State Board of Education Charter School Sponsorship Policy

I. Purpose

The purpose of this policy is to establish guidelines for submission, review, and consideration of applications submitted to the Oklahoma State Board of Education for sponsorship of a charter school in accordance with the provisions of the Oklahoma Charter Schools Act.

II. Applications for Charter School Sponsorship by the State Board of Education

A. **Eligible Applicants**.

1. The State Board of Education may consider applications for sponsorship of a charter school submitted by the Office of Juvenile Affairs, or an entity who has a contract with the Office of Juvenile Affairs to provide a fixed rate level E, D, or D+ group home service, for the purpose of providing education services to youth in the custody or supervision of the state. The Board may not sponsor more than two charter schools through July 1, 2016. [70 O.S. § 3-132(A)(8)]

2. An application for sponsorship of a charter school may not be submitted to the State Board until the applicant has completed the charter school training required by the Oklahoma Charter School Act at 70 O.S. § 3-134.

B. Content of Application and Accompanying Documentation

1. A written application for sponsorship of a charter school must meet the requirements of the Oklahoma Charter School Act at 70 O.S. § 3-134(B), including:

(a) A mission statement for the proposed charter school;

(b) A description of the organizational structure and the governing body of the proposed charter school;

(c) A financial plan for the first three (3) years of operation of the charter school and a description of the treasurer or other officers or persons who shall have primary responsibility for the finances of the proposed charter school. Such person shall have demonstrated experience in school finance or the equivalent thereof;

(d) A description of the hiring policy for the proposed charter school;

(e) The name of the applicant or applicants and requested sponsor;

(f) A description of the facility and location of the proposed charter school;

(g) A description of the grades being served by the proposed charter school;

(h) An outline of criteria designed to measure the proposed effectiveness of the proposed charter school;

(i) For proposed charter schools (other than the statewide virtual charter school proposed by the Statewide Virtual Charter School Board as an applicant), documentation of a demonstration of support for the charter school from residents of the school district which may include, but is not limited to, a survey of the school district residents or a petition signed by residents of the school district;

(j) Documentation that the applicants of the proposed charter school have completed charter school training required by the Oklahoma Charter School Act at 70 O.S. §3-134(A);

(k) A proposed contract for sponsorship with the State Board of Education which complies with the requirements of the Oklahoma Charter School Act at 70 O.S. § 3-135; and

(l) A proposed charter which complies with the requirements of the Oklahoma Charter School Act at 70 O.S. § 3-136.

2. In addition, the charter school shall submit the following supporting statements with its application containing the following information for the Board:

(a) A description of the proposed equipment, software, or services, and/or identification of any proposed vendors with which the charter school intends to contract to provide equipment, software, or services necessary to comply with the reporting requirements of the Oklahoma Cost Accounting System under 70 O.S. § 5-135.2.

(b) (a) A description of the proposed equipment, software, or services, and/or identification of any proposed vendors with which the charter school intends to contract to provide equipment, software, or services necessary to implement the student record system required by 70 O.S. § 18-200.1;

(c) A plan of compliance with the requirements for federal and state laws governing education of students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Act ("IDEA");

3. At any point prior to approval of the application, the State Board of Education or the State Department of Education may request additional documentation from the applicant deemed necessary to review, consider and/or recommend approval or denial of an application. Examples of required documentation include, but are not limited to:

(a) Copies of provisions required to be incorporated into the charter by 70 O.S. § 3-135:

(1) A description of the program to be offered by the school which complies with the purposes outlined in 70 O.S. § 3-136;

(2) Admission policies and procedures to be incorporated into the charter;

(3) Management and administration of the charter school;

(4) Requirements and procedures for program and financial audits;

(5) A description of how the charter school will comply with the charter requirements set forth in the Oklahoma Charter Schools Act;

(6) Assumption of liability by the charter school;

(7) The term of the contract; and

(8) Charter school personnel policies required for inclusion in an employment contract by the Oklahoma Charter School Act at 70 O.S. § 3-135(B).

(b) Documentation of compliance or plans for compliance with applicable federal, state, or local statutes, regulations and/or rules;

(c) Copies of proposed agreements with third party contractors of the charter school.

C. Submission and Review of Applications for Charter School Sponsorship

1. **Submission of an Initial Application for Sponsorship**

(a) All applications for sponsorship shall be submitted to the Secretary of the State Board of Education.

(b) Applicant shall submit an original and two (2) copies of its application for sponsorship.

(c) To permit sufficient time for review of a charter school application and to ensure compliance with applicable statutes and regulations and execution of appropriate collateral contracts necessary to establish a new charter school, applications for charter school sponsorship must be submitted to the State Board of Education by **November 1 of the year** prior to the charter school's proposed first year of operation.

2. **Initial Presentation of Application to State Board of Education**

(a) The Oklahoma Charter Schools Act at 70 O.S. § 3-134(E) provides the State Board of Education with ninety (90) calendar days from receipt of an application to accept or reject an application. In order to facilitate an effective exchange of information between the State Board of Education and the applicant in an open forum, applicants for

sponsorship of a charter school will be provided the opportunity to make an initial presentation of an application for sponsorship to the State Board of Education during a regular or special meeting of the Board. The purpose of the initial presentation is to provide information to the State Board about the application, provide the applicant with an opportunity to address any questions from members of the Board, and provide the applicant with an opportunity to refine its application and/or supplement an application with additional information requested by the Board within the ninety (90) day statutory review period.

(b) Upon receipt of an application, the Secretary of the State Board of Education will immediately forward a copy of the application to the State Department of Education Director of C3 Schools for review, and schedule the applicant for an initial presentation to the State Board at a regular or special meeting within forty-five (45) calendar days of receipt of the application.

(c) Regularly scheduled meetings of the State Board of Education are usually held on the last Thursday of every month, except during November and December, when the regular meeting schedule is adjusted to avoid conflicts with Thanksgiving and Christmas holidays. Because regular meetings of the State Board of Education are only held once per month, and typically scheduled by December 15 of the previous year, applicants are advised to check the Board meeting schedule prior to submission of an application to ensure they are available to make initial presentations.

3. **Review and Consideration of Sponsorship Applications by the State Board of Education**

(a) Upon receipt of the initial application, the State Department of Education shall conduct an initial review of the application to ensure the application is complete and fulfills the requirements of the Oklahoma Charter School Act.

(b) At any time after submission of the application, the State Department of Education or the Board of Education may request the applicant to provide any additional information it deems necessary to consider the application.

(c) The State Department of Education will review the application package and present a recommendation to the State Board of Education for approval or denial of the application at a regular or special meeting of the State Board of Education. Recommendations for approval or denial will be based upon the following criteria:

(1) Whether the applicant has timely provided a materially complete application and all accompanying documents;

(2) Whether the proposed charter school is eligible for sponsorship under the provisions of the Oklahoma Charter Schools Act set forth at 70 O.S. § 3-132;

(3) Whether the application complies with the requirements of the Oklahoma Charter School Act set forth at 70 O.S. § 3-134;

(4) The extent to which the proposed charter school fulfills the stated purpose of the Oklahoma Charter Schools Act set forth in 70 O.S. § 3-131 to provide a public schools of choice and to achieve the following goals:

(i) To improve student learning;

(ii) To increase learning opportunities for students;

(iii) To encourage the use of different and innovative teaching methods;

(iv) To provide additional academic choices for parents and students;

(v) To require the measurement of student learning and create different and innovative forms of measuring student learning;

(vi) To establish new forms of accountability for schools; and
(vii) To create new professional opportunities for teachers and administrators including the opportunity to be responsible for the learning program at the school site.

(5) Whether the applicant has developed a set of policies and procedures for incorporation into its charter which are necessary to fulfill the requirements of the Oklahoma Charter Schools Act at 70 O.S. § 3-135;

(6) Whether the applicant has developed policies and procedures to be incorporated into the charter as required by the Oklahoma Charter Schools Act at 70 O.S. § 3-136;

(7) Whether the proposed charter school has an adequate plan in place for compliance with all federal regulations and state and local rules and statutes relating to health, safety, civil rights and insurance in accordance with the requirements of the Oklahoma Charter Schools Act at 70 O.S. § 3-136(A)(1); and

(8) Whether the proposed charter school is adequately prepared to offer a program of instruction which complies with the Oklahoma Charter Schools Act at 70 O.S. § 3-136(A)(3).

D. Board Sponsorship Decisions

1. The State Board of Education shall have ninety (90) calendar days from the date of receipt of the application to accept or reject an application for sponsorship of a charter school.

2. Acceptance of a Sponsorship Application

(a) An approved contract for a charter school shall be effective for no longer than five (5) years from the first day of the charter school's operation. [70 O.S. § 3-137(A)] The Board may determine, upon review of the application, that a contract for a time period of less than five (5) years is appropriate.

(b) The State Board of Education may declare acceptance of a sponsorship application contingent upon successful negotiation and agreement of terms of the contract for sponsorship.

3. Denial of a Sponsorship Application

(a) Grounds for denial of a sponsorship application may include, but are not limited to:
(1) Failure or refusal to correct deficiencies in an application or timely provide documentation requested to evaluate the application;
(2) Failure or refusal to negotiate or agree to terms of a charter school contract;
(3) Failure to meet the requirements of the Oklahoma Charter School Act.

(b) Within thirty (30) calendar days of receipt of written notification of denial of an application for sponsorship, an applicant may submit a revised application for reconsideration to the State Board of Education by delivery of the revised application to the Secretary of the State Board of Education shall accept or reject the revised application within thirty (30) calendar days of receipt of the revised application in accordance with the provisions of 70 O.S. §3-134(E).

(c) If the State Board of Education rejects the revised application from the applicant, the governing board of the charter school may elect to proceed to mediation or binding arbitration or both in accordance with the provisions of 70 O.S. § 3-134(G).

III. Applications for Renewal of Charter School Sponsorship

A. At least (1) year prior to expiration of the term of the charter school contract with the State Board of Education, the governing board of the charter school may submit an application to the State Board of Education for renewal of the charter school contract.

B. All applications for renewal must include the following documents:

1. A written report by the governing body of the charter school assessing the effectiveness of the charter school in fulfilling the proposed goals of the charter school set forth in 70 O.S. § 3-131;
2. A written report by the governing body of the charter school describing the progress the charter school has made in achieving student achievement and performance goals;
3. A written report by the governing body of the charter school documenting the charter school's record of compliance with all applicable federal, state and local statutes, rules, and/or regulations required under the Oklahoma Charter School Act;
4. Copies of all financial statements for the period of operation of the charter school;
5. Copies of all annual financial audits;

C. The State Board of Education shall give written notice of its intent to deny the request for renewal at least eight (8) months prior to the expiration of the contract. The State Board of Education may deny a request for renewal if it determines that:

1. The charter school has failed to complete the obligations of the contract; or
2. The charter school has failed to comply with the provisions of the Oklahoma Charter Schools Act. [70 O.S. § 3-137(A)]

D. In the event the State Board of Education denies the charter school's application for renewal, the governing board of the charter school may proceed to mediation or binding arbitration or both in accordance with the provisions of 70 O.S. § 3-134(G).

IV. Termination of a Charter School Contract

A. The State Board of Education may terminate a charter school contract during the term of the contract if it determines that:

1. The charter school fails to meet the requirements for student performance contained in the contract;
2. The charter school fails to meet the standards of fiscal management;
3. The charter school fails to complete the obligations of the contract;
4. The charter school has failed to comply with or has violated federal, state or local statutes, rules, or regulations. [70 O.S. § 3-137(C)]

B. The State Board of Education shall provide at least ninety (90) days' written notice of its intent to terminate the contract to the governing board of the charter school prior to terminating the contract.

1. Within fourteen (14) calendar days of receipt of notice of the State Board of Education's intent to terminate the charter school contract, the governing board of the charter school may request an informal hearing before the State Board of Education by delivering a written request for a hearing to the Secretary of the State Board of Education. [70 O.S. § 3-137]
2. In the event the State Board of Education decides to terminate a contract, the governing board of the charter school may proceed to mediation, binding arbitration, or both in accordance with the provisions of 70 O.S. § 3-134(G).

V. Open Records Act Notice

A. Applicants should be advised that any and all applications for sponsorship and related communications which are sent to or received from the State Board of Education or the State Department of Education may be subject to the Open Records Act. Accordingly, applicants should be advised that in the event any applications or related communications are responsive to an Open Records Act request and not subject to any privilege, they may be turned over to a third party in accordance with the provisions of state law. This notice does not waive any right

or privilege that may be claimed by the State Board of Education or the State Department of Education in response to Open Records Act requests.

APPLICATION FOR CHARTER SCHOOL

Oklahoma Charter Schools Act (70-3-130)

WRITTEN PROPOSAL

To

Oklahoma Department of Education

From

Oklahoma Office of Juvenile Affairs

09/03/2014

Received
SEP 03 2014
Office of School Support / School Improvement

Charter School Check List (42.16)

X 01. Mission statement	Page 1
X 02. Description of the organizational structure and the governing body.	Page 1-2-3
X 03. Financial plan for first three (3) years of operations.	Page 3-4-5
X 04. Description of treasure or financial person.	Page 6
X 05. Description of Hiring Policy.	Page 6-7-8-9
X 06. The Name of the applicant and requested sponsor.	Page 9
X 07. A description of the Facility and location of charter school.	Page 9
X 08. A description of the grades being served.	Page 10
X 09. Outline of criteria designed to measure effectiveness.	Page 10-11
X 10. Demonstration of support.	Page 12
X 11. Documentation of Completion of Charter Training.	Page 12

- **Page numbers refer to application page numbers**

Contract Check List (42.17.)

X 01. Description of program to be offered which complies with purpose.	Page 4 (3.1)
X 02. Admission policies and procedures.	Page 3 (2.1)
X 03. Management and administration of Charter.	Page 6 (5.0)
X 04. Requirements and procedures for program and financial audits.	Page 5 (4.0)
X 05. Description of how charter will comply with charter act.	Page 4 (3.0)
X 06. Assumption of liability by the charter school.	Page 7-8
X 07. The term of the contract.	Page 1

- **Page number refer to contract page numbers**

Acknowledgements

Developing a charter school for OJA has taken this agency on a long journey. We look forward to the next steps of our journey as we build an education platform for our youth that both challenges them and prepares them when they return to their communities and become productive citizens. This proposal would not be possible without the commitment and dedication by our own OJA staff. We would like to thank each one that took part in putting this proposal together:

T Keith Wilson – Executive Director *** Spearheaded efforts and gave final approval for charter

Jim Adams – Chief of Staff **** Edits and information in regards to Agency policy

Janelle Bretten – Chief of Programs *** Project oversight and primary approvals information and edits

Dorothy Brown - Assistant Attorney General *** Legal, writing and editing

Stacy Pederson - Assistant Attorney General *** legal, writing and editing

Kevin Clagg – Financial Services Director *** Developed 3 year plan and budget

Robert Morey – Institutional Services Division Director *** Institution and school liaison proposal edits

Jeff Gifford – Director of Support Services *** Staffing coordinator

JLynn Hartman – Government Relations **** Proposed and assisted with needed legislation

Tina Kershner – Human Resources *** Worked with staffing concerns

Len Morris – Information Technology *** Determined technology needs and programs

Jim Goble – Juvenile Services Division Director *** Cross training needs school/agency workers

Dr. Ryan Jones – Chief Psychologist *** Counseling programs and psychological services

Carol Miller - Assistant Director of Institutional Services *** Institutional issues and concerns

Paula Christiansen – Communications and Public Relations *** Final preparation and presentation

John Pugh – Education Consultant *** Education program

John Pugh has worked as a school administrator in Texas and Oklahoma and has worked as a school superintendent in Oklahoma. He currently holds an Oklahoma School Superintendent certification.

OJA is a member of The Center for Educational Excellence in Alternative Education (CEEAS). The Director for the center is David Domenici who founded the highly successful Maya Angelou Charter School in Washington D.C. David and CEEAs has agreed to be consultants for OYACS.

TABLE OF CONTENTS

(continued on next page)

APPLICATION TO PROPOSED SPONSOR FOR CHARTER SCHOOL
WRITTEN PROPOPSAL

INTRODUCTION

The Oklahoma Office of Juvenile Affairs (OJA) hereby submits its application to operate a charter school under Section 3-130 et seq. of Title 70 of Oklahoma Charter School Act. In so doing, OJA requests the sponsorship of Oklahoma State Department of Education. As preparation, several leaders in OJA attended and successfully completed training provided by the Oklahoma State Department of Education on the process and requirements for establishing a charter school, including Executive Director, Chief of Programs, Assistant Attorney General, and Education Coordinator (See certificates at Appendix C.).

MISSION STATEMENT

Our mission is to provide an individualized education, which encompasses academic, social, emotional, and employment skills for highly challenged youth in a non-traditional setting. This will be accomplished by encouraging self-worth and determination in a supportive atmosphere with dedicated teachers and staff that will assist youth toward realizing their true potential.

ORGANIZATIONAL STRUCTURE

The Office of Juvenile Affairs is required by 10A O.S. § 2-7-601 to provide education and other services to juveniles assigned to its responsibility and placed in OJA-operated facilities. OJA is governed by the Board of Juvenile Affairs, the members of which are appointed by the Governor with the advice and consent of the Senate. Oklahoma Youth Academy Charter School will be governed by the Board of Juvenile Affairs with responsibility for all of the administrative and operational aspects of OYACS residing with the Executive Director of OJA (10A O.S. § 2-7-616). Oklahoma Youth Academy Charter School will be comprised of two campuses.

The Executive Director will employ instructional and administrative personnel, including a school superintendent, necessary for the operation of OYACS. The Superintendent will recommend for employment by the Executive Director all staff members who are to effect the School's mission. Each School campus will have the services of a principal responsible to the Superintendent and faculty responsible to the principal. To enable the Superintendent and School's faculty to concentrate on students and educational programs, a School Financial Officer will be designated to assist the Superintendent, and OJA's Education Coordinator will provide relevant services.

A graphic chart is provided below depicts the organizational hierarchy of the proposed School and presents lines of responsibility and authority for the School's operation.

Governing Body

Oklahoma Youth Academy Charter School will be governed by the Board of Juvenile Affairs, which will be responsible for making policy decisions that govern operations of the School. The Board may establish working committees which will develop proposed policies and goals for the operation of the School and recommend their proposals to the Board.

The Board of Juvenile Affairs will hold its meetings in accordance with the Open Meetings Act when considering School-related business.

Any Board member may be removed from office in the manner provided by law for the removal of officers not subject to impeachment (10A O.S. § 2-7-101).

Board responsibilities and duties will include but not be limited to these responsibilities for the Oklahoma Youth Academy Charter School:

1. Being its governing body,
2. Providing guidance and oversight of its operations, and
3. Promulgating rules necessary for its operation.

OJA's Executive Director will provide for the administration of the School by selecting and employing the Superintendent. Thereafter, the Superintendent will administer the policies of the Board pertinent to OYACS. The Superintendent will be in charge of the overall operation of the School. The person selected and hired as Superintendent will have necessary qualifications for the position as deemed by the Executive Director. Salary and conditions of employment, including the terms of the contract, will be determined by OJA's Executive Director in accordance with applicable Board policies and procedures.

FINANCIAL PLAN

The proposed Oklahoma Youth Academy Charter School will replace the current educational service delivery method which contracts with local school districts to provide the state-certified education program for OJA secure institution youth. The Office of Juvenile Affairs, being a state agency, requires that the charter-school model used be different from a typical charter school model. Many major components needed to establish a charter school are already in place, such as, offices, classrooms, maintenance program, equipment, and supplies. These will reduce the fiscal impact in setting up the new School. OJA also has a support structure with separate units for Human Resource Management, Financial Services, and Compliance Monitoring. Further, there is in the existing service providers—Tecumseh and Tipton public schools—a trained pool of teachers who have demonstrated their abilities with this student population. The format and substance of the existing education programs will be updated in the proposed charter school to provide an emphasis on teaching methods specific to OJA's secure institution population.

Expenditures

The following spreadsheet represents the projected expenditure for the first three years of operation of OYACS. Historical expenditures for the target population are readily available. Since the charter school will be within the confines of OJA institutions, certain expenditures normally associated with charter schools are not included. There is no need for a transportation component, and cafeteria and library costs are already included in the budgets of the institutions.

OFFICE OF JUVENILE AFFAIRS
Oklahoma Youth Academy Three (3) year Financial Plan

	Source and Use of Funds Statement	1st Year				2nd Year				3rd Year			
	Use of Funds:	Admin	COJC	SOJC	Total	Admin	COJC	SOJC	Total	Admin	COJC	SOJC	Total
I	**Personnel:**												
	Director/Superintendent	110,400			110,400	110,400	-	-	110,400	110,400	-	-	110,400
	Principal		96,600	96,600	193,200	-	96,600	96,600	193,200	-	96,600	96,600	193,200
	Secretary		41,400	41,400	82,800	-	41,400	41,400	82,800	-	41,400	41,400	82,800
	Office Manager	48,300			48,300	48,300	-	-	48,300	48,300	-	-	48,300
	Financial Secretary	41,400			41,400	41,400	-	-	41,400	41,400	-	-	41,400
	Janitor		27,600	27,600	55,200	-	27,600	27,600	55,200	-	27,600	27,600	55,200
	Certified Teachers* 8-COJC,7-SOJC		496,800	434,700	931,500	-	496,800	434,700	931,500	-	496,800	434,700	931,500
	Teacher's Aides (3 each site)		74,520	74,520	149,040	-	74,520	74,520	149,040	-	74,520	74,520	149,040
II	**Professional Srv/Contract**												
	On-line tutors		35,200	35,200	70,400	-	35,200	35,200	70,400	-	35,200	35,200	70,400
	Career Tech		60,000	60,000	120,000	-	60,000	60,000	120,000	-	60,000	60,000	120,000
III	**Operations:**												
	Travel	250	400	600	1,250	250	400	600	1,250	250	400	600	1,250
	In Service Training	7,000	3,500	3,500	14,000	7,000	3,500	3,500	14,000	7,000	3,500	3,500	14,000
	Education Program/Curriculum	38,875			38,875	38,875	-	-	38,875	38,875	-	-	38,875
	Wave Pwr sch (software)	15,050			15,050	1,000	-	-	1,000	1,000	-	-	1,000
	Local sims (software)	5,000			5,000	1,000	-	-	1,000	1,000	-	-	1,000
	Reprographics - lease and maint.	1,200	3,600	3,600	8,400	1,200	3,600	3,600	8,400	1,200	3,600	3,600	8,400
	Property Insurance		1,000	1,000	2,000	-	1,000	1,000	2,000	-	1,000	1,000	2,000
	Utilities		15,000	15,000	30,000	-	15,000	15,000	30,000	-	15,000	15,000	30,000
	Office Space for Administration	10,667			10,667	10,667	-	-	10,667	10,667	-	-	10,667
	Telecommunications	4,607	3,600	3,600	11,807	4,607	3,600	3,600	11,807	4,607	3,600	3,600	11,807
	Maintenance		16,943	16,943	33,886	-	16,943	16,943	33,886	-	16,943	16,943	33,886
IV	**Equipment**												
	Computers		20,800	20,800	41,600	-	-	-	-	-	-	-	-
	Misc Equipment**		9,200	9,200	18,400	-	5,000	5,000	10,000	-	5,000	5,000	10,000
	Total Expenditures	282,749	906,163	844,263	2,033,175	264,699	881,163	819,263	1,965,125	264,699	881,163	819,263	1,965,125
	Source of Funds - See Revenue Worksheet				2,033,175				1,965,125				1,965,125
	Program Annual Reconciliation - Carryover if positive, Deficit if Negative				0				0				0

*1 Teacher at each location will be designated as a Diagnostician.
**$8,400 is start-up cost for equipment to facilitate the video tutor program.

Required Background Investigations, Drug Screenings, and Physical Examinations

A candidate may begin work after (1) findings of the regular OSBI background check have been returned to and reviewed by the selecting official (See A. below.), (2) candidate has submitted a set of fingerprint cards (See B. below.), (3) candidate's drug test results have been reviewed (See C. below.), and (4) candidate's physical examination has been completed (See D. below.).

A. Completed OSBI Background Check (name search)

1. Selecting official and candidate must complete a Request for Background Check Form. The form and a copy of the candidate's driver's license will be forwarded to the appropriate office.

2. OJA Human Resources will process background investigations through OSBI.

3. Investigation will include a search of Department of Corrections (DOC) files maintained pursuant to Sex Offenders Registration Act and Mary Rippy Violent Crime Offenders Registration Act.

B. Two Fingerprint Cards must be submitted to proper personnel.

1. Fingerprint cards (two cards) for every successful candidate must be submitted to Personnel prior to his/her appointment.

2. OJA Human Resources will submit the fingerprint cards to OSBI for processing.

3. OSBI and FBI fingerprint searches will be processed for all successful candidates.

4. Although candidates will begin working prior to receipt of the results of the FBI fingerprint check, continued employment is contingent upon the candidate's successfully passing the FBI check.

C. Drug Screening is required for all candidates.

D. Physical examinations are required for all positions.

E. Handling and Disposition of Sensitive Information:

1. OSBI background checks (name search and fingerprint check) are public record.

a. Results will be faxed to the appropriate selecting official.

b. Once an applicant's fingerprint card has been processed through OSBI, the person automatically becomes a part of the OSBI "Rap Back Program," and OSBI will notify

4. Gross irresponsibility or disregard for the safety of others, or
5. Possession, trafficking, manufacturing, sale or distribution of illegal drugs, or conspiracy to traffic, manufacture, sell or distribute illegal drugs. An employing official may request that an exception be made for a simple drug possession offender if it can be documented that the health, safety and well-being of juveniles will not be endangered, and
6. Any crime listed in 70 O. S. § 3-104 (6) (a).

C. Hiring of persons registered pursuant to the Sex Offenders Registration Act.
It is unlawful for any person who is required to register pursuant to the Oklahoma Sex Offenders Registration Act to work with or provide services to children. Oklahoma Youth Academy Charter School will not contract with or employ or allow the continued employment of any person who is required to register pursuant to the Sex Offenders Registration Act and whose job duties require the employee to work with and/or provide services to juveniles.

Discriminatory Practices Prohibited

A. No person will be favored or discriminated against with respect to employment or promotion because of political or religious opinions or affiliations, national origin, race, color, gender, age, or physical handicap as long as the physical handicap does not render the person unable to do the work of the position for which applying.

B. No qualified applicants or employees with disabilities will be denied employment on the basis of any disability as long as they are able to perform the essential job functions with or without reasonable accommodation (Americans with Disabilities Act).

NAME OF APPLICANT AND SPONSOR

The Oklahoma Office of Juvenile Affairs (OJA) is applying to operate a charter school under 70 O.S., § 3-132-A-8 of the Oklahoma Charter School Act. OJA requests that the Oklahoma State Department of Education sponsor its application.

FACILITY AND LOCATION OF SCHOOL

The location of the main office of Oklahoma Youth Academy Charter School will be 3812 North Santa Fe Avenue, Oklahoma City, Oklahoma 73118. This location houses the main administrative offices of the Office of Juvenile Affairs, including the Office of Education. This main office location is in north central Oklahoma City at the corner of North East 37th Street and Santa Fe Avenue. This location is only a few blocks away from the Centennial Expressway/I-235 and minutes away from the Oklahoma State Department of Education.

Oklahoma Youth Academy Charter School Campus 1 in Central Oklahoma Juvenile Center (COJC) will be located at 700 South 9th Street, Tecumseh, Oklahoma 74873. Campus 2 in Southwest Oklahoma Juvenile Center (SOJC) will be located at 300 South Broadway, Manitou, Oklahoma 73555.

- Determines objectives students need to learn, and objectives are correlated with state objectives,
- Diagnoses each student's mastery of needed objectives,
- Focuses instruction explicitly on unlearned objectives,
- Engages the student in sustained, productive time on task learning, and
- Measures student mastery of skills in relation to state and national standards.

State curriculum standards and objectives, individualized education plans, and teacher observation records enable precise diagnoses of student needs. Teachers and online tutors monitor student progress and intervene to ensure students learn needed objectives. Students improve achievement through productive time-on-task—a powerful, positive influence on learning.

Creation of ILPs will allow for directed instruction to improve areas of weakness and to provide for enhancements that will increase areas of academic strength. Additionally, students will have opportunities to engage in career assessments and to acquire job readiness skills and certificates.

Our blended model of instruction will enable teachers to learn new skills and try different instructional approaches. Teachers and administrators will be involved in the creation and administration of learning approaches that are effective with their student population.

Student assessments used upon entry will be followed up with benchmark exams given four times a school year to assess mastery of state content and levels of improvement. The final assessment used for accountability standards will be the End of Instruction exams given to all eligible students. These tests will be used to monitor progress and direct individual and School programs of improvement.

The education program is described more extensively in *Education Procedures*.

OYACS will maintain access to all educational records for students in the School and will provide for appropriate academic credits and diplomas. Students at OYACS will need 23 hours of credits to graduate using the ACE Graduation plan. All students will be enrolled in the College Preparatory/Work Ready Curriculum. Parents or guardians may opt out and file a request that the student be enrolled in the core curriculum. Students additionally must meet the requirements of the End-of-Instruction test and the Personal Financial Literacy Passport. Students at OYACS will also be eligible for all alternative testing where applicable. Special Education Students will follow their plan for graduation on an IEP.

Effectiveness of the program with students will also be measured by student accumulation of graduation credits, positive attendance and participation, acquisition of GEDs and development of life skills: social, independent living, career decision-making, and workforce. Ultimate indicators of student success will be those who pass state-mandated tests or make adequate yearly progress.
OYACS's board of education will adopt a policy with procedures which provide for out-of-school suspension of students in accordance with Oklahoma Code §70-24-101.3v1.

APPENDICES	Contents
A	Special Education Handbook
B	Demonstration of Support from Residents of School District
C	Certificate of Successful Completion of Charter School Training
D	Student Intake Questionnaire
E	Transition Passages
F	Compliance Checklist
G	Education Procedures
H	Statement of Assurance
I	Charter School Contract

APPENDIX	CONTENTS
A	*Special Education Handbook*

SPECIAL EDUCATION HANDBOOK

Second Edition, June 2, 2014

Office of Education

Oklahoma Office of Juvenile Affairs

3812 North Santa Fe Avenue

Oklahoma City, Oklahoma 73118

CONTENTS

SPECIAL EDUCATION HANDBOOK

INTRODUCTION

The purpose of this handbook is to provide information and standard operating procedures for employees of the Office of Juvenile Affairs (OJA) and Oklahoma Youth Academy Charter School (School) to ensure that students receiving educational services in OJA placement are provided services as mandated by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

Answers to questions and additional information related to this handbook may be sought from the OJA Education Coordinator, John Pugh at 405-530-2878 and john.pugh@oja.ok.gov .

DEFINITIONS AND EXPLANATIONS

Definitions and explanations herein are paraphrasings from Oklahoma State Department of Education's *Special Education Handbook* [Reference 2].

Accommodations - Supports and services that are provided to assist a student in accessing the general education curriculum and subject matter. An accommodation neither changes the content of what is being taught nor lowers the performance standards.

Continuum of Placement - The range of available placement settings where special education services will be delivered, e. g., regular classes full-time, special classes part-time or full-time, special schools, instruction in other settings, and instruction in institutions or residential facility. The Individual Education Program Team must document the least restrictive environment (LRE) for the student, based upon the needs identified in the IEP. Decisions to mainstream students with disabilities or place students with a specific disability in full-time special education must be made by holding an individual IEP Team meeting to discuss each student's individual program needs. All team decisions must be made based on the needs and in the best interest of each student.

Individualized Education Program (IEP) - A written document detailing the School's commitment of resources necessary to provide an appropriate education for a student with a disability. This is a legally-binding document that includes the student's present levels of educational performance, areas of strengths and needs, methods of evaluating progress toward meeting goals and objectives, related services, and transition planning.

Individualized Education Program Team (IEP Team) - The group of individuals that gathers to develop an individualized program for a student. The initial IEP Team meeting must include the following persons: the student's parents , the student , at least one of the student's regular education teachers , at least one special education provider who is qualified in the area of the student's disability, an administrator or a representative who has knowledge of the local education agency's (LEA) availability of resources , an individual who is qualified and knowledgeable about the evaluation results and is able to interpret the instructional implications , other individuals as appropriate who have knowledge or special expertise, e. g., related services personnel, and those invited at the discretion of

PROVISION OF SPECIAL EDUCATION SERVICES

The Office of Juvenile Affairs' (OJA) Education Coordinator or designee will monitor special education services to ensure that all youth who are determined to be eligible for services under the Individuals With Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq., or 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, receive services as prescribed in their individual accommodation plans, which include:

A. Instruction as required by Oklahoma Academic Standards, adopted by the Oklahoma State Board of Education in 2014,
B. Documentation annually to OJA's Education Coordinator to substantiate the number of appropriately certificated teachers required to provide all students with a comprehensive high school education , and
C. Supervision by the school's principal who conducts annual performance evaluations of all school staff as required by the Oklahoma State Department of Education.

EDUCATION COORDINATOR RESPONSIBILITIES

The OJA Education Coordinator's duties will include monitoring education services to youth in OJA's custody to ensure compliance with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400, et seq., and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.

The Education Coordinator or designee will monitor school programs to ensure compliance with OJA's Special Education Policy as follows:

A. Special Education and related programming provided to those students determined to be eligible under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq. and § 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 are in compliance with state and federal laws;

B. Adequate assessments and opportunities for special education students are determined through biannual monitoring and program evaluation by OJA's Education Coordinator;

C. Professional development needs are assessed annually, and responsive training is provided for special education teachers; and

D. Relevant special education policies and procedures are printed and directed to be used by School personnel to ensure uniform implementation of educational services.

IDENTIFICATION OF STUDENTS ELIGIBLE FOR SPECIAL EDUCATION SERVICES

The OJA Education Coordinator or designee will monitor to ensure that students previously determined eligible for services are identified, that the School requests these students' school records within 3

Intervention Teams

The School will establish and maintain, in a policy manual, an Intervention Team policy which will include the following provisions:

1. Intervention Teams formed at the request of any School or institutional staff each time it is determined that a student is exhibiting difficulty progressing in the regular education program,
2. Procedures for referring students to Intervention Teams,
3. Documentations, designs, and implementations of interventions,
4. Evaluations of the effectiveness of interventions,
5. Referrals for special education assessments of students who are not being successful with interventions,
6. Reviews by Intervention Teams of all issues pertinent to the progress of students,
7. Addresses of academic, social/emotional, behavioral, environmental, and cultural issues that may be interfering with students' school performance, and
8. Affirmative actions during initial and subsequent Intervention Team meetings to develop interventions and strategies that may be appropriate to help the student gain success in the classroom.

EVALUATION OF STUDENTS FOR SPECIAL EDUCATION SERVICES

The OJA Education Coordinator or designee will monitor to ensure that all students referred for evaluations for special education services receive comprehensive evaluations and that the School's evaluation processes do ensure strict compliance with state and federal requirements.

Comprehensive Evaluation

Components of a comprehensive evaluation are listed in the Oklahoma State Department of Education's *Policy and Procedures for Special Education in Oklahoma* according to each disability area along with specific eligibility indicators in each. Youth under the care of the Office of Juvenile Affairs are most frequently identified as having an Emotional Disturbance, Intellectual Disability, Specific Learning Disability and/or Other Health Impairment. Components of comprehensive evaluations for specific disabilities and their eligibility indicators are as follows:

1. Emotional Disturbance:

    a. Psychological, social, emotional, and behavioral,
    b. Academic, achievement, and developmental,
    c. Adaptive behavior and social or cultural background, and
    d. Cognitive and intellectual.

2. Intellectual Disability:

    a. Cognitive and intellectual,
    b. Communication and language,

Reevaluations

Reevaluation of a special education student must occur at least every 3 years to determine if the student continues to have a disability and before the student is determined no longer to qualify for special education services.

When additional data are not needed to determine whether the student continues to be a student with a disability and to determine the student's educational needs, such must be documented on the IEP Review and Reevaluation Addendum as part of the 3-year evaluation [Reference 4]:

1. Multidisciplinary Evaluation and Eligibility Group Summary is required, unless the team determines that additional data are required for the 3-year reevaluation process,
2. Determinations are made based on existing assessments, information and input provided by the parents, current classroom-based observations, local and state assessments, teacher observations, and related service provider observations, and
3. School implements multidisciplinary team decision-making to determine eligibility for special education [Reference 2, pp. 83-87].

The OJA Education Coordinator or designee will monitor to ensure that eligibility determinations include consideration of the following:

1. Review of existing data, present levels of performance, and educational needs,
2. Interventions and services that assist and support the student's academic functioning in the general education environment, intervention teams, co-teaching, and collaboration models,
3. Cooperative learning and peer tutoring, and
4. Modifications needed for eligible students to participate in the general education curriculum and meet IEP goals.

IEP DEVELOPMENT

The OJA Education Coordinator or designee will monitor to ensure that the School develops and maintains current for all eligible students appropriate IEPs which meet all state and federal requirements. The following guidelines apply to IEP meetings:

A. The School drafts an IEP that describes the student's current level of performance, connects annual goals to weaknesses, develops a continuum of service options, establishes comprehensive transition goals and transition planning, adequately addresses state assessments, specifies accommodations and modifications, and includes behavior plans and related services ,when applicable;

B. The School substantiates the placement of each student in the Least Restrictive Environment (LRE) and documents this placement on the IEP after an assessment of the continuum of alternative placements necessary to meet the student's special education needs;

Existing IEP Implementation

Receiving schools are responsible for analyzing existing IEPs for newly admitted students to determine appropriateness to the student's educational needs:

1. When information is received indicating that a newly admitted student has an existing IEP, the principal or designee must ensure that services comparable to those described in the student's IEP are provided pursuant to the requirements of IDEA until an evaluation is conducted or a new IEP is developed and implemented.

2. When adopting an existing IEP, the School must contact the parents to determine if parents are satisfied with that existing IEP. If the parent is satisfied with the existing IEP and the School has determined that the existing IEP is appropriate, then, the existing IEP is implemented as written. The parent contact must be documented on the Record of Parent Contact. If the parent is not satisfied, the School must re-examine the existing IEP and prepare and implement a new IEP that satisfies both the school and the parent.

Service Delivery

Delivery of services stipulated in IEPs depends on adequate information to all who will be involved in implementing IEPs and include the following:

1. All teachers and other service providers of the student must receive a copy of the IEP modifications and accommodations to ensure appropriate service delivery,

2. Regular education teachers must implement all accommodations and modifications as required by the students IEP, and

3. Coordination of related and supplemental services must be provided to the student as needed and must be listed on the student's IEP.

4. Students must be enrolled in coursework required of them for graduation or GED preparation and, as specified in the IEP, placed in the least-restrictive environment.

Removal Over 10 Days

When a student is precluded from attending school because of a treatment or behavioral issue, the student's school educational services must be arranged in accordance to the following:

1. A change of placement must occur when a removal is for more than 10 consecutive school days or when several removals occur which total more than 10 school days in a school year for behavior that is substantially similar.
2. As required by IDEA and stated in the Oklahoma State Department Special Education Handbook" If LEA officials determine that it is appropriate to suspend a student out of school for more than 10 consecutive school days, or to have a student's educational setting changed to an IAES for up to 45 school days due to the existence of a special circumstance, such as weapon

records of telephone calls made or attempted and the results, copies of written or electronic correspondence sent to the parents and their response if any, and visits made to the parents' home or place of employment, and the results, if any, from the parents). [Reference 2, page 61]. The school must document these efforts.

4. When the parents are not in attendance at an IEP meeting, the School must send a copy of the new or modified IEP and a copy of the Notice to Parents, such sending to be via U. S. Postal Service within 2 days following the IEP meeting.
5. The School must, within 5 school days following the IEP meeting, also, apprise the student's JJS by sending copies of the Written Notice to Parents and documentation of parental contact prior to the IEP meeting.

Student Progress Reporting

The School must inform parents of their child's progress toward meeting his/her annual IEP goals. This progress notification must be in addition to regular grade cards and be documented in the IEP. The School must, also, ensure that all of these notifications are indicated on the Record of Parent Contact.

Surrogate Parent

1. When neither parent can be located or identified or when the student is a ward of the State of Oklahoma, the LEA must assign a surrogate parent to ensure that the rights of the student are protected, and

2. The person assigned as the surrogate parent cannot be an employee of any agency that is involved in the education or care of the student and cannot have a personal or professional interest that conflicts with the best interest of the student.

SECTION 504 ACCOMMODATION PLANS

The OJA Education Coordinator or designee must monitor to ensure that Section 504 Accommodation Plans for eligible students are developed and implemented in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U. S. C. § 794 [Reference 4], the purpose of which is to prohibit discrimination and assure disabled youth have opportunities and benefits equal to those provided non-disabled youth. Essential elements of these accommodation plans are presented in the ensuing sub-sections.

Eligibility

A youth who is deemed eligible under Section 504 is one who is between the ages of 3-21 and who has or has a record of or is regarded as having a physical or mental impairment which substantially limits a major life activity, such as, learning, self-care, waking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Education Need

3. Section 504 Accommodation Plan form, provided by the Special Education Automation Software (SEAS) program, is used when it is determined that a student requires a Section 504 Accommodation Plan.

Follow-up

1. The Section 504 Accommodation Plan for each student must be reviewed annually and a new plan written. This is the responsibility of the student's IEP Team.
2. Notification of Meeting, Record of Access to Educational Records and Record of Parent Contact forms must be used.
3. A reevaluation must be conducted by each student's IEP Team every three years. If the IEP Team decides that an additional evaluation is not needed, this decision must be written and dated on the Section 504 Review Sheet, this date becomes the reevaluation date, and the existing IEP continues in force. Otherwise, the results of the additional evaluation are used by the IEP Team to revise the student's IEP accordingly.

Exiting

The student's 504 Accommodation Plan Team must meet during the last month of the student's high school program to document the student's completing high school requirements. A Notification of Meeting must be used to contact team members.

Additional information regarding Section 504 Accommodation Plans and Procedural Safeguards may be found in Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794 [Reference 4].

Discipline of Students

Students who have a Section 504 Accommodation Plan have the same procedural safeguards as those students who are protected under IDEA [Reference 4, Parts 300-301].

Grievance Procedures

OJA and Oklahoma Youth Academy Charter School will not discriminate on the basis of disability in admissions, accesses to services, employments, and activities. Complaints of discrimination in violation of federal law must be addressed through the following procedures:

Step1. Informal Discussion with School's 504 Coordinator

Complainants must be encouraged to try to resolve problems promptly through informal dispute resolution. Complainants must meet with the School's 504 Coordinator and discuss their complaint. The Coordinator must investigate, document all steps (meeting dates, nature of meetings, dispositions, and dates of dispositions), and reply in writing to the complainant within 5 school days of the initial meeting. Complainants must be allowed the right to inspect and request copies of all relevant records.

REFERENCES

1. Oklahoma. State Department of Education. *Oklahoma Academic Standards.* http://ok.gov/sde/oklahoma-academic-standards. 2014.

2. Oklahoma State Department of Education. Special Education Handbook. http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Special%20Education%20Handbook_0.pdf
   Amended September 2013

3. U. S. Congress. *Individuals with Disabilities Education Act*, 20 U.S.C. §§ 1400 et seq., 34 CFR, Parts 300-301. http://idea.ed.gov. 2004.

4. U. S. Congress. *Rehabilitation Act of 1973*, as amended, 29 U.S.C. § 794, Section 504. 1973.

APPENDIX	Content
B	Demonstration of Support from Residents of School District

Original letters of support from residents of school district are in the pages which immediately follow this divider page.

Gordon Cooper Technology Center

One John C. Bruton Blvd.
Shawnee, OK 74804
(405) 273-7493
www.gctech.org

December 13, 2013

Office of Juvenile Affairs
Mr. John Pugh
3812 N. Santa Fe, Suite 409
Oklahoma City, OK 73118

Mr. Pugh,

Gordon Cooper Technology Center is pleased to provide this letter of support for the efforts the Office of Juvenile Affairs (OJA) is putting forth in relation to new and enhanced education and training at Central Oklahoma Juvenile Center (COJC). It is our understanding the OJA is actively working to put forth a comprehensive educational and training plan that will benefit the young people at COJC now and into the future. We have been and will continue to support the OJA and COJC in their education and training efforts. It is truly our honor to support this endeavor in any manner in which we can.

If you have any questions, please do not hesitate to contact me at 405-273-7493, ext. 2201.

Respectfully submitted,

Marty Lewis
Superintendent/CEO

Training, Services and Economic Development

Oklahoma Department of Rehabilitation Services
Division of Vocational Rehabilitation
www.okdrs.gov

December 13, 2013

John Pugh
Education Coordinator
Office of Juvenile Affairs

Re: Letter of support for the Office of Juvenile Affairs (OJA) to develop its own Charter School

Dear Mr. Pugh,

As the Statewide Transition Coordinator for the Oklahoma Department of Rehabilitation Services (DRS) and a former special education teacher, I am excited to write a letter of support to the OJA to improve the educational services to youth at SWOJC, COJC, and other facilities. I am very aware of the need for OJA to develop its own charter school to meet the educational needs of youth.

1. Streamlining educational programming, scheduling, communication, and documentation.
2. Obtaining more decision-making power regarding educational programs and services.
3. Hiring your own teachers, administrators, and other essential school personnel.
4. Creating more of a team environment amongst COJC and SWOJC staff members working together to serve the youth.
5. Increased attention to transition related preparation activities and partnerships.
6. OJA would be able to access educational funds that typically would be going to the LEAs on contract with OJA.
7. OJA would have immediate access to the records, test scores, etc., of its youth and not have to rely on another entity to provide it in a timely manner.
8. The needs of youth with disabilities will be addressed through a certified special education instructor on staff with OJA who will be able to focus on those youth, their needs, resources, and partnerships essential for implementing and fulfilling their IEP goals and services.

I fully support the efforts of OJA to develop its own charter school and for my state's future well-being and ability to adequately educate students in custody. I am also happy to help the process should this come to fruition.

Respectfully,

Kimberly Osmani
Transition Coordinator

5813 S. Robinson • Oklahoma City, Oklahoma 73109 • Voice/TTY: (405) 635-2750 • Fax: (405) 631-8115

Oklahoma Department of Rehabilitation Services (DRS)
Tecumseh/COJC VR Unit #25
700 S. 9th
Tecumseh, Oklahoma 74873

December 18, 2013

John Pugh, Director of Educational Services
Oklahoma Office of Juvenile Affairs
P.O. Box 268812
Oklahoma City, Oklahoma 73126

Re: Letter of Support

Dear Mr. Pugh,

I am submitting this letter offering support to the Oklahoma Office of Juvenile Affairs. It is my understanding this agency is looking at how they can improve services at all OJA facilities throughout the state of how educational services are delivered. I support their exploration of options to make their education product better.

I work with transition services through the Oklahoma Department of Rehabilitation Services (DRS). Through the DRS-OJA Memorandum of Understanding (MOU), DRS presently works with the two OJA medium-security and other Level E facilities throughout the state. In the past two and half years, we have worked on providing school to work study (SWS) programs and work in partnership with the Department of Career Technology and Gordon Cooper Career Technology to provide trial work, transition to the community services, and supported Career Tech's efforts to provide skills based training at Central Oklahoma Office of Juvenile Affairs. The SWS does not work with the school schedule as other SWS contracted schools at COJC. It has to provide the SWS at noon and after the school day ends. It would be like all other DRS-contracted Oklahoma public schools throughout the state if the SWS would be allowed to be part of their school credits and during regular school hours.

The world of work these young people will enter will be much a much more skills-based and technical work environment than the one I've worked in. I support OJA's efforts to get their facilities to merge Career Tech and DRS with the delivery of educational services. Oklahoma has one of the great Career Technology Systems in the nation. I support any efforts to bring these agencies to the skills planning table in helping these youth. If we don't maximize the efforts to help this high risk population now, these youth will have a greater risk to continue staying in poverty, unemployment, and criminal behavior as adults. Some residents will not embrace this opportunity but some will. We won't know until we try. I support OJA in their efforts to address this issue.

Respectfully,

Richard Yahola, Vocational Rehabilitation Specialist IV
Department of Rehabilitation Services
VR #25 - Tecumseh – COJC

cc: File

State of Oklahoma
OFFICE OF JUVENILE AFFAIRS
Oklahoma County Juvenile Services
3700 n. Classen Blvd., Suite C-15
Oklahoma City, OK 73118
(405) 523-4629
FAX (405) 523-4633

May 6, 2014

To Whom It May Concern:

RE: Recommendation for Charter School

I am writing this letter of recommendation in support of The Office of Juvenile Affairs being allowed to form a charter school district. At the present time enrolling our clients for educational services has proven to be cumbersome at best. In many instances, a level of inconsistency regarding what is being taught has deterred many clients from striving for a high school diploma and instead tended to direct them towards the GED track. Although this designated track has proven successful for some, the majority of our clients will never be able to pass the mandated GED test.

Furthermore, the Office of Juvenile Affairs has also experienced reluctance on behalf of other schools when considering whether to accept some of our clients involved in the legal system. They have regularly expressed concerns regarding integrating them into their general student population at the expense of potentially compromising the safety of existing students. Creating a charter school would help to eliminate many of these concerns and provide a transitional academic option prior to their possible return to a public school setting.

By developing our own Charter School, we are ensuring that all of our clients receive the best learning experience possible in a placement setting. OJA would be able to set the educational curriculum in all of our secure placements. Through this plan we would be able to hire our own teachers and administrators. OJA could assist in the community transition of clients from our school to another. We would also have firsthand knowledge of school records, IEP's, and previous educational testing.

I fully support the efforts of OJA to develop and implement this much needed educational plan.

Sincerely,

Jennifer Thatcher, District 3 Supervisor
Office of Juvenile Affairs

Please accept this letter in support of the development of Charter Schools, at the secure institutions operated by the Office of Juvenile Affairs. It would enhance the agency's ability to develop innovative programming, in an effort to rehabilitate the most serious juvenile offenders. Most of the youth placed in these institutions have not been successful in their home educational system. That lack of success, in turn, predicts the possibility of a successful future to be slim to none. That lack of success hampers rehabilitative efforts. The possibilities offered through a Charter School could enhance rehabilitative efforts, and open up possibilities that lead to success.

Ron Coplan

Ron Coplan
District 5 Supervisor
Juvenile Services Division
Office of Juvenile Affairs

State of Oklahoma
Office Of Juvenile Affairs
Juvenile Services Division
422 Avant
Clinton, Oklahoma 73601

To: Mr. John Pugh, OJA
Educational Advocate

From: Jerry Skinner, OJA
District Supervisor

Re: Letter of Support – Charter School

Date: January 7, 2014

Following some research and study on the charter school concept please find my support for our agency's planning for a charter school application.

As you know the Office of Juvenile Affairs attempts to ensure an education to a wide range of high risk, educationally deficient youth. Expecting the regular public schools to adapt to this group of youth has proven to be unrealistic. Being the custodians of these adjudicated youth the duty and obligation to provide a consistent and adequate education seems to fall squarely on the shoulders of OJA.

These youth come to OJA from various school districts all across the state and most with less than complete school records. Many are well behind their targeted graduation date due to huge gaps in attendance. Many have been bounced from school district to school district, even after coming to OJA custody. Current stats suggests this population suffers from high suspension and expulsion rates for various reasons, some of which include assaultive behavior toward teachers and administrators, and others for weapons related violations.

Obtaining accurate educational information for these youth from the various school districts in which they have attended is often times very difficult. Ensuring educational consistency for these youth as they move from one district to another is even more challenging.

Maintaining consistency in the delivery of educational instruction is certain to assist in the appropriate placement and program selection for our youth. Seemingly, reintegration efforts would also be enhanced. OJA students receiving the same blended model of instruction will surely allow us to properly evaluate the success of our educational program and make modifications accordingly.

Additionally, the charter school concept appears to give "choice" to our agency and the youth receiving educational instruction. Choice in the learning environment as well as an established curriculum that remains consistent for the entire population we serve, thereby alleviating multiple methods of delivery, and curriculum variation.

Again, please find my support for the efforts toward a charter school application. Please let me know if I might provide additional information helpful to the effort.

APPENDIX	Content
C	Certificate of Successful Completion of Charter School Training

Original certificates follow this divider page.

Office of State Superintendent

State of Oklahoma

The State Superintendent of Public Instruction
expresses appreciation and congratulations to

Dorothy Brown

upon Successful Completion of **Charter School Training** for exemplified excellence and commitment to academic achievement and student success, and serves as a model for quality values and esteemed character in our community and throughout the Great State of Oklahoma.

JANET BARRESI, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION

APRIL 28, 2014

Office of State Superintendent

State of Oklahoma

The State Superintendent of Public Instruction
expresses appreciation and congratulations to

John Pugh

upon Successful Completion of **Charter School Training** for exemplified excellence and commitment to academic achievement and student success, and serves as a model for quality values and esteemed character in our community and throughout the Great State of Oklahoma.

JANET BARRESI, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION

SEPTEMBER 24, 2013

Office of State Superintendent

State of Oklahoma

The State Superintendent of Public Instruction
expresses appreciation and congratulations to

Keith Wilson

upon Successful Completion of **Charter School Training** for exemplified excellence and commitment to academic achievement and student success, and serves as a model for quality values and esteemed character in our community and throughout the Great State of Oklahoma.

Janet C Barresi

JANET BARRESI, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION

APRIL 28, 2014

Office of State Superintendent

State of Oklahoma

The State Superintendent of Public Instruction
expresses appreciation and congratulations to

Janelle Bretten

upon Successful Completion of **Charter School Training** for exemplified excellence and commitment to academic achievement and student success, and serves as a model for quality values and esteemed character in our community and throughout the Great State of Oklahoma.

JANET BARRESI, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION

APRIL 28, 2014

APPENDIX	CONTENTS

The questionnaire form follows this divider page.

Student Intake Questionnaire

Student's Name:_____ Date:_____

Grade: _____ Age: _____ Special Education: Yes_____ No_____

Person Completing Checklist (name, job title): _____

1. How long has it been since you attended a regular school before coming to Institution? _____

2. How many schools have you attended since 8th grade? _____

3. What are the names of these schools? _____/_____

_____/_____/_____

4. Were you ever in special education classes? Yes _____ No___ or Speech classes? Yes ___ No __

5. Were you ever on an IEP? Yes___ No___ If yes, at what school? _____

6. Have you ever been taken out of class for extra help on your school work? Yes __ No _____

If yes, at what school? _____

7. Do you need more help than most students? Yes ____No____

8. What school would you attend if you were not in OJA custody? _____

9. Were you in school while in detention or county jail? Yes ____No____

If yes where? _____

10. While in high school, have you taken an End-of-Instruction test? Yes ____No ____

If so, which test(s)? _____ / _____ / _____

Where was the test taken? _____

11. What grades did you make in school before coming here? Mostly A____ B___ C___ D___ F_____

12. What is your most difficult subject in school? _____

13. What is the subject you find the easiest?_____

APPENDIX	CONTENTS

Transition Passages forms follow this divider page.

TRANSITION PASSAGES

PART 1: STUDENT PORTFOLIO

The **Student Portfolio** documents and records a student's individual life-steps—past, present and projected future—that will:

- Help the facility staff gain a more complete picture of the student and his/her interests and abilities in order to aid him/her in future transitions
- Give the student significant assistance in making transitions into community life and securing employment.

Creation of the Portfolio must be on-going throughout the student's facility length-of-stay. A copy must be given to the student upon release.

DONE	STAFF	DAY	DONE	STUDENT
	Order student's transcripts and send notice of placement to appropriate school district.	1 - 5		Place in Portfolio file when obtained
	Complete Intake/ Interview Sheet	1 - 5		What schools attended in past, what grade level in last, etc. Place in Portfolio file
	Transcript review – when obtained	1-10		Transcript discussed and placed in Portfolio
	Classroom Observation	1-10		Classroom observation is conducted
	Begin Academic Assessments	1 - 5		Pre-testing as determined by staff
				Results placed in Portfolio
				Student has been placed in academic classes
	Clinical evaluation of student is received by school	1-21		School reviews evaluation to determine need for student study team or potential IEP
	Incoming IEP is reviewed or new IEP is developed if need determined	1 – 10 and		Discussed with student; parent is called and interim meeting is held if needed
		10-21		Subsequent IEP meeting is held
	Develop Life Skills Study Plan	10		Life Skills Study Plan is in place and copy placed in Portfolio

NOTES

REVIEW AND REWRITE			
GOAL		ACTION	DONE

A Transitional Passage Goals Plan must be developed for each student and placed in the student's Portfolio file. Goals must be updated at distinctive periods.

[OJA-EC-022013]

APPENDIX	CONTENTS
F	Compliance Checklist

Contents of this appendix follow this divider page.

COMPLIANCE CHECKLIST

Student's Name: _____ Date: _____

Grade: _____ Age: _____ Special Education: Yes_____ No _____

Staff Person Completing Checklist (name, job title): _____

1. School documented verification that a request for school records was made within 3 school days of student's admission to school and a copy of this request was made for facility records.

   Date of Request:_____ Date Copy of Request Made: _____

2. School Records Received: Yes__ No__ Date Records Received: _____

3. School records NOT received within 10 school days, and facility JJS contacted both the school to verify that the records still have not been received and the OJA Education Coordinator.

   Date JJS Contacted: _____ Date Education Coordinator Contacted: _____

4. Student has an IEP: Yes ____ No ___

   School schedule reflects IEP requirements per principal or designee: Yes _____ No _____

   If student **has** an IEP, skip to #8. If **does not have** an IEP, continue on through question #8.

   Date JJS Contacted:_____

5. Student is NOT eligible for special education services; the School has reviewed court records and assessments and observed the student in the classroom.

   School Reviewed Court Records: Yes ____ Date: _____ No _____
   Date of Classroom Observation:_____

6. Activities in #5 occurred within 5 days of the receipt of records or within 10 days of admission if no records received.

   Yes _____ No _____

7. The Student Intake Questionnaire has been conducted by School principal or designee:

   Date Conducted: _____

8. Screening of student's substantive educational knowledge was conducted within 10 days of student's arrival by the School and provided to the student's facility JJS.

   Date Conducted: _____ Date Received: _____

APPENDIX	CONTENTS
G	Education Procedures

Contents of this appendix follow this divider page.

EDUCATION PROCEDURES

First Edition, June 2, 2014

Office of Education

Oklahoma Office of Juvenile Affairs

3812 North Santa Fe Avenue

Oklahoma City, Oklahoma 73118

CONTENTS

EDUCATION PROCEDURES

INTRODUCTION

The Oklahoma Office of Juvenile Affairs (OJA) developed this information to provide our institutions and schools with a consistent format and uniform set of procedural guidelines to ensure that we impart the best and most appropriate education for each of our students. Along with federal and state guidelines that we must follow, it is imperative that we focus on the lifelong education we must provide to ensure our students obtain the best, possible chances they can have for success in the real world.

When looking intently at the educational foundations of our students, we must carefully assess which educational path down which we take them. We will place all of our students on a graduation plan. It is our plan for credits to be earned toward graduation for one hundred per cent of those who enroll; however, we must determine through academic and vocational tests as well as interest analyses which options are best for each student.

EDUCATION PROGRAM

OJA will operate and maintain an educational program by directly employing staff and operating its own schools. The Oklahoma Youth Academy Charter School will be governed by the OJA Board of Directors (Board) and administered by OJA's Executive Director.

Facilities

The Office of Juvenile Affairs will provide facilities for educational purposes. The Executive Director of OJA will hire a school Superintendent and other personnel assigned to the school.

Professional Staff

Each member of the professional staff must either hold a valid certificate issued or recognized by the Oklahoma State Department of Education authorizing the individual to conduct the job for which employed or be otherwise qualified at the discretion of the Executive Director. Additionally, upon recommendation of the school Superintendent and approval by OJA's Executive Director, OJA may employ or contract with skilled, selected, noncertified individuals to provide instructional support services or to assist the instructional staff.

Accreditation

All educational programs and facilities, while subject to the regulations of the Oklahoma State Department of Education for accreditation, must be flexible enough to meet the wide range of needs found in the population of our institutions.

Student Entry

Each student will be evaluated, assessed for educational needs, and have access to appropriate teaching, educational materials, technology, and books (See Student Intake Questionnaire at Appendix A). Testing will take place as soon as can be arranged but no later than10 school days after admission. Then, a post-test will be given no later than 14 days prior to juvenile's discharge. If the student has not been discharged before 120 calendar days have elapsed since taking the post-test, the student must retake the post-test. All testing data must be entered into the OJA DATA BASE. School records of entering students will be requested within 3 school days of admission (See Compliance Checklist at Appendix B). If there

VOCATIONAL-CAREER PATHWAYS AND TRACKS

The school's vocational/career program will:

1. Emphasize employment-oriented attitudes and values along with strong basic academic skills, which encourage student adaptations to future job requirements,
2. Prepare students to pursue further training in specific occupations,
3. Use community resource contacts to gather information concerning vocational career trends in the state of Oklahoma, and
4. Provide special vocational opportunities for students with physical, mental, and/or emotional handicaps and/or learning disabilities.

Diplomas will be awarded by the Oklahoma Youth Academy Charter School to those students meeting graduation requirements. Students will be counseled and coached in choosing their most appropriate educational pathways or tracks. Tracks made available will be as follows:

General Educational Development (GED)

Students who may be considered for the GED program include those whose age-to-grade relationship appears better served than in the Public Education Track. GED students will be enrolled in regular core classes but with remediation and focus on the GED. A Plus and GED coursework will be used to supplement core activities.

Achieving Classroom Excellence (ACE)

The ACE plan of study will follow the State Board's 15-unit high school core curricular requirements, Public Education Track. End of Instruction Exams (EOI Exam) will be taken by students as scheduled and tracked using the data information system. Students failing EOI Exams will be given remediation for areas failed. Eligible students will be allowed to do alternative testing.

Individualized Education Plan (IEP)

Students with IEPs that have been developed by an IEP Team will follow educational plans outlined in their IEPs. Modifications and requirements in IEPs will be followed as written.

Career Tech Program

Students who have been evaluated and assessed by intake teams and determined as meeting requirements for Career Tech will be allowed to enter the Career Tech Program. The program will include common core requirements with focuses on career and life skills.

Transition Passages must begin when youth enter the school.

After assessments are given, students will be organized into groups according to pre-determined mastery scores:

Mastery

Mastery students will have scored high enough to show mastery of the standards tested on grade-level exams. These students will be given enhanced lessons to help them maintain current skill levels while acquiring and utilizing new skills and information.

Mastery Minus

Mastery Minus students will have scored at a range demonstrating at least 80 percent mastery of course standards. These students will receive remediation in areas where mastery has not been achieved and will continue to do standard course work.

Bubble

Bubble students will have scored at the mid-range of mastery. These students will receive targeted instruction to help them reach the next level of mastery. Instruction will also include regularly scheduled work from Core Calendars.

Foundation

Foundation students are those students at or below the sub-mastery line. These students will require targeted instruction, regularly scheduled work, and some re-teaching to acquire basic skills missed during previous instruction.

Each course will have a Core Calendar that will outline standards to be taught during each session. This will be done with all student groups regardless of level of mastery. Bench mark tests will be given on periodic schedules to determine mastery of standards taught. Those failing to pass benchmark exams will immediately receive remediation.

All core classes—math, science, social studies, and English—will have a qualified teacher in the classroom as well as qualified and competent tutors on-line to assist with remediation and enhancements. Classroom teachers will select students needing enhanced or remedial work. On-line tutors will work with students individually as well as in small groups.

Classroom teachers will have the flexibility to utilize student knowledge and skills learned to adjust learning environments and deliveries to meet the needs of their students. Five additional days for training have been added to the professional development schedule to allow for data training and gathering. The OJA will contract staff for 225 instructional, professional development, and training days. Five of these days will be professional development days as mandated. Five additional days will be used for the other training key to the success of the program. All teacher assistants and tutors will receive training as well. When allowed by the institution, day staff will receive training which will allow them to assist and monitor students.

Each student will have an opportunity for experience and training in career and technology education. A plan will be available to all students to the extent that they are able to participate.

APPENDICES

1 Student Intake Questionnaire

2 Compliance Checklist

3 *Special Education Handbook*

4 Transition Passages

Appendix	Contents
1	Student Intake Questionnaire

Content of this appendix is in the immediately following page.

Student Intake Questionnaire

Student's Name:_____ Date:_____

Grade: _____ Age: _____ Special Education: Yes_____ No _____

Person Completing Checklist (name, job title): _____

1. How long has it been since you attended a regular school before coming to Institution? _____

2. How many schools have you attended since 8th grade? _____

3. What are the names of these schools? _____/_____

_____/_____/_____

4. Were you ever in special education classes Yes __No__ or Speech classes? Yes __ No ___

5. Were you ever on an IEP? Yes___ No___ If yes, at what school? _____

6. Have you ever been taken out of class for extra help on your school work? Yes ____No _____

If yes, at what school? _____

7. Do you need more help than most students? Yes ____No____

6. What school would you attend if you were not in OJA custody? _____

8. Were you in school while in detention or county jail? Yes ____No____

If yes, where? _____

9. While in high school, have you taken an End-of-Instruction test? Yes ____No ____

If so, which test(s)? _____ / _____ / _____

Where was the test taken? _____

10. What grades did you make in school before coming to here? Mostly A___ B___ C___ D___ F___

11. What is your most difficult subject in school? _____

12. What is the subject you find the easiest? _____

13. What would you like to learn about? _____

Appendix	Contents
2	Compliance Checklist

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COMPLIANCE CHECKLIST

Student's Name: _____ Date: _____

Grade: _____ Age: _____ Special Education: Yes _____ No _____

Staff Person Completing Checklist (name, job title): _____

1. School documented verification that the request for school records was made within 3 school days of the student's admission to school and a copy of this request was made for facility records.

   Date of Request: _____ Date Copy of Request Made: _____

2. School Records Received: Yes ___ No ___ Date Records Received: _____

3. School records NOT received within 10 school days, and a facility JJS contacted both the school to verify that the records still have not been received and the OJA Education Coordinator.

   Date JJS Contacted: _____ Date Education Coordinator Contacted: _____

4. Student has an IEP: Yes ___ No ___

   School schedule reflects IEP requirements per principal or designee: Yes _____ No _____

   If student **has** IEP, skip to #8. If student **does not have** an IEP, continue on through #8.

   Date JJS contacted: _____

5. Student is **NOT** eligible for special education services; the School has reviewed court records and assessments and observed the student in the classroom.

   School Reviewed Court Records: Yes _____ Date: _____ No _____

   Date of Classroom Observation: _____

6. Activities in #5 occurred within 5 school days of receipt of records or within 10 school days of admission if no records received.

   Yes _____ No _____

7. Student Intake Questionnaire has been conducted by School principal or designee:

   Date Conducted: _____

8. Screening of student's substantive educational knowledge was conducted within 10 school days of student's arrival by the school and provided to the student's facility JJS.

   Date Conducted: _____ Date Received: _____

Send 1 copy to Education Coordinator. Date Sent: _____

Appendix **Contents**

Content of this appendix is in the immediately following page.

SPECIAL EDUCATION HANDBOOK

Second Edition, June 2, 2014

Office of Education

Oklahoma Office of Juvenile Affairs

3812 North Santa Fe Avenue

Oklahoma City, Oklahoma 73118

CONTENTS

SPECIAL EDUCATION HANDBOOK

INTRODUCTION

The purpose of this handbook is to provide information and standard operating procedures for employees of the Office of Juvenile Affairs (OJA) and Oklahoma Youth Academy Charter School (School) to ensure that students receiving educational services in OJA placement are provided services as mandated by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

Answers to questions and additional information related to this handbook may be sought from the OJA Education Coordinator, John Pugh at 405-530-2878 and john.pugh@oja.ok.gov .

DEFINITIONS AND EXPLANATIONS

Definitions and explanations herein are paraphrasings from Oklahoma State Department of Education's *Special Education Handbook* [Reference 2].

Accommodations - Supports and services that are provided to assist a student in accessing the general education curriculum and subject matter. An accommodation neither changes the content of what is being taught nor lowers the performance standards.

Continuum of Placement - The range of available placement settings where special education services will be delivered, e. g., regular classes full-time, special classes part-time or full-time, special schools, instruction in other settings, and instruction in institutions or residential facility. The Individual Education Program Team must document the least restrictive environment (LRE) for the student, based upon the needs identified in the IEP. Decisions to mainstream students with disabilities or place students with a specific disability in full-time special education must be made by holding an individual IEP Team meeting to discuss each student's individual program needs. All team decisions must be made based on the needs and in the best interest of each student.

Individualized Education Program (IEP) - A written document detailing the School's commitment of resources necessary to provide an appropriate education for a student with a disability. This is a legally-binding document that includes the student's present levels of educational performance, areas of strengths and needs, methods of evaluating progress toward meeting goals and objectives, related services, and transition planning.

Individualized Education Program Team (IEP Team) - The group of individuals that gathers to develop an individualized program for a student. The initial IEP Team meeting must include the following persons: the student's parents , the student , at least one of the student's regular education teachers , at least one special education provider who is qualified in the area of the student's disability, an administrator or a representative who has knowledge of the local education agency's (LEA) availability of resources , an individual who is qualified and knowledgeable about the evaluation results and is able to interpret the instructional implications , other individuals as appropriate who have knowledge or special expertise, e. g., related services personnel, and those invited at the discretion of the parents or the local education agency. Subsequent meetings to discuss evaluation results do not require the presence of qualified, knowledgeable individuals.

D. Instruction as required by Oklahoma Academic Standards, adopted by the Oklahoma State Board of Education in 2014,
E. Documentation annually to OJA's Education Coordinator to substantiate the number of appropriately certificated teachers required to provide all students with a comprehensive high school education , and
F. Supervision by the school's principal who conducts annual performance evaluations of all school staff as required by the Oklahoma State Department of Education.

EDUCATION COORDINATOR RESPONSIBILITIES

The OJA Education Coordinator's duties will include monitoring education services to youth in OJA's custody to ensure compliance with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400, et seq., and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.

The Education Coordinator or designee will monitor school programs to ensure compliance with OJA's Special Education Policy as follows:

E. Special Education and related programming provided to those students determined to be eligible under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq. and § 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 are in compliance with state and federal laws;

F. Adequate assessments and opportunities for special education students are determined through biannual monitoring and program evaluation by OJA's Education Coordinator;

G. Professional development needs are assessed annually, and responsive training is provided for special education teachers; and

H. Relevant special education policies and procedures are printed and directed to be used by School personnel to ensure uniform implementation of educational services.

IDENTIFICATION OF STUDENTS ELIGIBLE FOR SPECIAL EDUCATION SERVICES

The OJA Education Coordinator or designee will monitor to ensure that students previously determined eligible for services are identified, that the School requests these students' school records within 3 business days of a student's admission to the School, and that these requests are pursued until requested records are received.

Records Requests

The School requests students' previous school records within 3 school days of the student's admission to the School and pursues these requests until the records are received. The following applies to records request:

4. The School documents records requests by maintaining copies on file,

15. Addresses of academic, social/emotional, behavioral, environmental, and cultural issues that may be interfering with students' school performance, and
16. Affirmative actions during initial and subsequent Intervention Team meetings to develop interventions and strategies that may be appropriate to help the student gain success in the classroom.

EVALUATION OF STUDENTS FOR SPECIAL EDUCATION SERVICES

The OJA Education Coordinator or designee will monitor to ensure that all students referred for evaluations for special education services receive comprehensive evaluations and that the School's evaluation processes do ensure strict compliance with state and federal requirements.

Comprehensive Evaluation

Components of a comprehensive evaluation are listed in the Oklahoma State Department of Education's *Policy and Procedures for Special Education in Oklahoma* according to each disability area along with specific eligibility indicators in each. Youth under the care of the Office of Juvenile Affairs are most frequently identified as having an Emotional Disturbance, Intellectual Disability, Specific Learning Disability and/or Other Health Impairment. Components of comprehensive evaluations for specific disabilities and their eligibility indicators are as follows:

2. Emotional Disturbance:

    a. Psychological, social, emotional, and behavioral,
    b. Academic, achievement, and developmental,
    c. Adaptive behavior and social or cultural background, and
    d. Cognitive and intellectual.

2. Intellectual Disability:

    a. Cognitive and intellectual,
    b. Communication and language,
    c. Academic, achievement, and developmental, and
    d. Adaptive behavior and social or cultural background.

3. Specific Learning Disability:

    a. Documentation of instruction and intervention,
    b. Documentation of repeated assessments of achievement (progress monitoring),
    c. Cognitive and intellectual development,
    d. Observation,
    e. Academic, achievement, and development, and
    f. Social and cultural background.

4. Other Health Impairment:

The OJA Education Coordinator or designee will monitor to ensure that eligibility determinations include consideration of the following:

5. Review of existing data, present levels of performance, and educational needs,
6. Interventions and services that assist and support the student's academic functioning in the general education environment, intervention teams, co-teaching, and collaboration models,
7. Cooperative learning and peer tutoring, and
8. Modifications needed for eligible students to participate in the general education curriculum and meet IEP goals.

IEP DEVELOPMENT

The OJA Education Coordinator or designee will monitor to ensure that the School develops and maintains current for all eligible students appropriate IEPs which meet all state and federal requirements.

I. The School drafts an IEP that describes the student's current level of performance, connects annual goals to weaknesses, develops a continuum of service options, establishes comprehensive transition goals and transition planning, adequately addresses state assessments, specifies accommodations and modifications, and includes behavior plans and related services ,when applicable;

J. The School substantiates the placement of each student in the Least Restrictive Environment (LRE) and documents this placement on the IEP after an assessment of the continuum of alternative placements necessary to meet the student's special education needs;

K. The IEP Team participants include the student's parents, at least one of the student's regular education teachers, at least one of the student's special education teachers, an administrator or administrative representative who has knowledge of the LEA's availability of resources, the student, related service providers, and, for an initial or reevaluation, a qualified individual who is knowledgeable about the evaluation result and can interpret its instructional implications. The following guideline apply to IEP meetings:

L. A member of the IEP team may be excused from attending an IEP team meeting if the parents of the student agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum is not being modified or discussed or if the member has submitted, in writing to the parent, input into the development of the IEP prior to the meeting;

M. A JJS worker attends IEP meetings of youth for whom the worker is responsible; and

N. A Notification of Meeting is sent by the school to all team members10 school days prior to the IEP meeting;

O. All special education staff receive annual or more often, if necessary, professional development in which are written examples of IEPs:

3. Staff participation in these trainings is documented; and
4. Specific professional opportunities are provided as results of needs determined through IEP monitoring and other needs assessments;

8. Students must be enrolled in coursework required of them for graduation or GED preparation and, as specified in the IEP, placed in the least-restrictive environment.

Removal Over 10 Days

When a student is precluded from attending school because of a treatment or behavioral issue, the student's school educational services must be arranged in accordance to the following:

4. A change of placement must occur when a removal is for more than 10 consecutive school days or when several removals occur which total more than 10 school days in a school year for behavior that is substantially similar.
5. As required by IDEA and stated in the Oklahoma State Department Special Education Handbook" If LEA officials determine that it is appropriate to suspend a student out of school for more than 10 consecutive school days, or to have a student's educational setting changed to an IAES for up to 45 school days due to the existence of a special circumstance, such as weapon or illegal drug possession or infliction of serious bodily injury on another person, LEA officials must notify the parent or adult student immediately of this decision.". [Reference 2, page 203].
6. If a student receiving special education services is assigned to a specialized unit for more than 10 school days, the student's IEP Team must convene itself to review the student's current IEP placement. When a student is removed to a specialized unit for more than 10 school days, the student's JJS must receive a Notification of Meeting and must attend an IEP meeting to review the student's placement.

Student Absences

7. The student's JJS or other treatment member must contact the school when a student does not attend school on a regular school day for reasons other than illness, e. g., placement in isolation, restriction to unit, and placement in crisis,
8. The School must collect the student's schoolwork for that day. Work assigned to the student must be the same as if he/she were attending classes, i. e., same objectives and standards,
9. The school must document all assignments and materials sent to the student,
10. The JJS or other treatment team member or designee must pick up the schoolwork in the morning and deliver it to the student,
11. At the end of the day, the JJS or other treatment team member or designee must check to make sure that the schoolwork is completed and must document completed work on the sheet provided by the school, and
12. The student must return the schoolwork to the school on the morning of the next school day. Should the student continue absence from the school, the student's JJS must repeat the first-day responsibilities until the student returns to school, the morning of which the student will deliver completed, previous-day's schoolwork.

Parental Involvement

The OJA Education Coordinator or designee will monitor to ensure parental involvement, multiple opportunities for participation in special education decision-making, and full apprises of all actions taken on behalf of their child:

Parental Contact

Eligibility

A youth who is deemed eligible under Section 504 is one who is between the ages of 3-21 and who has or has a record of or is regarded as having a physical or mental impairment which substantially limits a major life activity, such as, learning, self-care, waking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Education Need

A substantial limitation on learning must be demonstrated by an educational need, such as a serious academic deficit and/or serious behavior problems resulting from the youth's disability and not from other causes. Though a youth may have a physical or mental impairment, he/she is not entitled to special treatment under Section 504 unless there is a presence of educational need.

Referral

7. Any youth suspected of having a disabling condition that substantially limits the learning process must be referred to an Intervention Team;

8. Any parent, teacher, and other staff member or institutional member may make a referral;

9. If it appears that the youth needs only accommodations and does not meet eligibility criteria for IDEA, then, a Section 504 Accommodation Plan must be considered in consultation with an Intervention Team;

10. If an outside evaluation or report is received and considered to be sufficient under Section 504 guidelines, the entire process must be documented on the Section 504 Accommodation Plan;

11. If the Intervention Team is unclear about a youth's needs or requirement of special education services or if interventions were tried and were unsuccessful, referral for special education testing must be made to determine eligibility under IDEA; and

12. If the youth is tested and does not qualify under IDEA, the youth must be considered for a Section 504 Accommodation Plan.

Documentation Necessary

When a youth arrives at an institution with existing evaluation data and appears to need only accommodations or modifications, the existing data must include referral, evaluation, eligibility, and accommodation information. If so, the following actions must occur:

4. Parents must be given Section 504 Information and Procedural Safeguards. The Notification of Meeting is used to notify parents and marked as a Section 504 meeting. Documentation is made on a Record of Parent Contact to indicate that the parents were called for meetings and other contacts. A confidential file is developed with a Record of Access to Educational Records included. A copy of the Section 504 Accommodation Plan is sent to all the student's teachers;

5. Special Education Referral, Intervention Team documentation, Consent for Evaluation, and Multidisciplinary Eligibility Evaluation Group Summary (MEEGS) are required. These forms and

must investigate, document all steps (meeting dates, nature of meetings, dispositions, and dates of dispositions), and reply in writing to the complainant within 5 school days of the initial meeting. Complainants must be allowed the right to inspect and request copies of all relevant records.

To contact a School's 504 Coordinator, please communicate with OJA's Education Coordinator John Pugh: 405-530-2878, john.pugh@oja.ok.gov , 3812 N. Santa Fe Avenue, Oklahoma City, OK 73118.

Step 2. Written Complaint

If the complaint is not satisfactorily resolved through Step 1, the complainant may file a written grievance with the Section 504 Coordinator within 10 school days of disposition in Step 1 and within 30 school days of the alleged violation. The written complaint must include:

d. A clear statement of the alleged violation,
e. The remedy sought by the complainant, and
f. The complainant's signature and date.

The School's 504 Coordinator must schedule an informal hearing to achieve a resolution of the complaint and prepare a written report within 30 calendar days receipt of the written grievance; recommend appropriate action and submit a written report to the School's Superintendent within 45 days receipt of the grievance; and provide the complainant with a copy of this report.

Office of Civil Rights Complaint

At any stage in the grievance procedure, the complainant has the right to file a formal complaint with the Office of Civil Rights, 8930 Ward Parkway, Suite 2307, Kansas City, MO 64114-3302.

LENGTH OF SCHOOL DAY

The OJA Education Coordinator or designee will monitor to ensure that the length of school day provided to students receiving special education services by the School is in compliance with the number of instructional hours required by the Oklahoma State Department of Education, unless a waiver is granted or the student's IEP specifies otherwise:

5. Students receiving instruction in specialized units must receive the same number of instructional hours as students in general education programs,
6. School schedules for specialized units must be consistent with regular education schedules and state requirements,
7. School attendance must be mandatory for all youth under age 18 who have not been graduated or earned a GED (General Education Development) certificate, and
8. Students may not leave school unless with permission from a teacher or principal of the school.

CONCLUSION

While this handbook presents the scope of state and federal laws and requirements for youth in special educational programs, it is not exhaustive of this subject. Elaboration and extension on the subject of this

Appendix	Contents
4	Transition Passages

Content of this appendix is in the immediately following page.

TRANSITION PASSAGES

PART 1: STUDENT PORTFOLIO

The **Student Portfolio** documents and records a student's individual life-steps—past, present and projected future—that will:

- Help the facility staff gain a more complete picture of the student and his/her interests and abilities in order to aid him/her in future transitions
- Give the student significant assistance in making transitions into community life and securing employment.

Creation of the Portfolio must be on-going throughout the student's facility length-of-stay. A copy must be given to the student upon release.

DONE	STAFF	DAY	DONE	STUDENT
	Order student's transcripts and send notice of placement to appropriate school district.	1 - 5		Place in Portfolio file when obtained
	Complete Intake/ Interview Sheet	1 - 5		What schools attended in past, what grade level in last, etc. Place in Portfolio file
	Transcript review – when obtained	1-10		Transcript discussed and placed in Portfolio
	Classroom Observation	1-10		Classroom observation is conducted
	Begin Academic Assessments	1 - 5		Pre-testing as determined by staff
				Results placed in Portfolio
				Student has been placed in academic classes
	Clinical evaluation of student is received by school	1-21		School reviews evaluation to determine need for student study team or potential IEP
	Incoming IEP is reviewed or new IEP is developed if need determined	1 – 10 and		Discussed with student; parent is called and interim meeting is held if needed
		10-21		Subsequent IEP meeting is held
	Develop Life Skills Study Plan	10		Life Skills Study Plan is in place and copy placed in Portfolio

TRANSITION PASSAGE GOALS PLAN

Transitional Goals must be developed and placed in the Portfolio file. Goals must be updated at distinctive periods.

GOAL		ACTION	DONE
1.			
	Tr Transition Team		
	St Student	PT Parent	
	P Principal or Designee	SW Social Worker	
	T Teacher	JSW Juvenile Services Worker	
	VT Vocational Teacher	CPR/O Community partnership reps/Other	

Directions: **Transition Team should:**	**Actions:**
1. Discuss and make decisions as to pathway for student.	What do you expect/want to happen (high school, GED, Alternative, vocational, college)? Get ideas from both student and parent in addition to what team feels would be best.
2. Discuss partnership possibilities	List Transition Resources student may access in home area.
3. Decide on short-term itinerary	Short term = immediate action to be taken
4. Plan long-term itineraries	Long term = career plan (for example, Plan: Veterinarian or Veterinarian Assistant)

APPENDIX	CONTENTS
H	Statement of Assurance

Contents of this appendix follow this divider page.

Statement of Assurance

In submitting the application for a charter school sponsored by the Oklahoma State Board of Education, I certify that Oklahoma Youth Academy Charter School (School) will:

1. Ensure that the instruction provided is aligned with State of Oklahoma (State) student content standards and, in case of a student with disabilities, is consistent with the student's Individualized Education Program (IEP) under Section 614(d) of the Individuals with Disabilities Act and is consistent with the education program of the School,
2. Provide services to all eligible students.
3. Provide parents/guardians with information on the progress of their child in a language that the parents/guardians will understand.
4. Ensure that all employees who will interact with students have fingerprint and background checks in accordance with state laws of Oklahoma.
5. Enter into a contract with the Oklahoma State Board of Education that includes these stipulations:
    a. A statement of specific student achievement goals,
    b. A description of how student progress will be measured,
    c. The amount of instructional time that must be provided students,
    d. The location where services will be provided,
    e. A description of how parents/guardians will be notified of child's progress,
    f. A provision for termination of the agreement if terms of the contract cannot be met,
    g. A provision for making payments to the school by Oklahoma State Board of Education,
    h. An assurance from the School that the rules relating to Family Education Rights and Privacy Act (FERPA) will be followed, and
    i. The availability of qualified staff who will be responsible for delivery of the educational program of the School.
6. Comply with all applicable federal, State, and local health, safety, and civil rights laws.
7. Ensure that all instruction and content are secular, neutral, and non-ideological.
8. Ensure that the School is financially stable and will be able to complete services.
9. Assist the State in monitoring student progress.
10. Provide for training and evaluation of staff.
11. Comply with requirements set forth in the Oklahoma Charter School Act.

T. Keith Wilson	Executive Director Office of Juvenile Affairs
Name (printed or typed)	Title/Position
T. Keith Wilson	September 3, 2014
Signature	Date

APPENDIX	CONTENTS
I	Charter School Contract

Contents of this appendix follow this divider page.

Charter School Contract

THIS CHARTER SCHOOL CONTRACT is entered into this ___ day of _____, 2014, by and between the Oklahoma State Board of Education, hereinafter referred to as the "Sponsor," and Oklahoma Youth Academy Charter School, hereinafter referred to as the "School."

Whereas, the Sponsor has the authority pursuant to 70 O.S. § 3-132(A) (8) of the Oklahoma Charter School act to sponsor a charter school; and

Whereas, the School desires to operate a charter school for the purposes set forth in the School's charter school application; and

Whereas, the School is approved by the Sponsor to provide educational services in accordance with the terms of its charter school application ("Application"); and

Whereas, it is the intent of the parties that this Charter School Contract shall serve as the Charter for operations of the School.

NOW, THEREFORE, in consideration of the mutual covenants and terms herein set forth, the School and the Sponsor (Parties) agree as follows:

ARTICLE 1.0 GENERAL PROVISIONS

1.1 Assurances/Recitals. The foregoing recitals are true and correct and are incorporated herein by reference.

1.2 Application. The School's _____, 2014 application ("Application") and any amendments thereto to operate a charter school named Oklahoma Youth Academy Charter School, is appended hereto as Attachment 1 and is incorporated herein by reference. If any provision of this Contract be inconsistent with Attachment 1, the provision shall prevail. The Application was approved by Sponsor for operation of a school serving students in the custody of the Office of Juvenile Affairs in grades 6 through 12 on _____, 2014.

1.3 Term

1.3.1. Effective Date. This Charter shall become effective upon the signing by both Parties and shall cover a term of 5 years, commencing on the first day of operation, except as otherwise provided in this Charter.

1.3.2. Renewal. After the initial term of this Charter pursuant to 1.3.1, this Charter may be renewed for successive 5 year terms.

1.4 Modifications. This Charter may be modified during its term by mutual agreement of the Parties, provided such modifications are agreed upon in writing and executed by both Parties.

public records and subject to Title 51 of Oklahoma Statutes, including those relating to record retention.

1.10 Public Meetings. All meetings of the School's governing body shall be open to the public and properly noticed pursuant to 25 O.S. §301 et seq. of the Oklahoma Open Meeting Act.

ARTICLE 2.0 STUDENTS

2.1 Student Population. The student population to be served by this Contract/Charter is defined in the Application on page 9. The School will serve students in the custody of the Office of Juvenile Affairs who have been placed at either the Central Oklahoma Juvenile Center (COJC) or the Southwestern Oklahoma Juvenile Center (SWOJC).

2.2 Non-Discrimination. The School agrees that it will not discriminate against students with disabilities and English-as-second language (ESL) students. School agrees it will not discriminate in employment or any educational program or activity based on race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, disability, if otherwise qualified, or any other unlawful factor.

2.3 Non-Sectarian. The School shall guarantee that its admissions policies are nonsectarian.

2.4 Students with Disabilities. Disabled students who are enrolled in the School shall be provided with programs implemented in accordance with federal and state laws and local policies and procedures including:

- Individuals with Disabilities Education Act (IDEA);
- Section 504 of the Rehabilitation Act of 1973;
- Title II of the American with Disabilities Act; and
- *Policies and Procedures for Special Education in Oklahoma,* State Department of Education, governing education of children with disabilities.

School's policies and programs regarding students with disabilities are more fully set forth in Appendix A of the Application, which is attached to this Contract.

2.5 Federal and State Reports. Unless otherwise exempted by Oklahoma statutes, the School shall complete federal and state reports in accordance with the timelines and specifications of the Oklahoma State Department of Education.

2.6 Discipline.

2.6.1 The School agrees to maintain a safe learning environment at all times and to adopt and implement a Code of Student Conduct.

a. The School shall maintain both active and archival records for current and former students in accordance with Oklahoma statutes.

b. All permanent records of students leaving the School and transferring to the public school system or withdrawing to another school shall be promptly transferred and delivered by the School to the receiving school.

3.6 Instructional Calendar. The School's instructional calendar shall be for a period of at least 220 days, consisting of 215 educational instruction days and 5 professional days. The School shall be permitted to modify its instructional calendar at any time during the term of this Charter when the Sponsor determines its internal capabilities allow accommodation of a different instructional calendar for the School.

3.7 Graduation Requirements. School will comply with the graduation requirements of 70 O. S. § 11-103.6.

3.8 Program Audit. The School's program will receive an independent audit for compliance of contractual performance annually. This audit will be performed in July of each year and the results will be given to the Sponsor, OYACS Board of Directors and the School. Items to be evaluated include but not limited to are:

a Mandated reports,
b. Length of school year,
c. Student progress,
d. Special Education compliance,
e. FERPA compliance,
f. Parental involvement,
g. Transition services.

ARTICLE 4.0 FINANCIAL ACCOUNTABILITY

4.1 The basis for funding of the School shall be the sum of the operating funds from the State of Oklahoma, OJA agency allocations, donations, and all other funds to which the School is entitled pursuant to state and federal laws.

4.1.1. Distribution of Funds. The Sponsor shall advance operating funds monthly based on the projected full-time-equivalent student membership of the School. Subsequent payments shall be adjusted to reflect actual full-time-equivalent student enrollment. Sponsor payment to the School shall be issued not later than 10 working days after the Sponsor receives state and/or federal funds.

4.1.2. Administrative Fee. The Sponsor may retain an administrative fee not to exceed 5 percent of funds, where allowable, for the cost of administrative services the Sponsor is required to perform.

a. Use nonsectarian employment practices,
b. Not violate the anti-discrimination provisions of the Oklahoma Statutes.
c. Provide reasonable demonstration of the professional experience and competency of those individuals and/or organizations employed and/or retained to provide professional services and provide a current listing of such persons and organizations upon request by Sponsor.

5.4.2. Instructional, Administrative, and Contracted Staff. Teachers employed by and under contract with the School shall be certified as required by the Oklahoma Department of Education or otherwise qualified to teach in the School. The Executive Director may employ or contract with skilled, selected, noncertified personnel to provide tutoring or to assist instructional staff.

5.4.3 Drug-Free. The School shall maintain an alcohol-free and drug-free workplace, and school personnel shall be subject to OJA's drug testing policy provided in OJA Rules at 377: 3-11-8 through 377:3-11-12.

5.4.4 Ethics. The School agrees to adopt policies establishing standards of ethical conduct for instructional personnel and school administrators. The School agrees it will neither employ instructional personnel or school administrators in any position that requires direct contact with students if the applicant is ineligible for employment due to a conviction of Moral Turpitude nor will it contract with or employ or allow the continued employment of any person who is required to register pursuant to the Sex Offender registration Act.

5.4.5 Personnel Policies. School's personnel policies are covered in pages 6-9 of its Application.

ARTICLE 6.0 LIABILITY AND INSURANCE

6.1 Assumption of Liability. To the extent allowed by law, OJA assumes liability for actions resulting from operations of the Charter School which have resulted in a judgment against the School.

6.2 Sovereign Immunity. Notwithstanding anything herein to the contrary, neither Party waives any of its sovereign immunity.

beyond either Party's control and which cannot be overcome by reasonable diligence and without unusual expense.

8.2 Entire Agreement. This Charter and the appendices hereto shall constitute the full, entire, and complete agreement between the Parties. This Charter may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the Parties.

8.3 Assignment. This Charter shall not be assigned by either Party.

8.4 Applicable Law and Venue. This Charter is made and entered into in the state of Oklahoma and shall be interpreted according to the laws of the State of Oklahoma. The School shall adhere to any additional requirements applicable to charter schools under state law or as mandated by the Oklahoma Department of Education or any other agencies regulating the School.

8.5 Authorization. Each of the persons executing this Charter shall have the full power and authority to execute the Charter on behalf of the party for whom he or she signs.

8.6 Binding Effect. Each and all covenants, terms, and provisions, shall be binding upon and inure to the benefit of the parties hereto and their respective assigns, successors, subsidiaries, affiliates, holding companies, and legal representatives as allowed in the Charter.

8.7 No Partnership. It is understood and agreed that nothing contained in this Charter shall be deemed or construed as creating a partnership or joint venture between the Sponsor and School or any other party or causing either Party to be responsible in any way for the debts and obligations of the other Party.

8.8 Employee Status. Any contract entered into by the School and a third party shall provide that the third party is not entering into a contract with the Sponsor.

8.9 Disposition of Property. Personal property of OJA will be disposed of as required by law. No new real property will be acquired.

IN WITNESS WHEREOF, the Parties have caused this Charter School Contract to be executed by their duly authorized agents,

Upon the Oklahoma Department of Education's approval of Oklahoma Youth Academy Charter School's application for sponsorship and operation of a charter school, the entire, approved application will be inserted here and, thereby, made a part of the Charter School Contract.

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End of proposal and all attachments.