



# Tulsa Honor Academy

## December 2025 Board Meeting

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### Date and Time

Tuesday December 16, 2025 at 5:00 PM CST

### Location

THA's Sheridan Campus: 1421 S. Sheridan Rd. Tulsa, OK 74112

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Public comments submitted in accordance to our public comments policy will be read prior to the relevant agenda item.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
<b>A.</b> Roll Call		Anna Montgomery	1 m
<b>B.</b> Call the Meeting to Order		Anna Montgomery	1 m
<b>II. Consent Agenda</b>			<b>5:02 PM</b>
<b>A.</b> Consent Agenda: Items B-F	Vote	Anna Montgomery	1 m
<b>B.</b> November Board Meeting Minutes	Approve Minutes		

	Purpose	Presenter	Time
The meeting's board agenda ensures proper meeting conduct by outlining all matters to be considered by the public body.			
<b>C. November 2025 Financial Report</b>			
This report represents our finances for the month of November 2025 as prepared by Oklahoma Consulting & Accounting Services, LLC.			
<b>D. Routine Staffing</b>			
Routine personnel actions implement the various talent strategies and priorities authorized by THA's Board of Directors. All salaries are listed as the prorated total based on start date.			
<b>E. OSPRC Teacher Apprentice Pipeline MOU</b>			
OPSRC in partnership with 918 Fund are continuing the Teacher Apprentice Pipeline with Tulsa Charter Schools. This pipeline allows teacher apprentices at participating schools to earn their bachelor's degree. OPSRC is transitioning to partner with Western Governors University. The program currently funds the cost of the bachelor's degree and partial school salary and benefits.			
<b>F. Scholastic Book Fair Service Agreement</b>			
This is the service agreement to host a Scholastic Book Fair at THA Middle School.			
<b>III. Information Agenda</b>			<b>5:03 PM</b>
<b>A. Facility Update</b>		Alison Moore	10 m
<b>B. THA Familia Spotlight: Language Proficiency Benchmarks</b>	Discuss	Madison Dominguez	15 m
<b>C. December CEO Report</b>	Discuss	Madison Dominguez	15 m
<b>D. THA Board Committee Reports</b>	Discuss		10 m
<ul style="list-style-type: none"><li>• Executive Committee</li><li>• Governance Committee</li><li>• Academic Achievement Committee</li><li>• Finance Committee</li></ul>			

	Purpose	Presenter	Time
<b>E.</b> Activity Fund Report	Discuss	Madison Dominguez	2 m
<b>F.</b> Review of Special Education Differentiated Monitoring System		Kate Freudenheim	5 m
<b>G.</b> Review of THA's 2024-2025 Report Card		Madison Dominguez	10 m
<b>IV. Action Agenda</b>			<b>6:10 PM</b>
<b>A.</b> Open Transfer Capacity		Alison Moore	5 m
Quarterly, THA reviews and approves the capacity for open transfer students.			
<b>B.</b> Approval of THA HS Career Pathways and Course Matrix		Kate Freudenheim	5 m
These are the Career Course Pathways for THA HS associated with the updated graduation requirements for the Class of 2030 and beyond as approved in the November 2025 Board Meeting.			
<b>C.</b> New & Modified General Fund, Gift Fund, and Insurance Fund Encumbrances	Vote	Alison Moore	5 m
New encumbrances and encumbrance changes reflect obligations of district funds issued in accordance with §70-5-135.			
<b>V. New Business</b>			
<b>VI. Closing Items</b>			<b>6:25 PM</b>
<b>A.</b> Adjourn Meeting	Vote	Anna Montgomery	1 m

# Coversheet

## November Board Meeting Minutes

<b>Section:</b>	II. Consent Agenda
<b>Item:</b>	B. November Board Meeting Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for November 2025 Board Meeting on November 18, 2025

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# Tulsa Honor Academy

## Minutes

### November 2025 Board Meeting

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#### Date and Time

Tuesday November 18, 2025 at 5:00 PM

#### Location

THA's Sheridan Campus: 1421 S. Sheridan Rd. Tulsa, OK 74112

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Public comments submitted in accordance to our public comments policy will be read prior to the relevant agenda item.

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#### Directors Present

Ana Ponce, Eric Danklefsen, Ivan Godinez-Reyes, Jimmy Rodriguez, Mikeal Vaughn, Samantha Aponte-Atkins

#### Directors Absent

Anna Montgomery, Lorena Rivas

#### Directors who left before the meeting adjourned

Ivan Godinez-Reyes

#### Guests Present

Alison Moore, Kate Freudenheim, Madison Dominguez, Omayra Rivera

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### I. Opening Items

#### A. Roll Call

**B. Call the Meeting to Order**

Jimmy Rodriguez called a meeting of the board of directors of Tulsa Honor Academy to order on Tuesday Nov 18, 2025 at 5:03 PM.

**II. Consent Agenda**

**A. Consent Agenda: Items B-H**

Eric Danklefsen made a motion to approve Consent Agenda: Items B-H.

Ivan Godinez-Reyes seconded the motion.

The board **VOTED** to approve the motion.

**B. October Board Meeting Minutes**

Eric Danklefsen made a motion to approve the minutes from October 2025 Board Meeting on 10-21-25.

Ivan Godinez-Reyes seconded the motion.

The board **VOTED** to approve the motion.

**C. October 2025 Financial Report**

**D. Routine Staffing**

**E. Approval of MLK Parade Participation Agreement**

**F. Approval of AMC Theater Contract**

**G. Memorandum of Understanding with Junior Archives of Oklahoma, Inc.**

**H. Updated Title IX Policy**

**III. Information Agenda**

**A. Facility Update**

THA Staff and THA's Project Team provided an update on the former Jones Facility project.

**B. THA Familia Spotlight: Algebra I Curriculum & Math Data Meetings**

THA's COA and acting CEO Madison Dominguez provided information on the new Algebra I curriculum and math data meetings on behalf of THA's Curriculum and Instruction Manager.

**C. November CEO Report**

Acting CEO, Madison Dominguez, provided the November CEO report.

**D. THA Board Committee Reports**

THA's Staff and Committee Members provided Committee Reports.

**E. Activity Fund Report**

THA's Acting CEO, Madison Dominguez, provided the Activity Fund report.

**F. Notice of Property Insurance Change**

THA's COO Alison Moore provided a notice of property insurance change.

**G. Review of THA's 2024-2025 Report Card**

This item will be discussed t the December board meeting.

**IV. Action Agenda**

**A. Propose executive session to discuss the following items pursuant to O.S. Title 25, Section 307 (B) (3): Discussing the purchase or appraisal of real property (Parcel ID: 99303-93-03-15760)**

Ivan Godinez-Reyes made a motion to enter into executive session with board members present and THA staff: Alison Moore, Kate Freudenheim, Madison Dominguez and Omayra Rivera.

Samantha Aponte-Atkins seconded the motion.

The board **VOTED** to approve the motion.

Ivan Godinez-Reyes made a motion to exit executive session.

Ana Ponce seconded the motion.

The board **VOTED** to approve the motion.

**B. Proposed updated THA High School Graduation Requirements**

Ivan Godinez-Reyes left.

Ana Ponce made a motion to approve the updated THA High School graduation requirements.

Mikeal Vaughn seconded the motion.

The board **VOTED** to approve the motion.

**C. New & Modified General Fund, Gift Fund, and Insurance Fund Encumbrances**

Samantha Aponte-Atkins made a motion to approve the New & Modified General Fund, Gift Fund, and Insurance Fund Encumbrances.

Ana Ponce seconded the motion.

The board **VOTED** to approve the motion.

**V. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:30 PM.

Respectfully Submitted,  
Jimmy Rodriguez

# Coversheet

## November 2025 Financial Report

<b>Section:</b>	II. Consent Agenda
<b>Item:</b>	C. November 2025 Financial Report
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Tulsa Honor Academy November, 2025 financial report.pdf

**TULSA HONOR ACADEMY**  
**MONTHLY FINANCIAL REPORT**  
November 30, 2025 and Year to Date

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**JENKINS & KEMPER**  
CERTIFIED PUBLIC ACCOUNTANTS, P.C.

JACK JENKINS, CPA  
MICHAEL KEMPER, CPA

December 3, 2025

Honorable Board of Trustees  
Tulsa Honor Academy  
Tulsa, Oklahoma

I have compiled the accompanying statement of assets, liabilities, and net assets – modified cash basis for the Tulsa Honor Academy as of November 30, 2025 and the related statements of revenues and expenses – cash basis for the five (5) months then ended for the General, Building, and Gifts Funds. Prior year's comparative revenue and expense information and current year budgetary information are included in the related statements of revenue and expenses, as well as items listed in the table of contents under the heading supplemental information, which are presented only for analysis purposes. My compilation was performed in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. The financial statements have been prepared on the cash basis of accounting and the budget laws of the State of Oklahoma, which is a basis of accounting other than generally accepted accounting principles.

A compilation is limited to presenting, in the form of financial statements and supplemental information that is the representation of the management. I have not audited or reviewed the accompanying financial statements and supplemental information and, accordingly, do not express an opinion or any other form of assurance on them. However, I did become aware of a departure from the cash and budgetary basis of accounting that is described in the following paragraph.

The regulatory basis of accounting requires a specific format of presentation of governmental funds and the accompanying presentation does not comply with that format. Additionally, fixed assets and any related debt are not included in the statement of assets, liabilities and net assets presented on a cash basis. Any such accounts are reflected in the statement of revenues and expenses as a corresponding receipt and/or expenditure of funds. The effects of these departures on the financial statements have not been determined.

Management has elected to omit substantially all of the disclosures ordinarily included in financial statements prepared on the cash basis of accounting. If the omitted disclosures were included in the financial statements, they might influence the user's conclusions about the School's assets, liabilities, net assets, revenues and expenses. Accordingly, these financial statements are not designed for those who are not informed about such matters.

We are not independent with respect to Tulsa Honor Academy.

Sincerely,

*Jenkins & Kemper, CPAs P.C.*

Jack H. Jenkins  
Certified Public Accountant

**TULSA HONOR ACADEMY**  
**STATEMENT OF ASSETS, LIABILITIES, AND NET ASSETS - CASH BASIS**  
**NOVEMBER 30, 2025**

	General	Building	Gifts	Lease	Activity	General Long-Term Debt	Totals
<b>Assets</b>							
Cash	\$2,201,461.46						3,675,421.13
Investments	2,969,578.26	833,899.19	538,236.11	75,958.23	25,866.14		4,415,318.30
Amounts to be provided for retirement of general long-term debt			1,445,740.04				
Total Assets	<u>5,171,039.72</u>	<u>833,899.19</u>	<u>1,983,976.15</u>	<u>75,958.23</u>	<u>25,866.14</u>	<u>10,215,600.74</u>	<u>8,090,739.43</u>
<b>Liabilities</b>							
O/S Payments	185,409.08	7,139.54	69.75	61,792.19			254,410.56
Reserves	3,641.15	3,834.75	6,647.12				14,123.02
Long-Term Debt - Capital Lease						10,215,600.74	
Funds Held for Student Organizations					25,866.14		25,866.14
Total Liabilities	<u>189,050.23</u>	<u>10,974.29</u>	<u>6,716.87</u>	<u>61,792.19</u>	<u>25,866.14</u>	<u>10,215,600.74</u>	<u>294,399.72</u>
Restricted for Construction				14,166.04			
Unrestricted Net Assets	<u>\$4,981,989.49</u>	<u>822,924.90</u>	<u>1,977,259.28</u>	<u>-</u>			<u>7,796,339.71</u>
Prior Year							
Net Assets 06/30/2025	<u>\$4,923,563.51</u>	<u>1,513,724.68</u>	<u>2,223,322.47</u>	<u>70,452.69</u>			<u>8,731,063.35</u>

SEE ACCOUNTANT'S COMPILATION REPORT

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**TULSA HONOR ACADEMY**  
**STATEMENT OF REVENUE, EXPENDITURES AND NET ASSETS-CASH BASIS**

<b>General Fund</b>	<b>Source</b>	<b>2024-25</b>	<b>2024-25</b>	<b>% of YTD</b>	<b>2025-26</b>	<b>2025-26</b>	<b>% of YTD</b>
<b>Revenue</b>	<b>Code</b>	<b>Actual</b>	<b>As of 11/30/24</b>	<b>to Actual</b>	<b>Budgeted</b>	<b>As of 11/30/25</b>	<b>to Budg.</b>
<b>LOCAL SOURCES</b>							
Interest	1310	\$ 84,649.35	38,044.89	44.9%		32,547.87	N/A
Reimbursements	1500	156,761.11	152,513.17	97.3%	180,000.00	6,891.52	3.8%
Other Local Sources of Revenue	1600	165,698.29	97,371.74	58.8%	711,250.00	92,568.95	13.0%
Child Nutrition - Local (or 5150)	1700	8,815.92	4,278.31	48.5%	10,000.00	1,996.92	20.0%
Non-revenue Receipts	5000	32,717.50	342.52	1.0%		13.51	N/A
Employee Retention IRS Tax Credit						1,035,614.71	N/A
<b>STATE SOURCES</b>							
Foundation & Salary Incentive Aid	3210	9,518,008.86	3,141,440.94	33.0%	8,834,101.00	3,450,622.60	39.1%
Flexible Benefits Reimb.	3250	812,703.68	246,207.48	30.3%	913,532.00	303,466.91	33.2%
Inspired to Teach	3413			N/A		12,000.00	N/A
Purchase of Textbooks	3420	78,794.22	74,766.99	94.9%	81,428.00	28,414.67	34.9%
Redbud Act Funds	3435			N/A			N/A
School Resource Officer Grant	3436	176,108.08	176,108.08	100.0%	93,041.47	93,041.47	100.0%
Maternity Leave	3437	37,006.87	4,597.50	12.4%			N/A
Advanced Placement	3470			N/A			N/A
Ace Technology	3690	7,902.93		0.0%			N/A
Child Nutrition - State	3700	7,322.22		0.0%			N/A
<b>FEDERAL SOURCES</b>							
Title I (Proj. 511&515)	4210	410,175.54	85,622.68	20.9%	696,116.50	171,149.50	24.6%
Title II, Part A (541)	4271	174,036.61	79,594.65	45.7%	79,292.00		0.0%
Title III	4281	57,269.58	58.73		63,416.49	31,851.66	
Special Education Programs	4300	172,900.33	4,490.00	2.6%	276,073.19	124,881.83	45.2%
Title IV, Part A	4442	59,760.51	36,157.68	60.5%	34,776.00		0.0%
ARP ESSER III	4689	214,418.93	214,418.93	100.0%			N/A
Miscellaneous Federal	4689			N/A	104,363.82		0.0%
Child Nutrition - Federal	4700	835,241.76	318,517.66	38.1%	650,000.00	180,655.62	27.8%
<b>Total Revenue</b>		<b>13,010,292.29</b>	<b>4,674,531.95</b>	<b>35.9%</b>	<b>12,727,390.47</b>	<b>5,565,717.74</b>	<b>43.7%</b>
<b>Lapsed Appr/Estopped Warr.</b>	6130/40	29,291.87	7,864.64				
<b>Interfund Transfers</b>	6200	69,133.20	-			(20,334.72)	
<b>Net Assets - Beginning</b>		<b>4,713,475.42</b>	<b>4,713,475.42</b>		<b>4,923,563.51</b>	<b>4,923,563.51</b>	
<b>Balance Available</b>		<b>\$ 17,822,192.78</b>	<b>9,395,872.01</b>		<b>17,650,953.98</b>	<b>10,468,946.53</b>	

**TULSA HONOR ACADEMY**  
**STATEMENT OF REVENUE, EXPENDITURES AND NET ASSETS-CASH BASIS**

<u>Expenditures</u>	<u>Object Code</u>	<u>2024-25 Actual</u>	<u>2024-25 As of 11/30/24</u>	<u>% of YTD to Actual</u>	<u>2025-26 Budgeted</u>	<u>2025-26 As of 11/30/25</u>	<u>% of YTD to Budg.</u>
Salaries	100	\$ 6,786,676.02	2,554,302.14	37.6%	7,520,304.00	2,645,433.90	35.2%
Employee Benefits	200	1,366,180.91	508,080.22	37.2%	1,515,488.00	537,814.30	35.5%
Worker's Comp./State Unempl.	270-280	44,547.03	6,478.54	14.5%	43,778.00	12,573.00	28.7%
Professional Services	300	939,569.97	380,828.56	40.5%	555,994.00	291,239.85	52.4%
Utility Services	410	209,813.56	83,746.15	39.9%	349,927.00	116,214.51	33.2%
Cleaning Services	420	265,813.40	63,685.04	24.0%	254,322.00	93,232.97	36.7%
Repairs and Maintenance Services	430	114,948.62	24,426.99	21.3%	66,384.00	49,921.56	75.2%
Rentals or Lease Services	440	225,191.96	89,102.31	39.6%	945,012.00	377,274.76	39.9%
Construction Services	450			N/A		10,525.00	N/A
Student Transportation	510	661,714.89	277,084.49	41.9%	800,958.00	336,332.50	42.0%
Insurance Services	520	121,519.00		0.0%	125,906.00	30,505.08	24.2%
Communications Services	530	28,270.86	10,305.03	36.5%	9,456.00	12,669.55	134.0%
Advertising	540	7,749.47		0.0%	25,000.00		0.0%
Printing	550	9,594.65	3,744.00	39.0%	25,000.00	6,720.74	26.9%
Food Service Management	570	508,128.92	140,925.20	27.7%	656,250.00	489,727.88	74.6%
Out-of-District Travel	580	47,748.72	11,648.83	24.4%	20,184.00	997.23	4.9%
Commodity Distribution	599	2,091.65		0.0%	3,040.00		0.0%
General Supplies	610	236,002.52	77,655.01	32.9%	213,525.00	182,145.79	85.3%
Books	640	70,062.46	39,638.53	56.6%	41,295.00	9,873.78	23.9%
Furniture, Fixtures, Tech, etc.	650	221,865.86	101,918.00	45.9%	326,346.00	227,958.99	69.9%
Student and Staff	680	41,395.96	10,503.14	25.4%	14,110.00	2,392.13	17.0%
Property	700	784,070.79	350,433.93	44.7%		899.99	N/A
Sponsor Fees	805	104,025.69	23,560.20	22.6%	88,341.00	17,253.88	19.5%
Dues and Fees	810	38,758.29	5,707.95	14.7%	328,759.00	2,247.14	0.7%
Staff Registration & Tuition	860	49,270.96	20,445.96	41.5%		27,125.00	N/A
Reimbursement	930	13,617.11	3,291.29	24.2%	3,771.00	5,877.51	155.9%
<b>Total Expenditures</b>		<u>12,898,629.27</u>	<u>4,787,511.51</u>	<u>37.1%</u>	<u>13,933,150.00</u>	<u>5,486,957.04</u>	<u>39.4%</u>
<b>Net Assets - Ending</b>		<u>\$ 4,923,563.51</u>	<u>4,608,360.50</u>		<u>3,717,803.98</u>	<u>4,981,989.49</u>	

**TULSA HONOR ACADEMY - 2025-26 FISCAL YEAR**  
**STATEMENT OF REVENUE, EXPENDITURES AND NET ASSETS - CASH BASIS**

	Source	2024-25	2024-25	% of YTD	2025-26	2025-26	% of YTD
	Codes	<u>Actual</u>	<u>As of 11/30/24</u>	<u>to Actual</u>	<u>Budgeted</u>	<u>As of 11/30/25</u>	<u>to Budgeted</u>
<b>Building Fund</b>							
<u>Revenue</u>							
Redbud Grant	3435	662,537.01	-	0.0%	730,620.00		0.0%
<b>Total Revenue</b>		662,537.01	-	0.0%	730,620.00	-	0.0%
<b>Interfund Transfers</b>	6200	419,758.40					
<b>Net Assets - Beginning</b>	6110	614,029.27	614,029.27		1,513,724.68	1,513,724.68	
Total Revenue Available		1,696,324.68	614,029.27		2,244,344.68	1,513,724.68	
<u>Expenditures</u>							
Repairs & Maint. Services	430	37,500.85	11,540.00	30.8%	5,000.00	861.86	17.2%
Property Services	440			N/A	1,000,000.00	637,484.04	63.7%
Supplies & Materials	600			N/A	50,000.00		0.0%
Capital Improvements	700	145,099.15	7,892.50	5.4%	50,000.00	52,453.88	104.9%
Total expenditures		182,600.00	19,432.50	10.6%	1,105,000.00	690,799.78	62.5%
Ending Net Assets		\$ 1,513,724.68	594,596.77		1,139,344.68	822,924.90	

**TULSA HONOR ACADEMY - 2025-26 FISCAL YEAR**  
**STATEMENT OF REVENUE, EXPENDITURES AND NET ASSETS - CASH BASIS**

	Source	2024-25	2024-25	% of YTD	2025-26	2025-26	% of YTD
	<u>Codes</u>	<u>Actual</u>	<u>As of 11/30/24</u>	<u>to Actual</u>	<u>Budgeted</u>	<u>As of 11/30/25</u>	<u>to Budgeted</u>
<b>Gifts Fund</b>							
<u>Revenue</u>							
Interest Earnings	1300	\$ 84,649.34	38,044.88	44.9%		32,547.91	N/A
Donations	1610	799,111.52	204,635.05	25.6%		192,838.93	N/A
Correcting Entries	5000	1,824.75		0.0%			N/A
<b>Total Revenue</b>		885,585.61	242,679.93	27.4%	-	225,386.84	N/A
Lapsed Appr/Estopped Warr.	6130/40	1,749.65					
Interfund Transfers	6200	(139,585.89)					
Net Assets - Beginning	6110	1,701,625.84	1,701,625.84		2,223,322.47	2,223,322.47	
Total Revenue Available		2,449,375.21	1,944,305.77		2,223,322.47	2,448,709.31	
<u>Expenditures</u>							
Professional Services	300	1,250.00		0.0%			N/A
Rentals or Lease Services	440	25,475.56		0.0%	405,000.00	404,054.00	99.8%
Student Transportation	510	3,755.50		0.0%			N/A
Printing and Binding	550	4,055.11		0.0%			N/A
Staff Travel	580	1,300.00		0.0%			N/A
Supplies & Materials	600	24,837.82	2,632.75	10.6%	32,000.00	17,980.03	56.2%
Capital Improvements	700	100,000.00		0.0%			N/A
Scholarships	880	63,554.00	62,114.00	97.7%	50,000.00	49,416.00	98.8%
Reimbursement	930	1,824.75		0.0%			N/A
Total expenditures		226,052.74	64,746.75	28.6%	487,000.00	471,450.03	96.8%
Ending Net Assets		\$2,223,322.47	1,879,559.02		1,736,322.47	1,977,259.28	

## **SUPPLEMENTAL INFORMATION**

**TULSA HONOR ACADEMY - 2025-26 FISCAL YEAR  
THREE (3) YEAR COMPARISON - GENERAL FUND - CASH BASIS**

	2023-24 Expenditures		2024-25 Expenditures		2025-26 Expenditures	
	Salary	Non-salary	Salary	Non-salary	Salary	Non-salary
July	\$ 265,321.21	120,735.67	382,776.66	101,897.29	355,161.39	303,925.01
August	555,616.57	134,332.98	662,927.49	226,256.20	702,134.03	581,301.85
September	593,769.47	596,083.72	670,611.43	539,425.94	704,848.99	396,801.32
October	564,164.00	466,985.20	678,943.20	600,301.89	712,561.31	611,585.79
November	587,179.52	453,912.98	672,114.42	252,256.99	708,542.48	410,094.87
December	539,486.96	793,939.07	675,441.73	388,316.76		
January	560,652.37	227,122.85	686,033.45	736,808.02		
February	563,389.20	419,531.38	688,236.63	315,209.09		
March	521,169.51	584,663.91	662,472.40	354,946.52		
April	554,070.31	362,726.64	691,112.80	227,354.32		
May	578,126.12	372,712.44	671,097.18	465,636.40		
June	881,669.55	984,622.63	1,055,636.57	492,815.89		
	<u>\$ 6,764,614.79</u>	<u>5,517,369.47</u>	<u>8,197,403.96</u>	<u>4,701,225.31</u>	<u>3,183,248.20</u>	<u>2,303,708.84</u>
		<u>12,281,984.26</u>		<u>12,898,629.27</u>		<u>5,486,957.04</u>

	2023-24 Expenditures		2024-25 Expenditures		2025-26 Expenditures	
	Salary	Non-salary	Salary	Non-salary	Salary	Non-salary
July	\$ 265,321.21	120,735.67	382,776.66	101,897.29	355,161.39	303,925.01
August	555,616.57	134,332.98	662,927.49	226,256.20	702,134.03	581,301.85
September	593,769.47	596,083.72	670,611.43	539,425.94	704,848.99	396,801.32
October	564,164.00	466,985.20	678,943.20	600,301.89	712,561.31	611,585.79
November	587,179.52	453,912.98	672,114.42	252,256.99	708,542.48	410,094.87
December						
January						
February						
March						
April						
May						
June						
	<u>\$ 2,566,050.77</u>	<u>1,772,050.55</u>	<u>3,067,373.20</u>	<u>1,720,138.31</u>	<u>3,183,248.20</u>	<u>2,303,708.84</u>
		<u>4,338,101.32</u>		<u>4,787,511.51</u>		<u>5,486,957.04</u>

FOR INTERNAL USE ONLY

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# Coversheet

## Routine Staffing

<b>Section:</b>	II. Consent Agenda
<b>Item:</b>	D. Routine Staffing
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Payroll PO List - December 2025.pdf

**2025-2026 New Hires**

Last Name	First Name	Hire Date	Primary Location	Position	Compensation
McCrackin	Brody	12/2/2025	THA Flores Middle School	ELA Teacher	\$47,000.00
Warrior	John	1/5/2026	THA High School	Certified Special Education Teacher	\$58,538.00
Kelley	Loryn	1/5/2026	THA Middle School	ELA Teacher	\$44,000.00

**Resignations/Terminations**

Last Name	First Name	Hire Date	Primary Location	Position	Final Date
Gildon McCracken	Brandy		THA Middle School	Assistant Principal of Culture	11/19/2025
Worley	Jennifer		THA High School	Assistant Principal of Operations	11/21/2025

**2025-2026 Stipends**

Last Name	First Name	Stipend Amount	Location	Stipend Position	Timing
Hefley	Bradley	\$1,600.00	THA High School	High School Basketball Coach	12/1/25 - 2/28/26
Ramos	Precious	\$1,500.00	THA Flores Middle School	Alternative Teacher Certification	1/ 1/26 - 6/30/26

**Salary Changes**

Last Name	First Name	Effective Date	Primary Location	Position/Reason	Corrected Salary
Bayne	Allicia	11/16/2025	THA Flores Middle School	Moved to Teacher Role	\$44,500.00
Johnson	Anthony	12/16/2025	THA Middle School	Moved to Discipline Specialist Role	\$36,000.00

# Coversheet

## OSPRC Teacher Apprentice Pipeline MOU

**Section:** II. Consent Agenda  
**Item:** E. OSPRC Teacher Apprentice Pipeline MOU  
**Purpose:**  
**Submitted by:**  
**Related Material:** Teacher Apprentice Pipeline EdWell WGU.pdf

## Pilot Apprenticeship Pathway Related Technical Instruction Partnership Agreement

This Pilot Apprenticeship Pathway Related Technical Instruction (“RTI”) Partnership Agreement (“Agreement”) is effective as of the date of the last signature below between Western Governors University (“WGU” or “RTI Provider”), a Utah nonprofit corporation located at 4001 South 700 East, Suite 700, Salt Lake City, UT 84107, and Oklahoma Public School Resource Center, (“Sponsor”), a nonprofit corporation doing business in Oklahoma with a Federal Department of Labor Registered Apprenticeship Program, and edwell, Inc. (“Intermediary”), a nonprofit corporation doing business in Texas. Employer Partners may be added to this Agreement by executing an Appendix (“Employer Partners”). Each entity is a “Party” and collectively the “Parties”.

WHEREAS the Parties desire to establish a partnership that will ensure the provision of high-quality pathways to develop K-12 teacher talent pipelines designed to support employers and candidates participating in the Registered Apprenticeship Program (“Apprentices”), as registered with the Department of Labor’s Office of Apprenticeship (the “Program”) with Related Technical Instruction provided by WGU and Intermediary’s enriched Pathways on-the-job training program;

WHEREAS the Parties consider the Program to be a pilot to test the long-term sustainability of this funding model for teacher apprenticeships at scale, with the shared goal of little to no cost to the Apprentice; and

WHEREAS the Parties are dedicated to elevating the demand for high-quality talent and are committed to sustaining employer-led partnerships that focus on the holistic development of the Apprentices.

NOW, THEREFORE, in recognition of our mutual commitments and the shared vision to foster a transformative educational experience, the Parties hereby agree as follows:

### I. Addition of Employer Partners

- a. **Employer Partner Appendix.** Employer Partners may join this Agreement by executing an Employer Partner Appendix (each, an “Appendix”), the form of which is attached as Exhibit 1, becoming a Party to the Agreement and committing to its terms and conditions. For the avoidance of doubt, Employer Partners are in privity of contract with Intermediary, Sponsor and RTI Provider only. Individual Employer Partners are not in privity of contract with any other Employer Partners. Further, obligations under this Agreement apply only to individual Employer Partners, and do not apply to Employer Partners collectively as a group.
- b. **Integration.** Upon signing an Appendix, the Employer Partner agrees to collaborate with the RTI Provider, Intermediary and Sponsor, contributing to the shared purpose and commitments outlined in this Agreement.

### II. Purpose

- a. This Agreement's main purpose is to test the long-term sustainability of the Program’s funding model for teacher apprenticeships at scale, with the shared goal of little low to no cost to the Apprentice, and to affirm the Parties’ commitment to the advancement of teacher Registered Apprenticeship Programs that reflect the core values and structure inherent in the following five pillars of successful apprenticeship models. The Parties’ collaborative efforts are designed to provide:

- i. **Collaborative Financial Stewardship:** Financial stewardship is paramount to the Program's sustainability and efficacy. To achieve this, Parties will engage collectively in proactively seeking and applying for grants, scholarships, and other funding opportunities that align with the Program's goals. Parties will also collaborate on grant proposals, leveraging combined expertise to secure funding, establish effective utilization strategies to maximize educational impact, and engage in regular financial reviews. Additionally, sharing resources and maintaining open communication will be explored to foster innovation and prudent management. Grants awarded to the Intermediary, Sponsor, and/or Employer Consortium members (as defined below) as beneficiaries or their apprentices, may require action and accountability of Employer Consortium members as outlined in the grant deliverables.
  - ii. **Structured Learning:** Deliver a comprehensive curriculum that combines theoretical knowledge with practical skills, aimed at fostering a robust understanding of effective teaching practices.
  - iii. **On-the-Job Training ("OJT"):** Ensure that Apprentices receive hands-on, experiential learning under the mentorship of experienced educators within real-world educational settings, as part of their required RTI.
  - iv. **Reward for Skill Gains:** Recognize and compensate Apprentice advancements in both knowledge and skill application, aligning incentives with each stage of professional development.
  - v. **A National Occupational Credential:** Culminate in the achievement of a recognized teaching credential that validates the Apprentice's capability and readiness to excel in the education field.
- b. By embracing these pillars, the Parties aim to create a supportive, structured pathway that empowers aspiring teachers, enriches the educational landscape, and upholds the integrity and quality of the teaching profession. Collaboration is founded on mutual respect and a shared vision for the professional growth of Apprentices. The Parties are committed to fostering an environment that is both nurturing and rigorous, equipping future educators with the skills and knowledge necessary to excel in their teaching careers. The Parties commit to working together to enhance innovation for the Program, aim to consistently enrich the educational journey and achievements of Apprentices, and seek to discover resource-sharing opportunities that can streamline Program delivery. This collaboration sets a benchmark for apprenticeship strategies that effectively integrate OJT with academic credit.

### III. Term and Termination

- a. This Agreement shall be effective on the date the last signature is executed and will remain in effect for a period of three (3) years. It will automatically renew for successive three-year terms unless any Party provides thirty (30) days prior written notice to all other Parties terminate or amend the Agreement.
- b. Intermediary, Sponsor and RTI Provider may terminate this Agreement, without penalty, for any reason on thirty (30) days' prior written notice to all other Parties.
- c. Employer Partners may terminate at any time, provided that Employer Partner termination is only effective as to that individual Employer Partner.
- d. In the event of early termination, the RTI Provider agrees to ensure that each Apprentice currently receiving an educational benefit under this Agreement will continue to receive the full value of that benefit towards their

studies at the RTI Provider, provided the Apprentice remains in good academic and financial standing. Intermediary shall pay WGU any outstanding financial obligation of remaining enrolled Apprentices.

- e. Each Appendix shall terminate upon termination or expiration of this Agreement.

#### IV. Roles and Responsibilities of the Parties

The success of the Program hinges on clear communication, well-defined expectations, and the strong collaboration of all Parties involved. This section lays out the specific roles and responsibilities that each Party will uphold. By explicitly delineating these duties, the Parties aim to foster a transparent and effective working relationship that facilitates the growth and development of our Apprentices, Intermediary and Sponsor

##### a. Intermediary and Sponsor Roles and Responsibilities

- i. General Obligations. The Sponsor and Intermediary represent each Employer Partner listed in an Appendix. The Sponsor retains ultimate responsibility for ensuring that the Program complies with all applicable standards, policies, and regulations and shall remain accountable for the quality and outcomes of the Program. To support the fulfillment of these obligations, the Sponsor authorizes the Intermediary to act on behalf of, and at the direction of, the Sponsor. The Intermediary will provide technical assistance to the Sponsor for all responsibilities outlined below, including but not limited to the administration, coordination, and implementation of the Program, including serving as the Sponsor's representative with Employer Partners identified in Appendix A, facilitating communication and collaboration through the Employer Consortium, coordinating schedules and reporting, collecting and managing required documentation and data, supporting financial administration as directed by the Sponsor, and monitoring Program performance and compliance.
- ii. Employer Consortium. The Sponsor will engage and organize the Employer Partners to participate in Intermediary's Employer Consortium, which is intended to strengthen the Program by enhancing efficiency, fostering collaboration, and ensuring the development of a highly trained and prepared workforce. Notwithstanding the foregoing delegation of duties, the Sponsor shall at all times retain final responsibility for the Program and for meeting all obligations related to Program standards.
- iii. Program Standards. The Sponsor will oversee the Program and facilitate a Program steering committee and apprentice committee, within the Employer Consortium to ensure all Program standards and components reflect employer-driven strategies and training goals to establish high-quality talent pipelines for K-12 teacher preparation and development.
- iv. Registration and Compliance. The Sponsor will ensure the Program is registered with the appropriate state or federal apprenticeship agencies and complies with all applicable regulations and standards. This includes adherence to any federal and/or state reporting and compliance requirements, and accurate maintenance of program records to uphold the Program's integrity. Intermediary and Sponsor will ensure access to data tracking software and Registered Apprenticeship Partners Information Database System ("RAPIDS") for monitoring and managing all necessary information, including competency-based training requirements as required by the Department of Labor ("DOL") and applicable local workforce board. All data sharing by Intermediary and Sponsor will comply with FERPA regulations to maintain the confidentiality and security of Apprentice information.

- v. OJT. The Sponsor agrees to implement the Intermediary's enrichED Pathways OJT training program and ensure implementation of OJT-related training and, accordingly, will collaborate with Intermediary and Employer Partners for OJT implementation and facilitation. The Sponsor and Intermediary will ensure that OJT resources are readily accessible and aligned to competency program standards and can be effectively implemented by the Employer Partner.
- vi. Funding Eligibility Maintenance. The Intermediary will facilitate and coordinate the eligibility and maintenance process for Workforce Innovation and Opportunity Act ("WIOA") funding and communicate timelines, resources, and technical assistance to support completion of this process for each Apprentice. This includes providing and paying for training, tuition, and related expenses on behalf of eligible Apprentices to RTI Provider and Employer Partners to implement and facilitate OJT requirements with funds allocated per Apprentice within their training award from applicable workforce development boards.
- vii. Talent Acquisition. The Sponsor will collaborate with Employer Partner to facilitate Employer Partner's selection of Apprentices, as described in Section IV(b)(2) below, to enroll in a licensure or degree program provided by RTI Provider, provided, however, that RTI Provider has ultimate discretion on Apprentice enrollment in its licensure or degree programs. As part of this collaboration, the Sponsor and Intermediary will provide resources and information to support Employer Partner-initiated recruitment strategies to support localized program goals. Specific licensure or degree programs available may vary by state and RTI Provider will communicate available licensure or degree programs in accordance with Section IV(c)(1) below.
- viii. Advocacy and Public Relations. The Sponsor will engage in legislative advocacy efforts related to teacher certifications and apprenticeship programs and engage in public relation efforts to elevate the teaching profession and share Program success.

#### **b. Employer Partner Role and Responsibilities**

- i. Program Standards. Maintain compliance with Program standards and competencies to ensure Apprentices meet Program requirements and earn increased compensation for skill gains.
- ii. Talent Acquisition. Collaborate with the Sponsor and Intermediary, as described in Section IV(a)(6) above, identify and select Apprentices to enroll in a licensure or degree program provided by RTI Provider, provided, however, that RTI Provider has ultimate discretion on Apprentice enrollment in its licensure or degree programs. Specific licensure or degree programs available may vary by state and RTI Provider will communicate available licensure or degree programs in accordance with Section IV(c)(1) below. Employer Partner will initiate and engage in recruiting and hiring Apprentices for employment and placement based on campus vacancies, ensuring a qualified pool of candidates for the Program that meets the Employer Partner's needs. The Sponsor and Intermediary will follow up with additional guidance regarding the talent acquisition process for subsequent years if applicable.
- iii. OJT, Placement & Mentorship. Collaborate with Sponsor and Intermediary to provide Apprentices with OJT aligned with the Program standards and competencies. OJT is tailored to the Apprentice's current role and complements the RTI Provider's courses. OJT is required on a monthly basis and proficiency must be demonstrated using a defined rubric. Each Apprentice will be assigned an on-ramp OJT level

based on previously earned credit and college experience. There are a total of four (4) on-ramps that have OJT resources aligned to the Program standards. If an Apprentice accelerates the RTI requirements related to their degree program with RTI Provider, their on-ramp placement will only adjust at the start of each semester as defined by the Employer Partner and aligned to the Employer Partner's school year calendar. Employer Partner must provide each Apprentice with a mentor or success coach during on-ramps 1-3, with a recommended ratio of 50:1 to support continuous development and the implementation of the OJT microcredential training. During on-ramp 4, the Employer Partner will nominate a qualified mentor teacher to support the Apprentice. The assigned mentor teacher may additionally meet the definition of a Clinical Mentor Teacher, pursuant to the Appendix. For more information regarding Placement & Clinical Mentors, please see the Appendix.

- iv. Performance Evaluation & Program Progression. Evaluate Apprentice performance in the workplace and provide feedback to the Apprentice, Sponsor and associated RTI Providers on progression within the Program to foster continuous improvement and development as necessary.
- v. Communication: Maintain open communication with the Parties regarding any Apprentice changes within 5 (five) days to ensure transparency and effective management of the Program.
- vi. Program Records & Compliance: Adherence to state and federal reporting and compliance requirements and accurate maintenance of Program records to uphold the Program's integrity. Data management and training will be conducted in the designated software application provided by Sponsor and Intermediary and RAPIDS to track metrics required by the DOL and applicable workforce board. All data sharing by Employer Partner will comply with FERPA regulations to maintain the confidentiality and security of Apprentice information.
- vii. Sustainability & Economic Mobility. Ensure the sustainability of the Program by managing internal budgets and internal funding strategies that meet the talent acquisition needs of the Employer Partner, including low-cost/no-cost pathways for teacher certification. Support Apprentices in achieving economic mobility by providing opportunities for career advancement and increased earning potential through the Program.
- viii. Safety and Compliance. Maintain a safe working environment and adhere to all occupational safety and health laws and regulations, ensuring the well-being of all Apprentices.

#### c. RTI Provider Role and Responsibilities

- i. Program Standards. Maintain sole responsibility for all aspects of any WGU program, degree, certification, curriculum, and applicable accreditations, and retain sole discretion in admission decisions. Specific program offerings are subject to state regulation. In a reasonably timely manner, RTI Provider shall communicate to Intermediary, Sponsor and Employer Partner available program offerings and changes to available programs based on Apprentice's state of residence. RTI Provider shall retain sole discretion on availability and sole responsibility for all aspects of any program, certification, curriculum, and applicable accreditations for any degree or licensure program made available to Apprentices via this Agreement.
- ii. Admissions. While RTI Provider retains sole discretion in admission decisions, RTI Provider agrees to

reasonably collaborate with the Intermediary, Sponsor and the Employer Partner to ensure Apprentices identified meet RTI Provider's eligibility requirements and demonstrate readiness to successfully complete the relevant certification program requirements. In accordance with its transfer credit policies, RTI Provider will review and approve applicable transfer credits as part of the admissions process in a timely manner. Apprentices who do not meet WGU's admission requirements will be provided the opportunity to start with WGU's Introductory Term prior to the commencement of the Program. All Apprentices will begin their Introductory Term or first Academic Term (as defined in Section V(a) below) with RTI Provider on September 1, 2025, October 1, 2025, or November 1, 2025, unless otherwise mutually agreed upon in writing by the Parties

- iii. Communication. Identification of a single point of contact for the Intermediary, Sponsor and the Employer Partner to manage all aspects related to admissions, enrollment, advising, and billing. This designated point of contact will coordinate internally to ensure appropriate support and assistance. Keeping parties informed of the certification progress of Apprentices.
- iv. Program Evaluation & Progression. The RTI Provider will ensure curriculum alignment with the Program standards. RTI Provider assigns faculty to assist in navigating coursework, content exams, and any applicable field experience to all Apprentices. Additionally, the RTI provider assesses Apprentices' progress and, upon request, communicates this to the Intermediary, Employer Partner and the Sponsor. RTI Provider will work closely with Intermediary, Employer Partners and Sponsor to support Program progression and completion.
- v. Program Records & Compliance. The RTI Provider ensures accurate maintenance of Program records, compliance with legal and regulatory requirements, proper data management, and ensure all data sharing complies with FERPA regulations, safeguarding Apprentice information.

## V. Tuition, Billing and Payment Terms

The Parties agree to the following payment and billing terms:

- a. **Payment Per Term.** Intermediary agrees to pay RTI Provider on a per six (6)-month academic term (each, an "Academic Term") basis for each enrolled Apprentice. All Parties share the mutual objective of achieving low to no cost for Apprentices and are committed to working in good faith towards that goal. Notwithstanding these efforts, any outstanding tuition balance for the second and third academic years of the Program following the payments outlined in Section V(c) below shall be the responsibly of the Employer Partner. For the sake of clarity, Employer Partner is not responsible for such outstanding balances in the first academic year of the Program.
- i. The Parties agree and are committed to seeking philanthropic partners to support the expansion and scaling of teacher apprenticeships in this pilot. The Parties further agree that eligible financial aid (excluding loans) shall be applied first toward the Apprentice's program-related costs. Thereafter, available WIOA funds, Employer Contributions (as defined below), philanthropic contributions, and Intermediary scholarship opportunities may be applied to meet any financial need for approved program costs. All such funding shall be coordinated in alignment with program sustainability goals and applicable regulatory and compliance requirements and shall be fully applied prior to any additional funding obligations on behalf of the Employer Partner as outlined in Section V(c)(3)(1) below.

- b. Billing.** Intermediary agrees to abide by the direct billing guidelines attached as Exhibit 2 with respect to invoices and payments of tuition and fees under this Agreement.
- c. Payments by the Parties.** The Parties agree to collaborate on payment as follows:
  - i. RTI Provider will offer a tuition discount amounting to approximately 35% off its standard tuition for Apprentices in the Program and submit an estimated annual Apprentice tuition statement for each Apprentice to Intermediary upon Apprentice enrollment, and subsequent estimated annual Apprentice tuition statements to Intermediary and Employer Partner as necessary.
  - ii. The Intermediary and Sponsor agree to pay for each enrolled Apprentice eligible for Workforce Innovation Opportunity Act (“WIOA”) funding up to the allowable amount based on the applicable workforce board partners where the Sponsor or Intermediary is approved as an Education & Training Provider, payable upon receipt of funding. Any WIOA funding received by the Sponsor and/or Intermediary by the end of November 2025 will be applied to the eligible Apprentice’s tuition or fees. Any WIOA funding received by the Sponsor and/or Intermediary after November 2025 will be applied to the eligible Apprentice’s tuition or fees as soon as practicable.
  - iii. The Employer Partner agrees to pay Program related costs to the Intermediary on an annual basis, with no more than \$75.00 of that amount deducted directly from the Apprentice’s paycheck on a monthly basis at Employer Partner’s option (“Employer Contribution”). The Parties agree that the Employer Contribution amount shall be up to \$2,500.00 per Apprentice for the first academic year of the Program. The Parties further agree that the Employer Contribution amount may be adjusted or increased for subsequent academic years of the Program. No later than May 1 of each year during the term of this Agreement, RTI Provider and Intermediary shall mutually notify the Sponsor and each Employer Partner of the Employer Contribution amount for an upcoming academic year.
    - 1. An additional Employer Contribution of up to \$3,500.00 per Apprentice may be payable in the event that the Employer Partner and/or the Apprentice do not complete all available funding opportunities presented by the Intermediary or Sponsor. If the Apprentice is not in compliance with these Sponsor requirements, this amount may be assigned to the Apprentice. This additional contribution is a requirement of the Intermediary and Sponsor, established to support long-term sustainability for Employer Partners and is not a requirement of WGU.
    - 2. For the 2025-26 academic year, the Sponsor agrees to contribute, in the aggregate, up to twenty-five thousand dollars (\$25,000) to offset Employer contributions in the amount of up to one thousand dollars (\$1,000) per apprentice or other RTI funding gaps. The Sponsor shall designate, in writing, the allocation of available funding for each Employer Partner no later than January 31, 2026. The Sponsor’s contributions shall be disbursed on a per invoice basis, within thirty (30) days of receipt of an invoice from the Intermediary reflecting the number of apprentices supported and/or RTI expenses incurred. Any unused portion of the aggregate commitment as of July 31, 2026, shall expire unless otherwise agreed to in writing.
  - iv. Any excess WIOA funding received by the Intermediary or Sponsor, after full application to the applicable eligible Apprentice fees, will be sent to the Employer Partner as reimbursement for Employer Partner contributions paid to the Intermediary or Sponsor per Section V(c)(3), as part of the approved

Program cost for each eligible Apprentice. The RTI Provider agrees that any funds collected and not applied to eligible program training costs will be sent back to the Intermediary and/or Sponsor for submission to the applicable workforce development board.

- v. Scholarships may be awarded to Apprentices, if applicable, at RTI Provider's sole discretion.
- d. **WGU Introductory Term Fees:** Apprentices who do not meet WGU's admission requirements will be provided the opportunity to start with WGU's Introductory Term prior to the commencement of the Program. WGU's Introductory Term offers pre-requisite courses to prepare Apprentices for success in their Program. The Intermediary will assume responsibility for all Introductory Term fees so long as the Apprentice completes their Introductory Term courses and enrolls in a WGU program upon completion. If the Apprentice enrolls in an Introductory Term but fails to complete the courses and/or chooses not to enroll in a WGU program upon completion of the Introductory Term courses, the Intermediary shall be reimbursed by the Sponsor or Employer Partner for the Apprentice's Introductory Term fee.
- e. **Refund of Tuition and Fees.** If an Apprentice withdraws from their Program at any point, WGU shall provide a refund in accordance with WGU's Institutional Withdrawal Refund Policy located at <https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Institutional-Withdrawal-Refund-Policy/ta-p/87>.
- f. **Apprentice Withdrawal.** The Employer Partner must provide communication to the RTI Provider, Intermediary and Sponsor for a withdrawn Apprentice within five (5) days of withdrawal from the Program. If an Apprentice withdraws at any point, the Intermediary shall pay WGU any outstanding financial obligation of such Apprentice within sixty (60) days of the Apprentice's withdrawal. The RTI Provider agrees to apply any unused tuition against future Apprentice tuition and fees. Any portion that was paid with WIOA funding will be submitted back to the local workforce development board by the Sponsor.
- g. **Apprentice Change of Program.** If an Apprentice switches to a program that is not within the scope of the Intermediary's or Sponsor's agreed financial responsibility, then the Apprentice will be billed personally for tuition and fees.

## VI. Logo Use and Branding

Each Party reserves the right to control the use of its name, logo, trademarks, and any other identifying marks ("Marks") in every respect. Each Party agrees to obtain prior express written permission from the other before such usage, except as otherwise permitted under this Agreement. The use of Marks shall be consistent with any communicated guidelines or directions. In the event of termination or expiration of this Agreement, each Party shall remove the other Party's information from its website and cease use of the other Party's marks.

## VII. Data Sharing

- a. The Parties agree to share Apprentice information and data as necessary for the administration of the Program and for fulfilling reporting requirements to the Department of Labor or other regulatory bodies ("Apprentice Data"). Apprentice Data sharing shall be conducted in full compliance with applicable privacy laws.
- b. The Parties acknowledge that Apprentice Data may include student education records protected by the Family Educational Rights and Privacy Act (FERPA). For the purposes of this Agreement, Intermediary, Sponsor and Employer Partner may each be considered a "school official" with "legitimate educational interests" (as those

terms have been defined under FERPA and its implementing regulations) in such education records as applicable. This designation is limited to the extent necessary for the Parties to fulfill their obligations under this Agreement.

- c. Each Party agrees to implement and maintain appropriate and industry-standard safeguards to prevent unauthorized access to or use of Apprentice Data.
- d. Each Party agrees to ensure that access to Apprentice Data is limited to individuals authorized by this Agreement and who require such information to perform their Program duties.
- e. Each Party agrees to notify each other promptly of any breach or suspected breach of confidentiality or data security concerning Apprentice Data.
- f. Each Party agrees to execute any additional agreements or documents as may be necessary to facilitate the lawful sharing of Apprentice Data in accordance with this Agreement.

## **VIII. Non-discrimination**

The Parties will not discriminate against any individual based on race, religion, creed, color, gender, sexual orientation, age, disability, veteran status, national origin, or other protected status or characteristic.

## **IX. Confidentiality**

All Parties agree to maintain the confidentiality of any proprietary or confidential information received from the other party during the term of this Agreement or in connection with the Program. Confidential information shall not be disclosed to any third parties without prior written consent, except as required by law.

## **X. Amendments**

This Agreement may be amended only by a written agreement duly executed by authorized representatives of all Parties.

## **XI. Miscellaneous**

- a. **Licensing Jurisdiction.** WGU programs leading to professional licenses will continue to meet the applicable requirements of the licensing authorities in the State of Utah. To the extent applicable, WGU's certification officers will work with Apprentices to obtain a license outside the State of Utah.
- b. **Governing Law.** This Agreement will be governed by the laws of the State of Utah, without regard to its conflict of laws rules.
- c. **No Relationship.** Intermediary, Sponsor, RTI Provider, and Employer Partner are independent contractors and nothing in this Agreement shall be construed to create an agency, employer/employee, partnership, joint venture, or any other relationship between the Parties.
- d. **Entire Agreement.** This Agreement supersedes any prior agreements, whether oral or written, between the Employer Partner, Sponsor, Intermediary and RTI Provider relating to the subject matter of this Agreement. This Agreement may only be modified by a written amendment signed by all Parties.

- e. **Assignment, Waiver and Severability.** The Parties may not assign this Agreement or any of its rights or obligations without each other Party's written consent. Neglect by a Party to enforce any rights under this Agreement shall not be deemed a waiver of that Party's rights. If any part of this Agreement is declared unenforceable or invalid, the remainder shall continue to be valid and enforceable.
- f. **Force Majeure.** The Parties shall not be liable for performance delays nor for non-performance due to causes beyond its reasonable control, except for payment obligations.
- g. **Dispute Resolution.** In the event a dispute arises respecting this Agreement which cannot be resolved in the normal course of business, then upon written notice each Party agrees to promptly respond and make a good-faith effort to resolve the dispute via informal means. Each Party shall appoint a designated senior official to meet virtually for the purpose of resolving such dispute. No legal proceedings for the resolution of such disputes may be commenced until a Party reasonably concludes and notifies the other Party in writing that an acceptable resolution through continued discussion does not appear likely.
- h. **Notices.** Any and all notices required or permitted in connection with this Agreement shall be in writing and shall be delivered by a nationally recognized express delivery service that provides a receipt, sent via certified or registered mail, return receipt requested, or sent via email to the designated representative of a Party with confirmation of receipt to the addresses set forth below or to such other address as any party may from time to time designate in writing.

For notice purposes:

**Western Governors University**

Attn: Office of General Counsel

Address: 4001 South 700 East, Suite 700

Salt Lake City, UT 84107-2533

Email: [legal@wgu.edu](mailto:legal@wgu.edu)

For notice purposes:

Edwell, Inc.

Attn: Kristi Kirschner

Address: 2447 Ridgewood Dr. West Columbia, TX 77486

Email: [kkirschner@gateway-edu.com](mailto:kkirschner@gateway-edu.com)

For notice purposes:

Oklahoma with a Federal Department of Labor Registered Apprenticeship Program

Attn: April Grace

Address: 309 NW 13<sup>th</sup> St. STE 103 Oklahoma City, OK 73103

Email: [april.grace@opsrc.net](mailto:april.grace@opsrc.net)

- i. **Counterparts.** This Agreement may be signed by electronic means and in any number of counterparts, each of which shall be deemed to be an original and all of which constitute one instrument.

*[Signature page follows.]*

The parties have executed this Apprentice Related Training and Instruction Partnership Agreement as of the date of latest signature below.

**Authorized Signer – RTI Provider**

Dr. Jeff D Borden

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Name: Dr. Jeff Borden  
Role: Senior Vice President, School of Education  
Western Governors University

**Program Contact – RTI Provider**

Tully A. Lale

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Name: Tully A. Lale  
Role: Director, School District Partnerships  
Date: 11/10/25  
Western Governors University

**Authorized Signer – Intermediary**

Kristi Kirschner

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Name: Kristi Kirschner  
Role: President  
Edwell, Inc.

**Program Contact – Intermediary**

Name: Cara Malone  
Role: Chief Operating Officer  
Date: 11/10/25  
Edwell, Inc.

**Authorized Signer – Sponsor**

Dr. April Grace

---

Name: April Grace  
Role: Executive Director  
Oklahoma Public School Resource Center

**Program Contact – Sponsor**

Name: April Grace  
Role: Executive Director  
Date: 11/10/25  
Oklahoma Public School Resource Center

## Exhibit 1

### EMPLOYER PARTNER APPENDIX

This Appendix ("Appendix") is incorporated into and forms a part of the Apprenticeship Pathway Related Technical Instruction Partnership Agreement ("Agreement") and is effective as of the date of the signature below between Western Governors University ("RTI Provider"), a Utah nonprofit corporation, located 4001 South 700 East, Suite 700, Salt Lake City, UT 84107 and edwell, Inc. ("Intermediary"), a nonprofit corporation doing business in Texas with a Federal Department of Labor Registered Apprenticeship Program, and Oklahoma Public School Resource Center, ("Sponsor") and Tulsa Honor Charter School, a Public School District in Oklahoma ("Employer Partner"). Capitalized terms not otherwise defined shall have the meanings ascribed in the Agreement. In the event of any conflict or inconsistency between the terms of this Appendix and the terms set forth in the Agreement, the terms of this Appendix shall control and govern.

WHEREAS the Employer Partner acknowledges receipt of the Agreement and agrees to be bound by its terms and conditions, as if Employer Partner were an original party to the Agreement.

WHEREAS the Employer Partner further acknowledges and agrees to comply with the requirements of the Clinical Experience as outlined below for each Apprentice attending RTI Provider. RTI Provider is nationally accredited by the Northwest Commission on Colleges and Universities ("NWCCU"). RTI Provider Educator Preparation programs are further accredited by the Council for the Accreditation of Educator Preparation ("CAEP") and the Association for Advancing Quality in Educator Preparation ("AAQEP"). RTI Provider represents that each Apprentice assigned to Employer Partner for Early Clinical, Advanced Clinical, Student Teaching One, and Student Teaching Two is validly enrolled in a current RTI Provider educator preparation program and meets Employer Partner's background requirements.

- A. **Definitions.** For the purposes of this Appendix, capitalized terms not otherwise defined in the Agreement shall have the following meanings:
1. **"Clinical Experience"** means the active participation by an Apprentice in a wide range of virtual and in-classroom experiences to develop the skills and confidence necessary to be an effective teacher and prepare for Early Clinical, Advanced Clinical, Student Teaching One, and Student Teaching Two, as may be required for an Initial Licensure Program or Advanced Program:
    - a. **"Early Clinical"** means an Apprentice's first supervised opportunity to observe a classroom setting
    - b. **"Advanced Clinical"** means supervised classroom-based activities in a classroom setting where Apprentices observe, collaborate, and reflect with a Clinical Mentor Teacher.
    - c. **"Student Teaching One"** and **"Student Teaching Two"** (collectively "Student Teaching") means the active participation by an Apprentice in the duties and functions of classroom teaching under the direct supervision and instruction of a Clinical Mentor Teacher and a Clinical Supervisor.
  2. **"Clinical Mentor Teacher"** means an Employer Partner employee who is the teacher presiding in the classroom to which the Apprentice is assigned for Clinical Experience. Standards for Clinical Mentor Teachers are explained in Section E of this Appendix.
  3. **"Clinical Supervisor"** means a qualified individual who is an employee or independent contractor of RTI Provider. The individual will supervise the Apprentice in their Clinical Experience. Standards for Clinical Supervisors are explained in Section F of this Appendix.
  4. **"Initial Licensure Program"** means a program that results in a professional license.
  5. **"Advanced Program"** means an advanced licensure program that may result in an additional license.
  6. **"Embedded Work Based Learning"** means a series of courses preceding Advanced Clinical, Student Teaching One and Student Teaching Two, where Apprentices perform coursework tasks in a classroom setting and are evaluated by an individual (i.e., qualified teacher or other school administrator) identified by either the Intermediary or the Employer Partner.
  7. **"Practicum"** means the RTI Provider Clinical Experience requirements for advanced licensure programs.
  8. **"Professional Dispositions and Ethics"** means standards of behavior expected of Apprentices and RTI Provider faculty and staff, as follows:
    - All Individuals Can Learn
    - Communication

- Belonging
- Empathy
- Growth Mindset
- Integrity
- Professionalism
- Intellectual Courage

9. **“LEA”** means Local Education Agency.

10. **“SEA”** means State Education Agency.

- B. **Mutual Expectations.** The Clinical Experience with the Clinical Mentor Teacher will align with the Apprentice’s licensure area with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Apprentices, and to share accountability for Apprentice outcomes. A Clinical Supervisor will be assigned to observe and provide support to the Apprentice. The Employer Partner and Clinical Mentor Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each experience.
- C. **Mutually Beneficial Activities.** The Parties agree to participate, to the extent feasible, in the activities outlined below:
1. When available, RTI Provider staff may participate in Employer Partner employee events and conferences, as appropriate, and Employer Partner agrees to inform RTI Provider of such opportunities.
  2. RTI Provider will provide Employer Partner with recruitment and talent acquisition planning and support from RTI Provider’s Career & Professional Development service(s) team, based on Employer Partner compliance with RTI Provider’s [Employer Recruiting & Guidelines](#).
  3. Whenever possible, Employer Partner will respond to quarterly survey requests from RTI Provider’s Career & Professional Development team about hiring plans and new hires from RTI Provider.
  4. RTI Provider and Employer Partner employees will co-select Clinical Mentor Teachers and Clinical Supervisors based on RTI Provider requirements.
  5. RTI Provider will notify Employer Partner of learning opportunities where RTI Provider will provide optional professional development to Employer Partner’s employees for their career and skill enrichment.
    - a. RTI Provider may invite Employer Partner employees to participate in a focus group to:
    - b. Provide feedback for improvement and continuous development of observation and evaluation instruments of Apprentices, Clinical Mentor Teachers, and Clinical Supervisors, criteria for selection of Clinical Mentor Teachers and Clinical Supervisors, and curriculum development;
    - c. Review data on Clinical Experiences and Apprentice success to potentially modify selection criteria, determine future assignments of Apprentices, and make changes in Clinical Experiences;
    - d. Review how the depth, breadth, diversity, coherence, and duration data on Clinical Experiences are linked to Apprentice outcomes and Apprentice performance.
  6. **Recordings.** Employer Partner recognizes that RTI Provider requires the utilization of video recordings for both observations and teacher performance assessments. Employer Partner also recognizes that video recordings may be utilized for Educative Teacher Performance Assessment (“edTPA”) in states where required. Employer Partner agrees to allow video recording and/or live streaming for completion of observations and teacher performance assessments for all RTI Provider programs consistent with the conditions set forth in Exhibit A (“Video Recording”).
  7. **RTI Provider Responsibilities.** RTI Provider shall:
    - a. At RTI’s discretion, Provide Clinical Mentor Teacher with an honorarium for participation in Clinical Experience as described in this Appendix. The Clinical Mentor Teacher may also receive professional development hours connected to the successful completion of RTI Provider, and any state required Clinical Mentor Teacher training.
    - b. Be responsible for the selection, assignment, training, and compensation of Clinical Supervisors.
    - c. Require Apprentices to have a current, fully cleared background check.
    - d. Where required by state regulation or Employer Partner policy, ensure Apprentices have a current tuberculosis (“TB”) risk assessment and/or examination. Upon request, Apprentices will be required to provide documentation to Employer Partner prior to participating in a Clinical Experience.
    - e. Provide opportunities for feedback regarding improvement of RTI Provider Apprentice preparation.
    - f. Provide professional development training to Clinical Mentor Teachers regarding RTI Provider processes and procedures.
    - g. Maintain an online site for support, resources, and training for Clinical Mentor Teachers and Clinical Supervisor.

- h. Facilitate course instruction and support for the Apprentices during their Clinical Experience. Including, the final performance assessment, specific task requirements and peer interactions in a weekly cohort seminar.
  - i. Maintain general responsibility for instruction, academic evaluation, and related academic matters concerning Apprentice participation in the Clinical Experience, including evaluation and grading.
8. **Employer Partner Responsibilities.** Employer Partner shall:
- a. Nominate one or more qualified Clinical Mentor Teacher(s) by providing a completed copy of the Mentor Teacher Nomination Form to RTI Provider's Clinical Placement Team.
  - b. Allow the Clinical Supervisor access to the host school and classroom, including virtual settings, for the specific purpose of observing Apprentices.
  - c. Where applicable and where an Apprentice will serve as a contracted teacher, Employer Partner agrees to provide a Clinical Mentor Teacher during Clinical Experience.
  - d. Employer Partner must notify RTI Provider and Sponsor about any changes to the Apprentice's assigned Clinical Mentor Teacher or classroom placement.
  - e. Through the involvement of the Clinical Mentor Teacher, participate with the Clinical Supervisor and Apprentice in two evaluations pursuant to RTI Provider's grading rubric for Clinical Experience. RTI Provider shall be responsible for the format of evaluations.
    - a. See Advanced Programs Practicum section below for evaluation requirements for Educational Leadership.
  - f. Provide Apprentices opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Clinical Experience.
  - g. Placement must align with the Candidates' Program. Employer Partner must notify RTI about any changes to the Candidate's assigned Clinical Mentor Teacher or classroom placement.
  - h. Provide Apprentices with any Employer Partner policies and procedures to which Candidates are expected to adhere during the Clinical Experience and while on Employer Partner premises.
  - i. Provide opportunities, when possible and appropriate, for Apprentices to use technology to enhance student learning and monitor student progress and growth.
  - j. Provide opportunities, when possible and appropriate, for Apprentices to experience working with diverse student populations, including English language learners and students with exceptional learning needs.
  - k. Encourage Clinical Mentor Teachers to participate in RTI Provider's training to understand RTI Provider policies, processes, procedures, and how to effectively mentor adult learners.
  - l. Encourage administrators and Clinical Mentor Teachers to participate in RTI Provider feedback surveys (offered at the end of the Clinical Experience) to report on Apprentice quality and preparation and to provide program feedback to RTI Provider for continuous improvement.
  - m. Promptly report any concerns related to the Apprentice's performance, conduct, or attendance to RTI Provider. RTI Provider will then ensure timely communication of these concerns to Sponsor.
  - n. Adhere to any then-applicable state requirements related to training/professional development.
  - o. For California Employer Partners Only: Require Cooperating Teachers to complete and document training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to the program curriculum, and eight (8) hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices (as required by the CTC).
9. **Clinical Mentor Teacher Standards.** Employer Partner, in collaboration with RTI Provider, shall provide the Apprentice with an assignment for the Clinical Experience under the direct supervision and instruction of a Clinical Mentor Teacher who meets the following minimum requirements:
- a. Holds a teaching credential or license: (i) for the subject area and/or grade level being taught; and (ii) in the state where the Clinical Experience occurs.
  - b. Has: (i) a minimum of three (3) years of content area teaching experience, with (ii) two (2) or more years teaching in the placement school and/or Employer Partner, and (iii) demonstrated record of strong performance.

- c. Documented evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective (or equivalent) when a state, Employer Partner, or school provides such ratings.
- d. Has positively impacted and mentored student teachers, colleagues, and/or other adults.
- e. Competently uses technology for communicating via email and completing online evaluation forms.
- f. Demonstrates and models Professional Dispositions and Ethics.
- g. Completes RTI Provider, Intermediary, and Sponsor training to understand policies, processes, procedures, and how to mentor adult learners, and completes any required State training.'
- h. For California Employer Partners Only: As required by the California Commission on Teacher Credentialing ("CTC") Program Sponsor Alert ("PSA") 19-05, Clinical Mentor Teacher has documented completion of training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to program curriculum, and eight (8) hours training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

**10. Clinical Supervisor Standards.** The RTI Provider, in collaboration with Employer Partner, shall select a Clinical Supervisor who provides guidance, support, on-site and/or virtual assistance, assessment, and feedback to an Apprentice throughout Advanced Clinical, Student Teaching One and Student Teaching Two of the Clinical Experience. To act in this role, a Clinical Supervisor must have:

- a. A minimum of three (3) years teaching experience in K-12.
- b. A master's degree in education or related field.
- c. A current teaching license in the content area of supervision.
- d. Experience teaching in the content area of supervision.
- e. Successfully completed a background clearance.
- f. Ability to consistently demonstrate and model Professional Dispositions and Ethics.

**11. Insurance.**

- a. RTI Provider Insurance. RTI Provider represents and warrants that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon Employer Partner's request, shall provide a certificate of insurance as evidence of coverage. RTI Provider shall maintain, at its sole expense, workers' compensation insurance as required by law.
- b. Professional Liability Insurance. Apprentices will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Clinical Experience with minimum limits of either: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, or (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.

*[Signature page follows.]*

NOW, THEREFORE, in recognition of our mutual commitments and the shared vision to foster a transformative educational experience, the Parties hereby agree that the Tulsa Honor Charter School will become an Employer partner under this Agreement as of the date of latest signature below.

**Authorized Signer – RTI Provider**

  
Jeff D Borden (Nov 11, 2025 17:14:47 MST)

Name: Jeff Borden  
Email: jeff.borden@wgu.edu  
Role: Senior Vice President, School of Education  
Date: 11/11/2025  
Western Governors University

**Authorized Signer - Intermediary**



Name: Kristi Kirschner  
Email: kkirschner@gateway-edu.com  
Role: President  
Date: 11/19/2025  
edwell, Inc.

**Authorized Signer – RTI Provider**

  
Tully Lale (Nov 11, 2025 19:23:50 EST)

Name: Tully Lale  
Email: tully.lale@wgu.edu  
Role: Director, School District Partnerships  
Date: 11/11/2025  
Western Governors University

**Authorized Signer Sponsor**



Name: Dr. April Grace  
Email: april.grace@opsrc.net  
Role: Executive Director  
Date: 11/11/2025  
Oklahoma Public School Resource Center

**Authorized Signer – Employer**

Madison Dominguez (pending final board approval on 12/16/2025)  
Madison Dominguez (pending final board approval on 12/16/2025) (Dec 8, 2025 13:16:18 CST)

Name: Madison Dominguez  
Email: mdominguez@tulsa-honor.org  
Role: Chief of Staff  
Date: 12/08/2025  
Tulsa Honor Charter School

## **Exhibit A**

### **Video Recording**

1. Teacher Performance Assessment. Employer Partner acknowledges that Apprentices must complete a teacher performance assessment, which includes the submission of real artifacts (such as lesson plans and student work samples). Employer Partner also recognizes that in states where the edTPA is required, video recordings of the Apprentice teaching in the classroom will be utilized and included in the submission.
2. Clinical Observation / Evaluation. RTI Provider utilizes a secure, interactive, online, cloud-based platform to accommodate for the changing classroom environment and protect the health and safety of participants. Apprentices upload recorded video submissions or participate in livestreams for feedback, scoring, and critiquing of video assignments, and Clinical Supervisors leave time-stamped feedback.
3. Guidelines. The following guidelines are provided to Apprentices. Employer Partner understands that Apprentices are not employees or agents of RTI Provider and that any further precautions regarding the privacy of Employer Partner students should be agreed directly between the Employer Partner and Apprentices.

#### *Teacher Apprentice Guidelines for Video Recordings*

- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
- To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the Employer Partner") for your state, school, Employer Partner, and Clinical Mentor Teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
- You must follow appropriate protocol to submit recordings to RTI Provider.
- You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
- You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
- You must destroy all video recordings once the evaluation is complete.

## **Exhibit 2**

### **Direct Billing Guidelines**

#### **1. Initial Requirements**

- a. A valid and correctly formatted Letter of Credit (LOC) must be provided, please refer to sample LOC below.
- b. WGU must have permission to share the student's protected information (FERPA).
- c. The student must officially accept their course registration (set term enrollment).D
  - i. Please be aware that the soonest this can occur is the first of the month in which the student's term begins.
- d. Once these requirements have been completed, the student's documentation will be placed into a queue for invoicing.
  - i. For students who complete all requirements within the first month of their term, the invoice will be provided before the end of that month.
  - ii. The invoice will always come from WGU and not the student.

#### **2. Letter of Credit**

- a. The Letter of Credit **must include** the following:
  - i. Student's name
  - ii. Student's WGU ID number
  - iii. Third-party sponsor's name, contact phone number, contact person, billing address, and defined invoicing guidelines and destination (email address or fax number).
    1. If there are any changes, the third-party sponsor must provide an updated Letter of Credit with any new sponsor details.
  - iv. Tuition amounts and academic terms covered by the Letter of Credit/Billing Authorization
  - v. **IMPORTANT:** Third-party billing authorizations must unconditionally guarantee the corresponding third-party tuition payment and said payment cannot be contingent upon student grades.
- b. A sample is provided on the next page.
- c. Letters of Credit must be submitted to [thirdparty@wgu.edu](mailto:thirdparty@wgu.edu) for review.

#### **3. Family Education Rights and Privacy Act (FERPA)**

- a. FERPA guidelines are set by the [Code of Federal Regulations](#).

#### **4. Invoicing Options**

- a. Individual and Itemized Student Tuition Invoice - A detailed document including the courses for which the student is registered and a breakdown of the cost per course based on Competency Units (CUs).
- b. E-Invoice - An option to utilize third-party sponsor online payment systems to generate electronic student tuition invoices and payment requests.

#### **5. Payment**

- a. Contact [thirdparty@wgu.edu](mailto:thirdparty@wgu.edu) for more information about our current payment options or to request WGU's Form W-9.

#### **6. Questions**

- a. Contact [sandra.rojas@wgu.edu](mailto:sandra.rojas@wgu.edu) and [cj.sneddon@wgu.edu](mailto:cj.sneddon@wgu.edu) if you have additional questions or would like to schedule a meeting to discuss the direct billing process in more detail.

### Sample Corporation Letterhead

Dear Western Governors University Account Partnerships Department:

This letter authorizes Western Governors University to bill the following third-party sponsor on behalf of the student:

Sample Corporation

This letter acknowledges that funds are unconditionally guaranteed to Western Governors University. This is a one-time-use document. Any changes require a new Letter of Credit. Payment will be made upon receipt of the invoice. Specific details for this billing are as follows:

Name: Sample Student

WGU ID: 0000000000

Term month and year: January 2025

Approved Amount: \$4025

Refunds (if applicable) should be returned to:

Sample Corporation

1 Sample Drive

Sample, UT 00000

You may invoice us as follows:

accountspayable@samplecorporation.com

Sincerely,

*Sample Sponsor*

Sample Sponsor

# Coversheet

## Scholastic Book Fair Service Agreement

**Section:** II. Consent Agenda  
**Item:** F. Scholastic Book Fair Service Agreement  
**Purpose:**  
**Submitted by:**  
**Related Material:** Scholastic - 1\_12\_2026 to 1\_16\_2026.pdf



**TULSA HONOR ACADEMY**  
 ... ACADEMICS - CHARACTER - EXCELLENCE ...

## CONTRACT COVER SHEET

### BASIC INFORMATION

<b>Vendor:</b>	Scholastic
<b>Description of Service:</b>	Book Fair Service Agreement for the THA Middle School Campus
<b>Jurisdiction or Governing Law:</b>	Oklahoma
<b>Term of contract:</b>	1/12/2026 to 1/16/2026
<b>Funding Source:</b>	None
<b>Total Cost:</b>	None
<b>THA Signer:</b>	Chief Academic Officer
<b>Contract Type:</b>	New Contract If Renewal, price change notes: N/A
<b>Termination Clause:</b>	The contract requires 0 days notice to terminate.
<b>Term:</b>	Term is within this fiscal year (preferable)
<b>THA Relationships or Conflicts of Interest:</b>	None
<b>Notes for Clarity:</b>	None

### NOTES FROM THA STAFF

Staff members should add any additional context or notes for the board here.

## Scholastic Book Fairs (SBF)

### Certificate of Agreement

**Thank you for hosting a Scholastic Book Fair!** We look forward to working with you. Please read the following Services Agreement and guidelines, which have recently changed. Scholastic Book Fairs is now the retailer of books sold at the Fair. State and local sales tax must be collected on all purchases at the Fair (except for purchases made by the school with school funds for school use when the school is registered with Scholastic as tax-exempt).

As always, Scholastic will provide:

- Books and educational products
- A dedicated support and service team
- Online planning resources and tools
- Quick and easy product restocks
- Setup Kit & Kick-Off Kit with promotional materials
- An Online Fair by way of The Scholastic Store
- Convenient payment system that allows you to accept digital payments and major credit cards

The school or organization listed agrees to:

- Use Scholastic Book Fairs as the exclusive provider and retailer of all books, merchandise, and promotional materials during the Book Fair event.
- Store and display all merchandise, cash, checks, credit card machines, and sale slips in a locked and secure location when not in use at the Fair.
- Make products available to all qualified event attendees at the listed price designated by Scholastic.
- Collect sales tax on behalf of Scholastic Book Fairs as required by state and local law.
  - Ensure proper tax-exempt certificate or other documentation as required by state and local law is on file with Scholastic Book Fairs prior to making any tax-exempt purchases.
- Repack all unsold products, supplies, and displays for pickup and/or return.
- Return all payment systems, unsold products, and merchandising materials/displays (unless otherwise marked) to Scholastic Book Fairs promptly at the conclusion of the Fair.
- Process the Financial Forms and payment within two (2) working days after the Fair has ended.
- Review and comply with the following Credit Card Security Procedures:
  - Do not share or distribute the payment system or information you collect (such as credit card numbers), on behalf of Scholastic Book Fairs.
  - Do not write down or copy any information from a customer's credit card (i.e. card numbers, expiration date, or security codes).
  - Payment systems are not to be used for personal use/gain; these devices are only to be used for transactions at Scholastic Book Fairs events.
  - If a credit card has been found, follow these steps:
    - Secure the credit card in a locked area and immediately go to the [Lost Credit Card form](#) for further instructions and to submit a report on the incident.
    - If the credit card owner is not located after 3 business days, go to the [Lost Credit Card form](#) for directions on destruction of the credit card.
  - The register and any credit card receipts must be locked in a secure location overnight or when not in use.
  - If the register has been left unattended, upon return, inspect the register to ensure there are no visible signs of tampering or unauthorized devices attached, such as a USB or skimmer device. Verify that the security seal on the bottom register case is not damaged or removed from the screw hole.
  - If the seal has been removed, immediately stop using the device and notify the Scholastic customer success team.
  - Do not connect the payment system to any unauthorized networks.
  - All volunteers should use good and reasonable judgment in the event of any issues. Contact the customer success team or your Book Fair consultant for guidance as needed.
  - The Book Fair Host is responsible for informing other volunteers of the credit card security instructional awareness information provided by Scholastic. Acceptance of the Services Agreement acknowledges notice of and agreement to this credit card security instructional awareness information.

Changes to this Services Agreement may be made solely at the discretion of Scholastic Book Fairs as permissible by law and/or as business conditions deem appropriate. We will notify you of any such changes by posting the revised Services Agreement in the Book Fair Host Hub. Under certain circumstances, we may also notify you of changes to this Services Agreement by additional means, including, but not limited to, posting a notice on the Scholastic Book Fairs homepage, sending you an email if we have your email address, or by contacting you through your Book Fair Consultant. At that time, you will have the opportunity to review and accept a new Services Agreement.

Profit

If your Book Fair sales are \$3,800 and above, you may opt to take profit in Scholastic Dollars, cash, or a combination of Scholastic Dollars and cash. See the chart below for all other sales levels. Online Fairs are not eligible for cash profit.

- When you elect to take a combination, Scholastic Dollars are worth double the value in cash.
- The total profit amount cannot exceed 25% of sales at cash value.
- Use the Profit Split page on the Financial Form to automatically calculate and optimize your profit elections.

Scholastic Dollars Profit

Book Fair Sales (excluding tax)	Scholastic Dollars Value		Cash Value
\$3,800 and up	50% of Sales	and/or	25% of Sales
\$1,600 - \$3,799.99	40% of Sales		\$0
\$0 - \$1,599.99	30% of Sales		\$0
Virtual Fairs	25% of Sales*		\$0

\*Excluding tax & shipping.



*\*\*If a school presents an official statement from another school book fair operator evidencing that they earned more money from a fair that they ran with such other operator within one (1) year prior to their Scholastic Book Fair than they earned from such Scholastic Book Fair, Scholastic will pay the school the difference in promotional Scholastic Dollars in an amount equal to one (1) Scholastic Dollar for every \$0.50 earned from the other operator. Such promotional Scholastic Dollars must be used within 6 months of receipt by the school. Guarantee applies to amounts earned from other book fairs in cash only, no other forms of payment (books or other products, services, etc.) will be considered. Offer not valid for Virtual, BOGO, Tabletop and Sponsored Fairs.*

School Information

Tulsa Honor Academy  
209 S Lakewood Ave  
Tulsa, OK 74112  
Account #: 1667771

Fair Information

Fair Dates: 2026-01-12 to 2026-01-16  
Fair ID: #6149272

# Coversheet

## December CEO Report

<b>Section:</b>	III. Information Agenda
<b>Item:</b>	C. December CEO Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	2025 December CEO Report.pdf



## ACTING CEO REPORT

- [November Newsletter](#)

### ACADEMICS

#### End of Quarter 2

We are nearing the end of Quarter 2 and the first semester of the 2025-2026 school year! The end of the semester brings a lot of excitement as we see how much our scholars have grown academically. Over the next few weeks, scholars are taking Winter MAP assessments, the December ACT/P-ACT, and interims. This assessment data coupled with other end-of-quarter data (attendance, final grades, etc) gives us a clear picture of the progress we've made and where we need to continue in the second semester. We are in constant **Pursuit of Excellence** and this time of year allows us to see our hard work beginning to pay off.

#### Additional Data

THA has received additional data and reports from the 2024-2025 school year, including the Oklahoma School Report Card and Special Education Determination. We will discuss both in the upcoming board meeting.

### CULTURE

#### College Visits

Throughout the month of November, all THA scholars had the opportunity to visit college campuses across the region. College visits provide scholars in grades 5-12 a chance to envision themselves as future college students. Scholars walked campuses, explored academic programs, and imagined the possibilities that lie ahead. These experiences help bring our college-going mission to life.





### Staff Holiday Party

THA held its Annual Staff Holiday Party on Friday, December 5. It was great to see our team **Committed to Community** and enjoying time with one another.



## OPERATIONS

### 2026-2027 Application

We are nearing the opening of the 2026-2027 application for families! This year, the application will open on Monday, January 12 and close on Friday, February 6. If you know a family with a scholar entering grades 5-11, tell them to check out THA at [www.tulsaonor.org/enroll](http://www.tulsaonor.org/enroll).

### Financial Audit and Accreditation

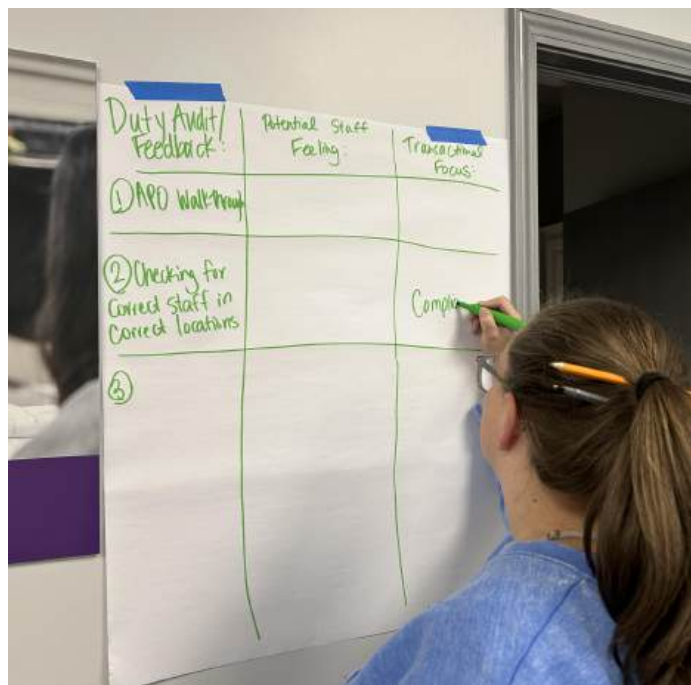
This week, we had both our financial audit and accreditation visit. We will know more information from both visits soon. However, we predict there will be no major findings.

### Unreasonable Hospitality

THA's COO, Alison Moore, has been leading the Ops team through a book study of the book *Unreasonable Hospitality: The Remarkable Power of Giving People More Than They Expect* by Will Guidara. At our last PD day, our Ops team analyzed our current systems for gaps in intention. They mapped a current operational system and designed one "Signature Moment" of care by embedding unreasonable intention. They are



displaying our core value of **Committed to Community** as they identified ways to increase intention for scholars, families and staff.



## 25-26 Staffing

Our team continues to work hard to fill open roles as quickly as possible. *(Please note that we may have offers out at this moment or may have made new ones since this report was drafted. The % filled accounts for all signed LOAs. By the time of this board meeting, these figures may be slightly off.)*

Site	Total Roles	Open Roles	% Filled
MS	34	4	88.24%
FMS	31	3	90.32%
HS	51	2.5	95.10%
Network	22.1	0	100%
<b>Total</b>	<b>138.1</b>	<b>131.6</b>	<b>95.29%</b>

Type of Role	Total Roles	Open Roles
Gen. Ed. Teachers	73.5	2
SPED/ELD Teachers	8.5	0.5
Operations	27.1	5
Mid-Level Leaders	18	2
Senior Leaders	11	0
<b>Total</b>	<b>138.1</b>	<b>9.5</b>

Finally, if you know of any educator interested in joining the THA Familia or in joining a mission oriented team working relentlessly towards one common goal, tell them to apply [here](#).



## UPCOMING EVENTS

- **December 9-12:** MAP Testing
- **December 12:** Practice ACT/P-ACT
- **December 15:** Alumni Winter Celebration
- **December 18-19:** Q2 Interims & Language Proficiency Benchmarks
- **December 19:** Last Day of Quarter 2
- **December 22-January 4:** Winter Break for Teachers
- **December 24-January 1:** Winter Break for All Staff

# Coversheet

## Activity Fund Report

<b>Section:</b>	III. Information Agenda
<b>Item:</b>	E. Activity Fund Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Activity Fund Report - Dec 2025.pdf

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# Coversheet

## Review of Special Education Differentiated Monitoring System

<b>Section:</b>	III. Information Agenda
<b>Item:</b>	F. Review of Special Education Differentiated Monitoring System
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	24-25 District SPED Determination.pdf

## FFY 2024 (SY 24-25) DISTRICT SPEC. ED. DETERMINATION

District: **Tulsa Charter-Honor Academy**

Determination: 3: Needs Intervention



IDEA Part B Compliance Matrix			
Compliance Elements	District	Target Met	Score
<b>Indicator 4B:</b> Significant discrepancy, by race or ethnicity, in the rate of long-term suspensions/ expulsions for children with IEPs	NC	Yes	2
<b>Indicator 9:</b> Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification	2.1	Yes	2
<b>Indicator 10:</b> Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification	0.8	Yes	2
<b>Indicator 11:</b> Child Find; timely initial evaluation	90.0%	No	0
<b>Indicator 12:</b> Early Childhood Transition; IEP developed/implemented by third birthday	NA	NA	NA
<b>Indicator 13 A:</b> % of youth ages 15+ with annually updated IEP goals and transition assessments, services, and courses.	100.0%	Yes	1
<b>Indicator 13 B:</b> % of youth ages 15+ with measurable, annually updated IEP goals and appropriate transition assessments, services, and courses.	NA	NA	NA
<b>Timely Completion of Monitoring Requirements</b>	Timely		1
<b>Longstanding Noncompliance*</b>	Not Compliant		0
<b>Bonus:</b> Timely End of Year Data Submissions & Certification. Maximum 1 point possible.	Yes		1
<b>Bonus:</b> Attendance at both Child Count <u>&amp;</u> End of Year Training. Maximum 1 point possible.	Yes		1
<b>Compliance Points Earned</b>	<b>Total Points Possible</b>	<b>Rating</b>	
10	12	83.33%	

\* Measured by two or more consecutive years of noncompliance in any indicator listed here.

\*\*\* Indicates that significant discrepancy was found, and OSDE-SES is reviewing policies, practices, & procedures before the final "meets target" can be determined.

**Note:** Bonuses are only awarded up to the total points possible.

## FFY 2024 (SY 24-25) DISTRICT SPEC. ED. DETERMINATION

IDEA Part B Results Driven Accountability Matrix			
Results Elements	District	State Target Met	Score*
<b>Indicator 1:</b> Percent of <b>all</b> youth with IEPs who exited in 24-25 including regular <i>and</i> alternate diplomas (ages 14-21).	50.00%	No	0
<b>Indicator 2:</b> Percent of youth with IEPs dropping out (ages 14-21).	50.00%	No	0
<b>Indicator 3A:</b> Percent of all students with IEPs participating in a state assessment, <u>for grades 4, 8, 11</u>			
Reading Assessment Participation Rate	100.00%	Yes	1
Math Assessment Participation Rate	0.00%	NA	0
<b>Indicator 3B:</b> Percent of students with IEPs who achieve Proficient+ in a state assessment.			
4 <sup>th</sup> General Assessment Reading Proficiency Rate	0.00%	NA	0
8 <sup>th</sup> General Assessment Reading Proficiency Rate	0.00%	No	0
11 <sup>th</sup> General Assessment Reading Proficiency Rate	6.67%	No	0
4 <sup>th</sup> General Assessment Math Proficiency Rate	0.00%	NA	0
8 <sup>th</sup> General Assessment Math Proficiency Rate	0.00%	No	0
11 <sup>th</sup> General Assessment Math Proficiency Rate	0.00%	No	0
<b>Year-to-Year Proficiency Growth Bonus (+1 Possible)</b>			1
<b>Indicator 7:</b> For each Outcome, the percentage of children who improved functioning to a level nearer to or comparable to same-aged peers when exiting the preschool special education program.			
<b>Outcome A1:</b> Positive social-emotional skills	NA	NA	1
<b>Outcome B1:</b> Acquisition and use of knowledge and skills	NA	NA	1
<b>Outcome C1:</b> Use of appropriate behaviors to meet their needs	NA	NA	1
<b>Bonus Parent Survey Response:</b> 50% or greater response rate on or annual response increase of 5%. Maximum 1 point possible. <b>Response Rate: 32.45%</b>	Yes	1	
<b>Bonus:</b> Professional development options: provided to all staff to support students with disabilities and Improvement activities for secondary transition program, attendance at OTI, or parent advisory board. Maximum 2 points possible.	Zero	0	
Results Points Earned	Total Points Possible	Rating	
6	13	46.15%	

**Note:** Total points possible for Compliance and Results vary by district depending on whether an indicator is relevant to a district. A district will not be judged on indicators that do not apply to it (such as grade 11 assessment results to a dependent district). "NA" in the Score column indicates it does not apply.

**FFY 2024 (SY 24-25) DISTRICT SPEC. ED. DETERMINATION**

<b>DETERMINATION SUMMARY for Example District</b>		
Compliance Points Available	Compliance Points Earned	Compliance Performance
<b>12</b>	<b>10</b>	<b>83.33%</b>
Results Points Available	Results Points Earned	Results Performance
<b>13</b>	<b>6</b>	<b>46.15%</b>
<b>TOTAL POINTS AVAILABLE</b>	<b>TOTAL POINTS EARNED</b>	<b>PERCENT TARGETS MET</b>
<b>25</b>	<b>16</b>	<b>64.00%</b>
<b>3: Needs Intervention</b>		

Percentage of Points Earned	Level of Determination
85% to 100%	Meets Requirements
70% to 84.9%	Needs Assistance
55% to 69.9%	Needs Intervention
less than 55%	Needs Substantial Intervention

**NA:** Indicates that the indicator does not apply for the district.

**NR:** Indicates that the district did not submit data to calculate compliance or performance.  
District does not meet target.

For more information, the most recent Oklahoma Annual Performance Report (APR FFY2022) can be located on the OSDE-SES website:  
<https://oklahoma.gov/education/services/special-education/data.html>



# Coversheet

## Open Transfer Capacity

<b>Section:</b>	IV. Action Agenda
<b>Item:</b>	A. Open Transfer Capacity
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Tulsa Honor Academy Open Transfer Policy.pdf



## TULSA HONOR ACADEMY OPEN TRANSFER POLICY

Adoption Date	Effective Date	Most Recent Revision Date(s):
December 21, 2021	January 1, 2022	December 2025
<b>Link to online Student Transfer Application:</b> <a href="https://sde.ok.gov/student-transfers">https://sde.ok.gov/student-transfers</a>		

The school district will not accept or deny a transfer based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measure of achievement, aptitude or athletic ability. The school district will begin accepting applications for the next school year starting in January at a date determined annually. Receipt of applications will be documented by the district so that the district may review those applications in the order submitted for purposes of capacity limitations. The administration will not approve or deny transfers received for the next school year until after the April 1 capacity data is determined for each grade level and site within the school district.

Transfers that have previously been approved by the school district will remain in effect for future school years. The district will not require parents resubmit a new application each school year and will advance the previous application of an enrolled scholar amending only the grade placement of the scholar. A scholar who has attended THA as a resident student for at least three (3) years prior to becoming eligible to apply as a transfer student may be allowed to transfer to THA regardless of capacity.

A transfer may be requested at any time in the school year. State law does limit the ability of a scholar to transfer no more than two (2) times per school year to one or more school districts in which the scholar does not reside. Exceptions to this limit will exist for scholars in foster care. Scholars are legally entitled to reenroll at any time in his or her school district of residence. Any brother or sister of a scholar who transfers may attend the school district to which their sibling transferred as long as the school district has capacity in the grade level. A separate application must be filed for each scholar so that the district can timely consider requests in the order applications are received.

It is the policy of the board of education that any legally transferring scholar shall be accepted by the district if the district has the capacity to accept the scholar at the grade level at the school site.

By the first day of January, April, July and October, the board of education shall establish the number of transfer scholars the district has the capacity to accept in each grade level for each school site within the district. The number of transfer scholars for each grade level at each site that the district has the capacity to accept will be posted in a prominent place on the school district's website. The district shall report to the State Department of Education the number of transfer scholars for each grade level for each school site which the district has the capacity to accept.



**For 2025-2026**

The district has a capacity of 40 in Grade 5 at Tulsa Honor Academy Middle School.  
The district has a capacity of 110 in Grade 6 at Tulsa Honor Academy Middle School.  
The district has a capacity of 110 in Grade 7 at Tulsa Honor Academy Middle School.  
The district has a capacity of 110 in Grade 8 at Tulsa Honor Academy Middle School.  
The district has a capacity of 110 in Grade 6 at Tulsa Honor Academy Flores Middle School.  
The district has a capacity of 110 in Grade 7 at Tulsa Honor Academy Flores Middle School.  
The district has a capacity of 110 in Grade 8 at Tulsa Honor Academy Flores Middle School.  
The district has a capacity of 260 in Grade 9 at Tulsa Honor Academy High School.  
The district has a capacity of 130 in Grade 10 at Tulsa Honor Academy High School.  
The district has a capacity of 90 in Grade 11 at Tulsa Honor Academy High School.  
The district has a capacity of 50 in Grade 12 at Tulsa Honor Academy High School.

A scholar shall be allowed to transfer to a district in which the parent or legal guardian of the scholar is employed, regardless of district capacity.

The school district shall enroll transfer scholars in the order in which they submit their applications. If the number of scholar transfer applications exceeds the capacity of the district, the district shall select transfer scholars in the order in which the district received the application. Scholars who are the dependent children of a member of the active uniformed military services of the United States on full-time active-duty status and scholars who are the dependent children of the military reserve on active duty orders shall be eligible for admission to the school district regardless of capacity of the district. Scholars shall be eligible for military transfer if:

1. At least one parent of the scholar has a Department of Defense issued identification card; and
2. At least one parent can provide evidence that he or she will be on active-duty status or active-duty orders, meaning the parent will be temporarily transferred in compliance with official orders to another location in support of combat, contingency operation or a national disaster requiring the use of orders for more than thirty (30) consecutive days.

If a transfer request is denied by the administration, the parent or legal guardian of the scholar may appeal the denial within ten (10) days of notification of denial to the board of education. The board of education shall consider the appeal at its next regularly scheduled board meeting if notice is provided prior to the statutory deadline for posting the agenda for the meeting. If notice is after the deadline for posting, the board may consider the appeal at a special meeting of the board of education.

During the appeal, the board of education will meet with the administration and parent or legal guardian of the scholar in executive session. While in executive session the administration will explain why the transfer was denied, and the members of the board will be able to ask questions



of the administration. The board will then hear from the parent or legal guardian as to why the transfer should have been approved. The members of the board will be able to ask questions of the parent or legal guardian. The administration and the parent or legal guardian will be excused from the executive session while the board deliberates on the appeal. The board will return to open session and will vote to approve the denial or overturn the denial of the transfer.

If the board of education votes to uphold the denial of the transfer, the parent or legal guardian may appeal the denial within ten (10) days of the notification of the appeal denial to the State Board of Education. The parent or legal guardian shall submit to the State Board of Education and to the superintendent of the district, a notice of appeal on the form prescribed by the State Board of Education.

A scholar who enrolls in a school district in which the scholar is not a resident shall not be eligible to participate in school-related extramural athletic competition governed by the Oklahoma Secondary School Activities Association for a period of one (1) year from the first day of attendance at the receiving school unless the transfer is from a school district which does not offer the grade the scholar is entitled to pursue as per 70 O.S. § 8-103.2.

**LEGAL REFERENCES:**      **70 O.S. §1-114**  
                                     **70 O.S. §1-113**  
                                     **70 O.S. §5-117.1**  
                                     **70 O.S. §8-101, et seq.**  
                                     **70 O.S. §24-101, et seq.; §24-102**  
                                     **Family Education Rights and Privacy Act**  
                                     **Atty. Gen. Op. No. 87-134, April 1, 1988**

# Coversheet

## Approval of THA HS Career Pathways and Course Matrix

<b>Section:</b>	IV. Action Agenda
<b>Item:</b>	B. Approval of THA HS Career Pathways and Course Matrix
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	THA HS COURSE MATRIX.pdf THA HS GRADUATION PATHWAYS.pdf

	THA HS COURSE MATRIX					
	Credit	HEALTH SCIENCES PATHWAY	ARTS PATHWAY	BUSINESS AND COMMUNICATIONS PATHWAY	STEM PATHWAY	GOV, LAW, and SOCIAL SCIENCES PATHWAY
ALGEBRA I	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ALGEBRA II	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ALGEBRA II (Dual Enrollment)	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AMERICAN FEDERAL GOVERNMENT (Dual Enrollment)	1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ANATOMY	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AP BIOLOGY	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AP CALCULUS AB (Dual Enrollment)	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AP CHEMISTRY	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AP COMPARATIVE GOVERNMENT AND POLITICS	0.5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AP COMPUTER SCIENCE PRINCIPLES (Dual Enrollment)	1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AP Drawing	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AP Environmental Science	1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP Human Geography	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP Physics I	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AP Pre-Calculus	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AP Psychology	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP RESEARCH	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP SEMINAR	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP SPANISH LANG	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP SPANISH LIT	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP Statistics	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP US Government	0.5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AP US History	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP World History	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP- English Language	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP- English Literature	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
APPLIED MUSIC	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	THA HS COURSE MATRIX					
	Credit	HEALTH SCIENCES PATHWAY	ARTS PATHWAY	BUSINESS AND COMMUNICATIONS PATHWAY	STEM PATHWAY	GOV, LAW, and SOCIAL SCIENCES PATHWAY
Art I	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art II	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BALLET FOLKLORICO I	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BALLET FOLKLORICO II	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BALLET FOLKLORICO III	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BIOLOGY	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BUSINESS COMPUTER INFORMATION SYSTEMS	0.5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CHEMISTRY	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
COMPUTER SCIENCE ENGINEERING	1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CURRENT EVENTS	0.5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CYBER SECURITY	1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEBATE	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DRAMA I	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA I	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ELA II	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ELA III	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ELA IV	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ENGLISH LANGUAGE DEVELOPMENT I	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENGLISH LANGUAGE DEVELOPMENT II	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENVIRONMENTAL SUSTAINABILITY- PLTW (Dual E	1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FRENCH I	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FRENCH II	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FRESHMAN FORUM	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRESHMAN SEMINAR	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GEOMETRY	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GLOBAL HISTORY I	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GLOBAL HISTORY II	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	THA HS COURSE MATRIX					
	Credit	HEALTH SCIENCES PATHWAY	ARTS PATHWAY	BUSINESS AND COMMUNICATIONS PATHWAY	STEM PATHWAY	GOV, LAW, and SOCIAL SCIENCES PATHWAY
HEALTH AND WELLNESS	0.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HONORS OKLAHOMA HISTORY	0.5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
INDEPENDENT STUDY - COLLEGE ENGLISH LANG	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
INDEPENDENT STUDY - COLLEGE FINE ART	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INDEPENDENT STUDY - COLLEGE BUSINESS	1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INDEPENDENT STUDY - COLLEGE COMPUTER SCI	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
INDEPENDENT STUDY - COLLEGE PHYSICAL EDUC	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INDEPENDENT STUDY- COLLEGE MATHEMATICS	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
INDEPENDENT STUDY- COLLEGE SCIENCE	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
INDEPENDENT STUDY- COLLEGE SOCIAL STUDIES	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
INDEPENDENT STUDY- COLLEGE SPEECH	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
INDEPENDENT STUDY- WORLD LANGUAGE	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Internship I	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Internship II	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
INTRO TO PSYCHOLOGY (Dual Enrollment)	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
INTRODUCTION TO ENGINEERING DESIGN (Dual I	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
INTRODUCTION TO MUSIC THEORY	0.5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JOURNALISM I	0.5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
JUNIOR SEMINAR A	0.5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
JUNIOR SEMINAR B	0.5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
LANGUAGE AMBASSADOR I (HERITAGE SPANISH)	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
LANGUAGE AMBASSADOR II (HERITAGE SPANISH)	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
LEADERSHIP	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MATH LAB	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MUSIC APPRECIATION (AFRICAN AMERICAN)	0.5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MUSIC APPRECIATION (LATIN AMERICAN)	0.5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MUSIC HISTORY	0.5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	THA HS COURSE MATRIX					
	Credit	HEALTH SCIENCES PATHWAY	ARTS PATHWAY	BUSINESS AND COMMUNICATIONS PATHWAY	STEM PATHWAY	GOV, LAW, and SOCIAL SCIENCES PATHWAY
NEWSPAPER	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OFFICE AIDE	1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OKLAHOMA HISTORY	0.5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PHYSICAL EDUCATION	0.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PHYSICAL SCIENCE	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHYSICS	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PRE-CALCULUS	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PRE-CALCULUS (Dual Enrollment)	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PRE-ENGINEERING ADV I (DUAL ENROLLMENT)	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PUBLIC SPEAKING	0.5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PUBLIC SPEAKING (Dual Enrollment)	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
READING INTERVENTION	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SENIOR SEMINAR	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SOPHOMORE SEMINAR	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SPANISH I	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SPANISH II	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SPANISH III	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SPORTS MEDICINE and EXERCISE SCIENCE	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STRENGTH AND CONDITIONING	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TEAM SPORTS- COMPETITIVE ATHLETICS	0.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TWENTIETH CENTURY WORLD HISTORY (Dual Enrollment)	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
US GOVERNMENT	0.5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
US HISTORY	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
US HISTORY CIVIL WAR TO PRESENT (Dual Enrollment)	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
YEARBOOK	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# THA HS GRADUATION CAREER PATHWAYS

## Class of 2030+

### UNDERSTANDING PATHWAYS

Scholars at THA elect a Career Pathway as part of their work completing the ICAP graduation requirements. The pathways scholars select should be a reflection of their future career ambitions. This will guide scholars towards ensuring the courses they take in high school set them up for opportunities most aligned with their desired career.

At THA HS there are 5 Career Pathways:

- Health Science
- Arts
- Business & Communications
- Science, Technology, Engineering, and Mathematics
- Government, Law, and Social Sciences

Scholars will have the opportunity each year to change their pathway if they choose for the following school year. Scholars will not lose the credits, nor the progress towards graduation that they acquired while on that pathway. Scholars must accumulate a total of six (6) pathway units over the course of their time in High School, though the six units could come from different pathways so long as the scholar was in that pathway when they took the aligned course.

There are courses that are required for Graduation in order to satisfy THA's ELA, Math, Science, Social Studies and World Language requirements. These are THA's "core content" requirements. A scholar may take additional courses in those areas that can count toward the required pathway units. However, scholars cannot take one course and have it count as BOTH a core content requirement *and* a pathway unit.

For example:

- Algebra I appears on all pathways. It is a core content requirement and it can not be counted as one of the six additional required pathway units.
- AP Environmental Science can be counted as a scholar's 4th Science credit toward the core content requirements. However, if a scholar already has their four required science credits, AP Environmental Science could be taken as an additional pathway credit if the scholar's pathway aligns with that course at that time. That scholar would have 4 science credits towards their core content requirements and a science class that is counting toward the pathway credits.
- US Government is a core content requirement. AP US Government, an advanced placement alternative to US Government, isn't included on the Arts pathway, however a scholar on the Arts pathway could take AP US Government in place of US government for the core content graduation requirements.



HOW TO USE THIS DOCUMENT:

Every pathway provided below gives you a sample application of that pathway. This is to show scholars what *one way* to maximize that pathway *could* look like. It is not a prescribed pathway. Scholars have choice within their chosen pathway and can customize their coursework using the current THA Course Catalog to choose their preferred courses that qualify. Beginning in 8th grade, or while enrolling in THA High School, scholars will select their initial intended pathway. Then, the scholar will preference courses that align with that pathway. While several courses are specifically required for graduation, the pathways help scholars to choose the best courses that align with their long term career goals while acquiring the required six (6) pathway units.

In the samples provided, each one shows a scholar’s coursework that *exceeds* the required 6 pathway units. Scholars can take other classes outside of their pathway so long as they prioritize getting the required 6 pathway units.

Example:

SAMPLE APPLICATION _____ PATHWAY							
8th Grade							
9th Grade							
10th Grade							
11th Grade							
12th Grade							

Related Careers & College Majors:

- This section outlines possible careers, career fields, or areas in college to study that are aligned with this course pathway. This should help scholars identify a pathway that most closely aligns with their future career ambitions.

Encouraged Pathway Units<sup>1</sup>:

- Each Pathway outlines courses that are encouraged to prioritize taking for this pathway. These are not specifically required.

<sup>1</sup> Not all Courses listed are offered every year and/or every semester. Use the current HS Course Catalog, in alignment with your ICAP pathway, to identify which courses to take each year or semester.

KEY:  
COUNTING TOWARD THE 6 PATHWAY UNITS  
COUNTING TOWARD THE CORE CONTENT GRADUATION REQUIREMENTS  
COUNTING AS EXTRA COURSES NOT NEEDED FOR GRADUATION



## HEALTH SCIENCE PATHWAY

SAMPLE APPLICATION HEALTH SCIENCE PATHWAY							
8th Grade		ALGEBRA I					
9th Grade	ELA I	GEOMETRY	BIOLOGY	GLOBAL HISTORY I	FRESHMAN SEMINAR	SPANISH I	PE/HEALTH & WELLNESS
10th Grade	ELA II	ALGEBRA II	CHEMISTRY	GLOBAL HISTORY II	SOPHOMORE SEMINAR	SPANISH II	AP PSYCHOLOGY
11th Grade	ELA III	AP PRE-CALC	PHYSICS	US HISTORY	JUNIOR SEMINAR	SPANISH III	AP-BIO
12th Grade	ELA IV	AP CALC AB (Dual Enrollment)	AP CHEMISTRY	OK HIST/ US GOV.	SENIOR SEMINAR	SPORTS MED & EXERCISE SCIENCE	ANATOMY

### Related Careers & College Majors:

- Physician/Nursing
- Pharmacist
- Biomedical Researcher
- Dentist/Dental Hygienist
- Physical Therapist
- Psychiatrist/Therapist
- Veterinarian

### Encouraged Pathway Units:

- AP Biology
- AP Chemistry
- AP Calc AB
- AP Statistics
- Anatomy
- AP Psychology

KEY:

COUNTING TOWARD THE 6 PATHWAY UNITS

COUNTING TOWARD THE CORE CONTENT GRADUATION REQUIREMENTS

COUNTING AS EXTRA COURSES NOT NEEDED FOR GRADUATION



## ARTS PATHWAY

SAMPLE APPLICATION ARTS PATHWAY							
9th Grade	ELA I	ALGEBRA I	PHYSICAL SCIENCE	GLOBAL HISTORY I	FRESHMAN SEMINAR	DRAMA	FRESHMAN FORUM
10th Grade	ELA II	GEOMETRY	BIOLOGY	GLOBAL HISTORY II	SOPHOMORE SEMINAR	SPANISH I	ART I
11th Grade	ELA III	ALGEBRA II	CHEMISTRY	US HISTORY	JUNIOR SEMINAR	SPANISH II	ART II
12th Grade	ELA IV	PRE-CALCULUS	PHYSICS	DK HIST/ US GOV	SENIOR SEMINAR	BALLET FOLKLORICO	AP DRAWING

### Related Careers & College Majors:

- Graphic Designer
- Artist
- Musician/Singer
- Photographer
- Interior Designer
- Producer/Director
- Museum Curator
- Actor
- Dancer

### Encouraged Pathway Units:

- Art
- AP Drawing
- Drama
- Ballet Folklorico
- Applied Music

KEY:

COUNTING TOWARD THE 6 PATHWAY UNITS

COUNTING TOWARD THE CORE CONTENT GRADUATION REQUIREMENTS

COUNTING AS EXTRA COURSES NOT NEEDED FOR GRADUATION



## BUSINESS & COMMUNICATIONS PATHWAY

SAMPLE APPLICATION BUSINESS & COMMUNICATIONS PATHWAY							
8th Grade		ALGEBRA I					
9th Grade	ELA I	GEOMETRY	BIOLOGY	GLOBAL HISTORY I	FRESHMAN SEMINAR	BCIS/PUBLIC SPEAKING	SPANISH I
10th Grade	ELA II	ALGEBRA II	CHEMISTRY	GLOBAL HISTORY II	SOPHOMORE SEMINAR	AP SEMINAR	SPANISH II
11th Grade	AP ENG LANG	PRE-CALCULUS	PHYSICS	US HISTORY	JUNIOR SEMINAR	LEADERSHIP	CYBERSECURITY
12th Grade	AP ENG LIT	AP STATISTICS	AP ENVIRONMENTAL SCIENCE	OK HIST/ US GOV	SENIOR SEMINAR	DEBATE	CURRENT EVENTS/ JOURNALISM

### Related Careers & College Majors:

- Marketing
- Business administration
- Nonprofits
- Public Relations
- Human Relations
- Journalism
- Data Analyst

### Encouraged Pathway Units:

- AP Statistics
- AP Seminar
- AP Research
- Current Events/ Journalism
- BCIS/ Public Speaking
- Debate

KEY:

COUNTING TOWARD THE 6 PATHWAY UNITS

COUNTING TOWARD THE CORE CONTENT GRADUATION REQUIREMENTS

COUNTING AS EXTRA COURSES NOT NEEDED FOR GRADUATION



## SCIENCE, TECHNOLOGY, ENGINEERING, and MATHEMATICS (STEM) PATHWAY

SAMPLE APPLICATION <b>S.T.E.M.</b> PATHWAY							
8th Grade		ALGEBRA I					
9th Grade	ELA I	GEOMETRY	BIOLOGY	GLOBAL HISTORY I	FRESHMAN SEMINAR	SPANISH I	CYBERSECURITY
10th Grade	ELA II	ALGEBRA II	CHEMISTRY	GLOBAL HISTORY II	SOPHOMORE SEMINAR	SPANISH II	AP PSYCHOLOGY
11th Grade	ELA III	AP PRE-CALC	AP PHYSICS	US HISTORY	JUNIOR SEMINAR	AP ENVIRONMENTAL SCIENCE	COMPUTER SCIENCE ENGINEERING
12th Grade	ELA IV	AP CALC AB (Dual Enrollment)	AP CHEMISTRY	OK HIST/ US GOV.	SENIOR SEMINAR	AP STATISTICS	INTRODUCTION TO ENGINEERING DESIGN (Dual Enrollment)

### Related Careers & College Majors:

- Electrical/Mechanical Engineer
- Biochemical Engineer
- Mathematician/Statistician
- Energy/Environmental Scientist
- Software Engineer
- Data Scientist

### Encouraged Pathway Units:

- AP Calc AB
- AP Environmental Science
- AP Computer Science
- Intro to Engineering/Design
- AP Statistics
- AP Psychology

KEY:

COUNTING TOWARD THE 6 PATHWAY UNITS

COUNTING TOWARD THE CORE CONTENT GRADUATION REQUIREMENTS

COUNTING AS EXTRA COURSES NOT NEEDED FOR GRADUATION



## GOVERNMENT, LAW, and SOCIAL SCIENCES PATHWAY

SAMPLE APPLICATION GOVERNMENT, LAW, & SOCIAL SCIENCES PATHWAY							
9th Grade	ELA I	ALGEBRA I	BIOLOGY	GLOBAL HISTORY	FRESHMAN SEMINAR	SPANISH I	BCIS/PUBLIC SPEAKING
10th Grade	ELA II	GEOMETRY	CHEMISTRY	AP WORLD GEOGRAPHY	SOPHOMORE SEMINAR	SPANISH II	AP PSYCHOLOGY
11th Grade	AP ENG LANG	ALGEBRA II	PHYSICS	AP US HISTORY	JUNIOR SEMINAR	AP HUMAN GEOGRAPHY	DEBATE
12th Grade	AP ENG LIT	AP PRE-CALC	AP ENVIRONMENTAL SCIENCE	OK HIST/ AP US GOV	SENIOR SEMINAR	LEADERSHIP	CURRENT EVENTS/ JOURNALISM

### Related Careers & College Majors:

- Lawyer/ Paralegal/ Judge
- Legislator
- Politician/Elected official
- Lobbyist
- Political Journalist
- Community Organizer/Activist
- Non Profit Management
- Sociologist
- Psychologist

### Encouraged Pathway Units:

- AP US Government
- AP US History
- AP Statistics
- AP Research
- Debate
- Current Events/Journalism
- Psychology

KEY:

COUNTING TOWARD THE 6 PATHWAY UNITS

COUNTING TOWARD THE CORE CONTENT GRADUATION REQUIREMENTS

COUNTING AS EXTRA COURSES NOT NEEDED FOR GRADUATION

## Coversheet

### New & Modified General Fund, Gift Fund, and Insurance Fund Encumbrances

<b>Section:</b>	IV. Action Agenda
<b>Item:</b>	C. New & Modified General Fund, Gift Fund, and Insurance Fund
Encumbrances	
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	PO Board Report - Dec. 16, 2025.pdf New POs - Gen Fund - Dec 2025.pdf New POs - Build Fund - Dec 2025.pdf Modified POs - Gift Fund - Dec 2025.pdf Modified POs - Gen Fund - Dec 2025.pdf Modified POs - Build Fund - Dec 2025.pdf Modified POs - Act Fund - Dec 2025.pdf

**PO Board Report** | Dec. 16, 2025

PO Number	Vendor	Amount	Description
Fund 21 - PO 8	THA Facilities, LLC	\$44,000	This PO covers the remainder of Link Consulting contract for this fiscal year, which will still be paid out monthly. This contract includes project management services for the former Jones Elementary facility procurement and renovation project.

12/15/2025 10:17:50 AM

**Tulsa Honor Academy**

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**Purchase Order Register****Options:** Year: 2025-2026, Fund(s): General Fund, Date Range: 11/18/2025 - 12/15/2025

PO No	Date	Vendor No	Vendor	Description	Amount
192	11/18/2025	1482	SODEXO OPERATIONS, LLC	Meal cards for College Trip (RSU)	496.65
<b>Non-Payroll Total:</b>					<b>\$496.65</b>
<b>Payroll Total:</b>					<b>\$15,136.03</b>
<b>Report Total:</b>					<b>\$15,632.68</b>

12/15/2025 10:17:56 AM

**Tulsa Honor Academy**

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**Purchase Order Register****Options:** Year: 2025-2026, Fund(s): BUILDING FUND, Date Range: 11/18/2025 - 12/15/2025

PO No	Date	Vendor No	Vendor	Description	Amount
13	12/05/2025	1311	THA Facilities, LLC	Miller Tippens Construction	13,720.00
				<b>Non-Payroll Total:</b>	<b>\$13,720.00</b>
				<b>Payroll Total:</b>	<b>\$0.00</b>
				<b>Report Total:</b>	<b>\$13,720.00</b>

12/15/2025 10:20:02 AM

**Tulsa Honor Academy**

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**Change Order Listing**

**Options:** Fund(s): GIFT FUND, Year: 2025-2026, ReferenceDate: Prior To Begin Date, Date Range: 11/18/2025 - 12/15/2025,  
Include Negative Changes: False

PO No	Date	Vendor No	Vendor	Description	Amount
5	07/16/2025	604	Townsend Marketing	Townsend Supplies	780.00
Non-Payroll Total:					<b>\$780.00</b>
Payroll Total:					<b>\$0.00</b>
Report Total:					<b>\$780.00</b>

12/15/2025 10:19:52 AM

**Tulsa Honor Academy**

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**Change Order Listing**

**Options:** Fund(s): General Fund, Year: 2025-2026, ReferenceDate: Prior To Begin Date, Date Range: 11/18/2025 - 12/15/2025, Include Negative Changes: False

PO No	Date	Vendor No	Vendor	Description	Amount
14	07/01/2025	1439	Propios LS, LLC	Language Interpretation services	548.13
83	07/01/2025	607	Sundance Office Supply, LLC	General Operation Supplies for Schools	877.20
105	07/08/2025	1632	Revolving Enrichment, LLC	Substitute classroom staffing service	28,752.00
<b>Non-Payroll Total:</b>					<b>\$30,177.33</b>
<b>Payroll Total:</b>					<b>\$710,487.55</b>
<b>Report Total:</b>					<b>\$740,664.88</b>

12/15/2025 10:19:56 AM

**Tulsa Honor Academy**

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**Change Order Listing**

**Options:** Fund(s): BUILDING FUND, Year: 2025-2026, ReferenceDate: Prior To Begin Date, Date Range: 11/18/2025 - 12/15/2025, Include Negative Changes: False

PO No	Date	Vendor No	Vendor	Description	Amount
8	08/28/2025	1311	THA Facilities, LLC	Link Group Consulting	44,000.00
9	09/16/2025	1311	THA Facilities, LLC	Oklahoma One Call System Inc	580.00
<b>Non-Payroll Total:</b>					<b>\$44,580.00</b>
<b>Payroll Total:</b>					<b>\$0.00</b>
<b>Report Total:</b>					<b>\$44,580.00</b>

12/15/2025 10:19:59 AM

**Tulsa Honor Academy**

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**Change Order Listing**

**Options:** Fund(s): SCHOOL ACTIVITY FUND, Year: 2025-2026, ReferenceDate: Prior To Begin Date, Date Range: 11/18/2025 - 12/15/2025, Include Negative Changes: False

PO No	Date	Vendor No	Vendor	Description	Amount
2	07/01/2025	816	Amazon Capital Services	Flores MS Activity Fund Purchases	190.99
<b>Non-Payroll Total:</b>					<b>\$190.99</b>
<b>Payroll Total:</b>					<b>\$0.00</b>
<b>Report Total:</b>					<b>\$190.99</b>