NTLCS will use a combination of carefully researched curricula and instructional practices to help all students master

Oklahoma's Priority Academic Student Skills (PASS) and the Common Core State Standards for Mathematics, English Language Arts, Literacy in History/Social Studies and Science. In addition, by the time NTLCS Scholars graduate in 12<sup>th</sup> grade, they will embody the following four Lighthouse core competencies:

- **Effective Communication** demonstrated by their ability to read, speak, listen and write with clarity, accuracy, authenticity and conviction across various domains.
- **Self-Direction and Self-Management** demonstrated by their ability to take initiative with their learning and work; ask and answer questions, and understand that they are ultimately responsible for their future.
- **Critical Thinking** as demonstrated by their ability to problem solve, make decisions and consider multiple strategies and perspectives when answering questions, approaching challenges and interacting with others.
- **Active Community Membership** demonstrated by their ability to identify and make positive contributions to the many different kinds of communities of which they are a part.

In support of our mission that all students will not only be prepared for but will graduate from college, we share the following fundamental beliefs about our work:

- All children deserve access to excellent public schools.
- All children can achieve at high levels.

- The infusion of the arts into the core curriculum increases student engagement and helps develop a deeper understanding of core concepts, ultimately leading to increased student achievement.
- More family participation is better. Families have a lot to offer us.
- Every dollar we spend on overhead is a dollar unavailable to our schools.

Our daily work reflects four core values which we will model and expect from all members of our community:

- **Work Hard. Get Smart. Graduate from College.** What does this mean? We put in whatever time it takes to get the job done right. We ask questions to “get smart” about what we don’t know. We aim our efforts at college, not just getting there but graduating and the new opportunities that will be available to our students beyond.
- **High expectations equal results.** What does this mean? If we expect great things from our students, staff, and community, great things will be achieved. When we make excuses for people’s actions, we lower the bar for everyone.
- **Nothing less than excellence.** What does this mean? This means we relentlessly pursue excellence. Not Okay. Not Good Enough. Not Alright. EXCELLENT!
- **Today is the day we make it happen.** What does this mean? Our work is urgent. We don’t wait for change; we make change happen each and every day with all that we do.

## C. Educational Program

1. *Describe the educational program of the school as related to the instructional goals listed as a part of the General Information Sheet.*

### ***The Lighthouse Academies (LHA) Education Model***

We have developed a research based program which fuses together seven essential elements as the foundation of the LHA Education Model to ensure all students are prepared to graduate from college. The core elements of the LHA design which foster high student achievement and success include:

- College Focus
- Arts Infusion
- Standards-Driven Rigorous Research-Based Programs
- Social Curriculum and SHINE
- Data to Drive Instruction
- Professional Development
- More Time on Instruction – a longer day and year

The Lower Academy (PreK4 -4) focuses on building solid academic skills in reading, writing and mathematics in order to prepare students for the more rigorous Upper Academy (5-8) and College Prep (9 – 12) programs. Once students enter the Upper Academy and continue in the College Prep Academy, the focus is on application of skills and developing their ability to collaborate and solve more complex problems and complete more expansive projects.

### **College Focus**

For many of the students in the Tulsa community, college has not been a reality. One high school located where we propose to open NTLCS had a graduation rate of a 64.6% in 2009-2010, which is more than 20% lower than the state graduation rate

and more than 10% lower than the Tulsa Public School's graduation rate.<sup>2</sup> Our mission is to make college real and attainable for all of our scholars. Our rigorous curricular programs will provide students with the academic, cultural, and social foundation in order to be prepared for college. In addition, college will be a focus that permeates our school culture. All classrooms will be named for colleges and universities and in most cases, that of their teacher. Upper and College Prep Academy students will participate in annual college visits. Students in 7th and 8th grade will also engage in CollegeEd, a collaborative academic and career planning curriculum for students, teachers, and families, designed to empower students with the skills and knowledge to envision their goals and achieve success in higher education.

*My college diploma is displayed proudly in my classroom as are sentence strips that read:*

*College graduation dinner \$225.*

*Two roundtrip plane tickets to watch your daughter get her Master's Degree: \$900.*

*Being proud of what you've accomplished: Priceless.*

*What will you be proud of this year?*

*-Teacher  
Upper Academy, LHA*

## Arts Infusion

Arts infusion is a powerful approach to teaching that enhances student learning and increases student engagement in education. We believe arts-infused instruction is an effective way to activate student interest, engage students in learning activities and assess students' understanding of content and concepts. Every day at NTLCS, we will infuse art activities and techniques into the teaching of all core subjects.

Arts infusion increases student engagement and helps develop a deeper understanding of core concepts, ultimately leading to increased student achievement.

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<sup>2</sup> <http://apps.sde.state.ok.us/apireports/default.html>

We will work collaboratively with local arts partners (AP) and identify a school-based arts infusion specialist to support this element of the design. We believe arts-infused instruction is a key lever to increase student engagement, and thus, increase student achievement. Arts-infused instruction is:

- **A better way to engage students (activator)**

Research shows that the study of art and music is linked to higher test scores.

- **A better way to teach the research-based curricula (reinforces and extends learning)** Teachers and visiting artists plan lessons that include artistic techniques and demonstrations in all subject areas.

- **An alternative way to assess student understanding of content and concepts**

Teachers use exemplars to facilitate group feedback focused on work products, not students.

The focus on engagement and the arts is particularly effective within the community we will serve. Students who are in need of additional academic support or just learning English, often lack confidence in the classroom and so they are less active participants. This limits their ability to learn. Through the use of arts, its focus on presentation, and the fact that all students are encouraged to participate, we will increase all students' interaction and thus more effectively serve previously marginalized children.

Studies show that art increases student engagement in education.<sup>3</sup> The act of creating art makes the learning and application of core content less abstract, more

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<sup>3</sup>E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning." Arts Education Partnership. Available at <<http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>>

personally relevant and inherently, more interesting. Research shows that the arts play a key role in brain development.<sup>4,5</sup> and the College Entrance Examination Board reports that students who participate in art do better in academics than other students.<sup>6</sup> Moreover, the arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at-risk of disengaging from school.<sup>7</sup>

NLCS will partner with local arts partners to infuse art activities and techniques into teaching. The school will partner with organizations like these in order to bring their skills to our students and to help our faculty learn about the resources available in the community in which they teach. Classroom teachers, with the support of an arts-infusion specialist, will use the art techniques they learn from local arts partners to infuse the arts into classroom instruction where appropriate. These connections with working artists make our education program's basis in the arts more robust and meaningful than it could be without them. These links also serve as ways to get to know more parents since they help NLCS become a true member of the arts community in Tulsa.

### **Standards-Driven, Rigorous Research-Based Program**

The LHA Education model is anchored in Oklahoma's Priority Academic Student Skills (PASS) and the Common Core State Standards (English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical

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<sup>4</sup> Sylvester, Robert. "Art for the Brain's Sake." *Educational Leadership*. Volume 56, Number 3. November 1998. Page 32.

<sup>5</sup> Sinatra, R. (1986). "Visual Literacy Connections to Thinking, Reading and Writing." New York: Charles C. Thomas.

<sup>6</sup> See "The College Board, Profile of College-Bound Seniors National Report for 2001, 2002 and 2004" (Located at the web site of the National Association for Music Education, <http://www.menc.org/information/advocate/sat.html>).

<sup>7</sup> *ibid*

Subjects). These standards collectively define what students should know and be able to do at each particular grade level. The standards are the destination for the year – where we want all of our scholars to arrive. High quality research based curricular programs, including **Open Court Reading® /Imagine It!<sup>8</sup>, Readers and Writers Workshop, Saxon Math®, FOSS® Science, and Pearson Core Knowledge® History and Geography**, provide the foundation for school-wide instruction and are the vehicle which we will use to assist scholars in reaching their destination of mastering state learning and Common Core State Standards. Specific information and research regarding the curricular programs may be found in *Section II: Academic Design*.

### **Social Curriculum/SHINE**

NLCS believes the social curriculum is as important as the academic curriculum. Our academic programs come together with an intentionally designed school culture that makes learning the highest priority in the building, creates the order that makes hard work possible, and helps everyone feel safe and respected. Through our social curriculum we will develop the school culture as well as individuals' competencies to be effective communicators, self-managers, critical thinkers and active community members.

In addition, we believe that there is a set of qualities (social skills and character traits) that all children need in order to be successful through college and life which contribute to the development of the core competencies. These qualities are included in our SHINE character education program: Self-Discipline, Humility, Intelligence,

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<sup>8</sup> Please note that Imagine It! is the revised edition of OCR used in new LHA schools.

Nobility, and Excellence. To ensure all students develop these qualities and skills, NTLCS will use the Responsive Classroom (RC) and Developmental Designs<sup>9</sup> (DD) programs as the foundation for the social curriculum and school culture.<sup>10</sup>

The Responsive Classroom (RC) and Developmental Designs (DD) approaches are both student-centered, research-based methods for teaching students the skills, and not just the rules, to be successful at NTLCS and ultimately, in college and life. RC and DD require the integration of social and academic learning all day every day. They are based on the belief that the better the relationships in a school, the more successful the students can be, both academically and socially. In *Improving the Odds*, University of Minnesota researchers found that a strong community, clear expectations in a non-punitive atmosphere, and interactive, engaging academics support the development of connectedness to schools.<sup>11</sup> In addition, in a study led by University of Virginia's Curry School of Education focusing on the effects of Responsive Classroom in urban schools, researchers concluded that the Responsive Classroom approach is associated with better academic and social outcomes for elementary school children<sup>12</sup>. The RC/DD approach is comprised of six basic components – morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice time, and assessment and reporting – each of which play a specific role in making each classroom and the overall school safe and productive.

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<sup>9</sup> Development Designs formally was known as Development Designs for Middle School. They have subsequently encompassed high schools as well.

<sup>10</sup> See <<http://www.originonline.org/index.php>> for more information.

<sup>11</sup> Hagedorn, Christopher (2008) *Developmental Designs*. Minneapolis, MN p. 8

<sup>12</sup> Rimm-Kaufman PhD., Sara *Social and Academic Learning Study on the Contributions of Responsive Classroom 2006*.

The foundations developed in the K-8 program through RC/DD are continued in the College Prep Academy through the Advisory program. Well-facilitated and regular advisory periods are associated with reduced dropout rates, the development of a student sense of belonging, and enhanced student-teacher relationships.<sup>13</sup> The advisory period provides opportunities for every student to be known well by at least one adult in the building, allows for student-advisor weekly check-ins and goal monitoring, and provides opportunities for advisory students to develop a close network of peers for support and encouragement.

### **Data to Drive Instruction**

Data from assessments and teacher observations will drive instruction in the classroom at NTLCS. Effective schools use assessment to determine individual students needs, measure progress, and build a culture of achievement. Through the use of varied standardized and curricular assessments, teachers are well informed on the instructional priorities of each student. All students are assessed during the first weeks of school to determine baseline data that guides planning and instruction. Assessments throughout the year – both curricular and standardized – are utilized to monitor individual student and classroom progress.

The benefits of using assessments to drive instructional decisions at the school and classroom level are well known and widespread. In the *90-90-90 Schools: A Case Study*, Douglas Reeves identifies the focus on student data from frequent assessments

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<sup>13</sup>Mandy Savitz-Romer, Joie Jager-Hyman, and Ann Coles, “Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success.” Pathways to College Network, April (2009).

as a key characteristic of schools with high performance and high poverty and minority populations. In order for a teacher to meet the needs of each individual student, it is critical for a teacher to have a clear picture of what the student knows and does not know. Reeves study concludes that schools which achieved significant academic improvements provided frequent performance feedback to students.<sup>14</sup> In addition, research shows that frequent assessments and timely data ensure teachers are planning and teaching strategically.<sup>15</sup> This is why students at NTLCS will be assessed regularly and will receive ongoing feedback on their progress.

Teachers at NTLCS will use standardized assessments (NWEA and state assessments) as one measure, but in order to target instruction effectively, teachers will regularly administer, analyze and use curricular and teacher generated assessments. Grade level and staff team meetings will focus on using the results from the above assessments to set classroom goals, group students for small group instruction, and plan effective supplemental instruction to meet the needs of all students. Please see *Section V: Student Assessment and Accountability* for more information on how teachers and leaders will gather, analyze and use data to inform planning and instruction.

## **Professional Development**

Professional development is a cornerstone of our model as we operate on the principle that we are all learners. We believe the education program is only as good as

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<sup>14</sup> Reeves, Douglas. [Accountability in Action: A Blueprint for Learning Organizations \(2<sup>nd</sup> ed.\)](#). Denver, CO: Advanced Learning Centers, Inc., 2000.

<sup>15</sup> Datnow, A., Park, V. & Wohlstetter, P. "[Achieving with Data: How High-Performing School Systems Use Data to Improve Instruction for Elementary Students](#)." Los Angeles: Center on Educational Governance, University of Southern California, 2007.

the teachers teaching it. Therefore we will invest significant time both before and during the school year to provide intensive professional development opportunities for all staff members. A minimum of twenty (20) professional development days (160 hours) will be scheduled into the school year to address the needs of our teachers and staff to continually develop instructional skills and knowledge and demonstrate our commitment to nothing less than excellence. The emphasis on professional development stems from research that states that “the most effective way to increase the achievement of our students is to improve the quality of teaching” (Sparks and Hirsh, 2000, p.4).

*“...a growing body of research shows that improving teacher knowledge and teaching skills is essential to raising student performance...[effective professional development programs] create regular opportunities for serious collaborative planning, develop classroom assessment skills, and connect teachers to other professionals within and beyond their schools.” Sparks, D. and Hirsh, S. (2000) A National Plan for Improving Professional Development. National Staff Development Council: Oxford, OH.*

Focusing on professional development over an extended period of time will allow team members to focus on specific strategies, receive feedback on their actions, reflect on areas for growth, and implement newly learned strategies, starting the cycle over once again. Porter et al. (2000) also state that the quality of teacher instruction is intensified through focused professional development that includes reform type professional development (e.g., teacher networks or teacher study groups) rather than workshop or conference participation, consistency with teachers’ goals, other activities, materials and policies, alignment of instructional materials, student assessments, and policies to professional development, and "collective participation in professional development by a group of teachers or other educators from the same subject, grade, or school”, which provide a broader base of understanding at the local

implementation level, not only for teachers, but also for principals and others who can provide instructional support. For more information and detailed description of our professional development model, please refer to *Section II: Academic Design* which follows.

### **More Time on Instruction**

Educating our students is urgent work. To ensure that every child masters the work necessary to prepare them for college, NTLCS will provide more time on task. This means a longer school year (190 instructional days) and a longer school day (8 hours). This extended school day and school year will equate to over 450 more hours of instruction for the students at NTLCS each year, compared to state guidelines.

- 2. For schools proposing to house grades 9-12, provide a detailed description of the strategies/course offerings that will assure that students can meet graduation requirements of the state and district.*

NTLCS will not have a high school during the first term of the charter. A detailed plan for grades 9-12 will be provided in the renewal application.

- 3. 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.*

In every classroom, there will be a myriad of ways learning will take place. Teachers will employ various instructional methods such as direct instruction and small group instruction. Teachers follow a gradual release of responsibility - “I do, we do, you do” model where the teacher models the learning objective/outcome, then guides students through their practice and finally gives the students the opportunity

to try it themselves. This allows students multiple opportunities to see and experience the objective with support from the teacher or a peer.

### ***Arts-Infusion***

As noted above, one element of our core design is arts-infusion. An arts-infused school is a place where the arts permeate school culture. Every day, visual arts, movement, music and other forms of creative expression<sup>16</sup> are integral parts of the teaching and learning processes. The NTLCS arts infusion model consists incorporating the arts into academic instruction and daily exposure to master artists and works of art.

Arts infusion will fundamentally change the nature of teachers' lessons. Teachers may use arts infusion to *activate, engage* and/or *assess* students in learning activities. These activities will range from single lessons to longer projects developed over the course of an entire unit of material. In all cases, art will provide students with creative means of learning and/or applying the skills and knowledge from the core curriculum. Furthermore, teachers will regularly incorporate exposure to master works of art and artists in order to expand students' knowledge base of different cultures, artistic movements, and to increase their overall appreciation for different forms of expression.

Successful implementation of an arts-infused program will result in student mastery of learning objectives. Arts infusion will provide a means to achieving this

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<sup>16</sup> Examples of creative expression include drama, poetry, speech.

mastery, and may also be used as an alternative way to assess students' ability to think critically about the content and concepts they are studying.

### ***Workshop (Differentiated Instruction)***

The school will employ a strong daily workshop model in both reading and math. The workshop model allows students to experience challenge that is appropriate to their current performance level. The workshop model also allows the teacher to focus on a specific set of learners each day and provide small group instruction. In both the Lower and Upper Academies, teachers use current student achievement data (NWEA, curricular assessments, student work samples etc) to determine key curricular objectives and standards which students need further practice or instruction to reach mastery. Further, in Upper Academy, teachers can be observed leading a reader's and/or writer's workshop. Upper Academy teachers use Understanding by Design (UbD) for planning that is focused on "teaching for understanding". The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curricular units, performance assessments and classroom instruction. The combination of these two methodologies allows teachers to focus on a key set of skills/concepts during a mini-lesson and then provides opportunities for students to apply their learnings individually.

### ***Blackboard Configuration***

The configuration provides a set structure across classrooms, allowing students to know what they will learn in each class. When clearly written and consistently

utilized, students know exactly what to expect from the first moment in class and can use it as a road map for the rest of class. The Blackboard configuration is updated each day prior to the students entering the room. Through this effort, we model organization and preparation which sends a strong message to your scholars about your commitment to their learning.

When consistently practiced, the blackboard configuration<sup>17</sup>:

- strengthens teachers' planning and pacing skills;
- standardizes expectations across the school;
- provides students with an example of how to organize and plan;
- increases student achievement and engagement
- provides school leaders with a management tool for short, daily observations of classes.

The BBC is written to answer the question: “What do I want my students to know and be able to do by the end of class?”

### ***Heterogeneous Grouping***

All core instruction within the Lower and Upper Academies will take place in heterogeneous classrooms. Specific needs-based instruction occurs in addition to the core programming. Occasionally, an exception is made. For example, Upper Academy students in the reading intervention class may receive this support in place of the core program.

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<sup>17</sup> Charter Schools of Indiana Resource - Leadership

## ***Looping***

Looping is an instructional strategy which will be used at NTLCS to foster relationship building between students and teachers and to provide a stable and predictable environment for students. Beginning in first grade, students will spend two years with their teacher. Through looping, teachers can develop a deeper understanding of students' learning styles and needs, better understand the needs and expectations of families regarding their children's education, and approach the curriculum in more depth, knowing that there is more time to help students make connections<sup>18</sup>.

Building strong, trusting relationships in a safe environment is critical for student success in school. Students who feel connected to school and the people in them are the ones who are best able to respond to the challenges of academic life.<sup>19</sup> Beyond the intrinsic value of reducing the time students spend getting to know their teachers, there is a wealth of research that supports the positive effects of looping or multi-year assignments in the classroom. An excerpt from a paper by Daniel L. Burke provides an overview of some of the studies.

The available literature on looping is replete with its benefits. Students change from one grade to the next with a minimum of anxiety (Grant & Johnson, 1995). Looping provides children with additional time to build the relationships on which much of children's learning depends (Checkley, 1995; Haslinger, Kelly, & O'Lare, 1996; Lincoln, 1997; Shepro, 1995). Looping can turn parents into supporters and

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<sup>18</sup> Grant, Jim; Johnson, Bob, and Richardson, Irv. *The Looping Handbook: Teachers and Students Progressing Together*. Crystal Springs Books 1996

<sup>19</sup> Hagedorn, Chris (2008) *Developmental Design*. Minneapolis, MN p.8

promotes stronger bonding between parents and teachers (National School Public Relations Association, 1995; Shepro, 1995). Looping essentially adds an extra month of teaching/learning time during the second year when the typical transitional period at the beginning of the year is virtually unnecessary (Hanson, 1995; Burke, 1996).<sup>20</sup> The table below shows the looping structure for NTLCS.

Academy	Looping Teams
Lower Academy	Pre K 4 - Kindergarten
	Grades 1-2
	Grades 3-4
Upper Academy	Grades 5-6
	Grades 7-8

### ***Teaming***

Teaming improves school climate and helps prevent teacher isolation. By encouraging teachers to collaborate in teams, there are increased teacher perceptions of efficacy in relation to students.<sup>21</sup> NTLCS believes in the power of collaboration among faculty. Teachers in Kindergarten through grade four work collaboratively in grade level teams. Weekly grade level team meetings are set up to provide opportunities for these teachers to work together to plan and implement the curriculum as well as analyze student data on a regular basis. Upper Academy at NTLCS is comprised of fifth through eighth grades. The teaching team structure in Upper Academy is different, with two teacher teams, Humanities (ELA/SS) and Math/Science, during the 5th – 6th loop and content specialist teaching teams (ELA,

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<sup>20</sup>Burke, Daniel L. “Looping: Adding Time, Strengthening Relationships.” ERIC Clearinghouse on Elementary & Early Childhood Education. 1997. Champaign IL. (ERIC Document Reproduction Service No. ED414098)

<sup>21</sup> [Smith, S.C., & Scott, J.J. (1990). *The collaborative school: A work environment for effective instruction*. Eugene, OR: ERIC Clearinghouse on Educational Management, and Reston, VA: National Association of Secondary School Principals; Johnson, D.W., & Johnson, R.T. (1987).

Math, SS, Science) in the 7th and 8th grades. This gradual transition between sixth and seventh grades provides developmentally appropriate instructional structures which allow students to gain important organizational and management skills. In addition, this transition allows the 5/6 Team to have increased individual student interaction and opportunities for relationship building. As students progress to the more rigorous and content-specific curricula of the 7/8 Team, they will receive instruction from content areas specialists, allowing for more depth of knowledge.

### ***Inclusion***

To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, NTLCS will educate all students with disabilities in the least restrictive environment. Special classes, separate schooling or other pull out services will occur only if the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily with the use of supplementary aides and services. For inclusion to be effective it must incorporate all of the supports necessary for the child to have access to the core curriculum or to a modification of it.<sup>22</sup> The special education staff will work collaboratively with the individual classroom teachers to coordinate curricular objectives, introduce and monitor modifications and accommodations, and to identify alternative teaching strategies. (Please see below for further information on Special Education at NTLCS). Kochhar, West, and Taymans (2000) draw from the research to conclude that the

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<sup>22</sup> Batshaw, Mark L. *Children with Disabilities*. Paul H. Brooks Publishing 2002

benefits of inclusion across grade levels far outweigh the difficulties inclusion presents.

For example, they conclude that for students with disabilities, inclusion:

- promotes appropriate social behavior because of higher expectations in the general education classroom;
- promotes levels of achievement equal to or greater than those achieved in self-contained classrooms;
- offers a web of peer support.
- improves the ability of students and teachers to adapt to different teaching and learning styles.

### ***Response to Intervention for At-Risk Students***

Students who continue to experience learning challenges in the classroom will be provided individualized and small group instruction through the intervention programming. Using the Response to Intervention (RtI) model, the Intervention Team will assess all students every eight weeks using DIBELS assessments in reading and math. The Intervention Team triangulates the data from DIBELS with performance on the Oklahoma Assessment Program Grade Level Assessments, NWEA, Corrective Reading assessments and classroom assessments to determine whether a student should remain in their current tier of services, receive intervention services as part of the general classroom setting or increase intervention to a higher tier of services. Throughout this process, the school keeps parents informed and involved in decision-making.

## **D. Proposed Curriculum**

- 1. Provide a detailed description (grade by grade and/or subject by subject) of the proposed curriculum for the school.*
- 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. List the curriculum materials (textbooks, workbooks, etc.) contemplated for use in support of the proposed curriculum and describe the anticipated availability.*

The LHA Education model is anchored in Oklahoma’s Priority Academic Student Skills (PASS) and the Common Core State Standards (English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects). These standards collectively define what students should know and be able to do at each particular grade level. The standards are the destination for the year – where we want all of our scholars to arrive. High quality research based curricular programs, including **Open Court Reading® /Imagine It!**<sup>23</sup>, **Readers and Writers Workshop**, **Saxon Math®**, **FOSS® Science**, and **Pearson Core Knowledge® History and Geography**, provide the foundation for school-wide instruction. These programs are the vehicle which we collectively use to assist scholars in reaching their destination of mastering Oklahoma’s PASS and the Common Core State Standards

The PreK 4 curriculum, based on the Oklahoma Early Learning Guidelines, will be thematic and developmentally appropriate for students. NTLCS will adhere to all rules and regulations related to PreK 4 instruction as outlined by the Oklahoma Department of Education. With a lower student-adult ratio (10:1), schedule and learning environment structured to meet the needs of 4 year old students, instruction in PreK 4 classrooms will be structured differently than other grades. The learning

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<sup>23</sup> Please note that Imagine It! is the revised edition of OCR used in new LHA schools.

environment will be print rich and arranged in learning centers or learning areas (e.g., art center, science center, reading center, dramatic play center, block center). Each center will have a variety of activities for the children, allowing for a wide range of developmental interests and abilities within the same learning space. Such classroom organization will allow for developmentally appropriate interaction, exploration and play. Through thematic units, PreK 4 instruction will be integrated and taught across all areas of the core curriculum. Due to the looping structure at NTLCS (see above section on looping), continuity between the early childhood program and the kindergarten program will be in place. Specifics regarding PreK 4 curriculum is included below.

***Reading/Language Arts***

The foundation of any strong academic program is reading. NTLCS will use a research-based program – Open Court/Imagine It! Reading 2009 (OCR/II) – with leveled readers and quality literature in grades PreK 4 through sixth (6<sup>th</sup>) to give all students a base in phonics and the opportunity to read a wide variety of texts.

***What you might see:***  
*Walk into Ms. Bartlett’s Kindergarten class. Ms. Bartlett is at the front of the room with a big book. The book, complete with pictures and text that students can read from many feet away, is a story written specifically to include certain letter sounds that students are learning. The students, who have already seen the letter and repeated its sound with their teacher, sit around her on a rug as she reads out loud. She points to each word as she says it. Next, each student will read the story him or herself in the Open Court books. Frequent repetition of new sounds and phonemes is a hallmark of the Open Court Program.*

Elementary students will spend at least 120 minutes per day reading and writing. OCR/II is a comprehensive reading program which emphasizes the five components of effective reading instruction: phonological awareness, phonics, vocabulary/word study, fluency and comprehension. Students read leveled selections that are included

with the series. Open Court/Imagine It! has been shown to be effective with all students. Additionally, studies completed in California show that Open Court/Imagine It! has a particularly strong positive effect on students with limited English proficiency.<sup>24</sup> Numerous studies make it clear students who do not read when they enter school benefit from explicit instruction in phonics and phonemic awareness.<sup>25</sup>

Readers and Writers' Workshop in the upper grades (7<sup>th</sup> – 12<sup>th</sup>) provides teachers the framework in which to explicitly teach and model more sophisticated use of cognitive strategies while giving students large amounts of self-directed learning time in which to practice them. This promotes students' ability to master the college readiness standards put forth by the Common Core State Standards Initiative. Workshop balances teacher-centered, explicit instruction with student-centered activities in which students learn to read and write better by actually reading and writing. Readers and Writers Workshop stimulates the development of a classroom community in which students think of themselves as readers and writers, monitor their own understanding and growth, and work collaboratively. Workshop structures support teachers to differentiate instruction, since students have the opportunity to read independently at their independent reading levels and the teacher regularly works with small groups and individual students (Atwell, 1987; Calkins, 1994; Wood, 1999).

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<sup>24</sup> See <<http://www.sraonline.com/download/ocr/testscoresgain.pdf>.>

<sup>25</sup> Foorman, B., Francis, D., Beeler, T., Winkates, D., & Fletcher, J. M.. "Early Interventions for Children with Reading Problems: Study Designs and Preliminary Findings." *Learning Disabilities: A Multi-disciplinary Journal* 8 (1997): 63-71.

## **Mathematics**

Mathematics instruction at NTLCS will be highly structured. Teachers will emphasize mastery of concepts through practice over time in order to build a solid mathematics foundation for every child. The school will use the Saxon Mathematics program as the basis for mathematics instruction. Saxon Math presents concepts in carefully sequenced increments, allowing students to be introduced to new concepts in each lesson as well as to practice and review previously introduced concepts. It will take students through algebra by the end of 8th grade and thus prepare them to tackle the college preparatory program in high school. Saxon Math is supported by a large body of research that shows both that its methodology – teaching math in small increments and repeating parts of lessons numerous times – is effective and that it leads to better results than other programs. This research also shows that Saxon is particularly effective with low income students of color in closing the achievement gap.<sup>26</sup> Saxon math has been a successful core curricular program in Lighthouse schools.

Students at every grade level will have the opportunity to integrate art into math. For example, a second grade teacher collaborates with the arts infusion specialist to plan a math lesson on two-dimensional shapes. Using works by Pablo Picasso, Georges Braque and Paul Cezanne to provide examples of the use of shapes in painting, the teacher will help students create their own works of art with the assigned shapes from the math curriculum. Additionally, the music and math

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<sup>26</sup> See <[http://www.saxonpublishers.com/pdf/research/saxon\\_math\\_research.pdf](http://www.saxonpublishers.com/pdf/research/saxon_math_research.pdf)>

teachers would collaborate to draw connections between math and music, expecting students to apply what they have learned in both subjects. Or a Sixth Grade math teacher will use the music concepts of beat and meter to reinforce a lesson on fractions and the music teacher will review the concept of fractions to teach beat and meter for a lesson on performance or a lesson on distinguishing musical genres from different cultures.

## ***Science***

Science instruction at NTLCS will have a strong basis in lab work, exploration, and mastery of specific concepts. To teach the core content topics and scientific method, we will provide all K-8 classrooms with the science kits created by researchers at the University of California, Berkeley, known as the Full Option Science System (FOSS)<sup>27</sup>. FOSS kits provide all materials and instructions a teacher needs to conduct demonstrations and labs in the regular classroom. Teachers will use FOSS' inquiry based approach to teach PASS as well as the Common Core State Standards in Literacy in Science in upper grades. The FOSS kits will provide the basis for the curriculum through 8th grade. In high school, students will take Biology, Chemistry and have opportunities to participate in Advanced Placement for these subjects prior to graduation. Science concepts will be integrated into the PreK 4 program through the comprehensive OCR/II program, which incorporates scientific skills and topics.

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<sup>27</sup> More information available at [www.lhsfoss.org](http://www.lhsfoss.org).

## Social Studies

As students at NTLCS work toward Oklahoma standards in Social Studies and the Common Core State Standards for Literacy in History/Social Studies in upper grades, they will use a wide array of monographs, textbooks,

**What you might see:**  
*Ms. Jenkin's first grade class created a 6 foot high pyramid made out of hard Styrofoam. The Styrofoam is covered with construction paper, paint and hieroglyphic letters created by the students. This project is connection with their study of Ancient Egypt in the Pearson social studies curriculum. The goal of this project was for the students to simulate, on a smaller scale, what it was like to construct the pyramids.*

stories, videos, web sites, maps, pictures, and other historical sources to study cultures, geography, and social sciences. No highly successful social studies teacher can rely solely on one textbook.<sup>28</sup> As a resource, however, we will make the Pearson Learning History and Geography Series, edited by the founder of the Core Knowledge Foundation, available to all students and teachers in grades K-6. In the Upper Academy, social studies units are designed using Understanding by Design (UbD) framework and are rooted in state social studies standards and core curriculum. Some content may come from the Core Knowledge sequence; yet it is not the basis for instruction because of Oklahoma state-specific content standards.

A variety of primary and secondary sources are utilized in the Upper and College Prep Academies, including but not limited to Joy Hakim's *History of US* series, Pearson's *World Studies* series. Students will participate in both active, authentic assignments and performance tasks, as well as traditional, pen-and-paper tests; we believe both types of assignments have an important role. For example, while covering a unit on the early civilizations of the Americas, students might create multi-

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<sup>28</sup> "Six Questions to Ask on Back to School Night." *The Thomas B. Fordham Foundation*. Web site text, located at <http://www.edexcellence.net/foundation/publication/publication.cfm?id=319>.

media presentations on the predominant art forms of each civilization they learn about. A first grade teacher may read to the children from The Maya: A New True Book, by Patricia McKissack, to give them an introduction to Mayan civilization, and then show them examples of Mayan art. He would explain to students how Mayans recorded information on stone pillars called stellae. Following these lessons, students would make their own stellae using cardboard, crayons and paper. These stellae would eventually form part of a comprehensive presentation containing representations of art from all early American civilizations.

## **Arts**

At NTLCS arts infusion will be evident in every content area. It will be reflected in the pedagogical techniques of the teachers, the assignments students do, and the ways in which feedback on skill and technique is delivered and received across the curriculum.

In addition to the infusion of arts into all core subject matters, all students will also be required to take classes in visual arts taught by an art teacher, who also serve as an arts-infusion specialist to support teachers. The visual arts curriculum is based on the state standards. Students will focus on developing skills in painting, drawing, sculpture and other media, developing art literacy (analysis, history, appreciation, etc.) and understanding the cultural, historical and personal context of artistic creation. Students will have opportunities to share their work with the school community as well as the larger community through school displays, town hall meetings and gallery showings.

All students will also be required to take music. *The Spotlight on Music* program<sup>29</sup> produced by Macmillan/McGraw Hill Companies will be the core music program for the Lower and Upper Academies. This comprehensive music program is designed to teach students all aspects of music appreciation, understanding and performance. The curriculum is well suited for NTLCS because, in addition to providing a solid foundational music curriculum, it provides opportunities for infusing music into core subjects such as math and social studies.

Each student at NTLCS will learn to play at least one instrument prior to graduation. When students first enter the school in grades Pre K4-2, they will have the opportunity to experiment with various instruments. Starting in third grade, all students will be given recorders, instruction on playing the recorder and ample time in school to progress towards proficiency.

The arts-infused program coupled with explicit instruction in the arts will build students' cultural competency by providing students with a solid background of the significance of the arts in our culture and the culture of others. The program provides opportunities for our scholars to create and apply their knowledge in ways which promote critical and higher level thinking.

## ***Spanish***

The Spanish program at NTLCS is intended to be an exposure program for our students in Kindergarten through Fourth Grade. The introductory program in the Lower Academy will provide students basic vocabulary through presentation and

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<sup>29</sup> <http://www.mhschool.com/products/music/2005/>

recitation, activities, songs and games. As such, focus is on listening comprehension, speaking and vocabulary development. A curriculum guide highlighting core vocabulary and objectives is used as a basis of the program.

The Upper Academy Spanish program, if successfully completed, will prepare students for Spanish 2 upon entry into high school. The Upper and College Prep Academies' Spanish program

***What you might see:***  
*The fifth graders file into the classroom, hang up their coats, and head to their seats. Class starts with Mr. O'Brian playing a song from Selena. He asks the students to listen to the chorus and then write down the words that they hear. As the song plays he writes five new vocabulary words on the board and asks students to listen for them. Once they have written the chorus in Spanish they then turn to their partner and work together to translate their work into English. Selected groups then share their translation with the class.*

will teach developmentally appropriate language skill and cultural awareness through the study of communication, culture, connections, comparisons and communities. The Realidades curriculum will be utilized through the CPA. Realidades is a standards-based curriculum that balances communication and grammar. Written to meet the needs of the diverse learners in today's classroom, it uniquely integrates language, culture, and technology to teach and motivate all students.

### ***Physical Education and Health***

We will mix non-competitive games with content and activities promoting healthy practices in Physical Education (PE) and Health at all grade levels. NTLCS will use the SPARK program<sup>30</sup> to teach physical education. The SPARK program is one of the most thoroughly researched PE program; results indicate not only improved motor skill development and physical fitness but also academic

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<sup>30</sup> For more information go to <http://www.sparkpe.org/programElementaryPE.jsp>

achievement<sup>31</sup>. Teachers in their homerooms will be expected to work with students during morning meeting and at other times throughout the day to incorporate the focus on movement and health into the school day. In later years, a dedicated PE teacher may be added based on the budget.

## **Technology**

Never has there been a time when technology has been more important to the students in our schools. College bound students need to be technologically literate to be competitive in the global community. College students need to know how to use technology to access and present information. Educational technology encourages more student activity and interaction with material.

Students at all grade levels at NTLCS will learn about technology as a key part of their learning within the classroom. As students are immersed in the core content, they will use technology to communicate, collaborate, explore and research. Explicit instruction will be provided by the classroom teacher to ensure that students understand how to identify, use, and maintain technological components. Technology will be investigated as both a tool for productivity and a force that shapes the global community over time.

When students enter the College Prep Academy they will each receive a laptop computer through our 1-to-1 Laptop Program. Laptops will provide an array of learning experiences for students, with writing as one area in which the academic benefits are clearest. The 1-to-1 Laptop Program will encourage authentic assessment

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<sup>31</sup> Sallis, J. F., McKenzie, T. L., Rosengard, P. R (2009). Beyond the Stucco Tower: Design, Development, and Dissemination of the SPARK Physical Education Programs. *American Academy of Kinesiology and Physical Education*.

and provide students with varied opportunities to demonstrate their understanding of and use of technology as well as content. Opportunities for online or ‘distance’ learning will also be made available. Depending on the needs and decision of the school leadership, NTLCS may choose to have a dedicated technology teacher with the opening of the Upper Academy.

### **Unit and Lesson Planning**

Teachers will use Oklahoma’s PASS with the Common Core State Standards as the basis of their instructional planning. In addition, the *Lighthouse Academies Curriculum Guides* provide pacing and instructional guidelines which support the curricular programming and yearlong planning.

The standards outlined in PASS and Common Core State Standards will collectively serve as the foundation for objective-based unit and lesson planning. Upon approval of the charter, a comprehensive scope and sequence aligning Oklahoma’s PASS and Common Core State Standards with the Lighthouse programs will be completed. The process for completing the development of a scope and sequence will include collaboration between the school leaders, the Oklahoma Transition team and the Lighthouse Academies Education Team. The overall scope and sequence will be completed by April 2012, prior to hiring instructional staff. Teachers and leaders will work together in the spring and through the professional development institute to align these plans to both the Oklahoma and Common Core State Standards. A sample for Kindergarten is provided in **Attachment A**.

4. *Describe the curriculum planned for any limited English proficient learners or non-English speaking populations.*

NLCS will serve any and all students with limited English proficiency (English Language Learners, or ELLs) using structured English language immersion so they achieve proficiency in the English language as quickly as possible. The school shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

Students at NLCS with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. NLCS will ensure that ELLs are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to the extent possible to encourage participation in the school by all members of the NLCS community. Parental outreach may also be conducted through home visit by a school official and an interpreter.

NLCS will use the following process for identifying students who are ELL students as follows:

- A Home Language Survey will be used to screen all new enrollees in the school for potential limited English proficiency;

- If the student’s home language is one other than English, school staff shall conduct an informal interview in the family’s native language and English;
- If the student’s family speaks a language other than English at home according to the Home Language Survey, the school will administer the W-APT<sup>32</sup>, an ELL screening assessment. If the student scores below the established cut-off point on that test, the student is classified as an ELL student. If the student scores above the established cut-off point on the written test, the student is determined not to be an ELL student. PreK 4 students will complete the Oklahoma PreK English Language Learners Screening.
- Once ELL students are identified, the ELL teacher/coordinator at NTLCS and a translator will hold an annual meeting with parents of ELL students. The purpose of the meeting is to make parents aware of the following: (1) their child’s status as an ELL student, (2) ELL student programs available in Tulsa, and (3) ELL student programs available at NTLCS.
- The ELL coordinator/teacher at NTLCS will then provide services to the student to meet his/her needs in developing English language proficiency. Progress will be monitored with students identified as ELL on a yearly basis using the ACCESS, the English language proficiency assessment that the Oklahoma Department of Education has selected to meet the requirement of

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<sup>32</sup> WIDA ACCESS Placement Test

No Child Left Behind to annually assess Oklahoma's students who are eligible for ELL (English Language Learner) services.

- The school will directly provide or make referrals to any additional support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. The school is prepared to address the needs of students who are struggling with the structured English immersion program by providing pull-out instruction and/or push-in services, depending on the needs of the particular student.

5. *Describe the curriculum planned for any special or exceptional education learners including plans for accommodating any gifted populations at the proposed school.*

N TLC S will employ a certified special education coordinator and staff which will include special education teachers, aides and a social worker. The staff of N TLC S will come together because they share one vital, common belief: all students, regardless of family background, income, race, religion, sex, or health, can, and will, learn. This core belief includes students with disabilities. To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA) and its reauthorizations, N TLC S will educate students with disabilities in the least restrictive environment, with their non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

To the maximum extent appropriate, students with disabilities will also be expected to participate in, and where appropriate, receive credit for, non academic, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services. To this end, we will use many of the techniques of school-based problem solving. We believe that we can address many learning issues by building in supports for students such as daily reports on student work completion or behavior, homework contracts, and collaboration between instructional staff. Such work will help to align our service delivery by making classroom teachers active participants in determining and providing services to their students, and by allowing teachers to address more individual needs within the context of classroom activities and teaching practices.

While the school is unable to create a complete strategy for serving our students until they are enrolled and IEPs are collected, we have developed a preliminary plan for meeting the needs of students with disabilities. NTLCS will implement a tiered strategy. The school will provide resource help with two special education teachers, one of whom who will be able to serve as coordinator. For the more intensive services such as long-term physical therapy, NTLCS will look to work with third-party contractors to meet the needs listed in IEPs. The school will continue to reassess its special education methods and strategies and may, in the future, bring certain services in-house, should it be determined that such a change would be beneficial to our students with special needs. A more definitive strategy for meeting the needs of students with disabilities will be developed after the specific needs of these students

are identified. We have established a surplus in the budget for needs that arise once students are enrolled.

### **Response to Intervention**

NTLCS will implement Response to Intervention (RTI) as our method to identify students who are under performing. RTI provides early academic intervention, frequent progress monitoring and researched based interventions.

RTI is a system of tiered interventions for students who are not meeting standards. Tier 1 is universal intervention, or an agreed upon set of interventions for all students that are employed to assist with learning differences that are represented in every classroom. If students do not demonstrate adequate progress as a result of these interventions, they are moved to Tier 2. In Tier 2, students receive more intensified interventions with a course of pre-established check points to determine if progress is being made. If progress is not demonstrated, students are then moved to Tier 3. In Tier 3, interventions will be very intense and they will likely include increased instructional time. Again, the student will be provided progress benchmarks and check-ins at regular 6-8 week intervals using a pre-determined assessment. If progress is not made, it will be recommended that the student may need additional support as a result of a special learning need and should be referred to special education. If progress is made, a committee will ascertain whether or not the student can be successful if the intensive supports are gradually reduced. The ultimate goal is to assess whether or not the student can be placed on a different

learning trajectory and be independently successful without intensive supports. Tier 1 and Tier 2 programs may include (but are not limited to):

- Recipe for Reading
- Great Leaps
- Imagine It! Reading Intervention Guide
- Corrective Reading
- Reading A –Z
- Investigations (math)

Year to year, the choice of programs may vary based on the need of the school and the training of the general and special educators providing the interventions.

### **Student Support Team**

The Student Support Team (SST) is another method we will use to identify students with special needs. While RTI uses an academic measure to identify students who are showing early signs of academic difficulties, the SST is a method to take a more holistic approach in supporting students who need something different from the general education plan offered. The chart below describes how students will be brought into the SST process. If a scholar still has difficulties after being in Phase Two for a prolonged period of time, the student may be formally evaluated (with parental consent) and may get additional supports, in the form of an IEP or 504.

***Student Support Team Cycle***

	<b>Action</b>	<b>Timeline</b>
<b>PHASE ONE</b>	Teacher contacts the special education coordinator. Teacher describes what is hindering the learning/learning difficulty and strategies you have tried.	
	A member of the SST establishes an observation timeline.	48 hour reply to email
	Observation – SST member goes into the classroom to observe and takes notes (must have date, time, and content area).	1 – 2 weeks of observations
	Teacher and SST Member meeting-come together to talk about the child and complete/discuss the Pre-Referral Intervention Manual checklist, determine next steps strategies/timeline and “meeting” time. Meetings are documented (observation dates, next steps, strategies/timeline and meeting time)	Within a week a meeting is planned and a follow up meeting is scheduled
<b>PHASE TWO</b>	SST Meeting with Teacher - next steps strategies/timeline and “meeting” time	
	Follow up with teacher to see progress	

NTLCS will adhere to all state and federal requirements regarding Child Find to meet the State’s requirements. This will ensure that all potentially disabled children, including those attending private schools, highly mobile children with disabilities, such as migrant and homeless children, who may be in need of special education and related services are identified, located and evaluated. Children attending NTLCS who are suspected of being a child with a disability are referred to the Special Education Pupil/Evaluation Team.

## **Gifted Students**

NTLCS will identify advanced students using multiple sources of data, such as: classroom assessments, state assessments, and assessments from Northwest Evaluation Association (NWEA) Measures of Academic Progress and Primary Grades Assessment. Once advanced students are identified, NTLCS will use differentiated instruction as the primary tool for addressing the needs of these students.

### **III. ADMISSIONS**

#### **A. Admissions Standards/Procedures**

- 1. Describe the criteria for student admission.*
- 2. Describe non-discriminatory, open enrollment and freedom of choice parameters.*
- 3. Provide evidence that the school will require legal residence within the boundaries of Tulsa Public Schools for any and all applicants.*

#### **Admissions Policies**

In accordance with federal laws, no student will be denied admission to NTLCS based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. The school will be open to any child who is eligible under the laws of the state of Oklahoma for admission to a public charter school in compliance with the requirements of Sections 8-103, 8-104 and 3-140 of Title 70. The school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Open enrollment will begin in February 4, 2012 and will include opportunities for interested families to meet with the school leader(s) and learn about the proposed program and mission of the school. Applications for the first classes of Pre-Kindergarten 4 through 4<sup>th</sup> grades will be available from February 4, 2012 through April 6, 2012. Applications are provided in English and Spanish, the majority language other than English in the community the school wishes to serve. Translation into other language will be available if needed.. If families need assistance in

completing the application, such support will be provided to them by a member of the startup team.

### **Procedures for Lottery and Waitlist**

If more applications are received than there are available places for students in any grade level, then a lottery will take place on April, 16, 2012. Applications received after the deadline will be placed on the waiting list in the order received, after the students put on the waiting list during the lottery. The lottery will take place in the evening and is open to the public. Notices will be given to all applicants and otherwise posted in order to ensure the community knows when and where the lottery will occur.

### ***The precise manner in which the lottery will be conducted and by whom***

All students' names that have submitted an application and meet the eligibility requirements of the Oklahoma law will be included in the lottery. The lottery will be conducted on April 16, 2012 by an independent party selected by the Board.

Preference will be given to district residents in accordance with Oklahoma State statute. The Board's procedure includes preference for siblings. For definition purposes, "siblings" are brothers or sisters (including half-brothers, half-sisters, stepbrothers, stepsisters, foster brothers, and foster sisters) of the applicant, who live in the same household. For the initial lottery, all district applicants will be in the same lottery. If a student is drawn from the lottery and there is a sibling or siblings also in the lottery who live in the district, for that grade or another grade, they will

immediately be given preference so that the family may enroll in the same school. In subsequent years, if the number of sibling applicants exceeds the number of available spots, a separate lottery for siblings will be created so that siblings are drawn first before non-sibling applicants for that grade. In addition, following the first year of the lottery, seats are automatically given to enrolled students.

Once all applicants who live in the district are admitted or listed on the wait list then transfer students will be accepted through the same procedure and admitted into the school where openings exist.

***Procedures for wait-listing students who are not included in the first round of lottery offers***

Within 5-7 business days of the lottery, the school staff will double check all lists and mail out letters and forms to families. If a family fails to return the required paperwork by the deadline stated in the acceptance letter, the child(ren) loses their spot. The school will then notify families on the waiting list for the appropriate grade that their child(ren) can enroll. Students on the waiting list will be notified in the order in which their names appear on the list. Each family will have a reasonable amount of time to fill out and return the forms before losing their spot at the school. There are no conditions for acceptance (such as an interview or a mandatory meeting) once a student is chosen from the lottery or drawn from the wait list. The school staff will be available to assist with the completion of required paperwork for enrollment (including, but not limited to, emergency contact forms, enrollment forms, immunization records, etc.).

In the event that the number of applicants to NTLCS exceeds capacity, the waiting list will be created according to the following procedure. After completion of the lottery process for selecting students for enrollment, the identical lottery process will continue to form a priority-ranked, enrollment waiting list. This “district waiting list” and the “transfer student waitlist” will be the only official, legal document identifying the names of eligible students with applications to NTLCS pending acceptance for the subsequent school year or in the event that any vacancies arise. The waiting list will be maintained throughout the school year.

Names will also be taken off the waiting list when a student withdraws from the school. If a child enrolls in the school but fails to show up, the family will be contacted by telephone and mail. If the school learns that the child will not be attending the school or the school does not receive a response from the family the next name on the waiting list is contacted. The following information will be requested for enrollment after the lottery.

- **Proof of Residence (*required*)**. Acceptable proof includes: Current (within 30 days) gas, water, or electric bill, signed lease agreement, house contract that is current, DHS or other government agency letter, or employee check stubs with home addresses shown. (Note: driver’s licenses, bank statements, cellular phone bills or written statements from a homeowner will not be accepted.)
- **Child’s certified birth certificate(*required*)** - Hospital certificates cannot be accepted.

- **Immunization records (*required*)**

All series must be either complete or in progress. Immunizations are provided by the district upon request.

- **Vision screening records (*requested*)** Results of any screening completed during the past 12 months are requested for grades KG, 1st and 3rd<sup>33</sup>.
- **Student's social security number** – Requested but not required
- **Other information** – Certificate of Degree of Indian Blood (CDIB) card, cumulative school records, transcripts for secondary students, school or state test records, Special Education (IEP) records, court-appointed custody documents, if applicable; name and address of previous school attended, and telephone numbers for student's doctors and emergency contacts.

4. *Designate, if applicable, a specific geographic area as an academic enterprise zone (An academic enterprise zone must have a minimum of 60% of its students qualify for free or reduced lunch) limiting admissions to students who reside within that area.*

The school will be open to any child who is eligible under the laws of the state of Oklahoma for admission to a public charter school in compliance with the requirements of Sections 8-103, 8-104 and 3-140 of Title 70.

5. *Publish an application packet for parents and students describing eligibility criteria and qualifications for admission.*

A complete student application is included in **Attachment B**.

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<sup>33</sup> Hearing and vision screening will be provided to all PreK 4 students.

## **B. Timeline**

1. *Establish and publish a deadline for the receipt of applications.*

Applications will be available beginning in February 4, 2012 until April 6, 2012.

2. *Describe the timetable for admission consideration.*

Following the April 6 deadline, applications will be compiled and organized for the lottery which will take place April 16, 2012. During the next two weeks, cards will be made with student names, families with completed applications will be contacted and the information for the lottery will be distributed. This includes explanation of the lottery system, the waitlist, and registration procedures.

3. *Describe the timeline for registering students after admission.*

Upon admission, students and families will be expected complete an enrollment packet by May 11, 2012 in order to secure their place in the school. If parents do not complete the enrollment packet before the May 11 deadline, that student's place in the school will be offered to a waitlisted student. At this point, rosters will be generated and classes created by the time school begins in August 2012.

## **C. Racial/ethnic Balance**

1. *Describe the approach the school will use to seek to achieve racial and ethnic balance among its student population.*

### **Outreach and Recruitment Strategies**

Through the work of its principal and regional vice president, NTLCS will take the measures below, among others, to ensure that students representative of the school's local community are recruited. North Tulsa Lighthouse Charter School will provide

translation services for all promotional materials and any person-to-person interaction requiring an English translation for any language that is necessary to inform the community. The school will conduct the following outreach activities:

- Post flyers and notices in local newspapers, supermarkets, communities of faith, community centers, and apartment complexes;
- Conduct open houses at public and private elementary schools, after-school programs and youth centers;
- Visit local organizations in surrounding neighborhoods; and
- Canvass neighborhoods to further reach interested families

NTLCS will not offer preferences in admissions to children of particular needs or abilities. We will ensure that our marketing efforts give students with special needs and those whose first language is not English every opportunity to enroll in the school.

#### **D. Lottery**

1. *Describe the plan for an admission lottery if the number of eligible and qualified applicants exceeds the program capacity.*

#### **Procedures for Lottery and Waitlist**

If more applications are received than there are available places for students in any grade level, then a lottery will take place on April, 16, 2012. Applications received after the deadline will be placed on the waiting list in the order received, after the students put on the waiting list during the lottery. The lottery will take place in the evening and is open to the public. Notices will be given to all applicants and

otherwise posted in order to ensure the community knows when and where the lottery will occur.

***The precise manner in which the lottery will be conducted and by whom***

All students' names that have submitted an application and meet the eligibility requirements of the Oklahoma law will be included in the lottery. The lottery will be conducted on April 16, 2012 by an independent party selected by the Board.

Preference will be given to district residents in accordance with Oklahoma State statute. The Board's procedure includes preference for siblings. For definition purposes, "siblings" are brothers or sisters (including half-brothers, half-sisters, stepbrothers, stepsisters, foster brothers, and foster sisters) of the applicant, who live in the same household. For the initial lottery, all district applicants will be in the same lottery. If a student is drawn from the lottery and there is a sibling or siblings also in the lottery who live in the district, for that grade or another grade, they will immediately be given preference so that the family may enroll in the same school. In subsequent years, if the number of sibling applicants exceeds the number of available spots, a separate lottery for siblings will be created so that siblings are drawn first before non-sibling applicants for that grade. In addition, following the first year of the lottery, seats are automatically given to enrolled students.

Once all applicants who live in the district are admitted or listed on the wait list then transfer students will be accepted through the same procedure and admitted into the school where openings exist.

***Procedures for wait-listing students who are not included in the first round of lottery offers***

Within 5-7 business days of the lottery, the school staff will double check all lists and mail out letters and forms to families. If a family fails to return the required paperwork by the deadline stated in the acceptance letter, the child(ren) loses their spot. The school will then notify families on the waiting list for the appropriate grade that their child(ren) can enroll. Students on the waiting list will be notified in the order in which their names appear on the list. Each family will have a reasonable amount of time to fill out and return the forms before losing their spot at the school. There are no conditions for acceptance (such as an interview or a mandatory meeting) once a student is chosen from the lottery or drawn from the wait list. The school staff will be available to assist with the completion of required paperwork for enrollment (including, but not limited to, emergency contact forms, enrollment forms, immunization records, etc.).

In the event that the number of applicants to NTLCS exceeds capacity, the waiting list will be created according to the following procedure. After completion of the lottery process for selecting students for enrollment, the identical lottery process will continue to form a priority-ranked, enrollment waiting list. This “district waiting list” and the “transfer student waitlist” will be the only official, legal document identifying the names of eligible students with applications to NTLCS pending acceptance for the subsequent school year or in the event that any vacancies arise. The waiting list will be maintained throughout the school year.

Names will also be taken off the waiting list when a student withdraws from the school. If a child enrolls in the school but fails to show up, the family will be contacted by telephone and mail. If the school learns that the child will not be attending the school or the school does not receive a response from the family the next name on the waiting list is contacted.

## **IV. TRANSPORTATION**

### **A. Provision of 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. Specify that transportation, if any, will be restricted to those students living within the transportation boundaries of Tulsa Public Schools.*

To ensure that as many eligible and interested students as possible have access to NTLCS, the school has plans to offer limited transportation services to students, based on a to be determined radius from the school along with other factors such as proximity to main public transportation. To achieve the greatest cost and operational efficiencies while also properly distributing risk, NTLCS will contract with an established school bussing/transportation company in the Tulsa area to provide transportation services to the school. The Board of Directors will solicit competitive bids for the contract with local companies in compliance with the purchasing requirements outlined previously in this application. Other parameters including types of vehicles and the qualifications of drivers will be confirmed with the contracting transportation company and will be submitted to the required state/local entities for inspection and approval prior to implementation.

Special transportation will be provided when necessary for students with disabilities. As per state and federal laws and regulations, all personnel directly involved in providing transportation of students with disabilities will have training regarding the needs of students with disabilities.

### **B. Transportation Plan**

- 1. Provide a description of the plans, if any, for workable, fair, non-discriminatory and cost-effective processes and procedures to safely transport students to and from school.*

2. *Describe any planned arrangements that will be made with private providers or Tulsa Public Schools relative to transportation services.*
3. *Describe any policies the school expects to adopt which will assure that transportation is not a barrier to equal access for all eligible and interested students.*
4. *Describe the provisions for providing to parents/guardians the necessary information regarding transportation, if any, at the time the student enrolls.*

NTLCS intends to contract with Tulsa Public Schools to provide transportation for students who live more than 1.5 miles from the school or closer should safety issues require. As an alternative the Board will seek to lease one or more vehicles for the purpose of transporting students to NTLCS. Equipment leased will comply with the provisions of Title 70 sections 9-101 – 9-118 as these apply to equipment, inspections, insurance requirements and driver licensure. 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 for access to the transportation service shall be entitled to use the service provided that they comply with the rules and regulations set forth in the Parent-Student Handbook. Bus riding privileges may be suspended or revoked for disciplinary reasons.

The proposed bus service will be outlined in the enrollment materials.

## V. STUDENT ASSESSMENT/SCHOOL ACCOUNTABILITY

### A. 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 rates of student progress toward enhanced academic performance will be evaluated and compared with rates of 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.*

North Tulsa Lighthouse Charter School will comply with federal Adequate Yearly Progress (AYP) requirements as contained in the No Child Left Behind Act and will comply with the Oklahoma, federal, state, and district assessment measures. NTLCS will annually administer, at each required grade level, Oklahoma Core Curriculum Tests (OCCT). Assessments shall be administered and reported in accordance with the Oklahoma's Annual Assessment Calendar for each school year of the charter. NTLCS will design and execute its programs to meet all of the educational goals and expectations in the Oklahoma State statutes.

In addition to the Oklahoma State Assessments, the school will utilize the following measures to monitor student progress:

- **NWEA Measures of Academic Progress (MAP)** testing will be completed by all students to measure progress over the course of a year as well as from year to year. NWEA tests are state-aligned, computerized, adaptive assessments that provide immediate results about students' reading, language, math and science achievement. These assessments will be given three times a year and serve as a

standardized interim assessment for communication arts, math and science. Results are defined by a child's RIT score (the Rasch unit; a raw number tied to an equal interval curriculum scale designed by a Danish mathematician, Georg Rasch, that uses individual item difficulty values to estimate student achievement), percentile rank (a normative measure allowing comparison of a child's performance to that of his/her national peer group), as well as reading Lexile level; results are generated the day after testing

- **Curricular assessments** in reading and math will be administered per the curricular programs (typically weekly); teachers will document the results through weekly curriculum tracking sheets and will take action based on these results to create groupings for instruction, map out reteaching lessons, gather/create differentiated homework assignments, select skills to focus the daily Do Now's and identify tutoring needs.
- **Regular review of authentic student work** will occur as a grade level or vertical team, using a state assessment or other agreed upon rubric. These reviews of student work will serve as a forum for norming purposes and for sharing of best instructional practices. Students may also have a chance to present their work more formally at exhibits or town hall gatherings.
- **Lighthouse Academies Network Writing Assessment** data will be reviewed in the fall, winter and spring to monitor student writing progress across grades and the school. This will be utilized to not only inform individual student

needs, but also classroom, grade and school-wide areas of focus for writing instruction.

- **Dynamic Indicators for Beginning Literacy Skills (DIBELS)** will be utilized not only for fall, winter and spring benchmarks in literacy development in K-3, but also as a progress monitoring tools based on student performance. Progress monitoring may occur as often as every other week.
- **mCLASS Circle** is a Pre Kindergarten assessment that provides language and literacy screening as well as baseline data for language, literacy and mathematics. Baseline data is collected in August and administered every eight weeks.
- **Lighthouse Academies End of Course Assessments** will be given for each course within the College Prep Academy. This will be utilized to monitor overall student proficiency with course content and mastery of course objectives.
- **Homework** will be reviewed to provide data points to teachers about student learning needs. Daily monitoring for completion and accuracy, as well as reteaching based on common errors will occur as needed.

**NTLCS Assessment Chart**

<b>Internal Assessment</b>	<b>Purpose</b>	<b>Frequency</b>	<b>Month Administered</b>
NWEA (K-8)	To benchmark student growth on Oklahoma State Standards for communication arts,	Three times each school year	September (baseline), December/January and May

<b>Internal Assessment</b>	<b>Purpose</b>	<b>Frequency</b>	<b>Month Administered</b>
	math and science		
LHA Network Writing Assessment (K-8)	To monitor student writing progress across classrooms, grades and school to plan instruction.	Three times each school year.	September (baseline), January, May
DIBELS Assessments (K-3)	To assess student progress to determine intervention services needed (RtI progress monitoring)	Every eight weeks	August (baseline), October, December, February, April
mClass Circle (PreK 4)	Language and Literacy screening assessment; use to monitor student progress in language, literacy and math	Every eight weeks	August(baseline),, October, December, February, April
Curricular and Teacher-Made Standards-based Assessments (PreK -8)	To assess student progress to determine the methods of needed differentiation	Varies according to program, but usually weekly or bi-monthly according to Lighthouse Academies Curriculum Guides)	August-June

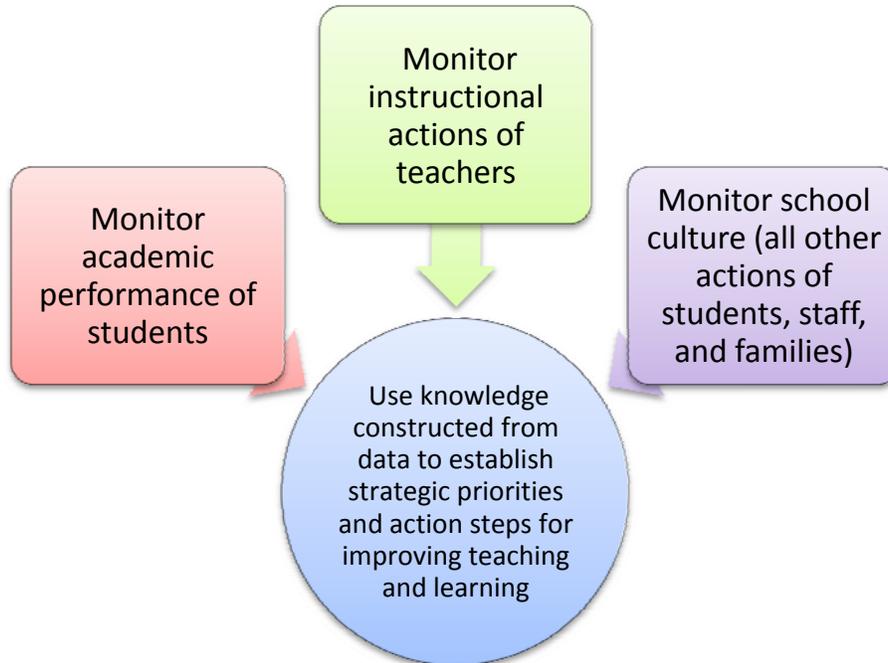
Internal Assessment	Purpose	Frequency	Month Administered
W-APT (WIDA ACCESS Placement Test)	To determine ELL eligibility	As needed when indicated on a student's Home Language Survey	Ongoing (within first month of enrollment)
ACCESS	To assess student progress on the academic English language proficiency of students in listening, speaking, reading and writing	Annually	Annually

**Data Driven Instruction**

NTLCS will use data as the primary tool to assess the progress of the school and to drive large and small-scale instructional decisions and resource allocation. The data from internal and external tests will drive the feedback and adaptation to improve teaching and learning at the school. The staff and principal will review the information from the data at ongoing staff meetings, professional development days, individual principal and teacher meetings and smaller teacher-led meetings. The director of instruction (DOI) and principal will also regularly observe classrooms and look at additional alternative assessments to assess the strengths and weaknesses of the school against specific standards.

Leaders will oversee the collection and analysis of the particular types of data and use the knowledge gained to make tactical adjustments—perhaps targeting additional support to particular students or teachers or quickly responding to a

school-wide problem evident from the data. The graphic below illustrates, in highly summarized form, how these actions fit together.<sup>34</sup>



The ongoing collection of student achievement data through formal and informal assessments in all subjects will be used by teachers and administrative staff to drive the instructional program as follows:

- Assessment data will be tracked and regularly monitored by teachers to allow them to tailor instruction to the needs of the class and of individual students. Teachers and leaders will use data management systems (*PowerTeacher* and *Pearson Inform*) to track student data.

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<sup>34</sup> When monitoring instructional actions of teachers, the DOI focuses on coaching and supporting teachers to continuously improve their instruction; the principal's role also includes a formal evaluation component.

- Teachers will use assessment data to create flexible instructional groupings based on the needs of the students. The composition of these groups will change as the data shows students progressing through different levels of mastery.
- Ongoing assessments will allow teachers to provide continuous feedback to students and will permit administrative staff to provide continuous feedback to teachers.
- Assessment data will permit administrative staff to evaluate the effectiveness of the curriculum content and delivery and of resource allocation in helping students to meet the state standards and grade level expectations. Based on these evaluations, administrative staff will supplement or adjust the curriculum or provide targeted professional development to teachers.

### **Data Management**

In order to manage all of the data which will be collected and tracked, NTLCS will use the web-based data management programs *Pearson Inform*, *PowerSchool* and *PowerTeacher*. These combined programs provide efficient systems for maintaining student information, academic and nonacademic data which feeds into a monthly progress report for families as well as the quarterly report card.

*Pearson Inform* will provide school leaders with access to clear, intuitive reports regarding student performance on state and NWEA assessments. Additional data sources may be added in the future. *Pearson Inform* will make it easier to examine school-wide trends and will facilitate data triangulation—looking at how a particular

student or students performed across multiple assessments to gain a more complete picture of their academic abilities and learning.

*PowerSchool* will be our student information system, the place where various forms of student data including demographics, course schedules, grades, and behavioral information will be stored. Pearson INFORM pulls certain information from PowerSchool and connects it with assessment data to generate reports.

In classrooms, teachers will use a related program called *PowerTeacher* to enter student performance on classroom assessments, class work and homework, as well as daily attendance into the PowerSchool database. Using PowerSchool, administrative staff at the school can export these data to create progress reports and quarterly report cards.

NTLCS plans to follow the Tulsa Public Schools Accountability Plan and process, including any testing and reporting procedures designated by the district.

6. *Describe how the proposed school will conform to and report upon the student performance standards included in the Tulsa Public Schools Accountability Plan process and procedures.*
7. *Describe plans for student participation in the Oklahoma School Testing Program.*

NTLCS plans to follow the Tulsa Public Schools Accountability Plan and process, including any testing and reporting procedures designated by the district.

North Tulsa Lighthouse Charter School will comply with federal Adequate Yearly Progress (AYP) requirements as contained in the No Child Left Behind Act and will comply with the Oklahoma, federal, state, and district assessment measures, including the Oklahoma Core Curriculum Tests. NTLCS will annually administer, at each

required grade level the Oklahoma Core Curriculum Tests. Assessments shall be administered and reported in accordance with the Oklahoma's Annual Assessment Calendar for each school year of the charter. NTLCS will design and execute its programs to meet all of the educational goals and expectations in the Oklahoma State statutes.

8. *For schools serving grades 9-12, describe the method to be used to assure that students are meeting or have met state and local graduation requirements.*

The NTLCS will not have high school grades during the first term of the charter.

## **B. School Accountability**

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

We will evaluate the success of our program based on the Lighthouse Academies Network goals as well as school specific goals. As part of the evaluation process, each school participates in a site visit evaluation by **Cambridge Education**, experts in school evaluation methods. These site visits, which occur annually, provide extensive feedback on areas of strength and areas of growth at each site focused on progress toward network and school goals as well as implementation of the education program. In addition, members from the Lighthouse **education team** conduct periodic site visits at each school throughout the year to monitor progress and conduct planning sessions with the school leadership team. The chart below outlines the Lighthouse Academies Network goals for NTLCS. These goals will be monitored and reported upon each year in the Lighthouse Academies Annual Report, as well as in NTLCS' Annual Report.

**Lighthouse Academies Network Goal**

**College Acceptance:** 100% of 12<sup>th</sup> grade students will be accepted to at least one four-year college.

**College Success:** Less than 15% of high school graduates attending college are enrolled in remedial courses in English or math in the first semester of their freshman year.

**High School Graduation<sup>35</sup>:** More than 80% of students enrolled in a Lighthouse Academy in 9<sup>th</sup> grade will graduate within five full years.

**State Proficiency<sup>36</sup> :**

- School Target:** All Lighthouse schools will make AYP.
- State Proficiency - Cohort Target:** 75% or more of students who enter a Lighthouse school no later grade 4 and have been in a LHA school for at least three full years will score “proficient/passing” or higher on their state-specific assessments. <sup>37</sup>

**Academic Skills & Knowledge:** For students that have been at the school for three full years or more, the number of students at or beyond the national median percentile in reading and math will increase by at least 10 percent of the grade level cohort each year on NWEA’s MAP Assessment.

**Arts Infusion as a Lever for Student Engagement:** All schools receive an average score of 3 or better (1-4 scale) on the student satisfaction survey for the arts infusion and student engagement sections.

**Family Engagement:** All families will participate in at least three of four parent conferences.

**Attendance:** The average daily attendance will be at least 95%.

**Student Reenrollment:** 95% of K-11 students enrolled on count day will remain enrolled on the following year’s count day with this exception; 75% of 8<sup>th</sup> grade graduates will reenroll in the College Prep Academy.

<sup>35</sup> The LHA graduation rate will be calculated in accordance with the new Title I definition for the *extended-year adjusted cohort graduation rate*. A definition can be found at <http://www.ed.gov/print/policy/elsec/reg/proposal/uniform-grad-rate.html>.

<sup>36</sup> Currently, science and social studies state assessments are not administered at each grade level, and science and social studies results are not a part of AYP determinations under the No Child Left Behind Act. Goal 4 will include science and social studies if/when federal law includes these subjects in AYP determinations. Goal 5 will be enacted in 2010-2011 in advance of anticipated NCLB requirements. Goal 6 will be enacted for social studies and science if/when social studies and science tests are administered in the 8<sup>th</sup> grade.

<sup>37</sup> This target applies to cohorts of students who join a LHA school at any point during 4<sup>th</sup> grade or earlier.

**School Specific Goals**

In addition to the Lighthouse Academies Network goals noted above, NTLCS will establish school specific goals to further monitor both academic growth and organizational viability. The following indicate school specific goals which will be established collaboratively with the NTLCS Board and school leadership team.

***Academic Goal – Reading***

<b>Performance Goal</b>	<b>Reading Growth:</b> Each year, students in grades K-8 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in reading as measured by Northwest Evaluation Association’s Measurement of Academic Progress (NWEA MAP) in reading.
<b>Rationale</b>	Current data for Tulsa indicates that the majority of students are not proficient in reading. They have a lot of ground to make up and it is urgent work. Students need to make more than one year of growth each year to close this gap quickly.
<b>Assessment Tools and Measures</b>	Each year, students at NTLCS will take the NWEA’s MAP reading assessment in the fall, winter and spring. The fall data will serve as the baseline data and individual student growth will be measured after the spring administration.
<b>Baseline Data</b>	Fall baseline data will be collected in the first three weeks of school each year.

***Academic Goal – Mathematics***

<b>Performance Goal</b>	<b>Math Growth:</b> Each year, students in grades K-9 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in mathematics as measured by Northwest Evaluation Association’s Measurement of Academic Progress (NWEA MAP) in mathematics.
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<b>Rationale</b>	Current data for Tulsa indicates that the majority of students are not proficient in mathematics. They have a lot of ground to make up and it is urgent work. Students need to make more than one year of growth each year to close this gap quickly.
<b>Assessment Tools and Measures</b>	Each year, students at NTLCS will take the NWEA's MAP math assessment in the fall, winter and spring. The fall data will serve as the baseline data and individual student growth will be measured after the spring administration.
<b>Baseline Data</b>	Fall baseline data will be collected in the first three weeks of school each year.

***Non-Academic Goal- Family Satisfaction***

<b>Performance Goal</b>	Each year families will express overall satisfaction with the school based on the Lighthouse Family Survey in which the school will receive an overall rating of good or excellent with a survey return rate of 75% or higher.
<b>Rationale</b>	As a public school of choice, the satisfaction of the families and students we serve is invaluable. NTLCS must meet the needs and expectations of our families in order to ensure the family-school partnership is strong to have the biggest impact on students as well as to ensure enrollment is stable and consistent.
<b>Assessment Tools and Measures</b>	North Tulsa Lighthouse Charter School Family Survey will be administered at least once annually at the third quarter Student – Family – Teacher Conferences.
<b>Baseline Data</b>	Spring 2013 will be the first administration of the NTLCS Family Survey.

2. *Describe how the proposed school will conform to and report upon standards (other than student performance) included in the Tulsa Public Schools' Accountability Plan process and procedures.*

NTLCS plans to follow the Tulsa Public Schools Accountability Plan and process, including any testing and reporting procedures designated by the district.

3. *Describe how the school will meet the reporting requirements of the Oklahoma School Testing Program and the State Department of Education.*

NTLCS will follow the state requirements for assessment and reporting. As prescribed by the Oklahoma State Testing program, a building test coordinator will be identified and will report to the required Test Preparation In-service. NTLCS will also follow state and district requirements for administering the Oklahoma Core Curriculum Tests and report finished tests according to district procedure, as mandated in OK 70 O.S. § 3-136 – “Charter School Compliance.”

4. *Describe how the school will respond to requests for data that may be received from and/or required by the State Office of Accountability.*

As noted above in *Section 5A. Student Assessment*, NTLCS has varied data management tools and operation systems which it will utilize to manage the plethora of data collected and analyzed at the school. The school’s Director of Instruction, in consultation with the Lighthouse Academies’ Director of Data Management and Analysis will ensure that all data requests made and required by the State Office and Accountability will be met in a timely manner.

5. *Describe plans, if any, for periodic instructional program and curriculum audits for the school.*

Twice a year LHA will conduct ‘School Connections Visits’ to NTLCS. The purpose of these visits is to conduct an internal audit on the implementation of the curriculum and program procedures. Prior to the visit the LHA Education Team will

review academic data will be reviewed along with the school's accountability plan to assess the progress the school is making. Recommendations are provided to the school's leadership team. These visits provide formative data. The Cambridge Education visit will provide summative data.

## **VI. GOVERNANCE**

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

- 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.*

The founding group represents a wide range of experience in education, business nonprofit management and community development. The founding board group includes:

- Annie Koppell VanHanken, President
- Felicia Collins Correira, Secretary
- Diane Murphy, Treasurer
- Steven Dow
- Amber Tait
- Andrea Murrell

The resumes and references for each founding group member are included in **Attachment C**. All current and prospective board members will undergo a complete criminal background check including child abuse registry checks with satisfactory completion as a condition of service. Copies of all current Board members authorization to conduct background checks are included in **Attachment D**.

In addition to the founding Board members, LHA has partnered with Teach For America (TFA) Tulsa and assembled a transition team that is working directly with Lighthouse Academies on all NTLCS start up activities including community outreach, curriculum alignment, student recruitment and local operations. This team consists of:

Jackie Anderson	1st Grade Teacher: Burroughs Elementary, TPS
Lane Clegg	Kindergarten Teacher: Hamilton Elementary, TPS
Erin Davis	3rd Grade Teacher: Celia Clinton Elementary, TPS
Joe deGuzman	6th Grade Teacher: Jackson Elementary, TPS
Tera Hering	SPED Math Teacher: Webster Senior High, TPS
Lily Hlavacek	Pre Kindergarten Teacher: Gilcrease Elementary, TPS
Brittany Hurd	7th Grade Math Teacher: KIPP-Tulsa, TPS
Lauren Milam	SPED Teacher: Skelly Elementary School, TPS
Mary Jean O'Malley	Transition Team Coordinator: Lighthouse Academies of Tulsa
Angie Schlosser	Pre-K Teacher: Frost, Community Action Project
Courtney Selking	Physical Education Teacher: Owen Elementary, TPS
Alison Templeton	Kindergarten Teacher: Whitman Elementary, TPS
Zach Usmani	Kindergarten Teacher: Mitchell Elementary, TPS
Chelsea Vanacore	New Teacher Coach: Community Action Project
Molly West	SPED Teacher: Lewis and Clark Elementary, TPS

**B. Governing Board Composition**

1. *Describe how/when governing board will be/was chosen.*

**Board Recruitment**

The Board was self formed by a group of citizens who are residents of Tulsa for the purpose of incorporating an entity to open North Tulsa Lighthouse Charter School. The Board is currently in the process of recruiting additional community members. In addition, once the school is open the Board will allow one or more parents to self nominate themselves to serve on the Board for a one year term. This process will be repeated annually.

The Board intends to contract with LHA for the purpose of providing the educational program, staff and support services to operate a high quality school.

An effective Board of Directors is essential to the success of the school at every step. In addition to the expertise, skills, knowledge and relationships that the Directors bring to the school, the Directors must possess the right personal

characteristics and attitudes for the job. Directors with the following attributes will be able to work most effectively amongst themselves, with Lighthouse Academies and the school leadership to successfully open and operate NTLCS. Board members must possess the following characteristics:

- Passionate and unwavering commitment to the school's mission.
- Shared vision for the school and the steps required to realize that vision.
- Expectation that all children can and will realize high levels of academic achievement.
- Belief in the Lighthouse Academies' school design and curriculum as the best means of accomplishing the school's mission and realizing its vision.
- Understanding of the promises contained in the school's charter.
- Understanding of the distinction between the roles and responsibilities of each person and entity involved.
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.
- Ability to work within a team structure.
- Specific knowledge, experience, and/or interest in at least one element of governance for the School.
- Results orientation.
- Commitment to a partnership based on mutual trust and respect among the Board, the principal and Lighthouse Academies.

2. *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.*

The steps taken by the Board to ensure that the governing board represents a well-balanced group include:

- Recruiting community members from different sectors of the work environment.
- Ensuring multiple races and ethnicities are represented in the board.
- Involving as many different community groups as seem reasonable and relevant.

3. *Describe how the board's composition reflects local representation.*

The current Board includes education and community leaders representing organizations that work closely with Tulsa Public Schools and North Tulsa. Each board member has a connection to local education and has experience working with school leaders, teachers, and students. The daily work and community involvement of Board members reflect their belief that every child must have access to a high quality education.

In addition, once the school is open the Board will allow one or more parents to self nominate themselves to serve on the Board for a one year term. This process will be repeated annually. The addition of parent board members will underscore the value the Board places on parent involvement in the program.

4. *Provide a listing of current board members' names, addresses, telephone numbers, and resumes.*

The table below includes names and contact information for each current board member. Complete resumes are included in **Attachment C**.

Board Member	Address	Phone Number
Felicia Collins Correira	1910 S. Lewis Ave. Tulsa, OK 74104	918.587.2100
Steven Dow	4606 S. Garnett Rd., Suite 100 Tulsa, OK 74146	918.382.3200
Diane Murphy	5311 South 122 <sup>nd</sup> East Ave. Tulsa, OK 74146	918.317.4100
Amber Tait	2210 South Main Tulsa, OK 74114	918.584.3333
Annie Koppel VanHanken	7030 S. Yale, Suite 600 Tulsa, OK 74136	918.392.1612
Andrea Murrell	3202 N. Birmingham Ave Tulsa, OK 74110	918.954.1545

5. *Provide verification of fingerprinting and other background checks completed or planned for all governing board members and confirm that any exceptions noted will be disclosed to the Board of Education.*

All Board members and prospective board members will undergo a complete criminal background check including child abuse registry checks with satisfactory completion as a condition of service. Copies of all current Board members authorization to conduct background checks are included in **Attachment D**.

6. *Describe what steps will be/have been taken to maintain continuity between the founder's vision and that of the permanently established governing board.*

The founding Board of the North Tulsa Lighthouse Charter School will be serving terms through the opening of the school. In addition to planning for the opening of

the school, the Board has established a set of bylaws to guide its work and the work of future Boards.

### **C. Duties and Responsibilities**

- 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*

The school management and governance model of NTLCS is built on four strong levels of support to provide for a high quality educational opportunity for the families of Tulsa. First and foremost, a knowledgeable and experienced board governs the school. Second, a school leadership team comprised of the principal, directors of instruction, and a family coordinator, provide instructional leadership, community outreach and day-to-day management. Third, is the national program model, operational and education support provided by the staff at Lighthouse Academies, Inc. Finally, fourth is the in-class instruction and daily student support provided by the teachers and staff of the school.

The Board has chosen to contract with LHA based on its knowledge of the organization's mission and goals and experience in opening charter schools in urban areas.

The Board is accountable for ensuring that federal and state funds are used to operate the school in compliance with the charter and all applicable legal requirements. The Board of Directors exercises its responsibility and authority by making decisions on matters of governance and oversight. This process includes planning and policy-making and the fulfillment of legal responsibilities and fiduciary obligations.

The Board has the ultimate responsibility for and authority over the school. Lighthouse Academies has an important role to play in the success of the school. The success of the school ultimately depends on each party's clear understanding of their respective roles. A summary of each party's responsibilities is below.

The Board's governance role requires that the Board perform the following functions:

- **Strategic Oversight:** Through the charter application, the Board adopts and upholds the Lighthouse mission and vision for the school.
- **Operational Oversight:** The Board oversees the operations of the school, while delegating day-to-day operational authority to Lighthouse Academies.
- **Financial Oversight:** The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition. (See Section XXX on Finance)
- **Personnel:** The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- **Board recruitment:** The Board will recruit new members through its Executive Committee.
- **Contracts:** The Board, in consultation with Lighthouse Academies, approves all major contracts over \$5,000.00.
- **Consultant Support:** Directors use their individual skills, knowledge, expertise and/or community relationships to support the school.

- **Community Relationships:** The Directors act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

The essential functions of Lighthouse Academies (LHA) as an institutional partner with the Board include the following:

- **Principal Recruitment:** LHA recruits, screens and proposes principal candidates to the Board in order to obtain the Board's opinion of each candidate.
- **Staff:** LHA employs the staff, including hiring, determining compensation and bonus, assigning persons to roles, and terminating.
- **Curriculum:** LHA provides the school with the LHA Curriculum™, which includes curriculum guides for each grade and/or core subject, required materials and assessment systems.
- **Manuals and Handbooks:** LHA provides the school with Operations and Procedure Manuals, a School Culture Guidebook, a Personnel Handbook and a Student and Family Handbook. The Student Handbook will have a section for rules and regulations specific to STLCS and approved by the Board.
- **Evaluation & Assessment:** The LHA Education Team and Regional Vice-President help the school create an accountability plan and provides the Board information and data to facilitate the evaluation by the Board of the performance of the principal, the students and the school.

- **Operations Assistance and Oversight:** LHA provides day-to-day assistance with and oversight of the implementation of the school’s education and staff development programs.
- **Administrative Support:** LHA provides administrative support including purchasing, financial management and human resources services.
- **Budget:** LHA develops the annual school budget with the principal for approval by the Board.

The service agreement with Lighthouse Academies includes provisions for annual review of academic and non-academic goals. The agreement includes provisions for the termination of the contract should Lighthouse not achieve these goals. A draft of the service contract with Lighthouse Academies is included in **Attachment E**.

The Board has established several subcommittees: Nominating, Finance and Accounting and will establish an Education subcommittee as well as Parent Involvement. These subcommittees will work on key areas of board recruitment, finance, education, and parent involvement.

As part of their monthly meetings the Board receives a report from these subcommittees, the principal and Lighthouse’s regional vice president that inform them about the progress being made toward the school’s academic and organizational goals. This “dashboard” report includes not only academic data (such as NWEA scores) but also measures such as enrollment, attendance and student suspensions. The Board and the principal review this data and additional end of year data when

available and together make decisions about the efficacy of the educational program and any adjustments that might be necessary.

The Board uses data to conduct an annual review of the principal, Lighthouse Academies, and the school program. Data is used to inform changes in school policy and the school's annual goals. Policy changes or new policies are developed through the Board's subcommittee structure and presented to the Board for discussion. Examples of policies that will be discussed and approved in the next year at NTLCS board meetings are: promotion and retention and staff compensation.

- 2. Discuss the proposed method for resolving conflicts between the governing board of the charter school and the Board of Education.*

The Board expects that the charter contract will include a conflict resolution provision.

- 3. Describe any business arrangements, partnerships or other affiliations of the governing board with existing schools, educational programs, businesses, or nonprofit organizations.*

The Board intends to contract with Lighthouse Academies Inc. as described above.

- 4. Describe the steps taken to provide for the assumption of liability, to include tort liability, by the governing board.*

The Board will secure Directors and Officers insurance. Lighthouse Academies Inc. has secured Directors and Officers insurance as well as professional practice insurance. Student accident insurance will also be provided. The Board assumes that

if space is leased from the Tulsa Public Schools then the lease will specify insurance requirements for that space.

5. *Describe the governing board's responsibilities for the creation and monitoring of policies and for the operational decisions of the school.*

As noted above, the Board of Directors exercises its responsibility and authority by making decisions on matters of governance and oversight. This process includes planning and policy-making and the fulfillment of legal responsibilities and fiduciary obligations. The Board intends to contract with Lighthouse Academies to provide business and education services.

6. *Describe the governing board's understanding of the conflict of interest requirements for board members under Oklahoma law.*

The Board will adhere to the same conflict of interest policy as the Board of Tulsa Public Schools as required by Oklahoma State statute Title 70 Section 3-136.

Overarching principles include:

- No Board member should use affiliation with NTLCS for private or personal advantage.
- The Board will not enter into any contract with a Board member or any company, Individual, business concern, or other entity in which any Board member is directly or indirectly interested, except as otherwise provided by Oklahoma law.
- Annually the Board Secretary will request each Board member to provide a statement of companies, individuals, business concerns, or other entities in

which the new Board member has an interest. These statements will be provided to Lighthouse Academies. Any listed entity will be placed on a “no bid” list as long as the Board member continues on the Board or until the Board member notifies the Board Secretary that the affiliation no longer exists.

- A Board member shall not seek any gift, payment or other consideration from any person or business organization that does, or seeks to do business, with NTLCS. No Board member shall accept or convert anything of value in exchange for referral of third parties to any such person or business organization.
- A Board member shall not accept gifts or favors from any person or business organization where these might tend, or appear to tend, in any way to impair independent judgment concerning Board and the school’s operations.
- A Board member shall not give, or promise to give, any property, gift, business favor, or anything of value to another person or entity if the giving of such items is, or appears to be, improper or unethical.

7. *Describe 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.*

Under Title 70 the Oklahoma State statute section 3-136 the Board acknowledges that:

- The school is considered a district for the purposes of tort liability under The Governmental Tort Claims Act.

- The Board may enter into contracts
- The Board may sue and be sued.
- The Board may not levy taxes or issue bonds.

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 Board's proposed service contract with Lighthouse Academies is included in **Attachment E.** Board by-laws and Certificate of Incorporation are included in **Attachment F.**

#### **D. Community Involvement**

1. *Describe the planned meeting schedule of the governing board.*

The Board will meet monthly. The Board shall comply with the requirements of Title 25, Oklahoma Statutes §§ 301-314 (Open Meeting Act). Once the school is open meetings will be held at the school site and a time for public comment will be included in the agenda.

2. *Discuss the anticipated nature and extent of parental involvement in the decision-making responsibilities of the governing board.*

As noted above, once the school is open the Board will allow one or more parents to self nominate themselves to serve on the Board for a one year term. This process will be repeated annually. In addition the Board will conduct an annual parent satisfaction survey. The survey will be used in part to evaluate the school's success and the school principal's performance.

3. *Discuss how the governing board will comply with both the Open Meetings Act and the Oklahoma Open Records Act.*

The bylaws of the Board set out guidelines aligned with the Open Meetings Act (Title 25, Oklahoma Statutes §§ 301-314) and the Oklahoma Open Records Act (Title 51, Oklahoma Statutes §§ 24A.1-24A.24). As prescribed by law, Board meetings are open to the public and will be publicly announced in advance. The annual schedule for Board meetings will be published annually in December. In addition, Section III of the bylaws outlines the Board's responsibilities regarding special meetings, executive sessions and emergency meetings. Section VI sets out guidelines for records in accordance with the state's Open Records Act.

## VII. ADMINISTRATION/LEADERSHIP

### A. Organizational Chart

1. *Provide a detailed organizational chart describing all paid positions contemplated for the school.*
2. *Provide job descriptions for all leadership, management and supervisory personnel.*

A school-based organization chart is included in **Attachment G**. In the first year of operation, the school will hire the following key managerial and operational personnel:

- One (1) principal
- One (1) director of instruction (DOI)
- One (1) office/business manager
- One (1) family coordinator

In subsequent years, a Director of School Culture, additional Director of Instruction and administrative support staff (e.g. additional administrative assistants or food service workers) will also be added based on need. The school leader may also choose to hire a Teacher Leader Fellow (TLF) in year 2 of the school or beyond. TLFs are lead teachers who take on a leadership role in certain areas or with discrete projects. Teacher Leader Fellows are teachers with strong track records who are interested in pursuing school leadership. They work closely with the school leadership team to build their capacity as school leaders while also adding value to the school as a whole.

The Board has contracted with Lighthouse Academies to provide business and education services. Lighthouse Academies will provide a Regional Vice President to support the school and supervise school principal. Lighthouse Academies will contract with a local accounting firm to provide accounting services to the school. To

insure appropriate controls the Board will contract with an independent auditor to conduct an annual audit.

The search for a regional vice president and principal has already begun. If the charter is approved the board has planned to hire these leaders in early 2012 to allow for the maximum time possible to plan for the start of school.

## **Day to Day Roles and Responsibilities**

The administrative team has very distinct and specific roles and responsibilities to ensure the seamless operations of the school.

### ***Regional Vice President***

The regional vice president (VP) will work closely with the school principal as a leadership coach and oversee the operations of the school. The VP's responsibility will be to ensure the school principal is effectively planning and executing leadership in the key areas of the principal's Vision of Excellence (the VP and principal position description and VOE is included in **Attachment H** – including both instructional and operational leadership. The VP will work with the principal through regular check-ins, observations and debriefs of key activities (e.g., staff meetings, teacher evaluation meetings, etc.), regular classroom walkthroughs and by leading or facilitating explicit professional development with the principal (e.g. book readings, external professional development, data review sessions, long term planning sessions)

VP responsibilities include monitoring the implementation of operational systems, procedures, internal controls, and the LHA education model. The VP will be

the liaison between, and collaborate with, the design/support teams (Lighthouse Academies) and the school-based team leading. This includes working collaboratively with the principal and Lighthouse Academies finance team in developing and monitoring school budgets. The VP is a leadership mentor and will develop school leaders (principal and director of instruction) through targeted coaching, review data with school leadership teams in relation to school, cluster, and network goals and oversee principal management of and assist with the daily operations of schools. The VP also serves as the liaison with the state and local education departments and meets with staff, parents and others on school issues as may be required. The VP will work to recruit and select school leaders in collaboration with the NTLCS Board and will evaluate the principal annually.

### ***Principal***

The principal of NTLCS will be an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The principal will be responsible for demonstrating significant and measurable academic gains, each year, with all students. Principal responsibilities in serving as instructional leader, include collaborating closely with the Director of Instruction to determine professional development needs of the school to meet all network and school related goals and meet the individual needs of staff members (both instructional and non-instructional). Principals will assist and guide them with the development of the Individual Professional Development Plan and evaluate progress toward individual and school

goals. The principal will be responsible for the monitoring and managing school culture and operations to ensure a safe, orderly and conducive learning environment is established and maintained. The principal will work with the Lighthouse Academies recruitment team to recruit and select all instructional staff and is responsible for evaluating both instructional and administrative support staff annually. A complete outline of the responsibilities of the principal can be found in the principal position description and Vision of Excellence (VOE) which can be found in **Attachment H**.

### ***Directors of Instruction***

The director of instruction (DOI) will be the instructional coach of the school. The DOI will work daily with all instructional staff on the planning, implementation and evaluation of a rigorous arts-infused program. The DOI will conduct learning walks, observe classrooms, lead grade level meetings and provide feedback to instructional staff to support teachers to constantly hone their skills and work on moving the school closer to the terms of its charter as they complete necessary work. The DOI will also work closely with all student data from internal and external assessments in order to help plan future training or curriculum modifications. A complete outline of the responsibilities of the DOI can be found in the Director of Instruction position description and Vision of Excellence (VOE) which can be found in **Attachment H**.

### ***Office Manager***

The office manager (OM) will be more than operational managers and administrative support. The office manager will work to create and enhance a culture

of achievement and respect where high expectations and results are the norm. The essential functions for our office managers are administrative and operational support as well as family and community relations. The OM will support the operational management by ensuring all operational policies and procedures are executed effectively. Responsibilities include but are not limited to: maintaining student information data (and data management systems), human resource data, management of payroll and payroll systems as well as record keeping such as managing invoices, cash management and procurement of supplies and resources necessary for operations. The OM will capture and organize key school data for creation and completion of all district, state and network reports as needed. The OM will also support student recruitment and ongoing communication with families in collaboration with the administrative team.

### ***Family Coordinator***

The family coordinator (FC) will work collaboratively with the school leadership and staff to create and enhance school culture through developing and fostering ongoing family communication and partnerships. The FC will develop and manage programs to increase family involvement in the education program including a parent resource center; communicate with families about academic and behavioral expectations for students, including policies and program available as well as work with the leadership team to create varied opportunities for parents to volunteer within the school. FCs will also assist administrative staff with achieving high student attendance including tracking attendance data, calling families and

conducting home visits as needed. The FC also works with the leadership team to design and implement student recruitment plans.

## **Qualifications**

Overall, the school will seek staff members who are committed to, and relentless in, the pursuit to close the achievement gap and provide opportunities for students who have had little to no opportunity. In looking at specific attributes, Lighthouse Academies has summarized these into what we have termed the six essential qualities when recruiting and hiring school leaders and hiring instructional support staff.

These six essential qualities are:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

## **Hiring Policies and Procedures**

All school employees will embody the six essential qualities as outlined above as well as these additional attributes and experiences:

- Experience in urban education
- Evidence of closing the achievement gap
- Experience or interest in arts-infusion
- Desire to build strong relationships with students and their families
- Data-driven and results-driven

The specific qualifications of school leaders (principal and director of instruction) include:

- At least five years of teaching experience
- Three to five years in education administrative role or instructional leadership
- Master's degree in field of education, preferably administration

The hiring team will employ a standard interview and hiring protocol for the school leaders. The regional vice president will work closely with the Lighthouse Academies director of recruitment to develop a pool of candidates. At the beginning of the selection process, the Lighthouse Academies Recruitment Team will conduct resume reviews in an effort to identify candidates who embody the desired essential qualities, attributes and qualifications. With a pool of candidates assembled they will conduct a phone interview designed to verify whether the candidate fits the profile outlined above. Candidates who advance are invited to meet with the board for the in-person interview process that will include preparation and presentation of a model

lesson, lesson reflection and feedback session, presentation of track record of closing the achievement gap and a formal interview with a team. The Board of Directors will conduct interviews for the finalists. The school leader recruitment, interview, and hiring process is one that is informed by lessons learned from other Lighthouse network schools and is assisted by the director of recruitment for Lighthouse Academies. Part of the role of the Lighthouse Academies Recruitment Team is to backwards plan the selection process from a refined and clearly articulated vision of our ideal candidate which is captured in the Principal Vision of Excellence and the Principal Position Description (both documents can be found in **Attachment H**). They also work closely with hiring managers to coordinate the interview process and provide feedback.

## **B. Administration**

### *1. Define method or methods to be employed for disposing of real and personal property.*

The Board will notify the District if there is a need to dispose of any real or personal property during the term of the charter with a fully depreciated value greater than \$1,000. The District will be asked to advise the Board if it wishes to take possession of the asset or if not the current procedure for disposing of the property. Assets purchased with federal funds will be disposed of under the terms of the grants used to purchase the asset.

### *2. Provide an implementation calendar for the creation of the school from time of acceptance of a proposal to opening date.*

A complete timeline/work plan for the successful opening of the NTLCS is provided in **Attachment I**.

## **VIII. PERSONNEL**

### **A. Employment Policy**

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.*

NTLCS will utilize the detailed *LHA Personnel Handbook* which outlines key policies as they relate to employment. In addition, a comprehensive development and evaluation protocol is in place for staff members. The evaluation system and protocol has three purposes. One is to clarify how Lighthouse teachers and leaders are formally evaluated and to outline specific standards that we expect of Highly Effective educators. A second, and perhaps more important, purpose is to articulate how individuals, as a network of educators who share the same mission and goals, continually learn from each other to improve the quality of their teaching, learning and leadership. Based on performance throughout the evaluation cycle, differentiated support is provided to foster professional growth. Lastly, the evaluation provides evidence for employment decisions including promotion, retention and supplemental compensation (as provided in the approved compensation policy).

### **Employment Contracts**

Employment with NTLCS is at-will, unless otherwise expressly agreed to in writing signed by both the President of LHA and the Board. “At-will employment” means that employees have the right to terminate this employment relationship at any time; and LHA reserves this same right to terminate this employment

relationship at any time, with or without cause, and with or without notice. Should there be a need to reduce the number of employees at the school due to financial reasons, we will consider your performance and certification in making layoffs and other personnel decisions.

### **Certification**

Teachers at NTLC will fulfill all requirements for certification according to the Oklahoma State Department of Education.

### **Professional Development**

As noted above, professional development is a cornerstone of our model. Significant time is spent both during the summer and throughout the year to continually refine our practice. Professional development begins in the summer. The entire Lighthouse network convenes in a central location to begin the school year at the Network Summit. All instructional staff members participate in this week-long event, focusing on the LHA education model and excellent instructional practices. The remaining 15 professional development days will be planned by NTLCS leaders and are generally completed at the school site. Lighthouse Academies does not normally provide professional development at school sites for these 15 days unless it is arranged through the regional vice president and the Lighthouse Academies education team.

NTLCS team members will participate in a minimum of 20 professional development days over the course of the school year. Topics of these professional

development days will address the needs of teachers and staff to ensure they continually develop their skills and knowledge and demonstrate the NTLCS commitment to nothing less than excellence by always striving to learn more.

NTLCS will employ at least one full time director of instruction (DOI) who will be responsible for ensuring all teachers have the training and support they need to implement the programs in the school's charter and to address all Oklahoma 'Show Me' Standards as well as the Common Core State Standards. The DOI, along with the principal, will manage the school's goals, measures of success and professional development plans, conduct learning walks and extended classroom observations, meet regularly with all teachers to help them reflect on their teaching and provide support as needed to individuals and groups of staff members.

### ***Lighthouse Academies' Network Summit***

First-year teachers at NTLCS will be supported at the network and school levels. At the Lighthouse Academies' Network Summit, first-year teachers participate in a series of courses aimed at facilitating their success in driving student progress. Courses at the Summit include:

- Lighthouse Culture
  - Introduction to *LHA School Culture Guide*
  - Mission and Vision
  - Core Values
  - Responsive Classroom, Developmental Designs for Middle School

- Core curriculum courses
  - Imagine It! Reading K-6
  - Saxon Math
  - Understanding by Design – unit design for social studies (Upper Academy)
  - Core Knowledge instruction for social studies (Lower Academy)
  - Inquiry Based Science Instruction (FOSS)
  - Standards based instruction
  - Arts Infusion
  
- Technology at Lighthouse Academies
  - PowerTeacher
  - Pearson INFORM
  - ActivBoards
  - Instructional technology
  
- Lighthouse Academies’ Assessment Program
  - State Assessments
  - NWEA
  - Curricular Assessments
  - Using Data to Differentiate Instruction

***Professional Development Institute (PDI)***

Following the Network Summit teachers will receive follow-up support at the school site. The school leadership team will plan and implement these professional development days beginning with the school’s Professional Development Institute

(PDI) - 10 days of professional development scheduled prior to school opening and after the Network Summit (pre-service) - as well as 5 additional days over the course of the year based on the school calendar. During the first year of PDI at the school site, much of the professional development focuses on Lighthouse school culture, expectations of teachers, team building and school-specific policies. In subsequent years, PDI is data-driven and staff members dig more deeply into various components of the educational model.

### ***Ongoing Professional Development***

Professional development goals and potential sessions will be planned for the year over the summer and captured in a Year Long PD Plan (YLPD). In addition to the 20 formal professional development days (160 hours), ongoing opportunities for professional development will happen throughout the school year in the following ways:

- individual professional development plans (IPDPs)
- weekly Learning Walks by school leadership
- weekly grade level meetings
- weekly team (staff) meetings
- individual coaching
- collaboration with colleagues at the school and across the Lighthouse network
- professional development opportunities with school-based Arts Partners.

While the particulars of structures like weekly grade level meetings, weekly team (staff) meetings and individual coaching will certainly vary according to the needs of the staff, there are some likely elements.

- Grade level meetings provide opportunities on a regular basis for teachers to do any of the following: collaboratively plan units or lessons; review data; analyze student work samples. Protocols may be used to look at student work; rubrics may be used to score student samples; LHA curriculum guides and the teacher's editions may be used in conjunction with data to plan units or lessons. These meetings will be led by the director of instruction, the principal or a teacher leader fellow.
- Professional Development days and team staff meetings may include opportunities for the staff to: analyze data (as a school and individually), build staff culture, perfect their planning or execution of elements of our curricular programs. Depending on the needs of the staff, these days may be differentiated with different leaders leading professional development on topics relevant to sub-groups of teachers (e.g. Lower vs. Upper Academy, new vs. veteran teachers, etc.)
- Coaching relationships will vary greatly depending on the needs of the teacher and the relationship build between the director of instruction and the teacher. However, any coaching relationship will allow for the “coaching cycle” of planning (setting goals for the coach-coachee work), working (actually doing

the work – e.g., planning lessons together, modeling and debriefing lessons), and reflecting (measuring progress against the goals set).

### ***Individualized Professional Development Plan***

Each teacher will complete an Individualized Professional Development Plan (IPDP) annually. The IPDP provides an avenue for teachers to set professional goals, with the guidance and support of the school principal; this process is of particular importance for new teachers. Then, the IPDP will be monitored and supported by the principal and DOI and, if applicable, the Teacher Leader Fellow. Through additional school-based professional development, learning walks, classroom visits, grade level meetings, staff meetings, one-on-one check-ins, and individualized coaching, the school leadership team will collaborate with teachers and provide specialized support based on observational data, student achievement data, and IPDP goals. Student progress will be brought to the forefront of these support structures through regular discussions of classroom, grade level, and school-wide and state assessment data. Teachers will be coached through the analysis of the data and how to apply the results to decisions made about instructional practices.

In addition to instructional staff, the principal, director of instruction, other administrators, and office and support staff all complete an IPDP. Each position will be supported by a coach or member of the Lighthouse team. This approach will allow the school to differentiate professional development for all staff members.

A sample Professional Development Institute (PDI) calendar (pre-service training) is included as **Attachment J** and **Attachment K** is a sample Yearlong Professional Development Plan.

### **Personnel Evaluation**

Student achievement at NTLCS will be driven by data and assessment. The achievement levels of the adults at the school will be measured in the same manner. The principal, DOI, and teacher evaluation systems will have three goals:

1. To gather information to support continuous performance improvement and professional growth and development
2. To support the continuous improvement of the education program in the school
3. To create a record of facts and assessments upon which decisions on continuing employment, promotion, and supplemental compensation of the principal, the DOI, or the teacher will be made

To achieve these goals Lighthouse Academies has designed an annual review cycle that will actively involve several parties and multiple sources of data. Many of the data sources will provide feedback on inputs. The system is designed to take these inputs into account but to make judgments about the employees' success and continued employment based on achievement of Lighthouse Network goals, individual school goals, and individual professional goals. Lighthouse Academies strives to be a learning organization, and part of this impulse is captured in the IPDP,

or Individual Professional Development Plan, a document which sets forth the individual goals for each staff member at NTLCS and at Lighthouse Academies. The evaluation systems used by Lighthouse Academies and NTLCS aim to generate important conversation, reflection and learning that yield results, both for the adult and for the students.

### **Suspension, Dismissal and Non-Reemployment**

As a vital part of the NTLCS team, employees are expected to perform at a high professional standard in all aspects of their work activity. Occasionally, a supervisor may be required to work constructively with employee performance problems and difficult employee issues.

This process will be determined by LHA in light of the facts and circumstances of each case. Depending upon the facts and circumstances, the consequence applied may include, among other things, oral or written warnings, probation, suspension with or without pay, or immediate discharge. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. Employees will be treated fairly and in accordance with all discrimination statutes. LHA will maintain confidentiality to the greatest extent possible.

### **Leave Provisions**

The *LHA Personnel Handbook* specifies leave provisions for Family and Medical Leave, leave of absences for illness, disability or pregnancy, personal leave of absence

(non-medical), bereavement, jury duty, witness leave and military duty. Details regarding these policies are included in **Attachment L** which includes an excerpt from the *LHA Personnel Handbook*.

### **Background Check Requirements and Expectations**

All staff, volunteers and Board members will undergo a complete criminal background check including child abuse registry checks as well as fingerprinting, with satisfactory completion as a condition of service.

2. *Specification of the set of salary, hours, fringe benefits, and working conditions for all employees by class of employment.*

The NTLCS Compensation Policy will be approved by the Board prior to the hiring of school staff. The objectives and goals of the compensation policy will be to attract, retain and reward highly effective members of the team at all levels; reflect the responsibility associated with each position; be competitive in the marketplace and internally consistent and fair; reward employees for contributions to the achievement of school mission and goals; create incentives for personal growth and monetary advancement based on demonstrated performance as well as comply with all applicable state and federal laws. Specifics regarding employment categories and benefits can be found in **Attachment L** which is an excerpt of the *LHA Personnel Handbook*.

3. *Plans for use of employer-employee bargaining, if any.*

The Board will not employ the staff. The staff will be employed by LHA.

4. *Plans for the disclosure of employment rights of employees in the event the charter school closes or the charter is not renewed*

NTLCS staff will be employed by LHA. All LHA employees are “employees at will.” In the event the school was closed or the charter not renewed LHA staff at the school would be eligible to apply for openings in other LHA schools or to seek employment with other charter or district schools.

5. *Anticipated participation in the Oklahoma Teacher Retirement System, if any.*

LHA employees who work at NTLCS will be eligible to participate in the LHA’s 401 K plan.

6. *Anticipated participation in the health and related insurance programs available to the employees of Tulsa Public Schools.*

LHA employees who work at NTLCS will participate in the state health insurance program.

7. *Plans for providing required employee’ right to know training and documentation.*

There are five (5) components to the “Right to Know Program” at NTLCS:

1. Material Safety Data Sheets (MSDS) for chemicals that are stored in the building.
2. Labeling and marking systems – staff are trained on the proper procedure for labeling and inventory of chemicals and other covered materials that are located in the school.
3. Required employee training sessions

4. Reporting spills, exposure or in the case of any asbestos in the building a disturbance incident.
5. The AHERA plan what is in it and what does this information mean to building occupants.

As it is anticipated that NTLCS will be housed in a Tulsa Public School's facility LHA will review the documentation on hand and then determine what additional documentation is needed.

All RFP's for work in the facility will reference the applicable AHERA plan for vendor reference. All facility maintenance and custodial personnel will have the required AHERA training and documentation to reflect this will be on file. Parents will receive an annual notice in regard to the presence of asbestos if any that is in the building. Annual training of staff will be conducted as well as 6 month periodic inspections.

In the first year all matters related to employee health and safety are reviewed with staff in pre opening information sessions. Disposal of any hazardous materials this will be done in accordance with the applicable regulations.

## **B. Hiring Process/Procedure**

1. *Describe the standards to be used in the hiring process of teachers, administrators, and other school staff.*

Overall, the school will seek staff members who are committed to, and relentless in, the pursuit to close the achievement gap and provide opportunities for students who have had little to no opportunity. In looking at specific attributes, Lighthouse Academies has summarized these into what we have termed the six essential qualities

when recruiting and hiring school leaders and hiring instructional support staff.

These six essential qualities are:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

### **Hiring Policies and Procedures**

All school employees will embody the six essential qualities as outlined above as well as these additional attributes and experiences:

- Experience in urban education
- Evidence of closing the achievement gap
- Experience or interest in arts-infusion
- Desire to build strong relationships with students and their families
- Data-driven and results-driven

The school will employ many of the same hiring policies and procedures, as well as seek out similar attributes and qualities in prospective candidates, for both teacher and school leader. The major difference is in the qualifications and experiences and is delineated below.

The specific qualifications of **school leaders** (principal and director of instruction) include:

- At least five years of teaching experience
- Three to five years in education administrative role or instructional leadership
- Master's degree in field of education, preferably administration

Teacher quality is one of the greatest levers in closing the achievement gap, and the hiring of high quality, dedicated and passionate teachers will be one of the principal's greatest responsibilities. The specific qualifications of a **teacher** include:

- Highly Qualified status under No Child Left Behind
- Three to five years of teaching experience
- Bachelor's degree in the field of education or content area

In addition to finding teachers who possess the attributes and qualifications described above, the school also desires to assemble and maintain a staff that will align with the culture of the school and the community in which the school will operate.

In order to recruit a large pool of candidates, the school will employ a variety of strategies including:

- Seeking referrals from staff members of other Lighthouse Academies schools, parents and members of the community (including the NTLCS Board of Directors)
- Attending education recruitment fairs that invite and attract a diverse and high quality audience
- Reviewing resumes and conducting cultivation calls with strong prospects who fit the above profile to motivate them to apply
- Posting positions on web pages and publications that target a diverse audience
- Utilizing partnership with Teach For America and other universities that recruit a diverse teaching force

The recruitment and hiring process for school leaders is outlined above in *Section VII Administration/Leadership*.

In order to secure these teachers, the principal will employ a standard interview and hiring protocol. At the beginning of the selection process, the principal, or designee, will conduct resume reviews in an effort to identify candidates who embody the desired essential qualities, attributes and qualifications. With a pool of candidates assembled the principal, or designee, will conduct a phone interview designed to verify whether the candidate fits the profile outlined above. Candidates who advance are invited to the school for the in-person interview process that will include preparation and presentation of a model lesson, lesson reflection and feedback session, presentation of track record of closing the achievement gap and a formal interview with a team that includes the principal, the director of instruction and at least one other instructional staff member. The interview team will determine next

steps that may include a second interview, site visit to candidate's current classroom, reference check or elimination from the process. Once a candidate is advanced to the stage of receiving an offer, appropriate reference and background checks are completed. Employment for all school staff members will be contingent upon satisfactory completion of a background check and child abuse registry in accordance with the law.

Recruitment of teachers and support staff will begin once the charter application is approved. This process will begin with the Lighthouse Academies Recruitment Team. Once the regional vice president and principal are hired, selected teachers will begin the interview and selection process following the prescribed protocol.

All policies and procedures set forth herein are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the organization at any time, subject to Oklahoma state law, federal law, and other applicable laws, rules and regulations. Neither the personnel manual nor the policies and procedures set forth herein are intended to create or constitute a contract between this organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is at-will.

Standard employment practices are shown in *LHA Personnel Handbook* (**Attachment L** includes an excerpt from this handbook.) and will be given to employees (with signed receipt) at the start of each year. The handbook is updated annually to meet Oklahoma state statutes.

2. *Describe the human resource policies governing salaries, contracts, hiring and dismissal to include an explanation of the benefit packages offered.*

All staff will be employees of LHA. The LHA Compensation Policy will be approved by the Board prior to the hiring of school staff. For further information regarding hiring and dismissal policies, please see *Section VII: Personnel* above. LHA staff employed at the school will participate in the state health insurance program and in LHA's 401 K plan. LHA's personnel policies including the employees "at will" status, benefits are described in the LHA Personnel Handbook which is attached as **Attachment L**.

3. *Describe how the qualifications of teachers will be described to parents considering the charter school for their children.*

All families will have access to the qualifications and position descriptions for all instructional staff. This will be included in the enrollment packet. In addition the bio and contact information for each classroom teacher will be given to parents during the pre opening home visit.

4. *Define the target staff size, by category of employment, for the school.*
5. *Provide a copy of the school's staffing plan, if any.*

The school budget which is included as **Attachment M** lists all staff positions.

### **Staffing for Year One**

In the first year of operation, the school will hire the following key personnel:

- One (1) principal
- One (1) director of instruction (DOI)

- One (1) special education coordinator/teacher
- One (1) special education teacher
- One(1) Math/Reading Specialists (Title 1) and/or English Language Learner Teacher
- One (1) office/business manager
- One (1) family coordinator
- Two (2) Pre Kindergarten teachers
- Three(3) teaching assistants (PreK, SPED)
- Two (2) Kindergarten teachers
- Two (2) first grade teachers
- Two (2) second grade teachers
- Two (2) third grade teachers
- Two (2) fourth grade teachers
- Two (2) specialist teachers (Spanish, art, PE, technology and/or music; additional to be added year 2 and beyond based on budget and school needs)
- One (1) Social Worker
- One (1) Nurse

In subsequent years, teachers will be added to accommodate the school's enrollment growth. In addition, the special education/ELL and teaching assistant team may be supplemented to meet the needs of the school's particular students and demographics. Additional administrative support staff (e.g. additional administrative assistants or food service workers) will also be added based on need. The school leader may also choose to hire a Teacher Leader Fellow (TLF) in year 2 of the school or

beyond. TLFs are lead teachers who take on a leadership role in certain areas or with discrete projects. Teacher Leader Fellows are teachers with strong track records who are interested in pursuing school leadership. They work closely with the school leadership team to build their capacity as school leaders while also adding value to the school as a whole. As the school grows, a second DOI may be added to the staff in year four.

6. *Specify the projected student-to-teacher ratios by grade and/or subject.*

Pre Kindergarten classrooms will not exceed 20 students. The adult-student ratio will be 10:1 (one teacher, one teaching assistant. Kindergarten classrooms will also not exceed 20 students with one classroom teacher. All other classrooms will not exceed 25 students per classroom with one classroom teacher.

## **IX. FINANCE**

### **A. Financial Plan**

1. *Present a financial plan for the first three (3) years of operation.*

The projected school budget for the first three years of operation is included in

#### **Attachment M.**

2. *Describe competent financial management and internal accounting procedures for the school.*

The school will adopt written policies and procedures that Lighthouse Academies has in place for its schools. The school will outsource a local CPA firm for bookkeeping services to ensure the school has in place the highest competency level of accounting services. The standard procedures include the implementation of a preapproval ordering system where most expenditures require the preapproval of the principal and regional director; procurement procedures to obtain the best price including request for proposal and request for quote processes; separation of duties of those approving invoices from those recording and processing payments from those who sign checks; contracts for all vendors; offer letters for all staff; monthly board reports on the status of the budget with a review of the report with the board's designated finance committee; and after year end the audit of the books for the prior year end by an independent CPA firm engaged for and approved by the board.

3. *Present a budget for start-up expenses covering the planning and capital expense necessary before school opens.*
4. *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.*

The budget for start up expenses is provided in **Attachment M.**

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

The Board will be involved in continuous fundraising activities to bring in resources for the arts partners to implement the infused arts program. We have estimated \$50K per year for fundraising activities and have already deemed it a probable success based on availability of local art foundations. The local community has already contributed \$230K of startup support and another \$250K has been deemed probable in year one from an identified contributor.

## **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 will contract for the services of a School Treasurer. The Treasurer will work with the Board's Finance Committee and LHA's V.P. of Finance to oversee the school's budget and accounting.

The Treasurer will have experience serving in a public school environment and will be responsible for setting up the following processes:

- Designating staff including a payroll clerk and an encumbrance clerk who will receive training and enter financial data in an SDE approved system for entering revenue, expenditures, and processing payroll in the Oklahoma Cost Accounting System.
- The recording of grant/contract costs according to categories of the approved budget.

- Identifying the receipt and expenditure of funds separately for each funding source.
- Ensuring an annual financial audit is conducted.
- Overseeing the preparation of an annual budget for the school.
- Presenting to the board the proposed budget.
- Managing all financial reporting requirements as established the Oklahoma State Department of Education and the United States Department of Education.

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

1. *Provide a clear understanding of the annual requirement for a financial audit, audit procedures, and audit requirements for local school districts in Oklahoma.*

The Board will select and engage an independent CPA firm who will complete the financial audit. The audit and the auditor's findings will be reviewed by the Board's finance committee and approved by the Board. A financial audit will be completed and submitted to the department of education by March 31<sup>st</sup> of each year.

2. *Demonstrate an understanding of the financial reporting requirements for local school districts in Oklahoma.*

There are several reporting requirements throughout the year that are used by the SDE to determine funding, most notable are the Flexible Benefit Allowance, First Quarter Statistical Report, and the Annual Statistical Report.

3. *Certify that the school shall use the Oklahoma Cost Accounting System to report financial transactions to Tulsa Public Schools.*

NLCS will use the Oklahoma Cost Accounting System to report all financial transactions to Tulsa Public Schools according to all guidelines.

#### **D. Insurance Coverage**

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

Once the charter is approved the Board will secure insurance that meets the requirements of the charter contract with Tulsa Public Schools. These include:

- General Liability
- Automobile Liability
- Sexual Molestation and Misconduct Coverage
- Professional Liability
- Directors and Officers Liability
- Umbrella Liability
- Workman's Compensation and Employers Liability

A Certificate of Insurance, in a form satisfactory to the chartering authority, showing evidence of coverage will be provided to the chartering authority prior to commencement of performance of a charter agreement. Also please see the personnel section above for a description on health insurance.

## **X. FACILITIES**

### **A. Description & Location**

- 1. Identify the facility and provide the location of the school or report any progress toward identifying and acquiring an adequate facility for the school.*

Lighthouse Academies would like to lease Greeley Elementary School, located at 105 East 63rd Street North, Tulsa, Oklahoma 74126. Greeley was built in 1969 and has a capacity of 500 students based on 25 students per classroom. There are 20 full-size classrooms in addition to three smaller classrooms ideal for small group pullout and other service delivery. There is a cafeteria and kitchen, teachers' workroom, office suite with 4 offices and a reception area, and a gymnasium with a stage. One of the classrooms has in-room restrooms; the building has one set of restrooms for students and one set of restrooms for staff. The building sits on a 10 acre site and has 45,472 square feet. The facility does not have a playground, but it has ample outdoor field space, as well as a few small fenced-in exterior areas which could be used for gardens.

The facility will accommodate the student population for the first three years. Additional space will need to be constructed at the site or another site will be needed for grades 7-12. Should this facility not be available the Board is interested in leasing either the former Cleveland School and Alcott Elementary School.

- 2. Provide the details of any plans to renovate and/or otherwise bring the proposed facility into compliance with all applicable state or local codes or other requirements.*

The Greeley facility is currently used as a public school in the District so the Board assumes that all codes and other requirements are being met.

- 3. If applicable, discuss any progress, partnership developments or other future steps toward acquisition of a school facility.*

The Board may be interested in purchasing the site after the first three years of operations.

- 4. Describe any financial plans for the acquisition of the facility, if applicable.*

This is not applicable at this time.

## **B. Suitability**

- 1. Provide evidence that the site will be a suitable facility for the proposed school including evidence that the facility is properly zoned to house an operating common school program.*

The Greeley facility is currently used as a public school in the District so the Board assumes that all codes and other requirements are being met. The school will accommodate the first four years. Additional space at this site or in another building will be needed for year 5. The Board will be able to plan for that space once the facility to use is confirmed.

- 2. Demonstrate the safety and structural soundness of the school and compliance with applicable state/local building codes and fire protection codes.*

The Greeley facility is currently used as a public school in the District so the Board assumes that all codes and other requirements are being met.

- 3. Submit written documentation of any inspections by a state/local building inspector, inspections by state/local fire departments, and compliance with all other federal and state health and safety laws and regulations.*

The Greeley facility is currently used as a public school in the District so the Board assumes that all codes and other requirements are being met. The Board will have annual inspections of the building completed.

4. *Submit a final site plan detailing acreage, exterior components supporting the school program (playgrounds, sports fields, etc.), vehicular and personnel egress and access plans, and a floor plan for the interior of the building specifying anticipated uses for each space to include identification and capacities of any/all restroom facilities.*

The Greeley facility is currently used as a public school in the District so the Board assumes that all codes and other requirements are being met. The current floor plan for Greeley is attached as **Attachment N**. The use of space for year one is noted.

## **XI. GENERAL OPERATIONS**

### **A. School Calendar**

- 1. Provide clear intention relative to either conformity to or variances from the published TPS school year calendars.*

The school's annual calendar will be aligned closely to that of Tulsa Public Schools and will exceed minimum state requirements of 180 days or 1,080 hours. NTLCS will require 190 days for students and 210 days for staff. The school day will run from 8am-4pm daily for students with 1,330 of these hours being used for instruction. The extended day and school year is in place to provide more time for students to reach proficiency and make up for deficits, a need evident in the current achievement data in Tulsa.

A proposed calendar for 2012-2013 is included in **Attachment O** (please note this is subject to change based on the TPS calendar and is subject to local board approval by the Board of NTLCS closer to the date of the school's opening in August 2012). The chart below illustrates the number of days per month for students, staff and professional development activities.

<b>Month</b>	<b>Student Days</b>	<b>PD Days</b>	<b>Staff Days</b>
July	0	7	7
August	15	8	23
September	18	1	19
October	18	0	19
November	18	1	19
December	15	0	15
January	20	1	21
February	18	1	19
March	16	0	16
April	22	1	23
May	21	0	21
June	9	0	9
<b>Total</b>	<b>190</b>	<b>20</b>	<b>210</b>

Based on our extended day and school year, we will be providing almost 300 instructional hours more than the Tulsa Public School District's guidelines require.

## **B. Public Relations and Information**

- 1. Describe the publicity planned relative to the opening of the school and how such publicity will be designed to attract a sufficient pool of eligible applicants.*

In order to attract a sufficient pool of eligible applicants, team members will canvass the community in which we serve, attend community events, and present at community organizations. Canvassing includes door to door introductions, posting flyers around the community to ensure knowledge of the school, and communicating with area teachers about the opportunity for their students. At community events, the team will have a table with a variety of information to distribute to both students and parents in the community. These events will be strategically selected in order to maximize community awareness. Finally, the team will present in front of various community organizations such as churches, schools, clubs, and coalition meetings in and around North Tulsa. At these presentations, team members will educate community members regarding the school, its mission, and the application process. The current marketing plan, which includes past and future events, is included in **Attachment P.**

- 2. Describe the public relations steps that will be taken to assure that students/families representing the racial and ethnic diversity of the community will be reached.*

Through our diverse recruitment efforts the team will strategically target areas of the community which represent the demographic the school seeks to serve. While the

information will be available to all residents within the district, the student recruitment efforts will be concentrated in North Tulsa, specifically near the school site itself.

- 3. Provide evidence of a solid plan to attract sufficient students to open and operate the school as planned.*

Details regarding student recruitment are outlined above in *Section X*. In addition, a comprehensive plan has been drafted to ensure the school is fully enrolled and operational by the school start date. Please see **Attachment I** for the NTLCS start up plan.

### **C. 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.*

The Board will consider two options regarding food service. The first is to contract with TPS to provide the service. The second option is for the Board to request that LHA issue an RFP for a private vendor to provide the service. Both options will be explored and a decision will be made upon charter approval.

- 3. Describe the plan for meeting reporting requirements and for documenting annual sanitation certification.*

The Board expects that TPS will provide annual sanitation certification documentation if they are providing sanitation services. If the service is provided by a private vendor, the vendor will be responsible for providing the certifications. In either case the following will be needed:

- Inspection of the facility for proper equipment
- Copies of any required food service worker training and certifications
- Site inspection by the health department ( annual and periodic)
- Fire and safety inspections (annual and periodic)

A copy of all inspections and licenses will be kept on file in the main office of the school.

*4. Describe procedures to process free/reduced lunch applications for eligible students.*

Applications for free/reduced lunch will be included in the student enrollment package, which is completed prior to the start of school. This may be done by TPS if the service is being provided by the District, or the school.

*5. Describe the planned cafeteria or other eating facility to include description of equipment, sanitation, and capacity parameters.*

The Board intends to lease a facility from TPS. It is assumed for the purpose of the application that the food service equipment on site meets current code and regulations. If a private contractor is used the RFP will require that any equipment the contractor uses meet current code and regulations.

## **XII. DEMONSTRATION OF SUPPORT**

### **A. Evidence of Community Support**

1. *Provide evidence of support from residents who may include, but not be limited to, surveys or petitions.*
2. *Convey as clearly and concretely as possible the scope of community support for the proposed charter school and its founding board.*
3. *Document to the degree possible support among teachers, parents, students, community members, institutional/community leaders and other groups or organizations.*

NLCS has received varied support from residents, community members and organizations, all of whom collectively believe NLCS will benefit the community.

Letters of support are included in **Attachment Q** and petitions are included in

**Attachment R.** These include support from:

- Arts and Humanities Council of Tulsa
- Teach For America – Oklahoma
- Educare
- George Kaiser Family Foundation
- Tulsa Community Foundation
- YMCA Tulsa
- Tulsa Metro Chamber
- Antioch Baptist Church

We have begun conducting community outreach activities to support the establishment of the NLCS. A potential partnership being developed includes *Teach For America (TFA)*. *TFA* and Lighthouse Academies currently have a partnership across the LHA network. Presently 20% of the teachers in the LHA network are current *TFA* corps members or alum and 50% of Lighthouse School leaders are *TFA*

alum. We are working with TFA in Tulsa to provide team members (Tulsa Transition Team) to participate in the development of the school through their graduate work and ultimately join the teaching staff at NTLCS. Please see *Section VI Governance: Founding Group* for further information regarding the Tulsa Transition Team.

### **XIII. FINAL DOCUMENTATION**

#### **A. 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).*

Board member Felicia Collins Correria and Michael Ronan, CEO of Lighthouse Academies, both attended the required training. The certificates are included in **Attachment S**.

#### **B. Additional Documentation**

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

*The governing board shall expressly agree that the school has obtained 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.*

*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.*

*No less than two (2) weeks prior to the opening of the school, the governing board shall provide written documentation of the appropriate facility certifications, including all certificates/permits/licenses that are required by the applicable building codes.*

*(NOTE: The governing board must provide copies of all licenses, permits, use approvals, facility certifications, and any other approvals as required by the local government or any other governmental agency relative to occupancy of the planned facility as a public school. These copies must be provided at least fourteen (14) days prior to the initial opening day of classes. 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.)*

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

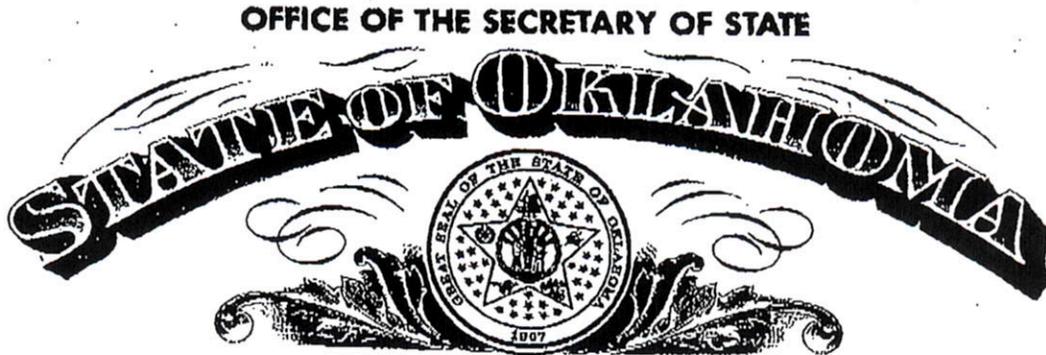
- 1. Has followed and/or implemented all federal regulations and state and local rules and statutes relating to health, safety, civil rights and insurance.*
- 2. Has complied with all federal and state laws relating to the education of children with disabilities in the same manner as a school district.*
- 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.*



Annie Koppel VanHanken  
President, Lighthouse Academies of Tulsa, Inc. Board of Directors  
November 7, 2011





**AMENDED NOT FOR PROFIT  
CERTIFICATE OF INCORPORATION**

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

**LIGHTHOUSE ACADEMIES OF TULSA, INC.**

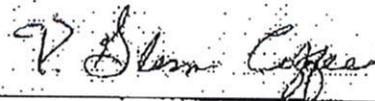
*has been filed in the office of the Secretary of State as provided by the laws of the State of Oklahoma.*

*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  
9th day of May, 2012.*



*Secretary of State*

FILED - Oklahoma Secretary of State #2112322270 05/09/2012

05/09/2012 09:28 AM

OKLAHOMA SECRETARY OF STATE



SOS



19154240002

**AMENDED  
CERTIFICATE OF INCORPORATION  
(NOT FOR PROFIT)**

TO: OKLAHOMA SECRETARY OF STATE  
2300 N. Lincoln Blvd., Room 101, State Capitol Building  
Oklahoma City, Oklahoma 73105-4897  
(405) 521-3912

The undersigned corporation, for the purpose of amending its certificate of incorporation pursuant to Title 18, Section 1077, hereby certifies:

1. A. The name of the corporation is:

LIGHTHOUSE ACADEMIES OF TULSA, INC.

B. As amended: The name of the corporation has been changed to:

(Please note: The new name of the corporation MUST contain one of the following words or abbreviations: association, company, corporation, club, foundation, fund, incorporated, institute, society, union, syndicate, limited, co., corp., inc. or ltd.)

2. In the event the corporation is a church, the street address of its location is:

Street Address (P.O. BOXES ARE NOT ACCEPTABLE) Code	City	Zip
--	------	-----

3. The name of the registered agent and the street address of the registered office in the State of Oklahoma is:

Nicholas M. Tait	1516 N. Harvard Avenue	Tulsa	Tulsa	74115
Name of Agent	Street Address (P.O. BOXES ARE NOT ACCEPTABLE)	City	County	Zip Code

4. Set forth clearly any and all amendments to the Certificate of Incorporation which are desired to be made:

The amendments are attached as Exhibit A hereto.

RECEIVED

MAY 09 2012

OKLAHOMA SECRETARY  
OF STATE

CHECK ONE OF THE FOLLOWING STATEMENTS, WHICHEVER IS APPLICABLE:

X The governing body of the corporation adopted a resolution setting forth the amendment proposed and declaring its advisability.

At a subsequent meeting held upon notice stating the purpose thereof and given in accordance with the provision of Title 18, Section 1067, a majority of all the members of the governing body voted in favor of the amendment.

OR

At a meeting of the governing body of said corporation, a resolution was duly adopted setting forth the foregoing proposed amendment(s) to the certificate of incorporation of said corporation, declaring said amendment(s) to be advisable and calling a meeting of the members for consideration thereof.

Pursuant to such call and to due written notice given to each member, a meeting was held, at which meeting the necessary number of members as required by the certificate of incorporation of said corporation voted in favor of the amendment(s).

IN WITNESS WHEREOF, said corporation has caused this certificate to be signed by its President or Vice President and attested by its Secretary or Assistant Secretary, this 2 day of May, 2012.

*AK Van*  
By \_\_\_\_\_ President  
Ann Koppel Van Haniken  
(PLEASE PRINT NAME)

ATTEST:

*Felicia Collins Correia*  
By \_\_\_\_\_ Secretary  
Felicia Collins Correia  
(PLEASE PRINT NAME)

## EXHIBIT A

11. The corporation is organized exclusively for charitable and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code.

12. Notwithstanding any other provision of this Certificate of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on by an organization exempt from Federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future federal tax code).

30156

# David Burks



**KIPP:**



Phone:  
(504) 521-7897

E-Mail:  
davidaburks@gmail.com

LinkedIn:  
<http://www.linkedin.com/in/davidaburks>

**path•find•er** one who finds or creates a way even through uncharted territory or formidable obstacles

## Objective

Non-Profit Senior Leadership position where 10 years of successful experience in operations, finance and training will add value and get students to and through college

## Selected Achievements

- Designed school budgeting policies for the fastest growing KIPP region that saw number of schools grow from 5 to 9 schools and revenues grow from \$10 million to \$24 million over 3 years. Schools serve students in K-10.
- Led only school in New Orleans to receive a 10 year charter renewal in 2011.
- Professional Development leader for a Business Operations Community of Practice with 500 members across 100 schools and 25 states and territories. This included the design and execution of the first comprehensive national training program.
- Generated \$10 million in annual savings for one of our firm's top clients by working 60 hour weeks for two years to streamline manufacturing processes
- Planned, advised and monitored operations, facilities, finance, technology and food service systems for multiple new charter school sites in New Orleans

## Special Skills

- **Charter School Operations:** Optimization of full spectrum of operations, including community involvement, student support and human resources
- **Education Continuum:** Experience in daycare, K-12 and university settings
- **Software:** SAP, Quickbooks, Siemens, ADP, Microsoft Office Suite (including Word, Excel, Access, PowerPoint, Outlook, Project and FrontPage)

## Career Driver

Leading teams to revolutionize education and close the student achievement gap

## Employment History

**Lighthouse Academies** – Regional Vice-President (2012–Present)  
**KIPP Believe College Prep** – Director of Finance & Operations (2008-2012)  
**Dash Advantage** – CEO (2007-2011)  
**Kaplan Test Prep and Admissions** – Teacher & Tutor Coordinator (2008-2009)  
**Gilda's Academy** – Operations Manager (2007-2008)  
**Tulane University** – Admissions Counselor (2006-2007)  
**Accenture** – Consultant (2002-2006)  
**Waterloo Public Library** – Research Librarian (2001-2002)  
**Case Western Reserve University** – Student Affairs Intern (2000-2001)

## Education/Training

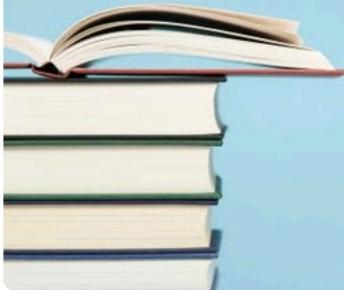
MBA Program, **Tulane University** (2007) **GPA: 3.78**  
BS Management, **Case Western Reserve University** (2001)  
President, Undergraduate Student Government  
Member, University President Search Committee

## Additional Information

- Community Service: President, Board of Directors, Gilda's Academy (2009-Present)
- Professional associations: Tulsa Young Professionals, Toastmaster's International
- Interests: Photography, Poetry, Improvisational Comedy

---

**Strategic • Adaptability • Activator • Developer • Relator**



## North Tulsa Lighthouse Charter School Petition

North Tulsa Lighthouse Charter School seeks to provide an additional option for the children and families of Tulsa. We seek to prepare all students, regardless of their background, for college through a rigorous, arts-infused program. This is a free, public charter school that will be held accountable to the families of Tulsa, their students, as well as the state and federal government. The Lighthouse Academies network is a highly regarded Charter Management Organization with an experienced national board and leadership team, funding from major foundations and a strong partnership with Teach For America. More schools of this caliber would give our students in North Tulsa the opportunity to excel academically and would be an indispensable asset to our community. Sign this petition if you support the opening of this school, that will serve our children and demonstrate a model of excellence that can positively influence all students in Tulsa, regardless of their school or neighborhood.

\* Required

**To sign this petition, type your First and Last Name here: \***

**To sign this petition, type your full address here: \***

All signers must be residents of Tulsa.

**To sign this petition, add your contact phone number here: \***

**To sign this petition, add your contact email address here: \***

Submit

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[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

PR/Award # U282B120007

Page e276

Timestamp	To sign this petition, type your First and Last Name here:	To sign this petition, type your full address here:	To sign this petition, add your contact phone number here:	To sign this petition, add your contact email address here:
10/17/2011 20:37:40	Angela Schlosser	[REDACTED]	9185086284	[REDACTED]
10/17/2011 20:44:35	Emily Wheeler	[REDACTED]	615.476.1354	[REDACTED]
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10/18/2011 21:21:05	Randy Macon	[REDACTED]	9185911170	[REDACTED]
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10/20/2011 12:20:11	Alison Templeton	[REDACTED]	765-414-3346	[REDACTED]
10/20/2011 21:40:05	Britan Mills	[REDACTED]	4053887391	britan@ou.edu
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10/29/2011 9:19:49	Frank Murphy	[REDACTED]	918-748-8886	[REDACTED]

Timestamp	To sign this petition, type your First and Last Name here:	To sign this petition, type your full address here:	To sign this petition, add your contact phone number here:	To sign this petition, add your contact email address here:
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10/31/2011 23:41:03	Ryan Miskell	[REDACTED]	3155062631	[REDACTED]
11/1/2011 11:25:10	Jordan Ware	[REDACTED]	2084071983	[REDACTED]

# Lighthouse Academies of Tulsa

## NORTH TULSA LIGHTHOUSE CHARTER SCHOOL

Please sign below if you support the opening of the  
North Tulsa Lighthouse Charter School.

NAME	ADDRESS	Telephone	EMAIL ADDRESS
Mrs. Tara Payne			
Paul Chase			
Lisa Samilton			
Frances Wilk			
Brie Wright			
Demetrius Hall			
Naomi Crawford			
Laura Marshall			
Linda Johnson			
Ivy Foster			
Darin Chamberl			

We prepare our students for college through a rigorous arts-infused program.

# Lighthouse Academies of Tulsa

## NORTH TULSA LIGHTHOUSE CHARTER SCHOOL

*Please sign below if you support the opening of the  
North Tulsa Lighthouse Charter School.*

NAME	ADDRESS	Telephone	EMAIL ADDRESS
Dorothy R Daterwood			
George A Kelly			
Hazel O. Reed			
Duloris Norton			
Heidi J. Fisher			
Anthony Walker			

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# Lighthouse Academies of Tulsa

## NORTH TULSA LIGHTHOUSE CHARTER SCHOOL

Please sign below if you support the opening of the  
North Tulsa Lighthouse Charter School.

NAME	ADDRESS	Telephone	EMAIL ADDRESS
<i>Kevin Stovall</i>			
Kevin Stovall			
JAMES MOSS			
<i>Tim Williams</i>			
Maurice Jones			
<i>Mike Jordan</i>			
<i>Joseph Clark</i>			
<i>Danny Hill</i>			
<i>Robert Lewis</i>			
<i>Clyde Yeldell</i>			
<i>Willie Smith</i>			
<i>Levi Franklin</i>			
<i>Willie Wilson</i>			
<i>David Huffman</i>			

We prepare our students for college through a rigorous arts-infused program.

# Lighthouse Academies of Tulsa NORTH TULSA LIGHTHOUSE CHARTER SCHOOL

Please sign below if you support the opening of the  
North Tulsa Lighthouse Charter School.

DEONIA BLASSE

BARBARA MASON

INA Sanchez

Mika Jones

Carolyn Brown

Amanda Brown

Angie Walker

Charlene Burdick

Territa Johnson

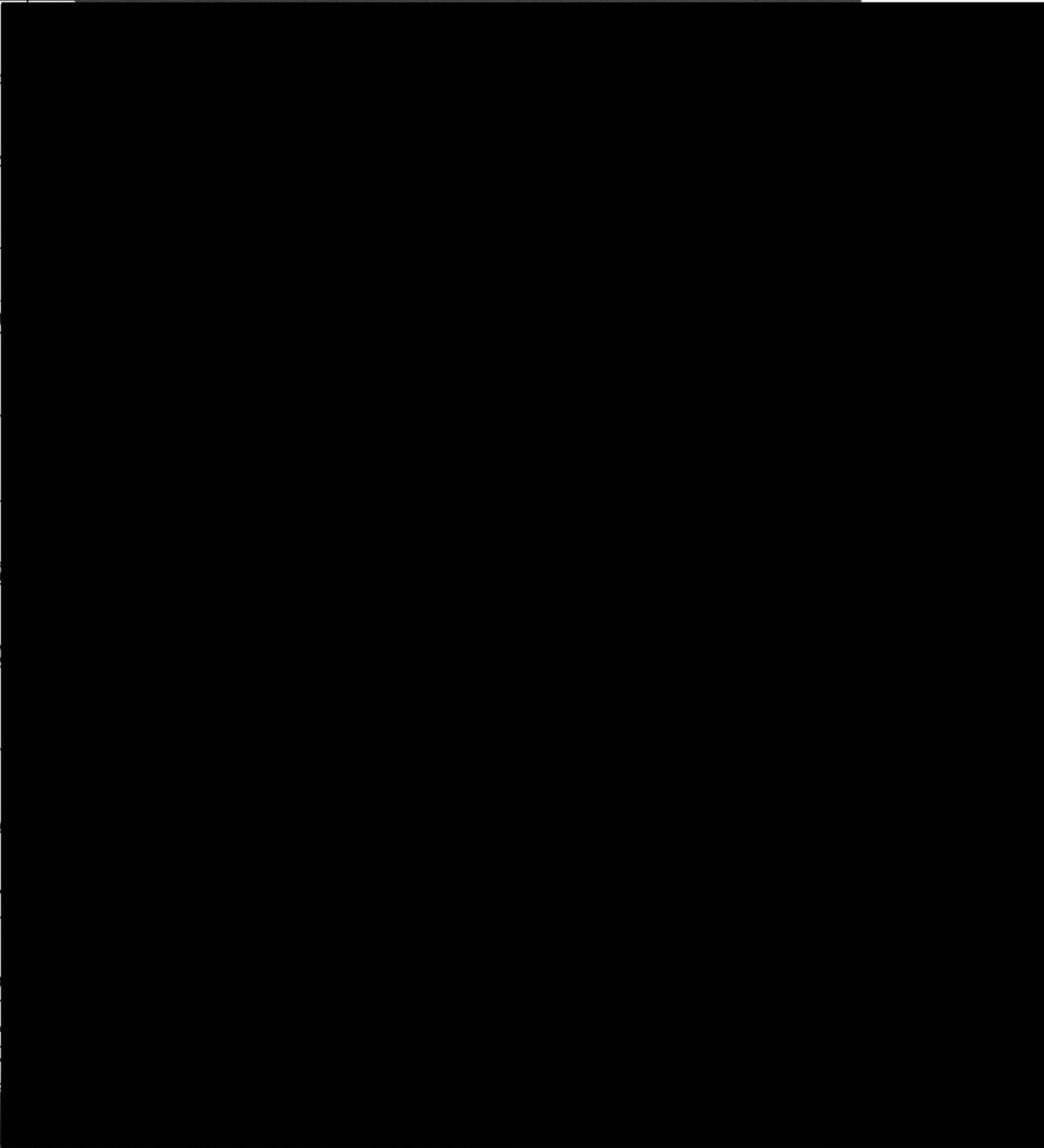
Jessica McClure

Andrew Fletcher

Danyell Phillips

Steve Smith

Jon Cox



We prepare our students for college through a rigorous arts-infused program.

# Lighthouse Academies of Tulsa

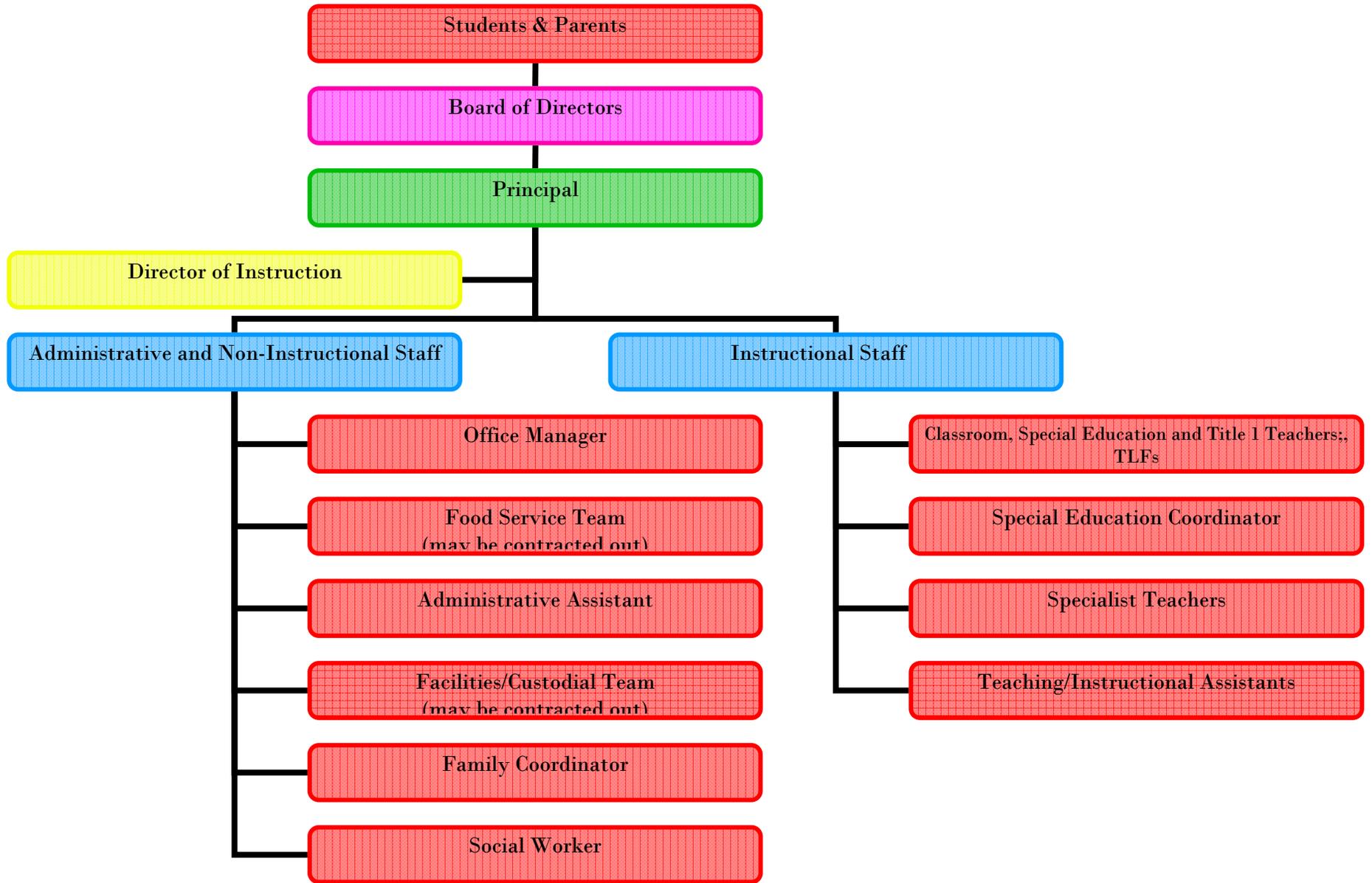
## NORTH TULSA LIGHTHOUSE CHARTER SCHOOL

Please sign below if you support the opening of the  
North Tulsa Lighthouse Charter School.

Lisa Tobey	
Bottle J Robinson	
Patricia J...	
Robertah S...	
William S...	
Sola Mae B...	
Ken Donald	
Kellie Sears	
Terry Landrum	
Amelia Chaplin	
Jerome Callaway	
Alina Record	
Barnett	
Dominique	
John Elert	

We prepare our students for college through a rigorous arts-infused program.

School Level Organizational Chart



# David Burks



Phone:  
(504) 521-7897

E-Mail:  
davidaburks@gmail.com

LinkedIn:  
<http://www.linkedin.com/in/davidaburks>

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**Accenture** – Consultant (2002-2006)  
**Waterloo Public Library** – Research Librarian (2001-2002)  
**Case Western Reserve University** – Student Affairs Intern (2000-2001)

## Education/Training

MBA Program, **Tulane University** (2007) **GPA: 3.78**  
BS Management, **Case Western Reserve University** (2001)  
President, Undergraduate Student Government  
Member, University President Search Committee

## Additional Information

- Community Service: President, Board of Directors, Gilda's Academy (2009-Present)
- Professional associations: Tulsa Young Professionals, Toastmaster's International
- Interests: Photography, Poetry, Improvisational Comedy

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**Strategic • Adaptability • Activator • Developer • Relator**



## LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

*We prepare our students for college through a rigorous arts-infused program.*

### VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

### CORE VALUES

Work hard. Get smart.  
Graduate from college.

High expectations  
equal results.

Nothing less  
than excellence.

Today is the day  
we make it happen.

Title: **Regional Vice President Lighthouse Academies Inc.**

Reports To: **Chief Executive Officer**

Location: **Within Region**

### ESSENTIAL QUALITIES

*The Lighthouse Academy (LHA) Vice President (VP) is more than an educational and administrative manager of a school cluster. This person's work supports the vision that all of our students in the network to achieve high levels of academic success resulting in the creation of opportunities for a brighter future. The VP makes the commitment to work and lead with determination, integrity and purpose, embodying these essential qualities:*

- A commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in high need, urban environments
- Work demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- A reflective, self-aware and adaptable work style
- An ability to think critically, problem solve and take initiative
- A belief in the power of teamwork to build a collaborative culture with LHA network, community, staff, families and students

### ESSENTIAL FUNCTIONS

*The Vice President is accountable for the realization of the mission and vision of Lighthouse Academies' schools in the region through the achievement of network, regional, and cluster goals. The VP is also accountable for the financial and organizational viability of the schools within the cluster. The VP will work closely with the Regional Directors to assess needs and create opportunities for schools within the cluster. The VP's actions must always be aligned with our mission, vision, core values and education program. The essential functions for the VP are as follows:*

### OPERATIONAL LEADERSHIP & MANAGEMENT

**Monitor the implementation of corporate systems, procedures, internal controls, and the LHA education model**

*Examples of Work:* Oversee school budget creation and monitor spending, Monitor cluster dashboard data, Work with Regional Directors on the implementation of the LHA School Leaders Guide

**Serve as the liaison between, and collaborate with, the design/support teams and the execution teams**

*Examples of Work:* Collaborate with members of the Education Team to develop education support modules, Discuss school budgets with finance team to inform spending, Work with CEO on region expansion efforts

**Design and facilitate regional systems procedures, and internal controls consistent with LHA standards as applicable**

*Examples of Work:* Work with Regional Directors to align food service procedures to State guidelines and provide appropriate training for implementation, Revise LHA procedural documentation to align with State requirements, Manage financial audits

**Determine regional needs and find appropriate resources, in- or out-of-network, to meet these needs**

*Examples of Work:* Analyze education data to identify gaps, Research and secure consultants to address needs, Collaborate with Regional Directors and the LHA Commons staff to assess and address training needs

**Research and develop new sites in the region**

*Examples of Work:* Compile and organize educational and demographic research of assigned region, Work with local realtors and financial institutions to secure facilities, Coordinate work with LHA /LFM staff

**Work with authorizers to develop/renew charters**

*Examples of Work:* Attend meetings on charter writing and renewal, Write charter renewal and charter applications, Secure consultants as needed, Communicate with authorizers

**Serve on the LHA Leadership Team**

*Examples of Work:* Keep critical task list current, Participate actively in meetings, Complete professional reading as required

**Travel as needed; perform other duties related to this position as may arise****TALENT LEADERSHIP & MANAGEMENT****Hire, lead, inspire, and develop the talent of the regional directors, regional administrative assistants, and other regional employees, as applicable**

*Examples of Work:* Assist with recruitment and hiring of candidates as outlined in hiring protocols, Oversee Individualized Talent Development Plans and mentor team members, Inspire and invest team in the mission and vision of LHA

**Lead and organize the Regional Leadership Team**

*Examples of Work:* Develop and manage regional organizational structure, Facilitate regional meetings, Develop reporting mechanisms

**BOARD RESPONSIBILITIES****Serve as the LHA representative on each school's Board of Trustees and as LHA's public face for the region**

*Examples of Work:* Attend and actively participate in monthly Board meetings for each school in region, Attend school and community events to reinforce the Lighthouse Academies mission and vision

**Recruit members for each school's Board of Trustees**

*Examples of Work:* Assess needs of Board of Trustees, Network to bring value-add members to the Board

**PROFESSIONALISM**

- Collaborate with colleagues to continuously improve personal practice and the leadership capacity of regional directors, principals and directors of instruction; as well as to achieve the overall goals and mission of the regional schools and the network
- Access meaningful learning experiences and exercise judgment in accepting findings as valid for application in personal improvement as well as leadership and teacher improvement
- Reflect critically upon experience; identify areas for further professional development as part of a professional development plan that is linked to network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms
- Use feedback to inform and update Individual Professional Development Plan
- Fulfill all outlined and related functions professionally, timely and thoroughly
- Complete other work related to this position as assigned
- Complete responsibilities as stated in the Emergency Leadership Succession Plan.

**MINIMUM QUALIFICATIONS**

**EDUCATION:** Master's Degree in Education Administration

**EXPERIENCE, KNOWLEDGE & SKILLS:**

- Five (5) years of experience as a school administrator with a proven track record of "moving the needle" with student achievement in high need, urban environments
- Experience coaching and mentoring school leaders and teachers
- Successful experience with charter applications and/or charter renewals
- Knowledge of school finance, procedures and operations

- Desire to work in a mission and goal driven, entrepreneurial environment
- Sharp intellect with the ability to think critically and solve immediate, short-term and long-term problems
- High level of energy
- Unquestionable integrity
- Experience with collaborative leadership
- Knowledge of the K-12 continuum
- Ability to organize, multi-task and prioritize
- Experience with data managements tools and computer programs (Word, Excel, Access, PowerPoint and Outlook)
- Ability to travel up to 30% of work year within region and to National Office; Valid driver's license required

## **HUMAN RESOURCE INFORMATION**

**EVALUATION:** Goal-based evaluation once a year by Chief Executive Officer

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-time, Administrative, and Exempt

# REGIONAL VICE PRESIDENT VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM REGIONAL VICE PRESIDENT POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
<b>Instructional Leadership: Instruction and Data Analysis</b>	Action 1: Monitor the implementation of the LHA education model to ensure fidelity to the Lighthouse Academies model and compliance with charters, such that...	Network goals are achieved and the LHA mission, vision, and core values of the network and the goals of the school(s) are achieved.
	Action 2: Review academic and non-academic data regularly with the regional director in order to...	understand trends across schools; have accurate, ongoing knowledge of each school's progress toward its goals; know how to tailor cluster and school-wide planning, support and management of resources and to monitor the academic and non-academic progress of schools in the region.
	Action 3: Participate in the annual education team and external reviewer school visits such that...	to assess school culture, student achievement, rigorous instruction and fidelity in implementing the school's charter and the LHA model.
<b>Instructional Leadership: Professional Development</b>	Action 1: Determine regional professional development needs in conjunction with the regional director and find appropriate resources, in- or out-of-network, to meet these needs in order to...	ensure that staff and schools are supported in the execution of the model and the achievement of the LHA Network, mission, vision and goals as well as the goals set forth in the schools' charters.

# REGIONAL VICE PRESIDENT VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM REGIONAL VICE PRESIDENT POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
	Action 2: Lead, inspire, and develop the talent of the regional directors and other direct reports such that...	the individual professional and career needs of regional directors and direct reports are identified and addressed in a collaborative, problem-solving relationship and such that reflection, goal setting and working toward improved personal performance are emphasized in the pursuit of network and cluster goals.
	Action 3: Use the LHA Coaching Model to support and coach regional directors in their implementation of the LHA education program and operational model in meeting the network goals such that...	regional directors and direct reports are trained and supported in their work to achieve position-specific goals and improve/maintain the effectiveness of their work.
<b>Instructional Leadership: Culture of Achievement and Respect</b>	Action 1: Evaluate the regional directors and direct reports with the input of others using the LHA evaluation protocols such that...	regional directors and direct reports are encouraged to set goals and reflect on them throughout the year, staff who are struggling receive the necessary support and/or are appropriately dismissed in a way that minimizes any negative impact on the cluster and the school culture, and all staff participate in the process in a way that best promotes professional, personal, and student growth.
	Action 2: Serve on the LHA National Leadership Team in order to...	make strategic decisions that impact the organization's ability to achieve its mission and goals.

# REGIONAL VICE PRESIDENT VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM REGIONAL VICE PRESIDENT POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
	Action 3: Represent Lighthouse Academies with local boards, external partners, the public, authorizers and others in order to....	promote the mission and vision and values of the organization with others whose support is needed to achieve the LHA Network goals.
	Action 4: Collaborate with the recruitment team to recruit board members for local boards, such that...	local boards represent a diverse group of people and backgrounds and are fully seated to comply with the board’s bylaws and/or the charter.
<b>Operational Leadership: Culture of Achievement</b>	Action 1: Create and enhance a culture of achievement and respect among the regional directors, school leaders and other adults in the cluster such that...	regional leadership and direct reports understand, see, and internalize a sense of urgency and a way of operating that maximizes progress towards goals, and leaders are invested in their work and remain productively engaged throughout the year and beyond.

# REGIONAL VICE PRESIDENT VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM REGIONAL VICE PRESIDENT POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
<b>and Respect</b>	Action 2: Manage the recruitment and selection of regional directors and direct reports and assist the regional directors with the recruitment and selection of school principals, directors of instruction and other regional staff and approve recommend principal candidates for hire as appropriate such that...	the cluster is fully-staffed with leaders who embody and exemplify LHA's essential qualities and who understand and are committed to the LHA mission, vision, and core values and their role in increasing student achievement.
	Action 3: Meet with staff, parents and others on school issues as may be required such that...	staff, parents and others are invested in the school(s) and the network and their goals and such that staff, parents and others have clarity on the mission, vision, policies and expectations of LHA in order to maximize student learning.
	Action 4: Complete responsibilities under the Emergency Succession Plan in order to...	ensure continuity of service to schools
	Action 5: Serve as the liaison with the authorizer, state and local education departments, and other community groups such that...	oversight agencies and constituents are invested in the school and support it as appropriate to the mission, vision, core value, and its drive to achieve its goals.

# REGIONAL VICE PRESIDENT VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM REGIONAL VICE PRESIDENT POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
	Action 6: With the CEO, VPOD and other network staff, research and develop new sites in the region such that...	local constituents are cultivated and informed decisions on regional expansion opportunities are made by LHA and growth targets are met.
	Action 7: Maintain the school level emergency succession and long term succession plans with the regional director in order to...	ensure continuity of services to staff and students and the proper day to day functioning of the school(s).
<b>Operational Leadership: Management</b>	Action 1: Collaborate with CFM and/or local vendors to establish and maintain contracts and vendor relationships and support regional staff in overseeing execution of contracts such that...	each school in the cluster has clear and compliant contracts and services are rendered effectively and efficiently and such that the school is a safe and clean place and operates such that instructional staff is free to work relentlessly to achieve academic goals with students.

# REGIONAL VICE PRESIDENT VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM REGIONAL VICE PRESIDENT POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
	Action 2: Monitor the implementation of and ensure compliance with corporate systems, procedures, and internal controls as well as federal and state statutes and regulations and authorizer requirements in order to...	ensure regional directors, school-based staff and leaders lead the efficient and effective use of school and LHA network resources as well as to guarantee compliance with applicable laws and regulations in the operation of the region and the region’s schools and to ensure schools maintain their charters and avoid litigation.
	Action 3: Design and facilitate regional systems procedures, and internal controls consistent with LHA procedures and policies as applicable in order to...	ensure that regional systems are aligned with state and authorizer requirements so that resources are used efficiently in the operation of the schools.
	Action 4: Serve as the “CEO” for region managing the interface between, and collaborating with, the national LHA design/support teams and the region in order to...	align resources to the needs of the region, ensure effective implementation of the LHA procedures and policies, and provide feedback to the LHA network on the model.

# REGIONAL VICE PRESIDENT VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM REGIONAL VICE PRESIDENT POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
	Action 5: Manage leaders and staff in the cluster schools around state and network reporting in order to...	ensure timely compliance with state and federal and network record keeping requirements and accuracy of state and federal records.
	Action 6: Develop, continuously review and update financial projections and the school budget with the regional director, principal and VP of Finance for all schools in the cluster in order to...	ensure that the school has a balanced budget with resources aligned to programmatic needs necessary to achieve the school's goals; in order to ensure the school meets any debt covenants; and in order to present a complete proposed budget and subsequent necessary amendments to the Board of Trustees.
	Action 7: Manage the charter renewal/development process and collaborate with the LHA national team and local authorizers ...	such that charters are submitted effectively and efficiently to authorizers and/or renewed.
	Action 8: Assist and support the start-up of new schools in the cluster including staffing, marketing, enrollment, coordination of professional development for new staff, and other functions required to open the school such that...	each school in the cluster begins the year with sufficient staffing and students and policies and procedures are set up to ensure smooth operations of the school.

# REGIONAL VICE PRESIDENT VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM REGIONAL VICE PRESIDENT POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
<b>Professionalism</b>	Action 1: Collaborate with members of the Leadership Team and regional leaders in order to...	ensure that personal capacity and practice is developed and the leadership and management capacity of direct reports is also developed and so that colleagues are invested in the school and cluster and its goals and provide valuable support to leadership for staff and student learning.
	Action 2: Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisor) and exercise judgment in accepting findings as valid for application in leadership and management order to...	improve professional practice in a way that considers up-to-date research and reflects critically on leadership and management so that professional capacity is maximized, additional goals are identified, and so that personal professional goals as stated in the Individual Professional Development Plan are met and the overall goals and the mission of the region's schools and the LHA Network are achieved.
	Action 3: Use feedback from colleagues, supervisor, and external evaluators in order to...	reflect on practice continually against established goals and past evaluations and to incorporate feedback into his/her Individual Professional Development Plan (IPDP) that supports the development of capacity to achieve the LHA Network mission and goals.

# JAMILA LYNN MACARTHUR

## EDUCATION

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- 2011-2010**     **California State University: Northridge**     **Los Angeles, California**  
*Graduate Program: Master of Arts in Educational Administrative Leadership and California Administrative Credential*  
*Graduation Date: May 2011*  
*Grade Point Average: 4.00, CSUN Honors Convocation*
- 2007-2005**     **Loyola Marymount University**     **Los Angeles, California**  
*Graduate Program: Master of Arts in Elementary Education and Professional Clear Multiple-Subjects Credential*  
*Graduation Date: May 2007*  
*Grade Point Average: 3.86, Magna Cum Laude*
- 2001-2005**     **The University of Oklahoma**     **Norman, Oklahoma**  
*Major: Letters (Emphasis: History, Literature, Philosophy, Language) Minor: Middle Eastern Studies*  
*Graduation Date: May 2005*  
*Grade Point Average: 3.86, Magna Cum Laude*

## PROFESSIONAL EXPERIENCE

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### 2012-Present

#### **Lighthouse Academies: Tulsa Lighthouse Charter School**

##### **Founding School Leader**

- Evaluate teachers and school staff through observation and results
- Assess student mastery and growth through data analysis
- Plan and conduct professional development for all staff members
- Implement the school's mission and collaborate with LHA's National Staff
- Manage student discipline, budget planning, operations, Student Success Team Meetings, IEP Meetings, Student Intervention Programs, community arts partnerships, and family and parent involvement
- Other duties as needed

### 2012-2009

#### **KIPP Los Angeles Schools: KIPP Los Angeles Preparatory Academy**

California Distinguished School, Ranked #1 Middle School in the Los Angeles Unified School District

##### **Assistant Principal**

- Evaluate teachers through observation and results according to the California Standards for the Teaching Profession
- Assist with student discipline, budget planning, operations, Student Success Team Meetings, IEP Meetings, Student Intervention Programs, High School Placement, Enrichment, and other school programs and activities
- Other duties as needed

##### **Math Intervention Specialist**

- Provide instruction and develop intervention programs in grades 5-6 to meet students' learning needs, which resulted in 85% Proficiency on the California Standards Test for 5<sup>th</sup> Grade (students entered with 0% proficiency) and 87% Proficiency on the California Standards Test for 6<sup>th</sup> Grade (students entered with 0% proficiency)

##### **Instructional Support Coordinator**

- Plan and organize professional development for staff
- Assess staff and student needs through research and data for professional development planning, which resulted in 96% teacher satisfaction rate for professional development

##### **Responsibilities and Duties:**

- Assist Principal with the School Budget at Bi-monthly Budget Meetings with the Director of Finance
- Assist Principal with Staff Evaluations

- Assist Principal with Student Discipline and School-to-Home Communication
- Manage Office Staff
- Coordinate Excellent School Site Visits
- Coordinate and Participate in Student Success Team Meetings and Individualized Education Plan (IEP) Meetings
- Plan Leadership Team Meetings and School-wide Professional Development
- Co- Author Application for California Distinguished Schools
- Organize LA Prep's Action Walks Focusing on Differentiation and Checks for Understanding
- KIPP LA Prep Hiring Committee
- KIPP LA Schools Emerging Leaders Member
- KIPP LA Prep Leadership Development Team
- Mock Trial Coach
- Los Angeles Unified School District Beginning Teacher Support Provider
- KIPP LA Prep Leadership Team
- Data Director Lead Trainer and Lead Data Analysis
- Book Fair Co-Chair
- Special Education Los Angeles Unified School District Validation Review Team Member
- Student Success Team Member
- National Conference for Math Teachers Attendee
- Middle School Musical Advisor
- KIPP LA Schools Professional Development Presenter, 09-10 and 10-11
- 6<sup>th</sup> Grade Level Chair
- 5<sup>th</sup> Grade Level Chair

**2009**

### **Mayor's Partnership for Los Angeles Schools (PLAS)**

#### **Consultant**

- Provided instruction and assistance in curriculum design and lesson planning for classroom teachers
- Coordinated a successful coaching program in classroom management, which resulted in a 50% decline of discipline referrals from participating teachers
- Developed creative solutions to Intervention Programs
- Implemented a technology education program for struggling teachers

**2009- 2005**

### **Figueroa Street Elementary: Los Angeles Unified School District**

#### **Multiple Subjects Teacher in Fourth, Fifth, and Second Grades**

- California Standards Test: 74% of students Advanced or Proficient in Language Arts and 83% Proficient or Advanced in Mathematics (Students entered with 17% and 25% mastery)

#### **Responsibilities and Duties**

- Mayor's Partnership for Los Angeles Schools Transition Team Member
- District Academic English Mastery Program Facilitator (Multicultural Language Program)
- Student Success Team Member
- Teacher Hiring Committee Member
- Principal Selection Committee Chair
- School Pride and Beautification Committee Chair
- Hispanic Heritage Month Chair
- Social Studies Lead Teacher
- Arts Lead Teacher
- Technology Committee Member
- School Wide Math Night Chair
- Fundraiser Coordinator
- African American History Program Coordinator
- School Discipline Plan Committee
- Teach For America Second Year Mentor

**2007-2005**

**Teach For America (TFA)**

**Faculty Advisor**

- Guided and Instructed Beginning Teachers as a Summer School Advisor for new TFA Corp Members

**Professional Learning Community Workshop Presenter**

- Planned and Organized Monthly Professional Development Sessions for the 2005 Elementary Corp Members

**Sue Lehman Award Finalist**

- Recognizes Top Teach For America Corps Member in each region

**Grades 3-5 Curriculum Coordinator**

- Successfully implemented a lesson-plan collection database to assist new Corp Members with lesson design and planning

**Show-Me-State Summit Workshop Presenter**

- Presented workshops on Elementary Literacy and Backwards-planning for Corp Members in the Kansas City and St. Louis Region

**2005**

**Embassy of Jordan, Washington D.C.**

**Research Assistant**

**Staff Writer**

COMMUNITY ACTIVITIES

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*Big Sunday:* Big Sunday is the largest community-service day in America. Over 50,000 people in Los Angeles volunteer across the city. I coordinated a mural project and a clothing drive for Figueroa St. Elementary on Big Sunday.

*L.A.'s Best Mentor:* L.A.'s Best after-school program promotes extracurricular activities and academics. I served as a mentor for a third grade student, and we met twice a week after school to work on homework and activities.

*Southwestern University School of Law Teen Court:* Teen Court offers student offenders a panel review from their peers who assign punishment. I served as a coordinator for Franklin High School in Pasadena. As coordinator, I met with staff, coached teen jurors, developed questions for teen jurors, and helped jurors decide punishment for peers found guilty of misdemeanor crimes.

*YMCA Kid's Carnival:* The YMCA Kid's Carnival provides a safe environment for families during Halloween. I painted faces and organized games during Halloween week.

*American Heart Association Heart Walk:* The Heart Walk seeks to raise money to assist researchers in finding cures for Heart Disease. I was a participant with a team awarded 1<sup>st</sup> place for collecting the most donations.

RECOGNITION

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- Pi Lambda Theta: Educational Honor Society, CSUN Chapter
- Teach For America Sue Lehman Award Finalist: Teach For America recognized 3 outstanding teachers in L.A. region
- Rhodes Scholar Nominee: Sponsored by Teach For America and University of Oklahoma
- Phi Beta Kappa Honor Society
- Honors Convocation Graduate for California State University: Northridge

ADDITIONAL SKILLS

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- Adept with a variety of software and educational technologies, including Microsoft Office Suite, Adobe Acrobat, SmartBoard, "Google Docs", Data Director Student Data Tracker, Power School, Power Teacher, Illuminate, Accelerated Reader, LibraryWorld
- 4 years of Arabic Language training

REFERENCES

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Mr. David Burks: Southwest Regional Vice-President, Lighthouse Academics, 918-284-9056

Mrs. Nickia Greene: Director of Instruction, Tulsa Lighthouse Charter School, 310.613.1906

Ms. Alicia Herald: Executive Director Teach For America, Kansas City Region, 816.820.4445



## LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

*We prepare our students for college through a rigorous arts-infused program.*

### VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

### CORE VALUES

Work hard. Get smart.  
Graduate from college.

High expectations  
equal results.

Nothing less  
than excellence.

Today is the day  
we make it happen.

**Title: PRINCIPAL**

**Reports To: Regional Director**

### ESSENTIAL QUALITIES

*Lighthouse Academy (LHA) principals are more than school leaders and managers. They help transform children's lives by creating opportunities for a brighter future. LHA school leaders are responsible for ensuring all of our students achieve high levels of academic success. We are seeking principals who will make the commitment to lead with determination, integrity and purpose, embodying these essential qualities:*

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

### ESSENTIAL FUNCTIONS

*The principal of a Lighthouse Academy school is an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. Our principals are responsible for demonstrating significant and measurable academic gains, each year, with all students. Our principals' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our principals are as follows:*

### INSTRUCTIONAL LEADERSHIP

#### **I. DATA ANALYSIS**

- Lead the school team in reaching the eight network goals; align school goals to the charter and LHA model.
- Manage all school programs in a manner that ensures efficiency, effectiveness and compliance; evaluate programs and make changes, as necessary, in line with the charter and the LHA model.
- Ensure timely, continuous and effective use of data for decision making and differentiated programming and instruction.
- Provide and present data toward network and school goals to the Board of Trustees and other constituents, as requested.

#### **II. PROFESSIONAL DEVELOPMENT**

- Serve as instructional leader, collaborating closely with the Director of Instruction to determine professional development needs of school to meet all network and school related goals.
- Work closely with each individual staff member (both instructional and non-instructional) to assist and guide them with the development of the Individual Professional Development Plan; provide training and allow for opportunities for staff to meet individual goals; evaluate progress toward goals.

#### **III. CULTURE of ACHIEVEMENT and RESPECT**

- Provide the collaborative leadership necessary to implement the school's mission; coordinate work and collaborate with the LHA network.
- Create a school culture with staff, parents and students focused on strong academic achievement, fairness, respect and high expectations for behavior (aligned with the school's charter, the LHA Curriculum Guides and the LHA School Culture Guide) that allows students to take risks and strive to reach goals.

- Establish, model, practice, and reinforce age-appropriate rules and logical consequences when working with students and staff members regarding student behavior.
- Initiate and maintain timely communication with all parents/guardians (through daily/weekly folders, notes home, weekly newsletters, phone calls, in-person meetings, conferences, report cards) concerning student progress and to provide a clear picture of the curriculum, culture and high expectations.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.

## **OPERATIONAL LEADERSHIP**

### **I. MANAGEMENT**

- Establish and manage school operations, procedures, systems, and routines that provide structure for students and maximize instructional time.
- Complete and monitor all compliance requirements (Education law and regulations; federal programs initiatives; student support service programs, emergency plans and protocols).
- Complete all required authorizer, district and network reports with accuracy and timeliness.
- Manage and oversee school budget, ensuring that all financial transactions are completed in accordance with LHA policies and procedures.

### **II. CULTURE of ACHIEVEMENT and RESPECT**

- Recruit, hire, train, and evaluate staff, and complete any other personnel actions, in accordance with LHA policies and procedures.
- Conduct and supervise marketing of school; actively recruit families to ensure full enrollment.
- Establish, build and maintain community partnerships and relationships (arts partners, educational and child advocacy groups, business partners, media) to support the success of a diverse student population and the mission of the school, and to bring in volunteers and additional resources.

## **PROFESSIONALISM**

- Collaborate with colleagues (grade level and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement; as well as to achieve the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in leadership and teacher improvement.
- Reflect critically upon leadership experience; identify areas for further professional development as part of a professional development plan that is linked to school and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

## **MINIMUM QUALIFICATIONS**

**EDUCATION:** Masters Degree in Education, Education Administration or Teaching

### **EXPERIENCE, KNOWLEDGE & SKILLS:**

- Five (5) years teaching experience. Three (3) years of school administrative experience.
- Training and implementation of LHA curriculum programs
- Turning best practices into high quality, goal-driven results
- Proven track record of closing the achievement gap
- Collaborative leadership and school-based decision making
- Education law and regulations; federal programs initiatives; student support service programs
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Sense of humor

## **HUMAN RESOURCE INFORMATION**

**EVALUATION:** Goal based evaluation twice a year by Regional Director with input from the local Board of Trustees

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-time, Administrative, and Exempt

# PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Instructional Leadership: Data Analysis	Action 1: Accurately analyze student achievement data from state, NWEA, and curricular assessments, in order to...	understand trends within and across teachers, grade levels, content areas and student sub-groups, contribute insights to school-wide planning, and support DOI in differentiating planning, interventions, and coaching of teachers to ensure all of our students achieve high levels of academic success.
	Action 2: Actively monitor and analyze teacher performance standard data, in order to...	have accurate, ongoing knowledge of teachers' levels of effectiveness on the LHA teacher evaluation rubric and vis-à-vis teachers' individual IPDPs, and know how to tailor school-wide and individual planning, support, interventions, and management of staff and resources to meet the mission.
	Action 3: Actively monitor and analyze non-academic student data in school, in order to...	have accurate, ongoing knowledge of students' progress against school-wide and network goals, and know how to tailor your school-wide and individual teacher planning, support, interventions, and management of staff and resources in order to meet the mission.
	Action 4: Actively monitor school culture, in order to...	have an accurate, ongoing understanding of how school culture is serving or hindering key goals, and know how to tailor school-wide and individual planning, interventions, and management of staff and resources to meet the mission.
	Action 5: Following a collaborative review of spring data, establish, monitor, and revise (after fall and winter data collection) the school's Culture of Achievement Plan in order to ...	create a data-driven school culture that uses an analysis of needs to inform school-wide and individual professional development, instructional interventions, family involvement opportunities, and the management of staff and resources.
Instructional	Action 1: Build a collaborative culture and individual relationships with teachers, school staff, and school leadership, such that...	they understand and are invested in our instructional and operational model and provide valuable support for student achievement.
	Action 2: Establish structures and systems, such that...	the time of the school leadership, instructional staff, and non-instructional staff enables them to be focused on ensuring all students and staff achieve LHA and school goals.

# PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Leadership: Professional Development	Action 3: Observe and coach DOI to his/her Vision of Excellence, such that...	the DOI can identify Vision of Excellence actions that are areas of strength and growth, and s/he is able to accomplish the outcomes of his/her Vision of Excellence.
	Action 4: Communicate about and lead effective execution of the IPDP process, such that...	all team members are encouraged to set goals and reflect on them throughout the year, team members who are struggling receive the necessary support and/or are appropriately dismissed in a way that minimizes any negative impact on the staff and the school culture, and all team members participate in the process in a way that best promotes professional, personal, and student growth.
	Action 5: Conduct data analysis and map out professional development plans with school leadership (DOI, DSC, TLF), such that...	school priorities and action steps are collaboratively defined and written into the Culture of Achievement Plan, that professional development plans are directly aligned to student achievement data and observation data such that school priorities and action steps are collaboratively defined and written into the Culture of Achievement Plan and that professional development plans are directly aligned to student achievement data and observation data in order to ensure differentiated support for team members.
	Action 6: Directly lead school-wide staff learning experiences, such that...	teachers internalize essential content and mindsets based on student or teacher data.
	Action 7: Collaboratively manage Title 1 and special education teams such that...	instruction is data driven, high quality, and consistent with the LHA model and relevant laws.
	Action 8: Collaborate with school leadership team to identify, promote, and support teacher leadership, such that...	teachers are able to share their areas of expertise with the larger school community (i.e., leading professional development, contributing to the school newsletter, conducting school-wide family nights) while at the same contributing to the collaborative culture at the school and across the LHA network.

# PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Instructional Leadership: Culture of Achievement and Respect	Action 1: Set expectations and operate in ways that consistently model Lighthouse Academies' mission, vision, and core values, and intervene when core values are breached, such that...	staff and students understand, see, and internalize a sense of urgency and a way of operating that maximizes progress towards goals.
	Action 2: Create and manage the approved code of conduct in conjunction with Responsive Classroom/Developmental Designs, such that...	expectations of students, leadership, staff, and families are clear and all school community members are invested in building and maintaining a culture of achievement and respect, Responsive Classroom/Developmental Designs components are evident in the life of the school, and students use school time productively to learn and develop positive social-emotional skills.
	Action 3: Foster a sense of partnership, trust, and respect among all staff, students, and parents/family members such that...	staff, students and their families are invested in their work and remain productively engaged throughout the year and beyond.
	Action 4: Build and maintain proactive relationships with RD and other LHA network employees as applicable, such that...	they are invested in school-specific goals as identified in the CAP, provide valuable support to leadership - both for student and staff learning, and such that the Lighthouse Academies model is implemented with fidelity and best practices that reflect the LHA mission, vision, and core values are shared across the network.
	Action 5: Build proactive relationships with members of Board of Trustees and actively participate in Board Meetings, such that...	a clear picture of the operations and progress of the school are communicated through monthly board reports, and there is a clear and ongoing line of communication between all stakeholders regarding the school.

# PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
	Action 6: Conduct regular evaluations of instructional staff members using LHA evaluation protocols and staff Individual Professional Development Plans, such that...	instructional staff members are trained and supported in their work to achieve position-specific goals and improve/maintain the effectiveness of their work.
	Action 7: Participate in Cambridge Education, LHA education team school visits, and authorizer visits (including preparation for the site visits) in order to...	reflect on, monitor, and act upon feedback pertaining to school culture, achievement, and fidelity to implementation of the school's charter and the LHA model.
Operational Leadership: Management	Action 1: Actively manage the school charter and budget in accordance with LHA policies and procedures, such that...	resources are allocated strategically, to support the LHA model, and in accordance with budgetary constraints.
	Action 2: Customize operational visions to realities of school site, such that...	all school-based staff have clear understanding of expectations and goals for school operations in accordance with LHA, charter authorizer, and state policies and procedures.
	Action 3: Build capacity of and manage OM's, FC's, custodians, and other support staff's ongoing execution of operations at school site, such that...	the school is a safe and clean place, school operations run smoothly and in accordance with LHA, authorizer, and state policies and procedures, all LHA, authorizer, and state reports are completed accurately and timely, and instructional staff are able to achieve goals with their students.
	Action 4: Conduct regular evaluations of non-instructional staff members using LHA evaluation protocols and staff Individual Professional Development Plans, such that...	non-instructional staff members are trained and supported in their work to achieve position-specific goals and improve/maintain the effectiveness of their work.

# PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Operational Leadership: Culture of Achievement and Respect	Action 1: Market the school and recruit and hire staff with effective and strategic marketing materials and approaches, such that...	the school is fully-staffed with people who embody and exemplify LHA's essential qualities and who understand and are committed to the LHA mission, vision, and core values and their role in increasing student achievement.
	Action 2: Recruit families through the use of effective and strategic marketing materials and approaches such that...	the school is fully-enrolled with a waitlist, students and families are knowledgeable about and committed to the mission.
	Action 3: Engage families in varied opportunities to participate in their child's education throughout the year such that...	families are invested in the school and their student's learning.
	Action 4: Establish and maintain relationships with arts partners, such that...	the arts partner is invested in the school, its students and its goals which yields a well-planned and successfully implemented arts infusion program from which the students and teachers benefit throughout the year.
	Action 5: Establish and maintain relationships with other community based organizations (CBOs), such that...	CBOs are invested in the school and support it as appropriate to the mission, vision, core value, and its drive to achieve its goals.



## LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

*We prepare our students for college through a rigorous arts-infused program.*

### VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

### CORE VALUES

Work hard. Get smart.  
Graduate from college.

High expectations  
equal results.

Nothing less  
than excellence.

Today is the day  
we make it happen.

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**Title: DIRECTOR of INSTRUCTION (K-8)**

**Reports To: Principal**

### ESSENTIAL QUALITIES

*Lighthouse Academy (LHA) Directors of Instruction are more than instructional leaders and managers. They help transform children's lives by creating opportunities for a brighter future. LHA Directors of Instruction are responsible for ensuring all of our students achieve high levels of academic success. We are seeking Directors of Instruction who will make the commitment to lead with determination, integrity and purpose, embodying these essential qualities:*

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

### ESSENTIAL FUNCTIONS

*The Director of Instruction of a Lighthouse Academy school is an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. Our directors of instruction are responsible for demonstrating significant and measurable academic gains, each year, with all students. The actions of our directors of instruction must always be aligned with our mission, vision, core values and education program. The essential functions for our directors of instruction are as follows:*

### INSTRUCTIONAL LEADERSHIP

#### **I. DATA ANALYSIS**

- Provide data to inform the development of the school's Culture of Achievement Plan with respect to the ten network-wide goals.
- Use data systems to organize and analyze data to be used by school staff to inform decision making, program modification and planning for targeted, differentiated instruction.
- Meet regularly with the staff to increase their knowledge and level of comfort with data, as well as to discuss data trends to inform program implementation, modification and planning for targeted and differentiated instruction.
- Assist with the creation, completion and presentation of school reports, as well as required reports for the district and charter authorizer.

#### **II. PROFESSIONAL DEVELOPMENT**

- Provide a wide variety of instructional coaching focused on data analysis, best practices, and targeted and differentiated instruction, as well as high expectations for student achievement and behavior.
- Monitor the pacing and faithful implementation of the education program as outlined in the LHA Curriculum Guides; modify pacing as necessary.

- Work closely with the Principal to determine school-wide professional development needs, as well as the individualized professional development needs of staff members, to meet all network and school related goals.
- Provide professional development, both internally and externally, to the staff as needed to implement the LHA education program and to achieve goals.
- Assist staff in the development and realization of Individual Professional Development Plans.
- Assist with the development of and oversee the school's staff induction program and mentorship programs; lead the Teacher Leader Fellow program at school site.

### **III. CULTURE of ACHIEVEMENT and RESPECT**

- Work with the principal to provide the collaborative leadership necessary to implement the school's mission; coordinate work and collaborate with the LHA network.
- Assist with the creation of a school culture with staff, parents and students focused on strong academic achievement, fairness, respect and high expectations for behavior as outlined in the school's charter, the LHA Curriculum Guides and the LHA School Culture Guide.
- Work collaboratively with families and other members of the community to involve them in academic activities, to support the success of a diverse student population, and to bring in volunteers and additional resources.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.

### **OPERATIONAL LEADERSHIP**

- Organize and manage all curricular materials, assessment materials and resources; assist with inventory and ordering.
- Coordinate all state and school-based assessments.

### **PROFESSIONALISM**

- Collaborate with colleagues (grade level and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in leadership and teacher improvement.
- Reflect critically upon instructional leadership experience, identify areas for further professional development as part of a professional development plan that is linked to school and network goals, access meaningful learning experiences, and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

## **MINIMUM QUALIFICATIONS**

**EDUCATION:** Masters Degree in Education, Education Administration or Teaching

### **EXPERIENCE, KNOWLEDGE & SKILLS:**

- Three to five (3-5) years teaching experience. Three (3) years of school administrative/leadership experience, including instructional coaching and collaborative leadership
- Training in and experience implementing the LHA curriculum programs
- Experience with data analysis and using data to target instruction and inform decision making
- Ability to turn best practices into high quality, goal-driven results
- Proven track record of closing the achievement gap
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

## **HUMAN RESOURCE INFORMATION**

**EVALUATION:** Evaluation twice a year by Principal based on progress toward network goals, IPDP goals and core competencies

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-time, Administrative, and Exempt

# DIRECTOR OF INSTRUCTION VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM DIRECTOR OF INSTRUCTION POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
<b>Instructional Leadership: Data Analysis</b>	Action 1: Accurately analyze student achievement data from state, NWEA, and curricular assessments, in order to...	understand trends within and across teachers, grade levels, content areas and student sub-groups, contribute insights to school-wide planning, and know how to differentiate school-wide and individual planning, interventions, professional development and coaching of teachers to ensure all of our students achieve high levels of academic success.
	Action 2: Actively monitor and analyze student achievement in classrooms, in order to...	have accurate, ongoing knowledge of students' levels of progress against goals in each classroom, and know how to tailor school-wide and individual teacher planning, interventions, and coaching of teachers in order to meet individual student and classroom needs.
	Action 3: Actively monitor school culture, in order to...	have an accurate, ongoing understanding of how culture is serving or hindering key goals, and know how to tailor school-wide and individual teacher planning, interventions, and support to meet the mission.
<b>Instructional Leadership: Professional Development</b>	Action 1: Collaborate with school leadership, LHA education team and TLF (as appropriate) on data analysis (including formal and anecdotal data) to inform and guide strategic planning of the school Culture of Achievement Plan and professional development calendar and plans, such that...	school wide initiatives, Culture of Achievement Plans and professional development calendar and plans are directly aligned to student achievement data and observation data, and such that the leadership team makes smart choices that provide differentiated support to address the needs of various segments of the staff and student body.
	Action 2: Effectively plan and lead staff learning experiences through professional development (including 20 days of professional development) and grade level meetings, and model effective instructional practices, such that...	teachers internalize essential content, build skill, gain insight through reflection and analysis, and strategically prioritize their time and are able to apply their learnings to advancing student achievement in their classrooms.

# DIRECTOR OF INSTRUCTION VISION OF EXCELLENCE

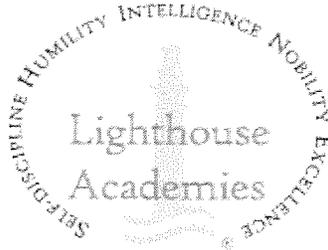
(BASED ON ESSENTIAL FUNCTIONS FROM DIRECTOR OF INSTRUCTION POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
<b>Instructional Leadership: Professional Development (continued)</b>	Action 3: Build a collaborative culture and individual relationships with teachers, school staff, and school leadership, such that...	they understand and are invested in our instructional model and provide valuable support for student achievement.
	Action 4: Effectively execute the coaching model with individual teachers, such that...	teachers effectively develop toward individual IPDP goals and rubric goals and develop in their use of data to drive instruction, leading students to academic goals aligned with the LHA education model at the recommended pace.
	Action 5: Provide individualized modeling and support to Teacher Leader Fellows (TLF) such that...	TLF receive ample opportunities to fulfill their responsibilities including data analysis, professional development, model teaching and reflective practice.
	Action 6: Build and maintain proactive relationship with LHA education team as applicable, such that...	they are invested in school-specific goals and provide valuable support to leadership, both for student and staff learning, and such that the Lighthouse Academies model is implemented with fidelity and there is a continuous feedback loop between the school and LHA aimed at continuous improvement of programming.
	Action 7: Participate in Cambridge Education, LHA education team site visits, and authorizer visits (including preparation for the site visits), such that...	the school site visit runs smoothly with all logistics coordinated appropriately, and the DOI is able to receive and give accurate feedback to best support the goals of the their own school and the school they visit (respectively), and the DOI can reflect and act upon feedback pertaining to school culture, teaching, achievement, and fidelity to the implementation of the LHA model.
	Action 8: Ensure Arts Partner and arts infusion specialist collaborate with teachers, such that...	students receive arts infused education and teachers' capacity to infuse arts into their curriculum is increased.
<b>Instructional Leadership: Culture of Achievement and</b>	Action 1: Set expectations and operate in ways that consistently model Lighthouse Academies' mission, vision, and core values, and intervene when core values are breached, such that...	staff and students understand, see, and internalize a sense of urgency and a way of operating that maximizes progress towards goals.

# DIRECTOR OF INSTRUCTION VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM DIRECTOR OF INSTRUCTION POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
<b>Respect</b>	Action 2: Foster a sense of partnership, trust, and respect among all staff, students, and parents/family members such that...	staff, students and their families are invested in their work and remain productively engaged throughout the year and beyond.
<b>Operational Leadership: Management</b>	Action 1: Track, order, and coordinate all curricular and assessment materials, such that...	teachers and students have the materials needed to reach classroom goals
	Action 2: Coordinate administration of all school-wide assessments (NWEA, state) such that...	all assessment administrations are in compliance with state, LHA, and specific assessment regulations including scheduling and individual student accommodations within IEPs; and ensure teachers and students have the materials needed to be successful with such assessments.
<b>Operational Leadership: Culture of Achievement and Respect</b>	Action 1: Actively participate in the recruitment and hiring process of all instructional staff following appropriate LHA protocols such that...	the school is fully-staffed with people who embody and exemplify LHA's essential qualities and who understand and are committed to the LHA mission, vision, and core values and their role in increasing student achievement.



CHARTER SCHOOL

DEVELOPMENT, ACADEMIC AND BUSINESS SERVICES

AGREEMENT

BY AND BETWEEN

LIGHTHOUSE ACADEMIES, INC.

AND

LIGHTHOUSE ACADEMIES OF TULSA, INC.

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CHARTER SCHOOL  
DEVELOPMENT, ACADEMIC AND BUSINESS SERVICES AGREEMENT  
BY AND BETWEEN  
LIGHTHOUSE ACADEMIES, INC.  
AND  
LIGHTHOUSE ACADEMIES OF TULSA, INC.

This Charter School Development, Academic and Business Services Agreement (the "Agreement") is made and entered into as of \_\_\_\_\_, 2011 (the "Effective Date") by and between Lighthouse Academies, Inc., a Delaware not for profit corporation ("Lighthouse Academies") and Lighthouse Academies of Tulsa, Inc., an Oklahoma not for profit corporation ("Lighthouse Tulsa"). Lighthouse Academies and Lighthouse Tulsa are sometimes referred to individually as a "Party" and collectively the "Parties" in this Agreement.

RECITALS

**WHEREAS**, Lighthouse Academies is well established and recognized for its expertise in developing, managing and supporting the operation of charter schools in the United States; and

**WHEREAS**, Lighthouse Tulsa has been incorporated pursuant to Oklahoma Charter School Law (*ref.* Section 2.10 of this Agreement) to form, manage, oversee and support a public charter School (*ref.* Section 2.28 of this Agreement); and

**WHEREAS**, Lighthouse Tulsa, acting in the capacity of the governing body of a proposed School shall submit a written application to a proposed Sponsor (*ref.* Section 2.32 of this Agreement) seeking to establish a School; and

**WHEREAS**, Lighthouse Tulsa, upon approval of its application by a Sponsor, acting in the capacity of the governing body of the School shall enter into a Charter School Contract (*ref.* Section 2.9 of this Agreement) with the Sponsor; and

**WHEREAS**, Lighthouse Academies is willing and able to provide development services to assist Lighthouse Tulsa in all aspects establishing a School by providing consulting services including but not limited to the topics of: design of School operations; assistance with development of financial resources, preparation of the application to a proposed Sponsor and drafting of the Charter (*ref.* Section 2.8 of this

Agreement); and

**WHEREAS**, Lighthouse Academies is willing and able to provide the academic and business services required for the day to day operations of the School when Lighthouse Tulsa enters into a Charter School Contract; and

**WHEREAS**, the Parties desire to create relationship through which they will work together to establish and operate one or more excellent Schools:

**NOW, THEREFORE**, for the mutual covenants and undertakings and other good and valuable consideration set forth in this Agreement, the sufficiency of which the Parties acknowledge, and intending to be legally bound, Lighthouse Academies and Lighthouse Tulsa agree as follows:

**1. RECITALS ARE MATERIAL AND INCORPORATED IN AGREEMENT**

All of the Recitals above are material to, and incorporated in, this Agreement.

**2. DEFINITIONS**

As used in this Agreement, the words and phrases enumerated 2.1 through 2.36 are defined as follows:

**2.1 Academic and Business Services**

means all academic and business management services required to operate an excellent School including provision and use of the Lighthouse Academies Education Program, administration of the School's business and human resource affairs, budget development, recruitment, selection, supervision, management and employment of the Principal, teachers and all School Staff, compliance with applicable laws including but not limited to ADA, FMLA, FERPA, the Equal Employment Opportunity Act and the Oklahoma Fair Employment Practices Act, design and implementation of all School policies and procedures, Facility maintenance and improvement, and selection and procurement of equipment, supplies, instructional materials and textbooks.

**2.2 Academy Operations Manual**

means a document created by Lighthouse Academies setting forth all standards and procedures with which Lighthouse Academies will comply in the operation of the School.

**2.3 Academy Personnel Handbook**

means a document created by Lighthouse Academies compliant with applicable law setting forth the employment policies and procedures applicable to all School Staff.

- 2.4 Academy Student Handbook**  
means a document created by Lighthouse Academies compliant with applicable law setting forth the School's policies and procedures applicable to Students.
- 2.5 Annual Audit**  
means an annual audit of the School conducted by an independent certified public accountant in compliance with applicable State and Federal laws, regulations and generally accepted accounting principles.
- 2.6 Annual Budget**  
means the annual budget of the School.
- 2.7 Applicable Revenues**  
means all revenues received by Lighthouse Tulsa to operate the School except that Applicable Revenues shall not include food service revenues or restricted donations unless the donor agrees in writing that a donation shall be included in Applicable Revenues.
- 2.8 Charter**  
means a charter adopted by Lighthouse Tulsa that complies with the charter requirements of Charter School Law. Each Charter adopted by Lighthouse Tulsa shall be appended to and incorporated in this Agreement.
- 2.9 Charter School Contract**  
means a written contract between Lighthouse Tulsa as the governing body of the School and a Sponsor pursuant to Charter School Law. Each Charter School Contract entered into by Lighthouse Tulsa shall be appended to and incorporated in this Agreement.
- 2.10 Charter School Law**  
means the "Oklahoma Charter Schools Act" (70 Okla. Stat. § 3-130 *et seq.*) and any amendments and corresponding provisions thereto that shall become law during the Term of this Agreement.
- 2.11 Chief Financial Officer**  
means a member of the Non-Instructional Staff who shall be responsible for managing the financial affairs of the School.
- 2.12 Confidential Information**  
means information developed, designed and/ or owned by a Party, not generally known or publicly available that the Party treats or maintains as confidential and not to be disclosed for legitimate professional or business purposes and confidential information the Party has received from a third party. Confidential Information shall not include any information that is available in the public domain.

**2.13 Development Fee**

means the fee to be paid by Lighthouse Tulsa to Lighthouse Academies in consideration for the Development Services performed by Lighthouse Academies during the Term of this Agreement.

**2.14 Development Services**

means the consulting and advisory services performed by Lighthouse Academies to assist Lighthouse Tulsa in applying to a Sponsor, drafting a Charter, locating financial resources, identifying a Facility and preparing to open a School.

**2.15 Education Program**

means the academic curriculum, methods, policies and procedures including, but not limited to Proprietary Materials and Information used to operate the School that shall be provided by Lighthouse Academies.

**2.16 Facility**

means real property including land, a building or buildings and improvements suitable for use as a School that complies with all applicable building codes, zoning ordinances, laws and regulations applicable to a Facility that can accommodate:

- i. the Minimum Opening Enrollment during the initial School Year; and
- ii. the Minimum Enrollment Level for four (4) School Years following the initial School Year.

**2.17 Facility Contract**

means any and all documents required to secure use of a Facility for the School including but not limited to a lease or purchase contract for real property and contracts for work required to prepare the Facility for occupancy and use by the School.

**2.18 Instructional Staff**

means employees of Lighthouse Academies who teach or assist in the teaching of Students at the School.

**2.19 Material Adverse Change**

means

- i. a reduction of more than 5 percent in the available combined Federal and State funding for the School on a per pupil basis in comparison to the funding that is available for the fiscal year in which the effective date falls;
- ii. a reduction of more than 5 percent in the available combined Federal and State funding for the School on a per pupil basis in comparison to the funding that is available during any subsequent fiscal year;

- iii. the enactment, repeal, promulgation or withdrawal of any Federal, State, or local law, regulation, or court or administrative decision or order finding that this Agreement or the operation of the School in conformity with this Agreement or Lighthouse Tulsa's Charter Contract, the School's, the Sponsor's or the State's responsibilities, duties or obligations under the Federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement,
- iv. failure to achieve Minimum Enrollment Levels set forth herein;
- v. failure to secure a suitable Facility for the School in a timely manner;
- vi. termination or denial of renewal of the Charter Contract by the Sponsor;
- vii. permanent loss of the Facility; or
- viii. damage to the Facility by reason of fire, flood or other act of God prevents provision of educational services to the Students required by law despite good faith efforts of the Parties to provide such services and/or secure the timely replacement of the damaged Facility by a temporary or permanent replacement Facility.

**2.20 Minimum Enrollment Level**

is the level set forth for each School Year in Section 5.17 of this Agreement. The Minimum Enrollment Level shall be the student enrollment on the first day of academic classes during each School Year during the Term of this Agreement.

**2.21 Non-Instructional Staff**

Means employees of Lighthouse Academies who perform work at or for the School that is necessary to operate the School but who do not teach or assist in the teaching of Students.

**2.22 Opening Date**

means the first day on which Students are present at the School for academic instruction.

**2.23 Principal**

means the person in charge of the day-to-day operation of the School.

**2.24 Proprietary Materials and Information**

means materials and information developed, designed and/ or owned by a Party that are unique and used by the Party in the performance of its work, provision of its services, management of its affairs, design and or production of its products and services or for other good and valuable purposes.

**2.25 Regional Vice President**

means an employee of Lighthouse Academies who is a corporate officer

charged with specific executive responsibility for day to day management of the affairs of Lighthouse Academies in the Target Area including oversight of all aspects of the operation of the School and supervision of the Principal.

**2.26 Reimbursables**

means any cost or expense incurred or expended by Lighthouse Academies in connection with organizing, opening, marketing, supporting, operating, or closing the School. Such expenses include those incurred performing Development Services prior to approval of the Charter, allocated in the Annual Budget, otherwise approved by Lighthouse Tulsa or expended in closing the School should such action become necessary. Reimbursables shall include but not be limited to postage, printing, payroll processing, costs of fingerprinting and background checks of staff and others in contact with the students, third party consultants, marketing public relations and publishing costs, supplies, travel, legal and accounting fees. Reimbursables in excess of an approved budget must be reported to Lighthouse Tulsa and included in a budget amendment approved by Lighthouse Tulsa which approval shall not be unreasonably withheld and which approval may occur subsequent to an expenditure for a Reimbursable that was determined in the judgment of Lighthouse Academies necessary or desirable to properly and effectively operate the School.

**2.27 Service Fee**

means the fee to be paid by Lighthouse Tulsa to Lighthouse Academies in consideration for the Academic and Business Services performed by Lighthouse Academies in operating the School during the Term of this Agreement.

**2.28 School**

means one or more Schools as defined by Charter School Law that Lighthouse Tulsa is authorized to operate during the Term of this Agreement.

**2.29 School Design**

means the Education Program and the physical configuration of the Facility required to implement the Education Program.

**2.30 School Staff**

means the employees of Lighthouse Academies at the School including the Principal, Instructional Staff and Non-Instructional Staff.

**2.31 School Year**

means the period of time of approximately 190 days more or less during which Students attend School and shall generally begin on or about

August 15 of a calendar year and conclude on or about June 15 of the following calendar year.

**2.32 Sponsor**

means an institution authorized to serve as a sponsor of a School by Charter School Law.

**2.33 State**

means Oklahoma.

**2.34 Student**

means a person of school age who is enrolled to receive instruction at the School.

**2.35 Target Area**

means the area within the boundaries of Independent School District Number One of Tulsa County, Oklahoma.

**2.36 Term**

means the period of time during which this Agreement is effective as defined and subject to the provisions of Section 11 of this Agreement.

**3. REPRESENTATIONS AND WARRANTIES**

**3.1 Representations and Warranties by Lighthouse Academies**

All representations and warranties made by Lighthouse Academies in this Section are relied on by Lighthouse Tulsa and are material provisions of this Agreement. Lighthouse Academies represents and warrants as follows:

**3.1.1 Organization**

Lighthouse Academies is a non-stock, not for profit corporation duly organized under the laws of the State of Delaware, with the purpose and legal ability to contract to provide educational management services. Lighthouse Academies shall notify Lighthouse Tulsa of any change in its corporate status, which change shall not affect this Agreement so long as Lighthouse Academies remains an entity authorized by law to be a party to this Agreement and perform its obligations hereunder.

**3.1.2 Authority**

Lighthouse Academies has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise perform the actions contemplated and specified in this Agreement. The person executing this Agreement on behalf of Lighthouse Academies is an officer of Lighthouse Academies and duly authorized by corporate resolution to execute

the Agreement.

**3.1.3 Full Disclosure**

No representation or warranty made by Lighthouse Academies in this Agreement and no statement, information or certificate furnished or to be furnished by Lighthouse Academies in connection with this Agreement contains or will contain any untrue statement of a material fact or omits or will omit any material fact.

**3.1.4 Accountability to Lighthouse Tulsa**

During the Term of this Agreement Lighthouse Academies shall be accountable to, and subject to oversight by, Lighthouse Tulsa.

**3.1.5 Litigation**

There is no suit, claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, government agency, arbitration or mediation panel or similar body to which Lighthouse Academies is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have a material adverse effect upon Lighthouse Academies' ability to perform its obligations under this Agreement. No such judgment, order, decree or award has been entered against Lighthouse Academies nor has any liability been incurred which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, government agency, arbitration or mediation panel or similar body involving Lighthouse Academies which will or may reasonably be expected to prevent Lighthouse Academies' ability to perform its obligations under this Agreement.

**3.1.6 Network of Schools**

Lighthouse Academies provides services to a network of schools in the United States that use Proprietary Materials and Information of Lighthouse Academies including its Education Program, logo and name. Commitments and obligations of Lighthouse Academies to other schools in the network shall not interfere with or limit its ability to perform its obligations to Lighthouse Tulsa under this Agreement. The experience of Lighthouse Academies in providing services to the network of schools enhances its ability to perform its obligations under this Agreement and to develop and continually improve the Education Program.

**3.1.7 Lighthouse Academies Officers and Directors**

No member of the board of directors, no corporate officer and no employee of Lighthouse Academies has committed, or during the term of this Agreement will commit, an act constituting a criminal offense, a morally offensive act, an act that could negatively impact the reputation of the School, or any other act involving dishonesty, disloyalty, fraud or breach of trust. Further, if, during the term of this Agreement, any member of the board of directors, officer or employee of Lighthouse Academies who performs any function related to Lighthouse Tulsa should commit an act constituting a criminal offense, a morally offensive act, an act involving dishonesty, disloyalty, fraud or breach of trust, or an act that could negatively impact the reputation of the School or Lighthouse Tulsa, Lighthouse Academies shall promptly notify Lighthouse Tulsa of such act and after such notification Lighthouse Academies shall ensure that any such director, officer or employee shall not perform any functions regarding Lighthouse Tulsa.

**3.1.8 Conduct of Lighthouse Academies**

Lighthouse Academies has complied, and at all times during the term of this Agreement will comply with all applicable local, State and Federal laws and regulations that are applicable to the School and Lighthouse Tulsa.

**3.1.9 Records**

Lighthouse Academies shall be responsible for originating and maintaining full and complete records of the activities and decisions of Lighthouse Tulsa and the School to ensure and document compliance with the laws and regulations mentioned in Section 3.1.7, above. All such records, whether originated and maintained by Lighthouse Academies or Lighthouse Tulsa shall be the property of Lighthouse Tulsa. Lighthouse Academies may make and keep a copy of all such records; agrees to provide Lighthouse Tulsa with copies of all such records and the original records upon request, and to allow Lighthouse Tulsa to inspect, supervise and assist with the preparation and maintenance of such records.

**3.1.10 Charter**

Lighthouse Academies, with assistance from Lighthouse Tulsa shall use its best efforts to obtain the Sponsor and Charter required by Charter School Law in a timely manner.

**3.2 Representations and Warranties by Lighthouse Tulsa.**

All representations and warranties made by Lighthouse Tulsa in this

Section are relied on by Lighthouse Academies and are material provisions of this Agreement. Lighthouse Tulsa represents and warrants as follows:

**3.2.1 Organization**

Lighthouse Tulsa is and will maintain itself as an Oklahoma not for profit corporation in good standing and at all times during the term of this Agreement shall have the legal authority to be the governing body of a School pursuant to Charter School Law, a party to a Charter Contract to operate a charter school and to be a party to this Agreement.

**3.2.2 Authority**

Lighthouse Tulsa has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise perform the actions contemplated and specified in this Agreement. The person executing this Agreement on behalf of Lighthouse Tulsa is an officer of Lighthouse Tulsa and duly authorized by corporate resolution to execute the Agreement.

**3.2.3 Full Disclosure**

No representation or warranty of Lighthouse Tulsa in this Agreement and no statement, information or certificate furnished or to be furnished by Lighthouse Tulsa in connection with this Agreement contains or will contain any untrue statement of a material fact or omits or will omit any material fact.

**3.2.4 Accountability to Sponsor**

During the Term of this Agreement Lighthouse Tulsa shall be accountable to, and subject to oversight by, the Sponsor pursuant to the terms of the Charter Contract and Charter School Law.

**3.2.5 Network of Schools**

Lighthouse Tulsa understands and acknowledges that the School will be part of a network of schools developed, operated and/or otherwise assisted by Lighthouse Academies. Lighthouse Tulsa agrees that the School shall be operated consistent with the norms of the Lighthouse Academies network established by Lighthouse Academies.

**3.2.6 Litigation**

There is no suit, claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, government agency, arbitration or mediation panel or similar body to which Lighthouse Tulsa is a Party or which may result in any judgment, order, decree, liability, award or other

determination which will or may reasonably be expected to have a material adverse effect upon Lighthouse Tulsa's ability to perform its obligations under this Agreement. No such judgment, order, decree or award has been entered against Lighthouse Tulsa nor has any liability been incurred which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, government agency, arbitration or mediation panel or similar body involving Lighthouse Tulsa which will or may reasonably be expected to prevent Lighthouse Tulsa's ability to perform its obligations under this Agreement.

**3.2.7 Lighthouse Tulsa Officers and Directors**

No member of the board of directors and no officer of Lighthouse Tulsa has committed an act constituting a criminal offense, a morally offensive act, an act that could negatively impact the reputation of the School, or any other act involving dishonesty, disloyalty, fraud or breach of trust. Further, if, during the term of this Agreement, any member of the board of directors or officer of Lighthouse Tulsa should commit an act constituting a criminal offense, a morally offensive act, an act that could negatively impact the reputation of the School, or any other act involving dishonesty, disloyalty, fraud or breach of trust, the said director or officer shall be suspended and/ or removed promptly from his or her position with Lighthouse Tulsa.

**3.2.8 Conduct of Lighthouse Tulsa**

Lighthouse Tulsa has complied, and at all times during the term of this Agreement will comply with all applicable local, State and Federal laws and regulations that are applicable to it as an Oklahoma not for profit corporation including the requirements of Charter School Law.

**3.2.9 Records**

Lighthouse Tulsa has maintained and will maintain adequate records of the activities and decisions of Lighthouse Tulsa to ensure and document compliance with the laws and regulations mentioned in Section 3.2.8, above. Lighthouse Tulsa agrees to provide Lighthouse Academies with copies of all such records upon request and to allow Lighthouse Academies to, at its discretion, assist with the preparation and retention of such records.

### **3.2.10 Application and Charter Contract**

Lighthouse Tulsa, with assistance from Lighthouse Academies shall use its best efforts to prepare and submit a successful application to a Sponsor in a timely manner and to enter into and fully comply with terms of a Charter Contract with the Sponsor, adopt a Charter and comply with the requirements of a the governing body of a School as provided by Charter School Law.

## **4. DEVELOPMENT SERVICES**

Lighthouse Academies shall perform Development Services for Lighthouse Tulsa that shall consist of consulting and advisory services to assist Lighthouse Tulsa in preparing the application for submission to a Sponsor, preparation of a Charter, identification of financial resources, selection of a location and preparation of a Facility for occupancy and identification and selection of all academic and business services required to operate the School. In consideration for performing the Development Services, Lighthouse Tulsa shall pay Lighthouse Academies a Development Fee as set forth in Section 7.4 of this Agreement.

## **5. LIGHTHOUSE ACADEMIES OPERATION OF SCHOOL UPON CHARTER APPROVAL**

If and when Lighthouse Tulsa enters into a Charter Contract, the Parties agree that Lighthouse Academies shall operate the School pursuant to the terms and conditions of this Agreement regarding the day to day operation of the School by Lighthouse Academies. Upon execution of the Charter Contract, all provisions of this Agreement regarding operation of the School shall be in full force and binding on, and enforceable by, the Parties. Thereafter, Lighthouse Academies shall operate School pursuant to the terms and conditions of this Agreement, the Charter Contract, Charter, Charter School Law, the Annual Budget, Academy Operations Manual, Academy Personnel Handbook, Academy Student Handbook, Education Program and all applicable Federal, State and local laws and regulations by performing Academic and Business Services required to operate the School subject to oversight by Lighthouse Tulsa. Professional, competent and timely performance of all Academic and Business Services by Lighthouse Academies are material provisions of this Agreement. In consideration for performance of the work of operating the School, Lighthouse Tulsa shall pay Lighthouse Academies a Service Fee as set forth in Section 7.5 of this Agreement.

Specific Academic and Business Services to be performed by Lighthouse Academies shall include:

### **5.1 School Management**

Manage all day to day operations of the School and establish, implement,

evaluate, review and continually develop and improve the Education Program.

**5.2 School Policies, Manuals and Handbooks.**

Make appropriate professional recommendations to Lighthouse Tulsa concerning all policies and procedures required to manage and operate the School. Upon approval by Lighthouse Tulsa, those policies and procedures shall be published in the Academy Operations Manual, Academy Personnel Handbook and Academy Student Handbook which Lighthouse Academies shall follow in day to day management of the School. The Academy Operations Manual, Academy Personnel Handbook and Academy Student Handbook shall be subject to regular review and revision as necessary by Lighthouse Academies and any revisions shall be subject to approval by Lighthouse Tulsa. Approval of such policies and procedures and revisions thereto by Lighthouse Tulsa Lighthouse Academies shall not be unreasonably withheld.

**5.3 Principal**

Employ the Principal who shall be an employee at will of Lighthouse Academies. Lighthouse Academies shall have the authority and responsibility, consistent with State law, to recruit, select, hire and evaluate the Principal and to hold him or her accountable for the success of the School. School funds shall be used to compensate the the Principal and Lighthouse Academies shall consult with Lighthouse Tulsa on the compensation of these employees. Lighthouse Academies agrees that Lighthouse Tulsa shall conduct an annual review the performance of the Principal and Lighthouse Tulsa shall have the right to make a recommendation to Lighthouse Academies at any time regarding the continuing employment of the Principal, which recommendation shall be reasonably considered by Lighthouse Academies. If Lighthouse Academies disagrees with any recommendation concerning the continuing employment of the Principal, it shall state the reasons for its disagreement in writing to Lighthouse Tulsa. Such disagreements, if necessary, shall be resolved by the Alternative Dispute Resolution provisions of Section 14.2 of this Agreement.

**5.4 Human Resources**

Employment of all School Staff and management of all human resource and personnel functions including determination of staffing levels, selection of personnel, determination of staff responsibilities, compensation and other terms and conditions of employment, evaluation, training and discipline of personnel.

**5.5 Due Process and Discipline of Students**

Comply with all due process requirements secured by State and Federal laws and regulations including, but not limited to, laws and regulations regarding discipline, special education, privacy, special needs, disabilities and access to records. The Academic and Business Services provided by Lighthouse Academies pursuant to this Agreement including the provisions of its Academy Operations Manual and Academy Student Handbook shall comply with such due discipline requirements. The Principal shall have the authority to discipline or expel a student as provided by law pursuant to the policies and procedures of the Academy Operations Manual and Academy Student Handbook.

**5.6 Selection of Instructional and Non-Instructional Staff**

Recruit, evaluate and select Instructional Staff and Non-Instructional Staff for which functions the Principal and Lighthouse Academies shall have full authority and responsibility.

**5.7 Employees at the School**

Employ all persons working at the School except subcontracted personnel. All employees of Lighthouse Academies shall be employees at will subject to the terms and conditions of the Academy Personnel Handbook and the Academy Operations Manual. Under no circumstances shall Lighthouse Tulsa be considered an employer or co-employer of School staff. Lighthouse Academies shall be responsible for compliance with all laws and regulations applicable to its responsibilities as an employer and shall indemnify, defend and hold harmless Lighthouse Tulsa from any and all claims of any type whatsoever arising out of or related to employment of staff including claims made by an employee against Lighthouse Academies and claims that may be based on the alleged negligence or misconduct of employees of Lighthouse Academies. Continued employment of the Principal and School Staff shall be conditioned on satisfactory performance as evaluated by the employee's supervisor pursuant to the policies and procedures set forth in the Academy Personnel Handbook. Any member of the School Staff whose performance is evaluated as unacceptable shall be subject to termination. Lighthouse Academies' employment of School Staff shall also be subject to the following:

- i. staff shall be selected and assigned duties by the Principal with guidance provided by Lighthouse Academies and the Regional Vice President;
- ii. staff shall be subject to performance reviews consistent with the policies and procedures set forth in the Academy Personnel Handbook;
- iii. staff shall be subject to reasonable non-compete and non-solicitation provisions consistent with applicable law to protect the interests of

Lighthouse Academies but not prevent any staff member from earning a living; and

- iv. staff shall be required to be present during each work day of the School Year and attend all professional development training during the School Year, prior to the Opening Date and/or the first day of each subsequent School Year.

**5.8 Certification and Accreditation of School Staff**

Provide oversight and advice to Lighthouse Tulsa regarding any required Oklahoma State Department of Education requirements for certification and/or accreditation and/or applicable waivers thereof concerning School Staff and Lighthouse Academies shall secure required certification, accreditation and/or waivers.

**5.9 Professional Development and Training**

Provide professional development for the Regional Vice President, Principal and Instructional Staff and appropriate training for Non-Instructional Staff.

**5.10 Annual Budget**

Prepare and provide Lighthouse Tulsa with a projected Annual Budget prior to Opening Date and on or before the first day of March of each year following the Opening Date during the Term of this Agreement. On or before April 1 of each School Year after the Opening Date during the Term of this Agreement or any Renewal Term, Lighthouse Academies and Lighthouse Tulsa shall mutually agree to an Annual Budget. The Annual Budget for the School shall provide for payment of all operating expenses related to the operation or opening of the School, including, but not limited to reimbursement to Lighthouse Academies of certain expenses including Lighthouse Academies' Service Fee, Development Fee, Reimbursables and any structured repayment of debt owed to Lighthouse Academies by Lighthouse Tulsa. Lighthouse Academies shall act as the disbursement agent on behalf of Lighthouse Tulsa for timely payment of all such agreed upon Annual Budget expenditures from funds available and held for these purposes in Lighthouse Tulsa bank accounts. Lighthouse Academies shall provide documentation to Lighthouse Tulsa for all such expenditures. Lighthouse Tulsa shall retain the ability to disapprove any expenditure not within the School's approved Annual Budget or otherwise approved by Lighthouse Tulsa.

**5.11 Financial Controls, Systems, Reports and Duties**

Employ the Chief Financial Officer of the School whose primary office need not be at the School unless required by the Charter. The Chief Financial Officer shall select, install and manage effective financial

controls and systems to perform all required financial management and accounting functions which may include use of web based services and train staff to use the financial systems accurately and efficiently. Financial controls and systems must be approved by Lighthouse Tulsa and such approval shall not be unreasonably withheld. The Chief Financial Officer shall prepare monthly financial statements for the School to be submitted to Lighthouse Tulsa and used by Lighthouse Academies in management of the School. Lighthouse Academies shall be authorized by Lighthouse Tulsa to use and disburse Lighthouse Tulsa funds to operate the School provided that such use and disbursement is provided for in the Annual Budget. The Chief Financial Officer and one or more other employees of Lighthouse Academies shall be designated by resolution of the Lighthouse Tulsa Board of Directors to be signatories on the School bank account. Lighthouse Academies shall have no responsibility to make any budgeted or otherwise authorized purchases or disbursements unless funds are available in the School bank account.

**5.12 Payroll, Employee Salaries and Benefits**

Pay salaries, fringe benefits, and State and Federal payroll taxes of the School Staff. Lighthouse Academies may use a third party payroll service.

**5.13 Special Education**

Provide an appropriate education to all students enrolled in the School, regardless of special need in accordance with the requirements of Federal and State law. Lighthouse Academies may contract as necessary and appropriate with a municipal, public or private contractor or otherwise for the provision of such special education services.

**5.14 Instructional Materials**

Select of instructional materials, equipment and supplies

**5.15 School Year**

Provide the Education Program during the School Year of approximately 190 days of regular instruction for students. Lighthouse Academies may extend the School Year, subject to the Charter, approval of Lighthouse Tulsa and available funds. The calendar and schedule for the School Year shall be developed annually by the Principal in consultation with Lighthouse Academies and Lighthouse Tulsa, and shall extend from on or about August 15 to on or about June 15 of the following calendar year.

**5.16 School Day**

Provide the Education Program during the School day which shall be approximately eight hours each weekday except holidays during the School Year for students in Grades 1 through 12. The daily schedule for Pre-Kindergarten (if there is a Pre-Kindergarten at the School) and Kindergarten

will be set prior to the Opening Date.

**5.17 Projected Opening Date and Minimum Enrollment Levels**

Determine with Lighthouse Tulsa the exact Opening Date for the first School Year that as of the Effective Date is projected to be a day in August, 2012 provided the Facility is ready for occupancy and the Minimum Enrollment Level is met. The projected Opening Date may be changed by amendment to this Agreement pursuant to Section 12.12. Should Lighthouse Academies be unable to recruit a sufficient number of Students to reach the Minimum Enrollment Level prior to the Opening Date, the Opening Date may be postponed for one year or otherwise by duly executed amendment of this Agreement pursuant to Section 12.12. The Minimum Enrollment Level for the first five School Years during the Term of this Agreement shall be:

Year 1: 270

Year 2: 320

Year 3: 370

Year 4: 420

Year 5: 470

**5.18 Recruitment of Students**

Recruit Students by marketing the School and providing information to the public in the Target Area. Lighthouse Academies shall specifically seek to recruit a Student body that reflects the diversity of the population in the Target Area including, but not limited to, academic skill, race, economic means, religious practice, ethnicity, physical ability or disability and national origin.

**5.19 Admission of Students**

Establish an admissions process that is accessible to all applicants. Admission shall be open to all persons who are eligible to attend a public school in the Target Area pursuant to the laws of the State of Oklahoma on a space-available basis without regard to the person's race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other category, status or reason that would prohibit a public school from denying admission to any person. If there are more applications for enrollment in the School than there are spaces available, Students shall be selected by a fair, transparent, random selection process. However, if permitted by law, preference for enrollment will be given to siblings of students enrolled in the School and to students who were enrolled in the School in the previous School Year.

#### **5.20 Family Educational Rights and Privacy Act**

Comply with the Family Educational Rights and Privacy Act ("FERPA"). Lighthouse Tulsa agrees that Lighthouse Academies, in order to perform its obligations to operate the School under this Agreement, has a legitimate interest and need to maintain and have access to records that are subject to FERPA. Lighthouse Academies, for itself, its officers and employees warrants and affirms that it shall comply with FERPA at all times.

#### **5.21 State and Federal Waivers**

Identify and recommend Lighthouse Tulsa seek waivers of Federal or State laws, rules or regulations that unnecessarily or unduly interfere with the provision of Academic and Business Services by Lighthouse Academies pursuant to this Agreement if appropriate and substantiated by good and legitimate reasons. Lighthouse Tulsa, subject to agreement with such recommendations and concurrence by the Sponsor, shall, with assistance from Lighthouse Academies, apply for the waiver of any such Federal or State rules or regulations.

#### **5.22 Inventory and Ownership of Property**

Inventory and account of all real and personal property purchased by Lighthouse Tulsa or Lighthouse Academies for the School with Lighthouse Tulsa funds. Such inventory and accounting may be performed by a subcontractor. Lighthouse Tulsa shall be the lawful owner of all such property.

#### **5.23 School Performance Evaluation**

Establish and implement performance evaluations systems that shall:

- i. permit evaluation of the educational progress of each student at the School;
- ii. ensure that the Students take all State required standardized tests in accordance with State laws and regulations;
- iii. ensure that the students take a nationally recognized standardized test (e.g. NWEA) in both the fall and spring of each School Year;
- iv. maintain detailed statistical information on the performance of the School as a whole, the performance of each grade and of each Student; and
- v. identify and measure other meaningful indicators of Student and School performance, including but not limited to parent involvement and parent, teacher, and student satisfaction.

#### **5.24 Annual Reports**

Prepare and provide comprehensive annual reports to Lighthouse Tulsa on School operations, finances, including detailed reports regarding budgeted versus actual expenditures, and student performance within 30

days of the end of each calendar year. Nothing in this Section shall be construed to relieve Lighthouse Tulsa of its legal authority and responsibility for the School under the Charter but shall be construed to confirm Lighthouse Academies' accountability to Lighthouse Tulsa for the operation of the School and Student achievement. Lighthouse Academies shall prepare and provide Lighthouse Tulsa with such reports as the Sponsor and the State require for Lighthouse Tulsa to comply with the terms and conditions of this Agreement, the Charter Contract, Charter, Charter School Law and all other applicable laws and regulations.

**5.25 Corrective Action Plan**

Cooperate and participate if necessary or appropriate, in any corrective action plan required by Lighthouse Tulsa, the Sponsor and/or the State to improve Student performance of remedy any breach of the Charter Contract, Charter School Law or Federal, State and local laws and regulations that in any way involves services provided under this Agreement by Lighthouse Academies.

**5.26 Prohibited Subcontracts**

Refrain from subcontracting performance of the Education Program or management and supervision of Instructional Staff except as specifically provided in this Agreement, or as otherwise agreed upon in writing by Lighthouse Tulsa.

**5.27 Permitted Subcontracts**

Subcontract as appropriate with approval of Lighthouse Tulsa for the provision of certain services required by Students including English as a Second Language, arts programs, psychological, social and special education and special needs services and the performance of Non-Instructional services including but not limited to food service, building maintenance, payroll and technology support services. All subcontracts shall be in writing, provided for in the Annual Budget, subject to the terms and conditions of this Agreement, the Charter and applicable State law. No subcontract shall relieve or discharge Lighthouse Academies from any obligation under this Agreement.

**5.28 Location of Performance**

Perform Academic and Business Services at the Facility or at an office near the Facility except for certain functions that may be performed more efficiently off-site at Lighthouse Academies' central services division or elsewhere with notice to Lighthouse Tulsa unless prohibited by State law, the Charter of the Sponsor.

**5.29 Use of Web Based Services**

Use web based programs and/or vendors as appropriate to provide

Academic and Business Services of equal or greater quality in a more effective and/or efficient and/or less costly manner.

**5.30 Other Services and Actions**

Perform such other and further services and to take such other actions as may be required by its obligations under this Agreement and the Charter that in the reasonable opinion of Lighthouse Academies may be necessary or desirable to properly and effectively operate the School. Such other and further services and actions shall be reported to Lighthouse Tulsa and, if they require amendment to the Annual Budget, such budget amendment shall be subject to approval by Lighthouse Tulsa which approval shall not be unreasonably withheld and which approval may occur subsequent to an expenditure for a service or action that was determined in the judgment of Lighthouse Academies necessary or desirable to properly and effectively operate the School.

**6. DUTIES AND OBLIGATIONS OF LIGHTHOUSE TULSA**

Professional, competent and timely performance of the duties and obligations of Lighthouse Tulsa set forth in this Section are material provisions of this Agreement.

**6.1 Lighthouse Tulsa shall be the Governing Body of the School**

Lighthouse Tulsa shall be the governing body of the School and shall perform all actions required by Charter School Law to be performed by the governing body of a School. Accordingly, all members of the Board of Directors of Lighthouse Tulsa shall be subject to the same conflict of interest requirements as a member of a local school board under Oklahoma law.

**6.2 Lighthouse Tulsa Board of Directors Meetings**

Lighthouse Tulsa shall hold all meetings of its Board of Directors pursuant to State and Charter School Law. It shall also provide at least 48 hours written notice by fax or by electronic mail to Lighthouse Academies of all meetings of the Lighthouse Tulsa Board of Directors and shall provide Lighthouse Academies with the proposed agenda of such meeting. Lighthouse Tulsa shall provide Lighthouse Academies with copies of the minutes of all meetings of the Lighthouse Tulsa board and any committees thereof. In addition, Lighthouse Academies shall have the right to designate an individual to attend each meeting of the Lighthouse Tulsa board (the "Observer"). Lighthouse Tulsa shall allow the Observer to attend all board functions and all meetings of Lighthouse Tulsa or any committee thereof, including executive sessions except sessions at which Lighthouse Tulsa legal matters are discussed with legal counsel.

Notwithstanding the foregoing, Lighthouse Tulsa, at its sole and absolute discretion, may exclude the Observer from any meeting held in executive session to discuss or act on this Agreement provided that Lighthouse Tulsa notifies Lighthouse Academies that such a meeting is being held.

**6.3 Provision of a Suitable School Facility**

Lighthouse Tulsa shall undertake its best efforts to locate a Facility and enter into a Facility Contract to provide a Facility in the Target Area. Lighthouse Academies will assist Lighthouse Tulsa in the identification of a suitable Facility. Lighthouse Tulsa will not enter in a Facility Contract without the prior written confirmation from Lighthouse Academies that the Facility and Facility Contract are acceptable to Lighthouse Academies. In the event the Facility Contract includes a real property lease, Lighthouse Tulsa shall make commercially reasonable efforts to require the lessor to maintain the real property in accordance with all applicable Federal, State, and local laws, codes, rules and regulations. The Facility shall be covered by adequate insurance to protect the interests of Lighthouse Academies, Lighthouse Tulsa and the Sponsor in the event of damage, loss or partial loss to the property. Lighthouse Tulsa shall work with Lighthouse Academies to identify and secure such Facility improvements and/or additional Facilities as may be required by School Design after the Opening Date.

**6.4 Equipment**

Lighthouse Tulsa shall use its best efforts to provide equipment required to operate the School which shall include but not be limited to desks and other furniture, technology, library and media materials, and other materials and furnishings required by the Education Program and provision of Academic and Business Services by Lighthouse Academies. Lighthouse Tulsa acknowledges it has full responsibility for the procurement of equipment and may request assistance from Lighthouse Academies in the identification and procurement of suitable equipment.

**6.5 Academy Operations Manual and Student Handbook**

Lighthouse Tulsa shall review and approve the recommendations of Lighthouse Academies concerning the School's Academy Operations Manual and the Academy Student Handbook which approval shall not be unreasonably withheld.

**6.6 Annual Budget**

Lighthouse Tulsa shall review the Annual Budget for the School and all Budget adjustments recommended during the School Year by Lighthouse Academies upon timely presentation by Lighthouse Academies and shall have full and total authority to approve the Annual Budget and any

adjustments thereto.

**6.7 Accounting, Bookkeeping, Procurement, and other Financial Functions**

Lighthouse Tulsa shall review and have the right to approve the financial systems recommended by Lighthouse Academies, which may be web based and shall retain oversight responsibility for all accounting, bookkeeping, procurement and other financial functions performed pursuant to this Agreement by Lighthouse Academies.

**6.8 Records**

All financial, educational and other records pertaining to the School, whether generated by Lighthouse Academies or Lighthouse Tulsa are the property of Lighthouse Tulsa and subject to inspection pursuant to all applicable law including but not limited to the United States Internal Revenue Code, the Oklahoma not for profit Corporation Act, Charter School Law and the Oklahoma Sunshine Law.

**6.9 Payroll, Employee Salaries and Benefits**

Lighthouse Tulsa shall be responsible for providing sufficient funds to Lighthouse Academies for the payment of the approved salaries, fringe benefits, and State and Federal payroll taxes for employees at the School from funds it raises and/or receives including funds provided by the State including funds specified in the Charter School Law by 70 Okla. Stat. § 3-142 on the Effective Date and by any subsequent amendment of the Charter School law or supplemental funds that may be made available by the State for the School.

**6.10 Annual Audit**

Lighthouse Tulsa shall conduct an Annual Audit in compliance with Oklahoma law and regulations showing the manner in which funds are spent at the School. The Annual Audit shall be performed by a certified public accountant selected by Lighthouse Tulsa. Lighthouse Academies will cooperate fully with the audit and make available all records of Lighthouse Academies related to the School and Lighthouse Tulsa that are in possession or under the control of Lighthouse Academies.

**6.11 Authority during the Term of this Agreement**

No officer, agent or director of Lighthouse Tulsa shall attempt to perform any duties or exercise any authority that Lighthouse Academies is authorized to perform by this Agreement.

**7. FUNDING, FEES, REIMBURSABLES AND LOANS**

**7.1 Lighthouse Tulsa**

Lighthouse Tulsa shall make every reasonable effort with the guidance and assistance of Lighthouse Academies to comply with the requirements

of Charter School Law and the State for the purpose of receiving or maintaining its eligibility to receive all State funds for which the School is eligible. Lighthouse Academies shall provide documentation and assistance to Lighthouse Tulsa to comply with this commitment. Lighthouse Tulsa shall permit Lighthouse Academies to review all documents, applications and reports prior to their submission to the Sponsor and/or State authorities. Lighthouse Academies shall assist Lighthouse Tulsa in applying for all available State funds and funds available from other sources to support and operate the School. Lighthouse Tulsa shall be the fiscal agent for the School and it may authorize Lighthouse Academies to perform fiscal duties and to be a signatory on Lighthouse Tulsa bank accounts subject always to full disclosure by Lighthouse Academies of all of its fiscal activities that use or involve Lighthouse Tulsa funds and subject to the oversight of Lighthouse Tulsa.

**7.2 Donations and Grants**

Lighthouse Tulsa and Lighthouse Academies may solicit grants and donations of money, services, and/or real and personal property to support the School subject to formal approval, acceptance and receipt by Lighthouse Tulsa.

**7.3 Extracurricular Fees**

Consistent with local practice and as allowed by law, Lighthouse Tulsa may charge fees to students for extra services such as summer activities, extracurricular clubs and after School activities.

**7.4 Development Fee**

As soon as Lighthouse Tulsa has sufficient funds available, it shall pay Lighthouse Academies a Development Fee of \$50,000 in consideration for the Development Services performed by Lighthouse Academies. If Lighthouse Tulsa does not open a School despite its best efforts, the Development Fee shall be deemed not to have been earned by Lighthouse Academies and shall not be payable.

**7.5 Service Fee**

Lighthouse Tulsa shall pay a Service Fee to Lighthouse Academies in consideration for the Academic and Business Services performed by Lighthouse Academies in this Agreement. The Service Fee shall be Seven and One Half Percent (7.5 %) of Applicable Revenues and shall be paid in installments with each installment due and payable on the first day of each month effective July,1 2012 if the School is to open for the 2012-2013 school year or on the first day of July of any subsequent year during the term of this Agreement in which the School will open. In any month

when funds are not available to pay operating expenses of the School and the Service Fee, payment of all or part of the Service fee shall be deferred. Any deferred Service Fee shall be subject to reasonable interest if not paid by the School within thirty (30) days after becoming due. Such interest shall begin to accrue on the unpaid balance of the Service Fee on the thirty first (31<sup>st</sup>) day after the Service Fee was due and the interest rate shall be the Wall Street Journal Prime Rate plus one percent. When funds are available Lighthouse Tulsa shall pay as much of the unpaid Service Fee and accrued interest, if any, as it is able to pay without adversely affecting the operation of the School. Lighthouse Academies may agree in writing, which agreement shall not be unreasonably withheld, to subordinate the Service Fee to payment of the Facility Contract.

**7.6 School Expenses**

Lighthouse Tulsa shall pay the ordinary and necessary expenses required to operate the School according to the Annual Budget. Lighthouse Academies, pursuant to authorization by Lighthouse Tulsa shall write checks and pay such expenses from a bank account owned and maintained by Lighthouse Tulsa.

**7.7 Reimbursables**

The amount of any Reimbursables incurred by Lighthouse Academies with approval by Lighthouse Tulsa shall be paid by Lighthouse Tulsa to Lighthouse Academies subject to the availability of funds and provided that such payment shall not be made from funds necessary to operate the School. The Annual Budget for the first School Year must provide full funding for the day to day operation of the School and, to the fullest extent possible, shall incorporate an allocation for payment of Reimbursables.

**7.8 Loans or Advances from Lighthouse Academies**

Lighthouse Academies has and shall have no obligation to advance or loan any funds to Lighthouse Tulsa. Any amounts expended by Lighthouse Academies on behalf of Lighthouse Tulsa, including any amounts expended prior to approval of this Agreement and the Charter, must be approved by the Parties as part of the pre-operational budget and memorialized in a written loan agreement.

**7.9 Lighthouse School Development Program**

Lighthouse Tulsa may apply to the Lighthouse School Development Loan Fund for a start up loan under the terms and conditions of that program.

**8. PROPRIETARY MATERIALS AND CONFIDENTIAL INFORMATION**

### **8.1 Proprietary Materials and Information**

Lighthouse Academies owns certain Proprietary Materials and Information which include copyrighted instructional materials, training materials, curriculum and lesson plans, and materials developed by Lighthouse Academies, its employees, agents or subcontractors to provide Academic and Business Services to Schools. Lighthouse Academies shall have the sole and exclusive right to license such materials for use by Lighthouse Tulsa and/or other entities and customers. Lighthouse Tulsa may have or develop Proprietary Materials and Information regarding nonprofit corporation management or otherwise that are distinct and separate from the Proprietary Materials and Information of Lighthouse Academies. During the Term of this Agreement, either Party may disclose Proprietary Materials and Information including that which is currently in existence as well as that which may be created in the future. Each Party shall keep the Proprietary Materials and Information of other Party confidential and shall use such efforts as may be reasonably requested by the other Party to refrain from disclosing, publishing, copying, transmitting, modifying, altering or using such Proprietary Materials and Information except as necessary for implementation of this Agreement. Proprietary Materials and Information does not include Materials and Information that are in the public domain through no fault of a Party or any Materials or Information that was in properly in a Party's possession prior to being furnished by the other Party. If a Party is requested or required through legal process to disclose Proprietary Materials or Information, it will provide the other Party with timely notice of any such request or requirement so that Party, if it so chooses and at its sole expense, may seek such protective orders or other appropriate remedies as may be available to it to protect the confidentiality its Proprietary Materials and Information. The Parties will cooperate with the each other to the extent they are able under applicable law if such cooperation is requested and the Party seeking to prevent disclosure of its Proprietary Materials and Information shall reimburse the other Party for all costs and expenses incurred in such cooperation.

### **8.2 Obligations concerning Proprietary Materials and Information**

The Parties agree that their obligations to each other with respect to the other Party's Proprietary Materials and Information shall survive the expiration or termination of this Agreement for five years. Each Party will promptly deliver to the other Party any and all Proprietary Materials and Information, including all written and electronic copies, in its possession or control upon termination or expiration of this Agreement or

upon request by the other Party; provided, however that either Party may retain copies of all such materials and information for the sole purpose of documenting performance under this Agreement if and when necessary.

### **8.3 Confidential Information**

The Parties acknowledge that prior to the Effective Date of this Agreement and during the Term of this Agreement they may disclose Confidential Information to each other. They warrant and represent that they will protect the confidentiality of all information identified by either Party as Confidential Information before or at the time it is disclosed.

### **8.4 Rights to Confidential Information**

Except as required for the Parties' performance hereunder, nothing in this Agreement shall be construed to require either Party to provide Confidential Information to the other Party.

### **8.5 Use of Confidential Information**

The Parties agree that the Confidential Information of the other Party:

- i. shall be used solely in furtherance of this Agreement, and shall not be used for the benefit of others;
- ii. shall not be copied or reproduced without express written permission except as may be reasonably required for accomplishment of provisions of this Agreement or documentation of performance of this Agreement; and
- iii. shall not be disclosed to any third party without the prior written consent.

The Parties agree that their confidentiality obligations shall survive the expiration or termination of this Agreement for five years.

### **8.6 Exceptions Regarding Disclosure of Confidential Information**

Either Party may disclose the other Party's Confidential Information to its directors, officers, employees, and such other consultants and advisors who may have a need to know in order to perform its obligations under this Agreement and it may also disclose such Confidential Information if:

- i. The Confidential Information is in the public domain through no fault of the Party;
- ii. The Confidential Information was properly in the Party's possession prior to being furnished by the other Party;
- iii. A Party authorizes the other Party in writing to disclose specific Confidential Information in advance including, without limitation, for use in any presentation; or
- iv. A Party is requested or required through legal process to disclose such information in which case it will provide the other Party with timely notice of any such request or requirement so that

Party, if it so chooses and at its sole expense, may seek such protective orders or other appropriate remedies as may be available to it to protect the confidentiality its Proprietary Materials and Information. The Parties will cooperate with the each other to the extent they are able under applicable law if such cooperation is requested and the Party seeking to prevent disclosure of its Proprietary Materials and Information shall reimburse the other party for all costs and expenses incurred in such cooperation.

**8.7 Return of Confidential Information**

Each Party will promptly deliver to the other Party any and all Confidential Information, including all written and electronic copies, in its possession or control upon termination or expiration of this Agreement or upon request of the other Party; provided, however that either Party may retain copies of all such materials and information for the sole purpose of documenting performance under this Agreement if and when necessary.

**8.8 Property Rights of Third Parties**

The Parties agree that they will not knowingly infringe upon, or permit any of its employees or agents to infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement. If either Party becomes aware of any such infringement, that Party shall notify the other Party promptly, cease the said infringement and take such other and further action as may be required under the circumstances.

**8.9 Lighthouse Academies Name, Logo, Website, Email Address, Identifiers**

Lighthouse Tulsa is hereby authorized during the Term of this Agreement to use the Lighthouse Academies name and logo, which shall be modified by Lighthouse Academies for Lighthouse Tulsa. Upon termination of this Agreement for any reason, Lighthouse Tulsa shall cease to use the logo for any purpose. Lighthouse Tulsa are authorized and required during the term of this Agreement to use the Lighthouse Academies website and e-mail address, the use of which shall also cease immediately upon termination of this Agreement. During the term of this Agreement Lighthouse Tulsa may not develop or use a name, logo, website, email address any other identifiers for the School that are not provided by Lighthouse Academies.

**8.10 Equitable Relief**

The Parties understand that the Proprietary Materials and Information and Confidential Information referred to in this Section 8 of this

Agreement are unique, extraordinary and valuable and that disclosure to unauthorized persons or entities by a Party may cause immediate damage to the other Party that is not immediately calculable and may not be adequately compensated by monetary damages alone. Accordingly, in addition to all of the remedies otherwise available to the parties in enforcing their rights to protect their Proprietary Materials and Information and Confidential Information pursuant to the Alternative Dispute Resolution provisions of Section 14.2 of this Agreement, each party shall have the right to apply to the Tulsa County District Court or the United States District Court for the Northern District of Oklahoma for equitable relief including the entry of a temporary restraining order and preliminary and permanent injunction preventing dissemination of such materials and information by the other Party and or/ ordering the other Party to recover the said Proprietary Materials and Information and Confidential Information pending completion of Alternative Dispute Resolution.

## **9. INDEMNIFICATION**

### **9.1 Indemnification by Lighthouse Academies**

Lighthouse Academies shall protect, defend and hold harmless Lighthouse Tulsa, its directors, officers, employees, partners, successors, assigns, and agents ("Lighthouse Tulsa Indemnitees") from any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), including arbitration and court costs and reasonable attorneys' fees and expenses incurred in connection with Claims resulting from or arising out of any breach or violation of Lighthouse Academies' representations, warranties, covenants, or agreements contained in this Agreement or incurred by Lighthouse Tulsa to enforce this Agreement. Any monetary award entered against Lighthouse Academies under this section shall include interest accrued from the date of the first event giving rise to a Claim at a rate that shall be the Wall Street Journal Prime Rate plus one percent.

### **9.2 Indemnification by Lighthouse Tulsa**

Lighthouse Tulsa shall protect, defend and hold harmless Lighthouse Academies, its directors, officers, employees, partners, successors, assigns, and agents ("Lighthouse Academies Indemnitees") from any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), including arbitration and court costs and reasonable attorneys' fees and expenses incurred in connection with Claims resulting from or arising out of any breach or violation of Lighthouse Tulsa's

representations, warranties, covenants, or agreements contained in this Agreement or incurred by Lighthouse Academies to enforce this Agreement. Any monetary award entered against Lighthouse Tulsa under this section shall include interest accrued from the date of the first event giving rise to a Claim at a rate that shall be the Wall Street Journal Prime Rate plus one percent.

**9.3 Limitation of Claims of Lighthouse Tulsa**

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and Lighthouse Academies shall have no obligations or liabilities pursuant to Section 9.1 until the aggregate of the Claims suffered or incurred by Lighthouse Tulsa Indemnitees exceeds Five Thousand Dollars (\$5,000.00) (the "Deductible"). After the Deductible has been met there shall be liability for the aggregate of all Claims. Lighthouse Academies is entitled to reduce the amount owed to a Lighthouse Tulsa Indemnatee by the amount of any insurance payments received by the Lighthouse Tulsa Indemnatee for damages that are the subject of any such Claim but remains subject to any applicable subrogation by the insurance company.

**9.4 Limitation on Claims of Lighthouse Academies**

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and Lighthouse Tulsa shall have no obligations or liabilities pursuant to Section 9.2 until the aggregate of the Claims suffered or incurred by Lighthouse Academies Indemnitees exceeds Five Thousand Dollars (\$5,000.00) (the "Deductible"). After the Deductible has been met there shall be liability for the aggregate of all Claims. Lighthouse Tulsa is entitled to reduce the amount owed to a Lighthouse Academies Indemnatee by the amount of any insurance payments received by the Lighthouse Tulsa Indemnatee for damages that are the subject of any such Claim but remains subject to any applicable subrogation by the insurance company.

**9.5 Indemnification of Third-Party Claims Against A Party**

Anything in this Section to the contrary notwithstanding, if there is a reasonable probability that a Third-Party Claim may materially and adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Claim, and the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the Third-Party Claimant/ Plaintiff to the Indemnified Party of a release from

all liability in respect of such Claim.

**9.6 Payment of Indemnification**

The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Section. Upon judgment, determination, settlement or compromise of any third party claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party any amount required to be paid by it determined by judgment, arbitration, settlement or compromise unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal.

**10. LIABILITY INSURANCE**

**10.1 Lighthouse Academies**

Lighthouse Academies under the guidance of its Chief Financial Officer shall maintain during the Term of this Agreement at its expense any insurance reasonably required by Lighthouse Tulsa or the Sponsor during the term of this Agreement and shall collaborate with Lighthouse Tulsa in obtaining the insurance coverage referred to in Section 10.2 below.

**10.2 Lighthouse Tulsa**

Lighthouse Tulsa shall be responsible during the Term of this Agreement for payment of premiums to provide insurance coverage for the Parties for commercial general liability, directors and officers liability, employment practices liability including third parties, employee benefits errors and omissions, educators' legal liability, sexual abuse liability, workers compensation, hired and non-owned auto liability, umbrella policy, and any other insurance required by the Sponsor, in such amounts and under such terms as required by the Sponsor and the Parties in the exercise of commercially reasonable and prudent judgment.

**11. TERM AND TERMINATION**

**11.1 Term.**

This Agreement shall commence on the Effective Date and end on June 30, 2017 or the date on which Lighthouse Tulsa ceases to be a party to a Charter Contract, whichever date occurs sooner, unless terminated pursuant to the provisions of Sections 11.2 through 11.7 of this Agreement. If this Agreement is in full force and effect on June 30, 2017, it shall automatically be renewed for an additional renewal term of one year (the "Renewal Term") and, if in full force and effect on June 30 of the

Renewal Term shall be automatically renewed for an additional Renewal Term of one year, such automatic renewals to continue annually for all years during which Lighthouse Tulsa is party to a Charter Contract unless either Party gives written notice to the other Party of its intent to terminate or renegotiate this Agreement not later than December 31 of the year prior to the end of the Initial Term or December 31 of the year prior to the end of any Renewal Term. Such written notice shall cause this Agreement to terminate on June 30 of the year after which it is given.

**11.2 Termination if Lighthouse Tulsa does not enter into a Charter Contract**

If Lighthouse Tulsa's application to establish its first School is not approved pursuant to Charter School Law, this Agreement shall terminate and Lighthouse Academies shall be paid in full by Lighthouse Tulsa for the Development Services it performed pursuant to this Agreement and for any Reimbursables and repaid any loans made pursuant any loan agreement with Lighthouse Tulsa.

**11.3 Termination by Lighthouse Tulsa.**

Lighthouse Tulsa may terminate this Agreement only in accordance with the following provisions:

**11.3.1 Termination for Cause**

Lighthouse Tulsa may terminate this Agreement for cause at any time during the Term of this Agreement if:

- i. Lighthouse Academies breaches any material provision of this Agreement;
- ii. Lighthouse Academies breaches any material representation or warranty contained in Section 3.1 of this Agreement or any such representation or warranty is determined to be materially untrue or false;
- iii. The School fails to make reasonable progress toward achievement of agreed-upon academic, financial and organizational goals as agreed to by the parties after a period of five (5) School Years; or
- iv. Lighthouse Academies violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to Lighthouse Tulsa or the School.

**11.3.2 Written Notice of Termination Required**

If Lighthouse Tulsa terminates this Agreement for cause it shall give Lighthouse Academies written notice (the "Termination Notice") stating the specific breach or breaches of this Agreement that it relies on as the cause or causes for termination.

### **11.3.3 Lighthouse Academies Right to Cure**

Upon receipt of the Termination Notice, Lighthouse Academies shall have 60 business days to cure any breach or breaches (the "Right to Cure Period"). If Lighthouse Academies does not cure all such breaches within the Right to Cure Period this Agreement shall be terminated.

### **11.3.4 Termination for Cause**

If Lighthouse Tulsa terminates the Agreement for cause and such termination for cause is deemed valid by an Arbitrator or court of competent jurisdiction, Lighthouse Tulsa shall not be obligated to pay Lighthouse Academies any portion of the Development Fee or Service Fee that had not been earned or Reimbursables that had not accrued prior to such termination.

## **11.4 Termination by Lighthouse Academies**

Lighthouse Academies may terminate this Agreement in accordance with the following provisions:

### **11.4.1 Termination for Cause**

Lighthouse Academies may terminate this Agreement at any time for cause if:

- i. Lighthouse Tulsa breaches any material provision of this Agreement; or
- ii. Lighthouse Tulsa materially interferes with or limits the ability of Lighthouse Academies to perform under this Agreement.

### **11.4.2 Written Notice of Termination Required**

If Lighthouse Academies terminates this Agreement for cause it shall give Lighthouse Tulsa written notice (the "Termination Notice") stating the specific breach or breaches of this Agreement that it relies on as the cause or causes for termination.

### **11.4.3 Lighthouse Tulsa's Right to Cure**

Upon receipt of the Termination Notice, Lighthouse Tulsa shall have 60 business days to cure any breach or breaches. If Lighthouse Tulsa does not cure all such breaches within the cure period this Agreement shall be terminated.

### **11.4.4 Fees, Reimbursables, Loans after Termination**

In the event this Agreement is terminated by Lighthouse Academies for cause, Lighthouse Tulsa shall pay Lighthouse Academies all Fees earned prior to the date of termination, all Reimbursables upon presentation of written documentation substantiating such Reimbursables and repay any loans that Lighthouse Academies made pursuant to any loan agreement between the Parties.

#### **11.4.5 Termination Without Cause Prior To Opening Date**

Lighthouse Academies may terminate this Agreement without cause at any time prior to thirty (30) days before the Opening Date upon the delivery of thirty (30) days' written notice to Lighthouse Tulsa. If Lighthouse Academies terminates this Agreement without cause pursuant to this Section 11.4.5, Lighthouse Tulsa shall have no obligation to pay the Development Fee, Service Fee, Reimbursables or costs incurred by Lighthouse Academies growing out of or related to this Agreement.

#### **11.4.6 Termination related to Minimum Enrollment**

If Lighthouse Academies is unable to recruit a sufficient number of Students to achieve the Minimum Enrollment Level prior to the Opening Date, this Agreement may be terminated by Lighthouse Academies upon thirty (30) days written notice to Lighthouse Tulsa. If Lighthouse Academies terminates this Agreement because the Minimum Enrollment Level has not been achieved prior to the Opening Date Lighthouse Tulsa shall have no obligation to pay the Development Fee, Service Fee, Reimbursables or costs incurred by Lighthouse Academies growing out of or related to this Agreement.

#### **11.5 Termination due to Material Adverse Change**

In the event of a Material Adverse Change, either Party may deliver written notice describing the Material Adverse Change to the other Party ("Notice of Material Adverse Change"). Upon receipt of a Notice of a Material Adverse Change, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement, alternative funding arrangements, etc.) to address the Material Adverse Change. If despite such good faith negotiations the Parties are unable to agree upon an acceptable approach to address the Material Adverse Change, either Party may elect to terminate this Agreement by delivering written notice of termination to the other at least 60 days in advance of the effective date of such termination, or in such lesser time as is reasonable or mandated under the circumstances. The termination provisions of this section shall not be construed to in any way limit the termination for cause provisions contained in Sections 11.3.1 and Sections 11.4.1 of this Agreement. Upon termination of the Agreement due to a Material Adverse Change, Lighthouse Tulsa shall pay Lighthouse Academies' Reimbursables subject to the availability of funds after payment of any unpaid operating expenses of the School.

### **11.6 No Termination during School Year**

Notwithstanding the foregoing provisions of this Section, the Parties shall use their good faith best efforts to avoid a termination of the Agreement during the School Year to avoid disruption of the Education Program and the Students. Therefore, in the event this Agreement is terminated by either Party during a School Year, the termination will not become effective until the end of the School Year.

### **11.7 Assistance after Termination by Lighthouse Academies**

In the event of termination of this Agreement by Lighthouse Academies there shall be a transition period during which Lighthouse Academies shall provide reasonable assistance to Lighthouse Tulsa for the shorter of the remainder of the School Year in which the Agreement is terminated or 90 days after the effective date of termination of the Agreement to provide continuity for students and installation of new School management. During such transition period Lighthouse Tulsa shall continue to pay Lighthouse Academies' Service Fee and Reimbursables.

## **12. MISCELLANEOUS**

### **12.1 Governing Law**

This Agreement shall be subject to, and governed by, the law of the State of Oklahoma.

### **12.2 Alternative Dispute Resolution**

#### **12.2.1 Good Faith Negotiation of Disputes**

The Parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with this Agreement. If a dispute should arise in connection with this Agreement, the Parties agree to use their best efforts to resolve such dispute informally in a fair and equitable manner. In the event the Parties are not able to resolve any dispute informally they shall use the alternative dispute resolution procedures set forth in Sections 12.2.2 and 12.2.3.

#### **12.2.2 Mediation**

If the Parties are unable to reach an acceptable resolution of a dispute arising out of this Agreement, the Parties may consent to participate in mediation conducted pursuant to the Rules and Procedures of the "Dispute Resolution Act" (12 Okl. Stat. § 1801 *et seq.*). Neither Party is required to consent to mediation by this Agreement. If the Parties both consent, such mediation shall be conducted at the Early Settlement Center, Tulsa Program, operated under the authority of the Oklahoma Dispute Resolution Act and located on the Effective

Date at 600 Civic Center, Suite 108, Tulsa, OK 74103 (or at such other place where the said Early Settlement Center or its successor may be located at the relevant time during the Term of this Agreement). Each Party shall bear its own costs of mediation.

### **12.2.3 Binding Arbitration**

If either Party determines that mediation would not be useful in resolving a dispute, then such dispute shall be settled by binding arbitration conducted pursuant to the "Uniform Arbitration Act" (12 Okla. Stat. §1851 *et seq.*). Each Party shall appoint one person to represent it and the two persons so appointed shall name a third person who is a lawyer, licensed to practice law in the State of Oklahoma, experienced in conducting arbitration proceedings and entirely neutral, unconnected to either Party, the Sponsor or any public or governmental entity of the State of Oklahoma except that the arbitrator may be a retired judge who receives pension and other retirement benefits from a public or governmental entity of the State of Oklahoma. Any decision rendered in arbitration shall be final and binding and any judgment awarded may be entered, recorded and enforced in any court of competent jurisdiction. The arbitrator shall have no authority to make any ruling, finding or award that does not conform to the laws of the State of Oklahoma or applicable Federal law, nor shall the arbitrator have any authority to award punitive damages or any other damages not measured by the prevailing Party's actual damages and the prevailing Party's costs of arbitration including a reasonable attorney's fee. Nothing in this Agreement shall be deemed to deny either Party its right to seek and obtain injunctive or other equitable relief from any court of competent jurisdiction with respect to the terms of this Agreement or the rights between the Parties. The Parties consent to the jurisdiction of the Tulsa County District Court and of the United States District Court for the Northern District of Oklahoma for injunctive, specific performance or other relief in aid of the arbitration proceedings or to enforce judgment of the award in such arbitration proceeding, but not otherwise.

### **12.3 Breach and Waiver**

No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall be effective unless it is in writing and executed by the Party charged with the waiver or constitute a waiver of a subsequent breach, whether or not of the same

nature. All waivers shall be strictly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a continuing waiver unless otherwise expressly stated or constitute a waiver of any other provision of this Agreement.

**12.4 No Third Party Rights**

This Agreement is not intended to create any rights in any third party and no third party including any constituent of the School such as a Student, parent of a Student, member of the School Staff, vendor or has a right, standing or may seek to enforce the terms of this Agreement. The Sponsor shall have such rights with respect to this Agreement that are contained in the Charter Contract.

**12.5 Negligent, Wrongful or Unlawful Acts of a Party**

Nothing in this Agreement shall affect or alter in any way the lawful responsibility of either Party for negligent, wrongful or unlawful acts of the Party's employees, agents or servants in performing work pursuant to this Agreement.

**12.6 No Delegation of Responsibilities of Lighthouse Tulsa**

Nothing in the Agreement shall be construed as delegating to Lighthouse Academies any of the responsibilities of Lighthouse Tulsa a School governing body or that are not subject to delegation by Lighthouse Tulsa under State law or the Charter Contract or the Charter. Lighthouse Tulsa may revoke any duties authorized to be performed by Lighthouse Academies under this Agreement by written notice to Lighthouse Academies; provided, however, that any such revocation shall in no way prevent Lighthouse Academies from performing its obligations pursuant to this Agreement. Should any such revocation make it impossible or impracticable for Lighthouse Academies to perform its obligations under this Agreement, Lighthouse Academies may terminate this Agreement in accordance with Section 11.4.1.ii of this Agreement.

**12.7 Charter Contract and Charter shall Control**

Any provision of this Agreement that appears to conflict with any provision of the Charter Contract or of the Charter shall be interpreted by, subject to and if necessary, superseded by, the relevant provision of the Charter Contract and/or of the Charter.

**12.8 Access to Lighthouse Academies Records**

Lighthouse Academies shall make available to Lighthouse Tulsa or the Sponsor for inspection and copying, upon reasonable notice, all books, records, and documents relating to Lighthouse Academies' obligations and performance under this Agreement, the operation of the School, and

Lighthouse Academies' receipt and expenditure of funds under this Agreement.

#### **12.9 Notices**

All notices, consents and other communications ("Notices") which either Party may be required or desire to give the other Party pursuant to this Agreement shall be in writing and shall be given by personal service, telefax, nationally recognized overnight courier service, registered or certified mail (or by equivalent means) to the other Party at its respective address or telefax telephone number set forth below. Notice by personal service, telefax or overnight courier shall be deemed given upon receipt. Notice by mail shall be deemed to be given five days after deposit with the United States Postal Service. Notices delivered by telecopy shall be confirmed in writing by overnight courier and shall be deemed to be given upon deposit into the mail by the Party doing the notifying.

Notice to Lighthouse Academies shall be addressed to:

Michael Ronan.  
Lighthouse Academies, Inc.  
1661 Worcester Road  
Suite 207  
Framingham, MA 01701  
Tel 508.626.0901  
Fax 508.626.0905

Notice to Lighthouse Tulsa shall be addressed to:

Lighthouse Academies of Tulsa, Inc.  
% Nicholas M. Tait, Registered Agent  
1516 N. Harvard Ave.  
Tulsa, OK 74115  
Tel:  
Fax:

#### **12.10 Captions**

The captions or headings in this Agreement are made for convenience and general reference only and shall not be construed to describe, define or limit the scope or intent of the provisions of this Agreement.

#### **12.11 Entire Agreement**

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements, expressed or implied, written or oral, between the Parties are

superseded hereby.

**12.12 Amendments and Modifications**

This Agreement shall not be altered, amended or modified except in writing and duly executed by the Parties. Accordingly, no course of conduct or custom shall constitute an amendment or modification of this Agreement. Any attempt to modify this Agreement orally, or in a writing not signed by both Parties, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

**12.13 Assignment**

This Agreement, including without limitation, the rights granted herein, may be assigned, delegated transferred, pledged, or hypothecated by a Party with the prior written consent of the other Party if permitted by, and subject to, the terms of the Charter Contract. Lighthouse Tulsa shall not consent to an assignment by Lighthouse Academies unless due diligence provides evidence that the proposed assignee has the appropriate financial resources, educational services and managerial experience to provide the services contracted under this Agreement. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

**12.14 Counterparts**

This Agreement may be executed in counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

**12.15 No Partnership or Joint Venture**

This Agreement does not create or imply the existence of a partnership or joint venture between the Parties.

**12.16 Assurances by the Parties**

The Parties agree that they will execute and deliver or cause to be executed and delivered from time to time any and all documents and take such actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

**12.17 Severability Clause**

If an Arbitrator or court competent jurisdiction shall declare any provision of this Agreement to be invalid, illegal or unenforceable, that provision shall be severed from this Agreement and all the remaining provisions of this Agreement shall continue in full force and effect. The invalidity, illegality or unenforceability of any term of

the Agreement shall not affect the validity, legality or enforceability of the remaining terms of the Agreement, however, if permitted by applicable law, any invalid, illegal or unenforceable provision may be considered in determining the intent of the Parties with respect to other provisions of this Agreement.

**12.18 Survival of Covenants**

Any provision in this Agreement which is specifically stated to survive the termination of this Agreement and any provision which, by its terms, cannot be performed prior to the termination of this Agreement or which, by its terms, continues beyond the term of this Agreement shall be deemed to survive the termination of this Agreement. The right of a Party to pursue relief based upon a representation, warranty or obligation to perform established by this Agreement shall survive termination of this Agreement subject to applicable State statutes of limitations or limitations set forth in this Agreement.

**12.19 Negotiated Agreement**

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary. Both Parties acknowledge that they have consulted with independent legal counsel regarding this Agreement.

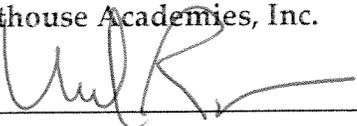
IN WITNESS WHEREOF, the Parties have executed and delivered this Agreement as of the Effective Date.

**(Signatures follow on page 40 – this space intentionally left blank)**

THIS AGREEMENT CONTAINS A BINDING ARBITRATION  
PROVISION WHICH MAY BE ENFORCED BY THE PARTIES

EXECUTION BY THE PARTIES

Lighthouse Academies, Inc.

By:   
(signature)

Name: Michael Ranan

Title: CEO

Lighthouse Academies of Tulsa Inc.

By:   
(signature)

Name: Felicia Collins Correia

Title: Secretary

# BYLAWS OF LIGHTHOUSE ACADEMIES OF TULSA, INC.

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## ARTICLE I NAME, LOCATION AND PURPOSE

### SECTION 1.1 NAME

The name of this corporation is Lighthouse Academies of Tulsa, Inc. (hereinafter referred to as the "Corporation").

### SECTION 1.2 PURPOSE

The Corporation is a non-profit corporation organized under the laws of the state of Oklahoma, and its purposes are exclusively educational as set forth in the Certificate of Incorporation. More specifically, the purposes for which the Corporation is organized are to form, manage, oversee, support and otherwise encourage the continuation of a public charter school in Tulsa, Oklahoma.

### SECTION 1.3 REGISTERED AGENT AND REGISTERED OFFICE

The initial registered agent and registered office of the Corporation shall be Nicholas M. Tait, at 1516 N. Harvard Avenue, Tulsa, Oklahoma 74115.

By resolution of the Board of Directors, the Corporation may authorize a change in the registered agent and/or office of the Corporation, so long as the new office is located in Oklahoma.

### SECTION 1.4 NON-PROFIT

The Corporation as organized is exclusively charitable, scientific, literary, and educational within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United State Internal Revenue law, as amended from time to time. In the event that the Corporation shall cease to operate, no Director, officer, or other private individual is entitled to share in any distribution of the Corporation's assets upon its dissolution. Upon the dissolution of the Corporation, and after winding up its affairs and paying or providing for all the other lawful liabilities of the Corporation under applicable law:

- (a) In the event the Lighthouse Academies, Inc., or its successor is no longer a qualified 501(c)(3) organization, The Corporation shall distribute all of its other remaining assets exclusively for non-profit educational purposes to one or more organizations that are organized and operated for such purposes and which are, at the time of such distribution, a qualified 501(c)(3) organization described in sections 170(c)(1) or 170(c)(2) of the Internal Revenue Code.

**ARTICLE II**  
**BOARD OF DIRECTORS**

**SECTION 2.1 POWERS AND RESPONSIBILITIES**

The powers of the Corporation shall be vested in the Board of Directors, which shall have charge, control and management of the property and affairs of the Corporation. The Board of Directors may exercise all such powers of the Corporation and do all such lawful acts and things as are by law, by the Certificate of Incorporation or by these Bylaws directed or required to be exercised.

**SECTION 2.2 NUMBER**

The Board of Directors shall consist of not less than three (3) nor more than nine (9) persons. If, because of death, resignation, retirement or removal, there are at any time fewer than three (3) Directors remaining, these remaining Directors shall constitute the Board of Directors until the vacancy(ies) are filled as provided herein.

**SECTION 2.3 QUALIFICATIONS**

Any natural person who supports the enumerated goals and policy objectives of the Corporation shall be eligible for election or re-election to the Board of Directors.

**SECTION 2.4 APPOINTMENTS AND TERM**

The initial Directors shall be appointed by the Incorporators of the Corporation. Thereafter, the Board of Directors of the Corporation shall appoint the Directors. Subject to Section 2.6, each Director shall hold office for an initial term of two (2) years or until such Director's successor has been elected, or until such Director's earlier resignation or removal. Directors may be re-elected for two (2) additional two-year terms of service. When a person has not served on the Board of Directors for a period of at least six (6) consecutive months, such person shall again be eligible for appointment to the Board of Directors.

**SECTION 2.5 PARENT REPRESENTATIVE**

Each year there shall be one (1) Parent Representative on the Board of Directors. The Parent Representative must be a parent of a student enrolled in the Corporation's charter school. The Parent Representative shall be self-nominated in September of each school year and appointed by a majority of the current members of the Board of Directors, and shall then serve a term of one (1) year from the date of appointment. Any person who serves as Parent Representative shall serve for one (1) term only.

SECTION 2.6 INITIAL DIRECTORS

The following persons constitute the initial Board of Directors, to hold such office for the terms set forth below, which terms shall expire effective as of the date of the annual meeting of the Board of Directors in the year indicated:

Directors:	Expiration Date:
1. Steven Dow	2012
2. Diane Murphy	2013
3. Amber Tait	2012
4. Felicia Collins Correia	2013
5. Annie Van Hanken	2013

SECTION 2.7 VOTING

Each Director shall be entitled to one (1) vote on all matters coming before the Board of Directors, unless the Director must recuse him/herself in accordance with the conflict of interest policy. There shall be no voting by proxy by any Director.

SECTION 2.8 VACANCIES

The remaining Board of Directors shall fill all vacancies on the Board.

SECTION 2.9 COMPENSATION AND EXPENSES

Directors shall serve without compensation but may be reimbursed for out of pocket expenses incurred in fulfilling their responsibilities as members of the Board of Directors to the extent that funds are provided in the approved school budget.

SECTION 2.10 REMOVAL

Any Director may be removed from office, with or without cause, by the vote of a majority of the Directors.

**ARTICLE III**  
MEETINGS AND COMMITTEES OF DIRECTORS

SECTION 3.1 RIGHT TO HOLD MEETINGS

The Board of Directors of the Corporation may hold meetings both regular and special. The annual meeting will be held in June each year.

SECTION 3.2 REGULAR MEETINGS

Regular meetings of the Board of Directors shall be held at such time as the Board President directs.

Notice of all regular meetings shall be given by the manner and means prescribed in Section 4.1 of the Bylaws. Such notice shall be given at least seven (7) days in advance of such meetings, and shall state the place, date, hour and business to be transacted, and the purpose of such meeting.

SECTION 3.3 SPECIAL MEETINGS

Subject to the requirements of Section 3.4 herein, special meetings of the Board of Directors may be called by the President or upon written request to the President by a majority of the Board of Directors. Such requests shall be addressed to the Secretary.

Notice of any special meeting shall be given by the manner and means prescribed in Section 4.1 of the Bylaws. Such notice shall be given at least seven (7) days in advance of such meetings, and shall state the place, date, hour and business to be transacted, and the purpose of such meeting.

SECTION 3.4 QUORUM

The presence of a majority of the Directors at a meeting shall constitute a quorum. If a quorum is not attained, the Directors participating may adjourn the meeting to another place and time, until a quorum is present. If the meeting is adjourned for more than twenty-four (24) hours, notice of the adjournment shall be given, prior to the time of the meeting being adjourned, to the Directors who were not present at the time of the adjournment. Notice of such alternate meeting shall be given in the manner prescribed in Section 4.1 of the Bylaws.

SECTION 3.5 ACTION WITHOUT A MEETING

The Board of Directors may take any action that they might otherwise take at a meeting if such action is evidenced by unanimous written consent of all persons then serving on the Board of Directors. Such unanimous written consent may be executed in separate parts.

### SECTION 3.6 COMMITTEES

The Board of Directors may by resolution, passed by a majority of the whole Board, designate or create one or more standing or ad hoc committees to oversee particular issues. Each committee shall consist of at least one (1) Director, appointed by the Board of Directors. Such committees shall have such name or names as may be determined from time to time by resolution adopted by the Board of Directors. Each committee shall keep regular minutes of its meetings and report the same to the Board of Directors when required.

There shall at all times be a Nominating Committee and a Finance and Audit Committee, whose responsibility it shall be to receive information and conduct activities related to audits, including making reports and recommendations to the entire Board of Trustees.

### SECTION 3.7 TELEPHONIC PARTICIPATION

Members of the Board of Directors, or any committee thereof, may participate in a meeting of such Board or committee by means of conference telephone or similar communications equipment that enables all persons participating in the meeting to hear each other. Such participation shall constitute presence in person at such meeting.

## ARTICLE IV NOTICES

### SECTION 4.1 MANNER AND MEANS

Notice to Directors shall be sent by the Board Secretary and shall be in writing and delivered personally to the Directors, or e-mailed or mailed to the Directors at their addresses appearing on the books of the Corporation. Notice by mail shall be deemed to be given at time when the same shall be deposited in the United States Mail, postage prepaid. Notice to Directors may also be given by telegram.

### SECTION 4.2 WAIVER

Whenever any notice is required to be given under the provisions of law or of the Certificate of Incorporation or of these Bylaws, a written waiver thereof, signed by the person or persons entitled to such notice, or a waiver by electronic transmission by the person entitled to notice, whether before or after the time stated therein, shall be deemed equivalent to notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened.

**ARTICLE V**  
**OFFICERS**

**SECTION 5.1 NUMBER AND QUALIFICATIONS**

The principal officers of the Corporation shall be a President, Treasurer and Secretary, each of whom shall be elected by majority vote of the Board of Directors for a period not to exceed two (2) years. Each officer of the Corporation shall hold office until his/her successors are chosen and qualify, or until his/her earlier resignation or removal. Any vacancy occurring in any office of the Corporation shall be filled by majority vote of the Board of Directors.

**SECTION 5.2 PRESIDENT**

The President shall be the chief executive officer of the Corporation and shall, in general, supervise, direct and control all of the business and affairs of the Corporation. He/she shall have authority to sign, execute and acknowledge, on behalf of the Corporation, all deeds, mortgages, bonds, contracts, leases, reports and all other documents or instruments necessary or proper to be executed, which shall be authorized by the Board of Directors. He/she may authorize any other officer or agent of the Corporation to sign, execute and acknowledge such documents or instruments in his/her place and stead. The President shall assist the Board of Directors in the formulation of policies of the Corporation. In general, he/she shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

**SECTION 5.3 SECRETARY**

The Secretary shall: (a) keep the memoranda of the Board of Directors' meetings in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records of the Corporation; (d) ensure that all annual filings are made to both the state and federal governments as required by law, with the exception of tax documents; and (e) in general perform all duties incident to the office of Secretary and have such other duties and exercise such authority as from time to time may be delegated or assigned to him/her by the President or by the Board of Directors.

**SECTION 5.4 TREASURER**

The Board shall appoint a Treasurer. The Treasurer shall be responsible for signing all checks in accordance with the Board's approved policy, and shall render to the President and the Board of Directors, at its regular meetings, or when the Board of Directors so requires, an account of all transactions performed and of the financial condition of the Corporation.

**SECTION 5.5 RESIGNATION**

Any officer may resign at any time upon written notice to the Board of Directors.

**ARTICLE VI**  
INDEMNIFICATION OF DIRECTORS, OFFICERS AND COMMITTEE MEMBERS

SECTION 6.1 DEFINITIONS

- (a) "Expenses" includes fees costs, charges, disbursements, attorney fees and any other expenses incurred in connection with a proceeding.
- (b) "Liability" includes the obligation to pay a judgment, settlement, penalty, assessment, forfeiture or fine, and reasonable expenses associated therewith.
- (c) "Proceeding" means any threatened, pending or completed civil, criminal, administrative or investigative action, suit, arbitration or other proceeding, whether formal or informal, which involves foreign, federal, state or local law and which is brought by or in the right of the Corporation or by any other person(s).

SECTION 6.2 INDEMNIFICATION

The Corporation shall indemnify each present, former and future Director, officer or member of a committee appointed by the Board of Directors (herein the "committee member"), for all reasonable expenses incurred in the proceeding if the person was a party because he or she is or was a Director, officer or committee member of the Corporation.

This provision is intended to indemnify all such person to the fullest extent allowed by any and all laws of any state, District or territory of the United States or by any federal law.

SECTION 6.3 OTHER INDEMNIFICATION

- (a) In cases not included under Section 6.2 herein, the Corporation shall indemnify each present, former or future Director, officer or committee member against liability incurred by such person in a proceeding to which the person was a party because such person is or was a Director, officer or committee member of the Corporation, unless liability was incurred because the person breached or failed to perform a duty such person owed to the Corporation and the breach or failure to perform constitutes any of the following:
  - (1) A willful failure to deal fairly with the Corporation in connection with a matter in which the person has a material conflict of interest.
  - (2) A violation of criminal law, unless the Director, officer or committee member had reasonable cause to believe his or her conduct was lawful.
  - (3) A transaction from which the Director, officer, or committee member derived an improper personal profit.
- (b) The termination of a proceeding by judgment, order, settlement or conviction, or upon a plea of no contest or an equivalent plea, does not by itself create a presumption that

indemnification of the Director, officer or committee member is not required under this subsection.

- (c) Indemnification under this section is not required if the Director, officer or committee member has previously received indemnification or allowance of expenses from any person, including the Corporation, in connection with the same proceeding.

#### SECTION 6.4 DEATH

In the event of the death of any person entitled to indemnification under this Article, the benefits provided for herein shall extend to such person's heirs and legal representatives.

#### SECTION 6.5 NOT EXCLUSIVE

The foregoing right to indemnification as set forth herein shall not be exclusive of any other rights to which any Director, officer or committee member of the Corporation may otherwise be entitled to under the laws of the state of Oklahoma, in effect from time to time.

#### SECTION 6.6 CONTRACT

This Article is intended to constitute a contract with each person who, subsequent to its adoption, is serving or shall subsequently serve as a Director, officer or committee member.

#### SECTION 6.7 ADVANCE PAYMENT OF EXPENSES AS INCURRED

Upon written request by the person seeking indemnification under Section 6.3 herein, a majority of the Directors may authorize the Corporation to pay or reimburse such person's reasonable expenses as incurred if the person requesting such indemnification proves the Corporation with all of the following: (a) a written affirmation of such person's good faith belief that such person has not breached or failed to perform such person's duties to the Corporation and (b) a written undertaking, executed by such person, to repay the allowance and reasonable interest on the allowance to the extent it is ultimately determined under applicable law that the indemnification is not required or permitted as a matter of law.

**ARTICLE VII**  
FISCAL YEAR AND FINANCIAL MATTERS

SECTION 7.1 FISCAL YEAR

The fiscal year of the Corporation shall be July 1-June 30.

SECTION 7.2 REIMBURSEMENTS FOR EXPENSES

Certain debt and monies may be owed by the Corporation to certain officers and Directors in connection with the set up and incorporation of the Corporation. The Board of Directors may act to reimburse such expenditures. The Board of Directors may further act to reimburse the Directors and Lighthouse Academies, Inc., for expenses incurred in connection with the governance of this Corporation, including reasonable expenses associated with travel to and stay in Oklahoma.

**ARTICLE VIII**  
AMENDMENTS

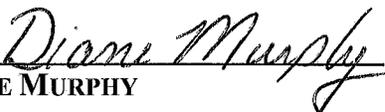
SECTION 8.1 AMENDMENTS

These Bylaws or the Certificate of Incorporation of the Corporation may, by majority vote, be altered, amended, or repealed, and new Bylaws or a Certificate of Incorporation may be adopted only by the Board of Directors at any meeting of the Board of Directors. By Oklahoma law, committees of the Corporation shall not have the power to adopt, amend or repeal any bylaw of the Corporation.

APPROVED AND RATIFIED as of this 14<sup>th</sup> day of July, 2011, by the undersigned, constituting all of the directors of the Corporation.

**BOARD OF DIRECTORS**

  
\_\_\_\_\_  
STEVEN DOW

  
\_\_\_\_\_  
DIANE MURPHY

  
\_\_\_\_\_  
AMBER TAIT

  
\_\_\_\_\_  
FELICIA COLLINS CORREIA

  
\_\_\_\_\_  
ANNIE VAN HANKEN



## OKLAHOMA SECRETARY OF STATE

V. Glenn Coffee  
Secretary of State

2300 N. Lincoln Blvd., Room 101  
Oklahoma City, OK 73105-4897

Mary Fallin  
Governor

May 10, 2012

STATEMENT

Page 1 of 1

N. M. TAIT  
1516 N HARVARD AVE  
TULSA OK 74115

Client ID: 121725795

Process Date: 5/10/12

Receive Date: 5/9/12

Document Number	Document Detail	Filing Number	Entity Name	Page Count	Fee
19154240002	Amended Certificate of Incorporation	2112322270	LIGHTHOUSE ACADEMIES OF TULSA, INC.		\$25.00

**Total Document Fees** **\$25.00**

Payment Type	Payment Status	Payment Reference	Amount
Check	Received	1190	\$25.00
<b>Total Payments Received</b>			<b>\$25.00</b>

**Total Amount Charged to Client Account** **\$0.00**

**Total Amount Credited to Client Account** **\$0.00**

*Note:* Total Amount Credited to Client Account will be refunded within 15 days of receipt of written request.

Evidence of Filed Document(s) or Orders(s) requested is enclosed.

**Please include Client ID number on all correspondence.**

## OFFICE OF THE SECRETARY OF STATE

**AMENDED NOT FOR PROFIT  
CERTIFICATE OF INCORPORATION**

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

**LIGHTHOUSE ACADEMIES OF TULSA, 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  
9th day of May, 2012.*

A handwritten signature in cursive script, reading "V. Glenn Coffey".

*Secretary of State*



CHECK ONE OF THE FOLLOWING STATEMENTS, WHICHEVER IS APPLICABLE:

X The governing body of the corporation adopted a resolution setting forth the amendment proposed and declaring its advisability.

At a subsequent meeting held upon notice stating the purpose thereof and given in accordance with the provision of Title 18, Section 1067, a majority of all the members of the governing body voted in favor of the amendment.

OR

At a meeting of the governing body of said corporation, a resolution was duly adopted setting forth the foregoing proposed amendment(s) to the certificate of incorporation of said corporation, declaring said amendment(s) to be advisable and calling a meeting of the members for consideration thereof.

Pursuant to such call and to due written notice given to each member, a meeting was held, at which meeting the necessary number of members as required by the certificate of incorporation of said corporation voted in favor of the amendment(s).

IN WITNESS WHEREOF, said corporation has caused this certificate to be signed by its President or Vice President and attested by its Secretary or Assistant Secretary, this 2 day of May, 2012

AK van  
By \_\_\_\_\_ President  
Ann Koppel Van Haniken  
(PLEASE PRINT NAME)

ATTEST:

Felicia Collins Correia  
By \_\_\_\_\_ Secretary  
Felicia Collins Correia  
(PLEASE PRINT NAME)

## EXHIBIT A

11. The corporation is organized exclusively for charitable and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code.

12. Notwithstanding any other provision of this Certificate of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on by an organization exempt from Federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future federal tax code).

30156

Tulsa Lighthouse Charter School Start Up Management Plan						START DATE	END DATE	COMMENTS
	ACTIVITY	WHO	STATUS	DEPENDANCIES				
<b>PRE-PLANNING</b>								
1	<b>City Due Diligence</b>							
	A Study Charter School Law	LHA	Complete				Aug-11	
	B Per pupil Funding	LHA	Complete					
	C Meeting with Local groups	PAL/RVP	In Progress					
	D Decide on moving forward	LHA	Complete	1A,1B,1C				
2	<b>Application Process ( See Tab on Application Process)</b>	LHA						
	A Form local Board	LHA	Complete					
	B Background check for Board	LHA	In Progress					Check new members
	C Write Prospectus	LHA	Complete	1D				
	D Write Application	LHA/TT	Complete	2C	Oct-11	Nov-11		
	E Interview	Board						
	F Receive Charter	Board	Complete					
	G Sign Charter Contract							Held up in negotiations
<b>ORGANIZATIONAL PLANNING</b>								
3	<b>Create Workplan</b>	RVP						
	A Create workplan	CEO/TTC	Complete	1D	Aug-11	Nov-11		
	B Share workplan with Board	CEO/TTC	Complete	3A	Aug-11	Nov-11		
	C Update and Revise Workplan	RVP	In Progress	3B	Aug-11	Nov-11		
4	<b>Review Service Agreement</b>							
	A Review Project list and assign areas to responsibility to staff	TT/Board/LHA	Complete		Aug-11	Nov-11		
	B Determine timeline for all aspects of the Project	TT/Board/LHA	Complete		Aug-11	Nov-11		
5	<b>Secure Regional Operations person</b>	LHA						
	A Work with local contacts to find qualified applicants	LHA Recruiter	Complete					
	B Post job listing	LHA Recruiter	Complete					
	C Review applicants	LHA Recruiter	Complete	5B	Nov-11	Jan-12		
	D Hire RVP	CEO - LHA	Complete	5C	Jan-12	Feb-12		
6	<b>Local Board</b>							
	A Finalize Board of Trustees	Board	Complete					
	B Incorporate Board	LHA/Board						Waiting on 501c3?
	C Secure board liability insurance.	VPF	Complete					
	D Review Service Agreement	Board and LHA	Complete			Dec-11		
	E Set meeting schedule 2012	Board	Complete		Oct-11	Nov-11		
	F Set meeting schedule 2013	Board	Not Started		Oct-12	Dec-12		
	G Setup 501c3	VPF	In Progress					Waiting to finalize contracts
7	<b>Coordination with Authorizer</b>							
	A Negotiate contract with Authorizer	Board and LHA	In Progress		Dec-11	May-12		Waiting to finalize contracts
	B Review contract with Board and secure Board approval	Board and LHA	In Progress		Dec-11	May-12		Waiting to finalize contracts
	C Secure building site	Board and LHA	In Progress		Dec-11	May-12		Waiting to finalize contracts
8	<b>School Insurance</b>							
	A Property - see below	LHA						Waiting on
	B Student accident	LHA						
	C School Leaders	LHA	Complete					
	D Automotive.	LHA	Complete					Part of School Leader Insurance
<b>FACILITIES</b>								
9	<b>Office</b>							
	A Locate and set up temporary office for transition team	LHA	Complete		Aug-11	Aug-11		TFA of OK Office
	B School office equipment:	LHA	Complete		Aug-11	Aug-11		
	C Fax.	LHA	Complete		Aug-11	Aug-11		
	D Copier.	LHA	Complete		Aug-11	Aug-11		
10	<b>School site</b>							
	A Evaluate sites	LHA	Complete		Sep-11	Oct-11		
	B Select site	LHA	Complete		Sep-11	Oct-11		

Tulsa Lighthouse Charter School Start Up Management Plan						START DATE	END DATE	COMMENTS
	ACTIVITY	WHO	STATUS	DEPENDANCIES				
C	Identify developer/contractor	LHA	In Progress			Feb-12	Mar-12	Lease to be signed; Rent at .05 sq/feet
D	Secure COO	LHA	Complete					Assume this comes with lease
<b>11</b>	<b>School Sign/ Flagpole</b>							
A	Building Sign	LHA	Complete				Jul-12	Assumes TPS building
B	Marquee Sign	LHA	Complete				Jul-12	Assumes TPS building
C	Flagpole	LHA	Complete				Jul-12	Assumes TPS building
D	Update Building Sign with TLCS	CFM	Not Started				Jul-12	
E	Update Marquee Sign with TLCS	CFM	Not Started				Jul-12	
<b>12</b>	<b>FFE and Textbooks</b>							
A	Determine rooms to be used	PAL/RVP	Complete			Oct-11	Mar-12	Need to sign contract with CFM/School Ops
B	Determine textbook, equipment and furniture needs	CFM/PAL	Complete			Feb-12	Mar-12	
C	Develop list of equipment and furniture needs.	CFM/RVP	Complete			Feb-12	Mar-12	School Operations help
D	Send room layout to CFM	RVP	Complete			Feb-12	Mar-12	
E	Issue RFP for FFE	CFM	Complete			Feb-12	Mar-12	
F	Select vendor issue contract	CFM	Complete			Feb-12	Mar-12	
G	Secure financing for FFE from IFF	CFM				Feb-12	Mar-12	Needs signatures from LAT Board
H	Secure FFE leases from IFF (Back up)	CFM				Feb-12	Mar-12	
I	Secure credit accounts with textbook vendors	CFM				Feb-12	Mar-12	
<b>13</b>	<b>FFE and Equipment Installation</b>							
A	Sign FFE procurement contract with NTLCS	CFM	Complete			Feb-12	May-12	
B	FFE installation	CFM	Not Started			Jun-12	Jul-12	Scheduled for end of July
C	Telephone fax installation.	Tech	Not Started			Jun-12	Jul-12	
D	Wiring	Canyon	Not Started			Jun-12	Jul-12	
E	Equipment	CFM	Not Started			Jun-12	Jul-12	
F	Network linkage with LHA	Tech	Not Started			Jun-12	Jul-12	
<b>14</b>	<b>Technology Plan</b>							
A	See FFE above							
B	Determine phone/fax/PDA needs at school and remote locations	LHA - CIO	Complete			Mar-12	Jul-12	Coordinate with CFM for install
C	Develop web site linkage with company, state and district	LHA - CIO	In Progress	14B		Jun-12	Jul-12	Coordinate with CFM for install
D	Develop extranet linkage with company	LHA - CIO	In Progress	14B		Jun-12	Jul-12	Coordinate with CFM for install
E	Develop user list and set up e-mail/voice mail accounts	LHA - CIO	Not Started			Jun-12	Jul-12	Dependant on staff
F	Set up Professional development training for staff - integrate to school calendar	LHA - CIO	Not Started	18A		Jun-12	Jul-12	Summit - PK has documents
G	Specify required software to be used at school for payroll / human resources/ accounting / assessment and student attendance	LHA - CIO	In Progress			Mar-12	Jul-12	
H	Develop bid documents	LHA - CIO	Complete	14B		Mar-12	Jul-12	
I	Issue RFP for tech	LHA - CIO	Complete	14H		Mar-12	Jul-12	
J	Award contract	LHA - CIO	Complete	14I		Mar-12	Jul-12	
K	Develop and submit E rate application if applicable	LHA - FIN	Complete			Mar-12	Jul-12	
M	Set up PS account	LHA	In Progress			Mar-12	Jul-12	Coordinate with Ed Team/TPS has PS
N	Set up NWEA account	LHA	Not Started			Mar-12	Jul-12	Coordinate with Ed Team
O	Train and implement Power Schools	LHA	Not Started			Mar-12	Jul-12	Coordinate with Ed Team
P	Research Technology Partners	TTT	Complete			Sep-11	Nov-11	Community Partnerships/School Operations
Q	Setup Conduit Access for ISP	RVP	In Progress			May-12	May-12	
R	Technology Install	LHA - CIO	In Progress			Jul-12	Jul-12	Waiting on Schedule
<b>STAFFING</b>								
<b>15</b>	<b>Hiring</b>							
A	Determine timeline for hiring the school leader and office manager	LHA and Board	Complete			Oct-11	Nov-11	W/ Staff Recruitment Committee
B	Hire Head of School	LHA and Board	Complete			Nov-11	Feb-12	Complete

Tulsa Lighthouse Charter School Start Up Management Plan						START DATE	END DATE	COMMENTS
	ACTIVITY	WHO	STATUS	DEPENDANCIES				
C	Develop staff recruitment plan	Liz/TT	Complete			Sep-11	Oct-11	Staff Recruitment Committee --In Progress
D	Implement staff recruitment plan	Liz/TT	In Progress	15C		Oct-11	May-12	Staff Recruitment Committee
E	Hire Teachers	PAL	In Progress			Mar-12	Jun-12	
F	Hire Office Manager	PAL	Complete			Mar-12	Jun-12	
G	Hire Family Coordinator	PAL	Complete			Mar-12	Jun-12	
H	Staff orientation	PAL/LHA	Not Started	15E, 15F, 15G		Jun-12	Aug-12	
I	Setup Background Checks and Fingerprints	LHA/RVP	In Progress			Jun-12	Jul-12	
J	Setup Workforce Now	LHA/RVP	Not Started			May-12	Jul-12	
K	Develop system to track time off	RVP	Not Started			Jun-12	Aug-12	
<b>16</b>	<b>Community Support Network</b>							
A	Meet with community groups	TT/LHA/PAL	In Progress			Sep-11	Aug-12	Ongoing
B	Map community assets	TT/LHA/PAL	In Progress			Sep-11	Aug-12	
C	Develop linkages with community groups	BD/RD	In Progress			Sep-11	Aug-12	
<b>17</b>	<b>PAL IPDP and Performance Evaluation System</b>							
A	Schedule Professional development of development of individual Professional development plans	PAL/VP	In Progress			May-12	Jul-12	Approval of IPDP
B	Schedule staff and Principal Professional development for performance management system	PAL/VP	Not Started			May-12	Jul-12	Set goals for year
C	Schedule periodic reviews for implementation of the system	PAL/VP	Not Started			May-12	Jul-12	Schedule review dates
<b>18</b>	<b>Professional Development Staff</b>	PAL						
A	Schedule Pre opening Professional development	PAL	In Progress			Apr-12	Jun-12	Develop plan with Ed Team and VP
B	Schedule consultants and staff	PAL	In Progress			Apr-12	Jun-12	Identify consultants with VP and ED Team
C	Schedule periodic reviews of the implementation of the program	PAL	In Progress			May-12	Jun-12	
D	Schedule year one activities	PAL	In Progress			May-12	Jun-12	
E	Use feedback from Principal and staff to schedule additional Professional development	PAL	Not Started			Aug-12	Aug-12	
<b>STUDENTS</b>								
<b>19</b>	<b>School Marketing Plan</b>							
A	Review marketing plan with Board	MJ	Complete			Sep-11	Nov-11	
B	Implement marketing plan	TT	Complete	19A		Nov-11	Apr-12	Student Recruitment Committee
C	Add information to LHA web site	LHA	Complete			Jan-12		Need charter
D	Recruit volunteers for community events and canvasses	TT	Complete			Dec-11	Apr-12	Student Recruitment Committee - Lauren
E	Organize and implement neighborhood canvasses	TT	Complete			Dec-11	Apr-12	Student Recruitment Committee - Lauren
F	Plan LHA community events	TT	Complete			Dec-11	Apr-12	Student Recruitment Committee - Erin
G	Organize details for community booths	TT	Complete			Dec-11	Apr-12	Student Recruitment Committee - Lane
H	Arrange and implement recruitment and enrollment contests (including rules, management, prizes)	TT	Complete			Dec-11	Apr-12	Student Recruitment Committee - Angie, MJ
I	Produce Promotional Video	TT	Complete			Oct-11	Apr-12	Chelsea, Alison, MJ
J	Align/Partner with community orgs (churches, Dream Center, Greeley, YMCA) for events	TT	Complete			Oct-11	Apr-12	Student Recruitment Committee - MJ
<b>20</b>	<b>Student Enrollment</b>							
A	Create application form	LHA	Complete				Feb-12	Complete
B	Create/Gather marketing materials	TT	Complete			Aug-11	Feb-12	Student Recruitment Committee - Angie
C	Post application form on web site	LHA	Complete				Feb-12	Complete
D	Set up local application Process and conduct lottery	Board/LHA	Complete			Oct-11	Apr-12	w/ Student Recruitment Committee
E	Enter enrollment data in Student Information System	TT/LHA	Not Started			May-12	Jul-12	Waiting on approved contract to finish PS Setup
F	Mail out enrollment letters/forms/waitlist notifications following letter	PAL/TT	Complete			Apr-12	Apr-12	
G	If appropriate issue student ID	PAL/VP	Not Started			Jun-12	Jul-02	
H	Provide parent with New Student Information folder	PAL/VP	Not Started			Jun-12	Jul-02	

Tulsa Lighthouse Charter School Start Up Management Plan						START DATE	END DATE	COMMENTS
		ACTIVITY	WHO	STATUS	DEPENDANCIES			
	I	Schedule call / meeting with assigned teacher (s)	PAL/VP	Not Started		Jun-12	Jul-02	
	J	Create rosters	PAL/VP	In Progress		May-12	Aug-12	
	K	Develop and approve student and parent handbooks.	PAL/VP	In Progress		May-12	Aug-12	Board Approval (School Operations Cmte Help?)
	L	Create PowerSchool Account for enrollment.	LHA	In Progress		May-12	Jun-12	
21		<b>Orientation for parents and students</b>						
	A	Schedule parent orientation to include tour of school; student handbook; strategies for supporting education at home, school and home communications and the Student Learning Plan	PAL/VP	Not Started		Jun-12	Aug-12	
	B	Schedule student tours of school, review of handbook and other activities	PAL/VP	Not Started		Jun-12	Aug-12	
22		<b>On-going parent/community communication.</b>						
	A	Create contact information for parents in SIS	PAL	Not Started	20L	Jun-12	Aug-12	
	B	Implement Weekly Folders	PAL	Not Started		Jun-12	Aug-12	
	C	Schedule teacher visits to homes.	PAL	Not Started		Jun-12	Aug-12	
	D	Organize parent support group	PAL	Not Started		Jun-12	Aug-12	
		<b>EDUCATION</b>						
23		<b>Education Program</b>						
	A	Review Program with Board	LHA	Complete				
24		<b>Set Up School Schedule</b>	SY Draft for Charter App					
	A	Daily Scheduling	PAL/ED	Not Started		Mar-12	Aug-12	
	B	Staff Schedule	PAL/ED	Not Started		Mar-12	Aug-12	
	C	Related specials	PAL/ED	Not Started		Mar-12	Aug-12	
	D	Bus schedule	Pal/VP	In Progress		Mar-12	Aug-12	
	E	Cafeterias schedule	PAL	Not Started		Mar-12	Aug-12	
	F	Other	TBD					
25		<b>School Calendar</b>						
	A	Review attendance requirements	TT/LHA	Complete			Oct-11	
	B	Review district calendar	TT/PAL/VP	Complete			Oct-11	
	C	Develop school calendar	TT/PAL/VP	Complete		Oct-11	Apr-12	
	D	Approve final school calendar	Board	Complete		Apr-12	May-12	
	E	Coordinate implementation with other school polices	PAL/VP	In Progress			Aug-12	
26		<b>Special Education</b>						
	A	Review IEPs	PAL	In Progress		May-12	Sep-12	w/ Special Ed Staff
	B	Contact sending district for missing data	PAL	Not Started		Jun-12	Sep-12	
	C	RFP for providers	CFM	Not Started		Jun-12	Sep-12	
	D	Select provider issue contract	CFM/PAL	Not Started		Jun-12	Sep-12	
	E	Set up meetings to review plans with TEAM	PAL	Not Started		Jun-12	Sep-12	
	F	Implement education Programs	PAL	Not Started		Jun-12	Sep-12	
27		<b>LEP</b>						
	A	Review student records	ELL Teacher	Not Started		Jun-12	Sep-12	If no ELL teacher...?
	B	Contact sending district for missing date.	ELL Teacher	Not Started		Jun-12	Sep-12	
	C	Develop LEP plan if required.	ELL Teacher	Not Started		Jun-12	Sep-12	
28		<b>Student Assessments</b>						
	A	Revise required state assessments	DOI	Not Started		May-12	Jun-12	
	B	Review local assessment plan	DOI	Not Started		May-12	Jun-12	
	C	Schedule Professional development on use of assessment data and integrate this into the school calendar	DOI	Not Started		May-12	Jun-12	
	D	Establish Preliminary system for curriculum review.	DOI	Not Started		May-12	Jun-12	
	E	Develop Accountability plan.	Board/VP/ PAL	Not Started		May-12	Jul-12	
	F	Setup Illuminate System	PAL/ED	In Progress		May-12	Jun-12	
29		<b>Standards Alignment</b>						
	A	Gather OK and LHA Resources	TT	Complete				PASS, CC, Ed Model

Tulsa Lighthouse Charter School Start Up Management Plan								
		ACTIVITY	WHO	STATUS	DEPENDANCIES	START DATE	END DATE	COMMENTS
	B	Align Reading Curriculum to Standards	TT	Complete		Sep-11	Nov-11	Curriculum CommitteeK-All/1-Alison/2-Molly/3-Lily/4-MJ
	C	Align Math Curriculum to Standards	TT	Complete		Dec-11	Feb-12	Curriculum Committee
	D	Align Science to Standards	TT	Complete		Feb-12	Apr-12	Curriculum Committee
	E	Align Social Studies to Standards	TT	Complete		Feb-12	Apr-12	Curriculum Committee
	F	Assess missing standards	TT	Complete		Jan-12	Jun-12	Curriculum Committee
	G	Align Pre-K	TT	Complete		Apr-12	Jun-12	Timeline/needs in process with Aubrey
	H	Align Writing	TT	Complete		Jan-12	Jun-12	Timeline/needs in process with Aubrey
	I	Conduct a Gap Analysis of Reading/Math	PAL	Not Started		May-12	Aug-12	Seek support from ED Team
	J	Conduct a Gap Analysis of Science/Social Studies	PAL	Not Started		May-12	Aug-12	Seek support from ED Team
	K	Conduct a Gap Analysis of Writing	PAL	Not Started		May-12	Aug-12	Seek support from ED Team
	L	Create Focus Calendars for Core Content	DOI	Not Started		May-12	Aug-12	Seek support from ED Team
<b>SCHOOL OPERATIONS</b>								
<b>30</b>		<b>Start-up Process</b>						
	A	Identify Corporate support person	LHA	Complete				RVP
	B	Provide start-up corporate support for opening school	LHA	In Progress				Ongoing
<b>31</b>		<b>Food services</b>						
	A	Identify students to be served	PAL	Complete				All Students
	B	Identify Provider - district / vendor	CFM	Complete		Nov-11		Community Partnerships - Brittany // School Operations - Zach
	C	Issue RFP	CFM	Complete				
	D	Select provider	CFM/PAL	In Progress		Feb-12	Jun-12	
	E	Obtain forms to be completed	OM	Not Started		Jun-12	Sep-12	
	F	Complete forms	OM	Not Started		Jun-12	Sep-12	
	G	Train Office Manager on collection Procedures.	LHA	Not Started		Jun-12	Sep-12	
	H	File paperwork with the state / district	OM	Not Started		Jun-12	Sep-12	
	I	Setup Power Lunch	RVP/ET	Not Started		Apr-12	Jul-12	Waiting on PS Setup
	J	CNP Training	OM	Not Started		Jun-12	Aug-12	Scheduled for Aug.
<b>32</b>		<b>Transportation:</b>						
	A	Identify Provider - district / vendor	TT/CFM	Complete		Nov-11		We're using TPS
	B	Define needs	RVP	In Progress				
	C	See Procurement Procedures in School Operations Manual	CFM	Not Started				
	D	Issue RFP	CFM	N/A				
	E	Negotiate contract	CFM	In Progress				
	F	Ensure vendor is ready for day 1	CFM	Not Started				
<b>33</b>		<b>School Cleaning/ Maintenance</b>						
	A	Define needs	CFM	In Progress				Need contract with CFM
	B	Identify Provider - district / vendor	CFM	In Progress		Mar-12	Jun-12	
	C	See Procurement Procedures in School Operations Manual	CFM	Not Started		Mar-12	Jun-12	
	D	PM HVAC Services	CFM	Not Started		Mar-12	Jun-12	
	E	Snowplowing Services	CFM	Not Started		Mar-12	Jun-12	
	F	Lawncare Services	CFM	In Progress		Mar-12	Jun-12	
	G	Set up Service Channel Account	CFM	Not Started		Mar-12	Jun-12	
	H	Develop PM System for School within Service Channel	CFM	Not Started		Mar-12	Jun-12	
	I	Provide training to PAL and staff on Service Channel	CFM	Not Started		Mar-12	Jun-12	
<b>34</b>		<b>School Maintenance Plan</b>						
	A	Adapt company plan to school site	CFM	Not Started		May-12	Jul-12	Need contract with CFM
	B	Review plan with Principal	CFM	Not Started		May-12	Jul-12	
	C	Schedule all drills and inspections	CFM	Not Started		May-12	Jul-12	
<b>35</b>		<b>Complete forms for Processing payments to school</b>						

Tulsa Lighthouse Charter School Start Up Management Plan						START DATE	END DATE	COMMENTS
	ACTIVITY	WHO	STATUS	DEPENDANCIES				
A	Contact DOE for guidelines for payments and grants	LHA-FIN				Apr-12	Jun-12	
B	Secure forms and clarify any information needs	LHA-FIN				Apr-12	Jun-12	
C	Secure password to district / safe web sites to process information as required	LHA-FIN				Apr-12	Jun-12	
D	Complete and file forms as needed	LHA-FIN				Apr-12	Jun-12	
<b>36</b>	<b>School Finance</b>							
A	Review school budget with Board and Principal	Board/LHA	Complete			Oct-11		
B	Train Office Manager on finance software and Procedures	LHA-FIN	Not Started			May-12		
C	Monitor school processing of school orders and paperwork.	LHA-FIN	In Progress			Aug-11		
D	Monitor state and local payments	LHA-FIN	Not Started					
E	Assess fiscal management options.	LHA-FIN	In Progress					
F	Schedule monthly weekly reviews with Principal and office manager	LHA-FIN	In Progress			Sep-11		
G	Schedule monthly reviews with Board treasurer	LHA-FIN	In Progress			Oct-11		
H	Establish banking arrangements.	LHA-FIN	In Progress			Oct-11		
I	Implement staff retirement plan	LHA-FIN	In Progress					
J	Implement staff insurance Program	LHA-FIN	In Progress					
K	Implement payroll Processing	LHA-FIN	In Progress					
L	File the PCSP Implementation phase by 4/16/12.	LHA-FIN	Not Started			Apr-12	Jun-12	Finalizing
M	Develop Title I Plan	LHA-FIN/RVP	In Progress			May-12	Aug-12	
N	Finalize Line of Credit	LHA - FIN	In Progress			Mar-12	May-12	
<b>37</b>	<b>Pre K 4 Operations</b>							
A	Plan Pre-school calendar	LHA/PAL	Complete					Same as above
B	Market Pre-school	TT	Complete					Same as above
C	Enroll students	TT/LHA	Complete					Same as above
D	Hire staff	PAL	In Progress					Same as above
<b>38</b>	<b>Community Partnerships and Programming</b>							
A	Assess needs based on Pre opening parent survey	TT	Complete					May come with some Artnerships
B	Review alternates for service: by school or outsource	TT	Complete					May come with some Artnerships
C	Coordinate with Centers	TT	Complete					May come with some Artnerships
D	Arts Partner Research	TT	Complete			Aug-11		Community Partnerships - Angie
E	Arts Partner Cultivation	TT	Complete			Dec-11	Mar-12	Community Partnerships - Angie/MJ
F	Secure Arts Partner	TT/Board	Complete				Mar-12	Community Partnerships
G	Wrap-Around Services Research	TT	Complete			Aug-11	Nov-11	Community Partnerships - Chelsea
H	Wrap-Around Services Cultivation	TT	Complete			Nov-11	Mar-12	Community Partnerships - MJ/Chelsea
I	Secure Wrap-Around Partner	TT/Board	Complete				May-12	Community Partnerships
J	Political Partner Research	TT	Complete			Oct-11		Community Partnerships - Brittany
K	Political Partner Cultivation	TT	Complete			Nov-11	Feb-12	Community Partnerships - Brittany/MJ
L	Secure Political Partnerships	TT/Board	Complete				Feb-12	Community Partnerships
M	Create Map of Arts Opportunities for School	TT	Complete				Feb-12	ALL

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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Lighthouse Academies of Tulsa Inc d/b/a Tulsa Lighthouse Charter school (TLCS)				
Public Charter Schools Program Grant				
DUNS: 078424161				
EIN: 45-2481410				
Budget Narrative Attachment				
TLCS is planning to use the grant on allowable educational materials and professional development including textbooks, classroom supplies, furniture, equipment and libraries.				
Section A - US DOE FUNDS	Project Year 1	Project Year 2		
Budget Category	2012-13	2013-14		
5. Travel:	800	25,800		
<i>Travel of Project Director to DC for CSP conference</i>	800	800		
<i>Professional Dev Travel - July 2014, 25 to 30 Teachers and Leaders attend Lighthouse Academies National Conference for one week intensive training on classroom management, curriculum, assessment and data and other best practices at Lighthouse Academies.</i>	-	25,000		
5. Supplies:	174,200	149,200		
<i>Textbooks and instructional materials</i>	158,378	31,044		
<i>Library Furniture and Books</i>	0	12,400		
<i>Classroom Furniture and Small Equipment Items (under 5K)</i>	15,822	105,756		
Total Costs	175,000	175,000		
<b>Supplies - Project Year 1 (Oct 2012 - Sep 2013)</b>				
Itemization of textbooks year one grant Oct 1, 2012 - Sept 30, 2013	Grades	Students	Cost	timeline
McGraw Hill				
<i>Reading, Leveled Readers, including Big Book Packagers, first Readers, Science and Social Studies Leveled Readers</i>	K-4	240	28,612	* purchase order Oct 2012
<i>Phonics</i>	K-3	190	6,778	* purchase order Oct 2012
<i>Consumable workbooks</i>	K-3	190	2,719	* purchase order Oct 2012
Pearson Learning Group				
<i>History and Geography</i>	K-4	240	21,724	* purchase order Oct 2012
<i>Classroom Libraries</i>	K-4	240	9,681	* purchase order Oct 2012
Delta Education / FOSS Science				
<i>Various Classroom modules from FOSS Science including Animals Two by Two; Live Organism; Trees; Fabric; Wood and Paper; Insects; Pebbles, Salt and Silt; Balance and Motion; Air and Weather; New Plants; Solids and Liquids; Measurement; Structures of Life; Earth Materials; Physics of Sound; Human Body; Water; Magnetism and Electricity; Ideas and Inventions</i>	K-4	240	28,668	* purchase order Oct 2012
<i>FOSS Classroom sets, Microscopes and other Science Supplies</i>	K-4	240	4,907	* purchase order Oct 2012
Harcourt Achieve / Saxon Math				
<i>Saxon Math student textbooks, including free grade 4</i>	K-3	190	6,453	* purchase order Oct 2012
<i>Saxon Math student workbooks</i>	K-4	240	5,112	* purchase order Oct 2012
Scholastics				
<i>Writing and Literature</i>	K-3	190	2,566	* purchase order Oct 2012
AIMS				
<i>Solve it workbooks</i>	K-4	240	324	* purchase order Oct 2012

SPARK					
<i>Physical Education Manuals</i>	K-4	240	440	* purchase order Oct 2012	
CORE Knowledge					
<i>Art prints and Music CDs, teacher handbooks</i>	K-4	240	1,671	* purchase order Oct 2012	
Responsive Classroom					
<i>Morning Meeting books, classroom management text</i>	K-4	240	924	* purchase order Oct 2012	
McGraw Hill					
<i>Reading, Leveled Readers, including Big Book Packagers, first Readers, Science and Social Studies Leveled Readers</i>	grade 5	50	5,044	purchase order May 2013	
<i>Consumable workbooks</i>	K-3	190	2,719	purchase order May 2013	
Pearson Learning Group					
<i>History and Geography</i>	grade 5	50	5,694	purchase order May 2013	
<i>Classroom Libraries</i>	grade 5	50	2,200	purchase order May 2013	
Delta Education / FOSS Science					
<i>Classroom modules from FOSS Science</i>	grade 5	50	6,084	purchase order May 2013	
<i>FOSS Classroom sets, Microscopes and other Science Supplies</i>	grade 5	50	1,100	purchase order May 2013	
Harcourt Achieve / Saxon Math					
<i>Saxon Math student textbooks</i>	grade 5	50	990	purchase order May 2013	
<i>Saxon Math student workbooks</i>	K-5	290	9,969	purchase order May 2013	
Pinnas and Fountas Assessment Materials	PreK - 5		2,000		
PreK Instructional Supplies- Other			2,000		
Total Textbook and instructional materials			158,378	orders Oct 2012 and May 2013	
Classroom Furniture and Small Equipment Items (under 5K)	grade 5	50	15,822	purchase order June 2013	
<i>Including student and teacher desks and chairs, and computer tables wardrobe carts, lockers, screens, projectors, computers</i>					
Total Supplies - Project Year 1 (Oct 2012 - Sep 2013)			174,200	orders Oct 2012 and May 2013	
<b>Supplies - Project Year 2 (Oct 2013 - Sep 2014)</b>					
Textbooks ELA, writing, and literature	grade 6	50	5,044	purchase order May 2014	
Textbooks Science	grade 6	50	7,000	purchase order May 2014	
Textbooks Math	grade 6	50	1,000	purchase order May 2014	
Textbooks History	grade 6	50	6,000	purchase order May 2014	
Workbooks - refills various math and ELA	PreK-5	290	7,000	purchase order May 2014	
Other Instructional Materials			5,000	purchase order August 2014	
			31,044		
Library furniture, including desks chairs and bookshelves	PreK-6		2,400	purchase order May 2014	
Library books 500 books	PreK-6		10,000	purchase order May 2014	
			12,400		
Classroom Furniture and Small Equipment Items (under 5K)	grade 6	50	17,500	purchase order June 2014	
<i>Including student and teacher desks and chairs, and computer tables wardrobe carts, lockers, screens, projectors, computers</i>					
<i>Exercise buyout clause of furniture lease</i>	Prek - 4		88,256	Oct 2013	
<i>PreK - 4 furniture and cafeteria</i>					
Total Classroom Furniture and Small Equipment Items (under 5K)			105,756		
Total Supplies - Project Year 2 (Oct 2013 - Sep 2014)			149,200		

# Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

## Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

## Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

<b>Applicant's (Organization) Name:</b>	Lighthouse Academies of Tulsa, Inc.
<b>Applicant's DUNS Name:</b>	0784241610000
<b>Federal Program:</b>	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grant
<b>CFDA Number:</b>	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes  No

2. Is the applicant a faith-based organization?

Yes  No

3. Is the applicant a secular organization?

Yes  No

4. Does the applicant have 501(c)(3) status?

Yes  No

5. Is the applicant a local affiliate of a national organization?

Yes  No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer  15-50

4-5  51-100

6-14  over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

# Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

**Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.**

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

## **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

**If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** The Agency Contact listed in this grant application package.

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 02/28/2011

Name of Institution/Organization

Lighthouse Academies of Tulsa, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies	175,000.00	175,000.00				350,000.00
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	175,000.00	175,000.00				350,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	175,000.00	175,000.00				350,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization Lighthouse Academies of Tulsa, Inc.	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**