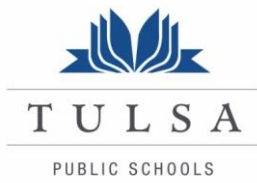




School Board Policy Manual



BOARD OF EDUCATION

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*Term Expiration
Revised: February 2019

INTRODUCTION

This manual codifies the official policies of the Board of Education and includes the administrative regulations associated with selected policies. School Board policies state positions adopted by the Board in order to provide direction, control and/or management of its legal functions.

The goals of all policy are to present clear, concise, and distinct directives to the Board's staff and to serve as a primary communication tool with the general public with specific attention to students, parents and/or guardians. Regulations state procedures and rules developed by the administration to guide and direct the implementation of Board policy.

Adoption of new policies or revision of existing policies is solely the responsibility of the Board. Proposals for new policies or revisions to current policies may be submitted in writing by any interested citizen, District employee, or member of the Board. Proposals shall be submitted to the Superintendent for referral to the Board.

It is the obligation of employees to familiarize themselves with and follow Board policies. Employees are responsible for familiarizing themselves with and following all administrative regulations.

One should consider two basic points when using this manual: (1) the policies represent official positions of the Board, and (2) federal, state and local statutes drive the legal basis for these policies and regulations. Various other publications such as the *Certificated Personnel Handbook*, *Support Personnel Handbook*, *Behavior Response Plan*, *Policies and Procedures Manual for Special Education in Oklahoma*, *Administrative Handbook for School Activity Funds*, and the *School Laws of Oklahoma* serve as companion documents to this Board Policy Manual and are useful tools for more regulatory detail.

Please note that Board policies are printed on white paper and administrative regulations are printed on blue paper. Regulations are codes with an "R" suffix.

Policy Codification Series

- 1000 District Organization, Philosophy and Goals
- 2000 Student Services
- 3000 Teaching and Learning
- 4000 Human Capital Services
- 5000 Financial Management
- 6000 Information Technology
- 7000 Support Services
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- 9000 Business, Governmental, and Community Relations

Definition of Terms

Policy	Formally adopted position of the Board concerning a particular issue or circumstance
Regulation	Processes and/or procedures developed by the Administration designed to implement a policy.
Legal Reference	Federal and state statutes
Contract Reference	Specific reference to negotiated agreements with the employee organizations/unions
Cross Reference	References to other policy or regulations.
Descriptor	A specific code assigned to policies, regulations, forms, and notices.

SCHOOL BOARD POLICY MANUAL

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SCHOOL DISTRICT LEGAL STATUS

PURPOSE: To define the district's legal status.

Tulsa Public Schools is classified under Oklahoma law as an independent school district and has been created by the Oklahoma legislature pursuant to the mandate in Article XIII of the Oklahoma Constitution that requires the legislature to establish and maintain a system of free public schools wherein all the children of the state may be educated. It is a body corporate and possesses the usual powers of a corporation for public purposes.

The legal and official name of the district is Independent School District Number One of Tulsa County, Oklahoma. The governing body of the district is its elected Board of Education.

Oklahoma law authorizes the Board to maintain and operate a complete public school system best suited to the needs of the district.

BOARD OF EDUCATION

PURPOSE: To define elections and organization of the Board of Education and to outline requirements, duties, responsibilities, authority, and compensation for Board members.

Legal Status

State law provides public schools will be maintained and operated by local boards of education. Therefore, local school boards are legal instruments of the state and derive their powers from the Oklahoma Legislature. They have responsibilities to the local citizenry they serve, and by whom they are elected. Independent School District Number One, Tulsa County, Oklahoma, has seven school board members. Each board member is chosen by the electorate of a designated portion of the District to a four-year term of office.

Powers and Responsibilities

Members of the Board will exercise and retain full legislative authority and control over the schools. This jurisdiction will be in accordance with the policies established by the Board, the constitution and laws of the state of Oklahoma.

In exercising rights and responsibilities affecting the governance of the District, the Board will adopt policies serving as guidelines for the organization and administration of schools. Administrative authority, and the power to delegate such authority, will be given to the Superintendent. The Superintendent serves as Chief Executive Officer of the District in carrying out the policies of the Board.

The Board may exercise its powers only when convened in a legally constituted meeting.

School Board ElectionsCandidates

Candidates vying for office as a member of the Board of Education for TPS will file written declarations of candidacy at the Tulsa County Election Board. Candidates seeking election to a local school board are also required to file a statement of organization, a report of contributions and expenditures, and a statement of financial interests with the Clerk of the Board of Education. These statements must comply with all the procedural requirements established and enforced by the Oklahoma Ethics Commission and will be public records. The records will be maintained for 4 years by the Board Clerk and may be posted on the District's website. The filing period will begin at 8:00 a.m. on the first Monday in December through 5:00 p.m. on the following Wednesday.

Eligibility

To be eligible as a candidate for member of the Board of Education, a person must have been a registered voter with the Tulsa County Election Board, residing within the geographical boundaries of the election district for which the person desires to become a candidate for six months preceding the first day of the filing period.

No person will be eligible as a candidate for, or elected to be, a member of the Board unless the person has been awarded a high school diploma or certificate of high school equivalency. No person will be eligible as a candidate for, or to serve on, the Board if currently employed by the District or related within the second degree by affinity or consanguinity to any other member of the Board or to any employee of the District. These prohibitions will not apply to members who were serving on September 1, 1992. A person who has been convicted of a misdemeanor involving embezzlement or a felony under the laws of Oklahoma or of the United States, or has entered a plea of guilty or nolo contendere to a misdemeanor involving embezzlement or a felony, or has been convicted of a crime in another state that would have been a misdemeanor involving embezzlement or a felony under the laws of Oklahoma, or has entered a plea of guilty or nolo contendere to such crime, will not be eligible as a candidate for, or be elected as a member of the Board for a period of 15 years following completion the sentence, or during the pendency of an appeal of such conviction or plea, unless the person has received a pardon.

General Election

On the second Tuesday in February, a general election will be held, except in any year when a presidential preferential primary is held in February and then the election shall be held on the same day as the Presidential Preferential Primary. The electors of each election district in which a member's term is expiring or in which a vacancy exists will select nominees from among candidates for a member to represent such election district. If, in the general election, one candidate has a majority of all votes cast then a run-off election is not required and that candidate is elected to represent the election district. If no candidate receives more than 50 percent of the votes cast in the general election, then a run-off election will be held between the two candidates with the highest number of votes.

Run-off Election

On the first Tuesday in April, there will be a run-off election in an election district in which no candidate received a majority of the votes cast at the general election. The electors of the election district will select one of the two candidates at such run-off election as the member of the Board representing such election district.

Term of Office

The term of each member, except for members appointed to fill a vacancy, will be four years commencing on the first regular, special, or emergency Board meeting after the member has been certified as elected. Persons appointed to fill vacancies in the first half of the term of office for the board position shall serve only until the next succeeding election, at which time the office

which they hold shall be placed on the ballot for the balance of the unexpired term. Vacancies filled by appointment following the delivery of the resolution calling for regular elections to the Secretary of the Tulsa County Election Board will be filled until the next regular elections the following year. Persons appointed to fill such vacancies after the first half of the term of office for the board position shall serve for the balance of the unexpired term. Persons elected to fill an unexpired term will begin the term of office at the next regular meeting of the Board following the election. If the Board does not fill the vacancy by appointment within 60 days of the date the Board declared the seat vacant, the Board will call a special election to fill the vacancy for the unexpired term.

Notwithstanding the preceding language, in the event there is an open position on a board of education and no candidate has filed, the vacancy shall be filled by appointment by the board according to state law. Such persons appointed to fill vacancies as provided for in this subsection shall serve for the balance of the term.

School Board Member Oath of Office

Each member of the Board will take and subscribe to the following oath:

"I, _____ (name) _____, hereby declare under oath, that I will faithfully perform the duties of member of the Board of Education of Independent School District Number One, Tulsa County, Oklahoma, to the best of my ability and that I will faithfully discharge all of the duties pertaining to said office and obey the Constitution and laws of the United States and Oklahoma."

School Board Member Code of Ethics

The Board desires its members to adhere to all laws regarding conflict of interest and to avoid actions that might embarrass themselves and the Board. Therefore, the Board will adhere to the following code of ethics:

As a member of my local Board of Education, I will strive to improve public education and I will:

Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings.

Recognize that I should endeavor to make policy decisions only after full discussion at public Board meetings.

Render all decisions based on the available facts and my independent judgment and refuse to surrender that judgment to individuals or special interest groups.

Encourage the free expression of opinion by all Board members and seek systematic communications between the Board and students, employees, and all elements of the community.

Work with other Board members to establish effective Board policies,

Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs.

Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards' association.

Support the employment of those persons best qualified to serve as school employees and insist on a regular and impartial evaluation of all employees.

Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal or partisan gain.

Take no private action that will compromise the Board or administration and respect the confidentiality of information that is privileged under applicable law.

Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

School Board Member Conflict of Interest

District School Board members are expected to maintain the highest ethical standards in the conduct of District affairs.

A situation presenting a conflict of interest may take many different forms. No Board member should use the District affiliation for private or personal advantage. No Board member should have any outside business interests which might, in fact or appearance, interfere with the individual's loyalty to the District. No Board member should have any interest or association that interferes with, or appears to impair, the independent exercise of the judgment in the best interests of the District.

Contracts with Board Members or Business in Which Board Members Have an Interest

The District will not enter into any contract with a Board member or any company, individual, business concern, or other entity in which any Board member is directly or indirectly interested, except as otherwise provided by Oklahoma law.

The Board Clerk will request each new Board member to provide a statement of companies, individuals, business concerns, or other entities in which the new Board member has an interest. In addition, the Board Clerk will annually request a similar statement from each incumbent Board member. These statements will be provided to the District's Purchasing office. Any listed entity will be placed on a "no bid" list as long as the Board member continues on the Board or until the Board member notifies the Board Clerk that the affiliation no longer exists.

Questions concerning the application of this portion of this policy will be referred to the Board attorney for a written opinion.

Gifts and Favors

A Board member shall not seek any gift, payment, fee, service, rebate, valuable privilege, hospitality, meal, entertainment, admission tickets, flowers, discount, travel, sporting event (including golf and other social athletic events), vacation, use of vacation property, loan (other than a conventional loan from a lending institution) or other favor from any person or business organization that does, or seeks to do business, with the District. No Board member shall accept or convert anything of value in exchange for referral of third parties to any such person or business organization.

A Board member shall not accept gifts or favors (including those described above) from any person or business organization where these might tend, or appear to tend, in any way to impair independent judgment concerning District operations. Board members MAY accept common courtesies, gifts, or meals of a nominal value (\$125 or less) usually associated with accepted business practices for themselves. Care should be taken to avoid accepting frequent common courtesies or gifts from the same person or business organization that does, or seeks to do business, with the District. Additionally, promotional and advertising novelties and tickets specifically used for advertising purposes are allowable. If an unsolicited gift of more than nominal value is offered or received, it must be declined or returned.

An offer of a gift or favor shall be reported promptly, in writing, to the Board President. Under NO circumstances is it permissible to accept a gift of cash or cash equivalents (for example: gift certificates, stocks or other forms of marketable securities).

Travel

Board members will not accept or participate in travel that is paid or provided by a vendor or prospective vendor, even if the travel is deemed to benefit the District. Vendors or prospective vendors who extend travel opportunities to Board members will be advised of this policy.

Unlawful or Unethical Payments

A Board member shall not give, or promise to give, any property, gift, business favor, or anything of value to another person or entity if the giving of such items is, or appears to be, improper or unethical.

It is in the best interest of the District to avoid even the appearance of impropriety. The District's concern is not only whether activity is technically legal or customary, but also whether or not the public might reasonably view such an act as improper or unethical if all the circumstances were fairly disclosed. The District intends to follow a uniform practice in all areas of its operation consistent with its basic policy.

Competition

Representation of the District in transactions in which the Board member or any close relative has a substantial interest is prohibited. Competition with the District, directly or indirectly, in the purchase or sale of property or interests in property is prohibited.

New School Board Member Orientation

The Board and Superintendent, to the best of their ability, will assist each newly elected or appointed member to understand the Board's functions, policies, and administrative regulations. In discussions with new members, the Board President and/or Superintendent will clarify procedures involving:

- How a community member (parent/guardian, teacher, student, business representative, etc.) may make a request of the Board and what appropriate responses/actions of an individual Board member should be when a request is presented directly to the Board member.
- How Board members make arrangements to visit schools and the protocol associated with such visits.
- How Board members assigned a specific task may request information or services of the staff.
- How the Board receives and examines complaints relating to personnel.

Each newly elected or appointed member of the Board will be given selected materials for Board members and other pertinent District documents and data.

Organization of the School Board

There are five basic statements dealing with the organization of the Board. These are:

- At the first regular, special or emergency Board meeting after the annual school election and certification of election of new members, the Board will elect officers and organize for the ensuing year. The Board may reorganize at any other time in which circumstances may require.
- Officers of the Board will consist of the President, Vice President, Treasurer, Director of Treasury Services, Encumbrance Clerk, Clerk and Deputy Clerk. Only the President and Vice President are required to be elected members of the Board. The President and Vice President shall serve a term of one year and until a successor is elected and qualified. The Treasurer, Director of Treasury Services, Encumbrance Clerk, Clerk and Deputy Clerk will hold office during the pleasure of the Board.
- Election of officers will be by nomination and voice vote unless the majority of the Board members request a vote by ballot. A majority vote of the members present and voting is required for election.
- All standing committees will be appointed by the Board President.
- By law, the Superintendent is chief executive officer of the Board.

School Board Officers

President and Vice President

The Board President, in addition to the duties prescribed by law, will exercise such powers as properly pertain to the office. In carrying out responsibilities, the President will:

- Preside at Board meetings.
- Bring before the Board such matters that may require the attention of the Board.
- Make certain that the policies of the Board are properly enforced.

- Appoint or provide the election of any Board committee desired or required by decision of the Board.
- Sign contracts and warrants authorizing school expenditures.
- Perform other duties as may be required by the Board. In the absence of the President, the Vice President will have the powers of the President and perform such duties. When a quorum of the Board has convened, and neither the President nor the Vice President is present, and no other Board member has been designated by the President to chair the meeting, the members will select a member to serve as chairperson for that meeting.

Treasurer and Director of Treasury Services

In addition to the duties and obligations imposed by state law, the Treasurer will perform other duties as may be required by the Superintendent. In the absence of the Treasurer, the Director of Treasury Services will have the powers of the Treasurer and perform the duties.

Clerk and Deputy Clerk

The Clerk will be present at all public meetings of the Board, keep an accurate journal of its proceedings, take charge of its books and documents, countersign all warrants drawn upon the Treasurer by order of the Board, maintain all required school board election related filings for a period of four (4) years, and perform other duties prescribed by law or required by the Board. The Deputy Clerk will serve in the absence of the Clerk and will have these responsibilities when serving in that capacity.

School Board – Superintendent Relationship

The Board recognizes one of its greatest responsibilities is to establish a good working relationship with the Superintendent. Failure to meet this responsibility results in disruption of the educational process and poor community attitudes concerning the schools. Unless harmony that is based on mutual trust and understanding exists, the children of the community become the losers.

The Board delegates to the Superintendent primary responsibility for all matters of decision and administration that come within the scope as chief executive officer of the District as determined by the established policies of the Board. While the Board reserves to itself the right to make ultimate decisions on all matters related to policy, it will normally proceed in these areas only after receiving recommendations from its chief executive officer.

School Board – Staff Communication

The business of the Board is conducted with the Superintendent who is responsible for implementation of its decisions. The Superintendent usually delegates some responsibilities to subordinates, but exercises general supervision of their execution. However, subordinates are responsible primarily to their immediate supervisor and the Superintendent. They are responsible only indirectly to the Board.

Recognizing this situation, Board members will generally refrain from dealing directly with staff on school matters. Exceptions are on such occasions as when employees are invited before the Board by the Superintendent to assist in interpreting some phase of the school program or when the Board is conducting a fact-finding inquiry on a school matter about which these persons possess information.

The appropriate Cabinet member will work with Board committees in an advisory capacity regarding matters related to the committees' area of responsibility.

Continuing Education

Each Board member shall be required, within 15 months following or preceding election, to complete a two-day new school board member workshop sponsored by the State Department of Education in cooperation with the Oklahoma State School Boards Association. Other organizations and associations may conduct workshops if they represent district boards of education. Such workshops will include study and instruction on the subjects of: school finance, Oklahoma School Code and related laws, ethics and duties, and responsibilities of district boards of education members.

A Board member may attend 12 hours of other workshops conducted by OSSBA, or upon approval of the State Board of Education, by any organization or association representing district boards of education as an alternative to the above requirement. Once a new Board member has completed certification, a minimum of 15 hours of continuing education shall be required during the term of office. A Board member may attend and receive credit for approved workshops before the time the Board member is sworn in and seated as a member of the Board.

The Board Clerk will be responsible for notifying Board members of regular and continuing education requirements. If there is a change in Board membership, the Board Clerk will also notify the State Department of Education.

School Board Memberships

The Board will maintain memberships in the national and state school boards associations and take an active part in the activities of these groups. It may also maintain institutional memberships in other educational organizations that the Superintendent and Board find to be of benefit to members and District personnel.

The materials and services of these organizations will be available for use by the Board and the staff.

School Board Legislative Program

The Board, as an agent of the state, must operate within the bounds of state and federal laws affecting public education. If the Board is to meet its responsibilities to the residents and students of this community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause.

Recognizing this:

- The Board will keep itself informed of pending legislation and actively communicate its concerns and make its position known to elected representatives at the local, state and national level.
- The Board will work with legislative representatives, Oklahoma State School Boards Association, National School Boards Association and other concerned groups in developing an annual, as well as a long-range, legislative program.
- The Superintendent or designee will be the official legislative representative of the Board. The Superintendent will be authorized to speak on the Board's behalf with respect to legislation being considered by the Oklahoma State legislature or the United States Congress. In dealing with the Oklahoma legislature or Congress, the Board's representative will be guided by positions taken by the Board.

School Board Member Conferences, Conventions, and Workshops

The Board encourages participation of its members at appropriate conferences, conventions, and workshops. Funds for these activities will be included in the District budget on an annual basis.

When a conference is not attended by the full Board, those who do participate will be encouraged to share information, recommendations, and materials acquired at the conference.

School Board Member Compensation and Expenses

Board members will be paid \$25 for each regular, special, or adjourned meeting from the District's General Fund that they attend, not to exceed \$100 in a calendar month. All payments made to Board members are treated as employee compensation in determining applicable state and federal withholding requirements.

Expense reimbursement for Board members will be under the same guidelines in Policy 5204, "Expense Reimbursement," except that any required approval is granted by the Board President. Board members will use the same documentation for reimbursement for expenses and forms for reimbursement of travel expenses as required by Board policy for District employees.

Adopted: November 1982

Revised: August 2018

Reference: 5204, Expense Reimbursement Legal Reference: 26 O.S., 5-105 (a)

26 O.S., 13A-106

26 O.S., 13A-110

26 O.S., 13A-103

26 O.S., 13A-105

70 O.S., 5-107A-B

70 O.S., 5-117

70 O.S., 5-119

70 O.S., 5-124

70 O.S., 2-110 through 2-119

SCHOOL BOARD POLICIES

PURPOSE: To provide for the development, maintenance, review, and suspension of Board policies.

Adoption of new policies or revision of existing policies is solely the responsibility of the Board of Education.

Proposals for new policies or revisions to current policies may be submitted in writing by any interested citizen, District employee, or member of the Board. Proposals shall be submitted to the Superintendent for referral to the Board.

Except in the case of an emergency, policy recommendations shall appear twice before the Board; once for information followed by a second reading for adoption consideration.

The formal adoption of policies will be recorded in the minutes of the Board meeting. Only those written statements adopted and recorded in the minutes will be regarded as official policy of the Board. Policies will be effective immediately upon adoption unless a specific effective date is provided in the motion to adopt.

Policy Codification System

Effective July 1, 2005, the Board directs that its policies be organized using the following codification series:

- 1000 District Organization, Philosophy and Goals
- 2000 Student Services
- 3000 Teaching and Learning
- 4000 Human Resources Services
- 5000 Financial Management
- 6000 Information Systems Services
- 7000 Support Services
- 8000 Facilities Services
- 9000 Business, Governmental, and Community Relations

System Maintenance

The Superintendent or designee is directed to maintain the Board's policy reference files, provide for the proper coding of new policy statements, and maintain the Board's Policy Manual.

Policy Review and Evaluation / Manual Accuracy Check

The Superintendent or designee will review all policies on an annual basis and to formally share the results of such annual review with the Board.

The Superintendent shall inform the Board of all policies that are out-of-date or in need of revision as a part of the annual review.

Suspension of Policies

The policies of the Board are subject to suspension, amendment, or alteration upon a majority vote of the Board at a regular or special meeting. The proposed suspension, amendment, or alteration shall appear before the Board for two consecutive meetings prior to adoption; once for information and once for action except that, in the case of an emergency, the Board may waive this rule and take immediate action following proper public notification.

AUTHORITY IN THE ABSENCE OF POLICY

PURPOSE: To authorize decisions in the absence of an existing policy.

Decisions related to any circumstance not otherwise addressed by Board policy or negotiated agreements are hereby delegated to the Superintendent or designee and, when possible, the Superintendent will consult with the Board President. Such decisions shall be reported to the Board as soon as feasible and any permanent or future policy implication as may be deemed necessary, brought before the Board within a reasonable time.

HANDBOOKS

PURPOSE: To provide for publishing employee and student handbooks.

All students and employees should be aware of current Board policies and administrative/school regulations. District administrators and principals have the authority to issue employee and student handbooks.

All handbooks will be developed in accordance with Board policy and will be available to the Board for informational purposes.

SCHOOL BOARD MEETINGS
AGENDAS/MINUTES/PUBLIC COMMENTS

PURPOSE: To provide for Board of Education meetings, agendas, minutes and citizens' comments as required by state law and the Oklahoma Open Meeting Act.

MEETINGS

Board meetings are held to transact the business of the School District. All meetings of the Board, except for executive sessions as provided under Oklahoma School Law, will be open to the public. They will be held at the Charles C. Mason Education Service Center unless the Board votes to change the meeting place and gives the public adequate notice of such a change as defined by law.

It will be the duty of the Superintendent or designee to notify Board members of regular, special, or emergency meetings.

Regular Meetings

Regular meetings of the Board will normally be held on the first and third Mondays in each month. When the first and/or third Monday is a legal holiday, the regular meeting of the Board will be held on the first and/or third Tuesday. The time will be established by the Board President.

Special Meetings

Special meetings require 48 hours advance, public notice, and are limited in subject matter to the announced agenda. These meetings will be called for the purpose of student suspension hearings, employee termination hearings, and other reasons as determined by the Board President or by a written request of three Board members.

Emergency Meetings

An emergency meeting may be called for the purpose of dealing with emergencies. "Emergency" is defined as a situation involving injury or imminent threat of injury to persons or injury or imminent threat of injury or damage to public or personal property or immediate financial loss, and the requirements for public notice of a special meeting would make such procedure impractical and increase the likelihood of injury, damage, or immediate financial loss.

In the event of an emergency, a meeting of the Board may be held without the public notice required by the Oklahoma Open Meeting Act. Should an emergency meeting of the Board be necessary, the Superintendent or designee will give as much advance, public notice as is reasonable and possible under the circumstances existing, in person or by telephonic or electronic means. To the extent possible, notice will be given to the County Clerk of Tulsa County and the media.

Executive Sessions

Executive sessions are permitted for the discussion of such things as personnel matters, matters under litigation, and negotiations with District negotiators. The Board may go into executive session to discuss anything allowed by law. No official or final action may be taken by the Board in an executive session. In order to act upon items considered at an executive session, the Board will convene or reconvene in open session. That such a meeting was or will be held will be recorded in the minutes of the preceding or subsequent open session of the Board. Board members and any persons attending an executive session are duty-bound not to disclose any details of the discussions held.

Quorum

A quorum for the transaction of official business will consist of a majority of the members of the Board.

Rules of Order

Except as provided by law, all Board meetings will be conducted in accordance with Board policy. If the presiding officer desires further direction, *Robert's Rules of Order, Newly Revised* will be consulted.

Voting Method

All voting on resolutions and motions of the Board will be by voice vote, polling each member separately. Each member's vote will be separately recorded in the minutes. If a quorum is present, a majority vote of the members present will be sufficient for taking action unless there is a specific statute applicable to the matter under consideration that requires approval by a majority of the full Board.

AGENDA

The Superintendent or designee in cooperation with the Board President will develop an agenda format for adoption by the Board. The agenda format will provide for the orderly presentation and transaction of business at Board meetings.

Board members may submit items for placement on the agenda to the President. The Board President (or Vice President) may place items on the agenda, or move items on the agenda, at the request of a Board member. If a Board member desires to discuss an item, the Board member should describe the topic for the agenda as specifically as possible so members of the public who read the agenda can be informed concerning the subject to be presented.

Agenda Preparation and Dissemination

The agenda for all Board meetings will be jointly prepared by the President of the Board (or the Vice President of the Board in the absence of the President) and the Superintendent or designee. In the event of a disagreement as to whether an item should or should not be included on the agenda, the decision of the Board President (or Vice President) will prevail.

Each regular meeting agenda will be published and transmitted to Board members for review no later than one week prior to the meeting for which the agenda has been prepared. Agendas for special meetings, emergency meetings, and executive sessions not a part of another meeting's agenda, will be prepared and transmitted to Board members as soon as is practical. Formal adoption of agendas will occur at the beginning of each meeting. Any additions or changes to the published agenda must be provided in writing by the Superintendent or designee no less than 24 hours prior to the Board's formal adoption of the agenda. Board members' concerns about any item appearing on a published agenda should be communicated to the Superintendent or designee for response.

MINUTES

A complete record of all business transacted at each regular or adjourned meeting will be set forth in the minute book of the Board. The minute book will be kept on file by the Clerk as a permanent record of Independent School District Number One, Tulsa County, Oklahoma, and will be available for inspection upon request by the public.

Other features of the minutes will include:

- The nature of the meeting, regular or special, the time, the place, Board members present and absent.
- A record of all motions passed or denied by the Board, together with the names of the members making and seconding the motions, and a record of the members voting "yes" and "no."
- A record of the disposition of all matters that the Board considered, but upon which they did not act.
- Summary of remarks by the public in attendance at the meeting.

The minutes will be signed by the Attorney, Superintendent, Board President and attested by the Board Clerk.

PUBLIC COMMENTS AT SCHOOL BOARD MEETINGS

Citizens are encouraged to attend meetings of the Board of Education and are allowed to address the Board and to comment concerning the Board's deliberations or on other relevant issues of interest/concern at regular meetings. Public comment will not be permitted at special meetings of the Board of Education unless the meeting is declared to be a public hearing for that purpose.

The Board President may interrupt and terminate any presentation not deemed to be in accordance with the guidelines set out by this policy. The Board President may also, after a warning, preclude an individual speaker from addressing the Board on any other agenda item at that meeting and/or at the next regular meeting of the Board of Education for violation of the guidelines set out by this policy.

Public Comment Guidelines

School board policies, state law, and federal law establish separate and distinct procedures and forums for the resolution of employee grievances, employee complaints, employee suspensions and terminations, complaints against individual employees, pupil suspensions and appeals, political campaigns, and litigation.

To avoid circumvention of these separate proceedings and to assure fairness to all parties concerned, no person will be allowed to speak regarding the following:

- An issue in a pending lawsuit, complaint, or investigation filed with an outside agency, wherein the District, employee(s) or the Board is a party;
- A pending grievance;
- A pending employee complaint filed with the District or an outside agency;
- A complaint against individual employee(s);
- An employee disciplinary action including suspension or termination;
- A pending pupil disciplinary action including suspension or appeal that may reach the Board.

The individual dignity of Board members, District employees, students, and members of the public must be respected by all speakers. Board members, employees, students, or members of the public will not be subjected to verbal abuse.

Public comment may take one of two forms: comment concerning items that are on the current agenda or comment concerning issues not on the current agenda. A maximum time limit will be allotted to each individual speaker per meeting – a total of five minutes for speaking to items on the business meeting agenda and five minutes to speak under the Citizens' Comments portion of the agenda.

Comments Concerning Items on an Agenda

Individuals may comment on business items or recommendations appearing under the Action or Information portions of a regular meeting agenda. Requests to comment must be made by submitting a completed form for each topic. Forms are available from the Board Clerk before the beginning of each meeting. Requests will be accepted at any time up to the consideration of the Consent Agenda portion of the meeting. Each individual requesting to speak must personally complete the form listing their name and contact information, and sign verifying they have read the instructions regarding comments. The individual will also indicate on the form if they are speaking on their own behalf or on behalf of a group and whether or not they support or oppose the item (as applicable). Speakers are encouraged to provide the Board with a written outline of their comments to be made available to them before or at the meeting.

A total time limit of five minutes will apply to each speaker during a meeting regardless of the number of agenda items to which they wish to speak. Each speaker will be called when the item about which they wish to comment is to be considered by the Board and will be called in the order in which they signed to speak.

The Board and staff will not dialogue with speakers. Staff will strive to provide answers or resolve any issues/concerns in a timely manner.

Comments Concerning Items Not on an Agenda

The agenda for each regularly scheduled meeting of the Board will include an item designated "Citizens' Comments." The "Citizens' Comments" portion of the agenda will be reserved for comments concerning issues not otherwise appearing on an agenda. This portion of the agenda is reserved to provide citizens an opportunity to address the Board of Education on issues affecting the District and is not intended to provide a forum for commercial, political or similar topics.

An individual wishing to comment during this portion of a meeting must personally sign and submit a completed request form with all supporting documents to the Clerk of the Board seven calendar days before the meeting at which the individual wishes to speak. The forms are available online or from the Clerk of the Board of Education. Each individual requesting to speak must complete the form and sign verifying they have read instructions regarding citizens' comments.

Generic topics will not be accepted. The topic listed on the request form must be brief but specific enough to satisfy posting requirements under state law. The topic should be worded so an ordinary individual may understand what the topic is about. The topic language submitted by the citizen will be reviewed and approved or disapproved by the attorney for the School District. Individuals will also indicate on the form if they are speaking on their own behalf or on behalf of a group. Speakers will be notified regarding approval or disapproval of their request. The Superintendent or designee will address speakers' specific issues or concerns within 60 days.

A total time limit of five minutes during the Citizens' Comments portion of the agenda will apply to each speaker during a meeting regardless of the number of topics on which the individual requests to speak.

Speakers are encouraged to provide the Board with a written outline of their comments to be made available to them before or at the meeting.

Adopted: November 1982

Revised: December 2007

Legal Reference: Title 25 O.S., 301

Title 25 Oklahoma Open Meeting Act Section, 304, 305, 311 & 312

Title 70 O.S., 5-118

PUBLIC CONCERNS AND COMPLAINTS

PURPOSE: To allow for members of the public to present complaints and concerns to the Board of Education.

Members of the public having complaints regarding the District's policies, procedures, or operations may present their complaints or concerns to the Board following the procedure outlined in regulation 1302-R, "Public Concerns and Complaints." The Board intends that, whenever feasible, complaints shall be resolved at the lowest possible administrative level.

When another procedure, policy, or state law applies to the concerns/complaints in question, this policy does not apply.

Adopted: November 1982

Revised: April 2005

Cross Reference: 1301, School Board Meetings – Agendas/Minutes/Public Comments
3405, Controversial Issues and Materials

PUBLIC CONCERNS AND COMPLAINTS

An individual or group with a complaint or concern shall request a conference with the appropriate administrator within ten (10) business days of the event or action that is the subject of the complaint. The administrator shall hold a conference with the individual within five business days of the request. The administrator shall then have five business days following the conference within which to respond.

If the complaint is not resolved to the complainant's satisfaction at the first level, the complainant may request a conference with the Superintendent or designee. The request must be filed within five business days following receipt of a response or, if no response is received, within five business days of the response deadline. The Superintendent or designee shall hold the conference within five business days after receiving the request.

Prior to or at the time of the conference, the complainant shall submit a signed written complaint that includes a signed statement of the complaint, any evidence in its support, the solution sought, and the date of the conference with the administrator. The Superintendent or designee shall have five business days following the conference within which to respond.

If the outcome of a conference with the Superintendent or designee is not to the complainant's satisfaction or if the time for a response has expired, the complainant may submit to the Superintendent or designee a request to place the matter on the agenda of a future Board meeting. The request shall be in writing and must be filed within five business days of the response or, if no response is received, within five business days of the response deadline. The Superintendent shall inform the complainant of the date, time, and place of the meeting.

The presiding officer shall establish a reasonable time limit for complaint presentations. The Board shall hear the complaint and shall then make and communicate its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting.

If a complaint involves concerns or charges regarding an employee, the Board may hear it in executive session unless the affected employee requests that it be heard in public.

SUPERINTENDENT OF SCHOOLS

PURPOSE: To prescribe the processes for recruitment, appointment, selection, and evaluation of the Superintendent of Schools; to publish qualifications for the position; to define the Board's intent relative to an employment agreement with the Superintendent; to specify the term of employment; to describe general duties and responsibilities; and to encourage continuing professional development of the incumbent.

Recruitment, Appointment and Selection

Upon the declaration of a vacancy in the office of Superintendent of Schools, the Board shall deliberate concerning an appropriate search process consistent with its recruitment desires and objectives. Community participation, consultant support and/or advice and council, timelines, search parameters (including external and internal candidacy expectations), and the specification of desirable qualifications, experience and expertise shall be the prerogative of the Board. After the completion of Board deliberations, appropriate notice and/or advertisement soliciting applicants for the position of Superintendent may be authorized.

The Board may seek the advice and counsel of an advisory committee or it may employ a consultant to assist in its deliberations. Individuals may be invited to submit their credentials for consideration upon approval of the Board. Final selection is reserved for the Board after a thorough consideration of qualified applicants.

A majority of the Board member quorum present at Board meetings for which due notice has been given of the intended action, will be required for the appointment of the Superintendent.

Qualifications

The Superintendent must hold or be eligible for appropriate certification and/or licensure as may be required by the laws of the state of Oklahoma and/or by the regulations of the State Board of Education. In addition, the Superintendent must have a record of recent success in relevant assignments with a demonstrable record of increasingly responsible duties and responsibilities consistent with those identified by the Board in its deliberations.

Employment Agreement

Upon appointment or reappointment of the Superintendent, the Board shall negotiate an employment agreement with the Superintendent that defines the authority of the position, the terms and conditions of employment including compensation and benefits, the Board's performance expectations and evaluation plan/procedure, and other such matters as may be determined to be necessary and/or appropriate by the Board during its deliberations.

Term of Office

Consistent with state law, the term of office specified via the employment agreement will not exceed the current fiscal year plus the succeeding three fiscal years. A fiscal year represents a period of July 1 through June 30.

Evaluation

The Superintendent will be evaluated by the Board during the contract term at such times as the Board determines and consistent with the terms of its employment agreement with the Superintendent.

General Duties and Responsibilities

The Superintendent shall be responsible for the myriad of duties within generally accepted categories of leadership competency. Examples of these duties by category are provided below. This list is not meant to be all-inclusive nor exhaustive of the duties and responsibilities of the Superintendent. Other duties and responsibilities may be specifically identified during the course of employment consistent with the Board's employment agreement with the Superintendent.

Instruction

- Directs the planning of school programs directed toward both effective and efficient delivery of educational programs, services and activities.
- Provides for the development and implementation of teaching and learning strategies to include provision of special courses as may be required.
- Attends to the demands for appropriate physical accommodation for all students in safe, secure and comfortable environments.
- Keeps abreast of educational trends and makes appropriate recommendations regarding adjustments to current practice as may be appropriate.

Communications

Keeps the Board and public informed, using a variety of strategies on all relevant matters of significance related to the District.

Human Resources

- Delegate's duties and responsibilities to appropriate subordinates as may be required based upon individual technical skill and ability.
- Assigns, reassigns, and/or modifies as required the duties, responsibilities and authority of subordinates as may be necessary consistent with the demands of the organization.
- Provides oversight to the recruitment and selection process for all District employees and recommends all candidates for employment.
- Transfers, suspends, places on probation, and recommends promotion or dismissal for subordinates consistent with Oklahoma law and State Board of Education rules and regulations.

Organizational Management

- Periodically reviews the administrative and supervisory organization of the overall District and its respective subordinate organizational entities and recommends revisions as may be appropriate.
- Works cooperatively with all legislative agencies to advance the cause and interest of public education in the state and nation.
- Exercises general supervision over individual schools and administrative units.
- Recommends the establishment and alteration of school attendance boundaries.
- Serves as the chief executive officer of the Board on all matters pertaining to the District.
- Makes recommendations regarding Board policies.
- Attends meetings of the Board as required.
- Implements the established policies of the Board and develops and publishes administrative regulations as required.
- Informs the Board of planning and progress of various educational projects and developments within the school program.
- Closes schools in cases of emergency.
- Interprets policies and exercises discretion in the application of such policies in the best interests of the District.
- Performs other duties and exercises authority as may be required by law, State Board of Education regulations, or by the Board.

Fiscal

- Accounts for funds and makes financial reports to the Board and other agencies as may be required.
- Demonstrates strong fiscal management skills including the skill to develop and maintain appropriate levels of reserves.
- Proposes an annual budget to the Board and administers the budget after adoption recommending revisions as may be required by fiscal circumstances as they become known.
- Recommends salary and wage schedules for employees of the District.

Superintendent's Professional Development Opportunities

The Board encourages the Superintendent to seize opportunities for individual professional growth and development. Therefore, the Board encourages the Superintendent to attend educational conferences, seminars and workshops, visit other school districts, and use other means to keep abreast of modern educational thoughts and practices.

The Board expects the Superintendent to provide leadership to other school districts in current educational practices and matters related to federal and state legislation. Such leadership not only enhances the position of the District, but also grants the Superintendent many opportunities to develop professionally.

SCHOOL ATTORNEY

PURPOSE: To establish legal counsel for the Board and District.

The Board will appoint an attorney to provide counsel on legal matters and to represent it in any litigation affecting the operation of the District. This appointment will be for one year on a fee basis with reappointment subject to a vote of the Board. The attorney will furnish the Superintendent with copies of legal opinions affecting the operation of the District and perform other duties as the Board and Superintendent may request.

THE DISTRICT'S MISSION, VISION, BELIEFS, VALUES AND THEORY OF CHANGE

PURPOSE: To establish the district's mission, vision, beliefs, values and theory of change.

Mission and Vision

As representatives of the Tulsa community and leaders of our district, the Board defines the District's mission and vision to guide the organization and administration of its schools. The Board's vision, detailed in its strategic plan *Destination Excellence*, is that Tulsa Public Schools be the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers and life. Doing so, the District will fulfill its mission to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.

Through *Destination Excellence*, the Board adopted a comprehensive framework for key strategic priorities. This policy framework is based on—and organized around—the belief that the entire Tulsa Public Schools community must be learners, contributors and designers for us to realize our vision. It articulates the priorities each of us—educators, community members, students and staff—will undertake to make our aims a reality. It also describes our beliefs and values as guideposts for how we approach our work and implement our priorities.

Our Beliefs

Our beliefs describe what we hold as inherent truths.

Our Students Can: Every child can learn. Every child has talent. Every child has value. Great education is demanding and engaging, structured and joyful, challenging and supportive. To succeed in a competitive world and to serve as the next generation of leaders, students must engage in their education, own their learning and feel accepted and supported in our schools.

Our teachers make it happen: Extraordinary teachers are the heart of successful schools. They must continually hone their craft and content knowledge to design engaging learning and facilitate success in every student. We require much of our teachers, and we must provide the conditions and work environments that promote professional satisfaction and student achievement. This means that our entire community must value, respect, and support teachers as the irreplaceable professionals they are.

Our principals are key: Principals' responsibilities are strategic, vast and intense. As leaders, they must be visible, hire the right staff, cultivate talent, build relationships with families and communities, foster positive and safe school culture and ensure results. As such, the education service center must support principals' growth as instructional leaders and be their primary support system in strengthening the quality of teaching and learning in all classrooms.

Our district is "all in": Effective teams collaborate and continually assess and improve their service to schools. They attend to present needs while preparing for the future. This means our employees and board must work together, reflect, adjust, think ahead and innovate in service to powerful teaching and learning.

Our community is essential: Our children and schools need all of us—educators, families, and community partners. High quality schools are vital to the health of our community. We must engage our families and all of Tulsa by embracing transparency, holding ourselves accountable to high standards, proactively communicating and working as a team united in the success of every student.

Our Values

Our values and beliefs serve as the foundation for all of our work and are the essence of our culture. Our values guide how we work and interact with each other.

Equity: All children deserve the opportunity to develop their full academic and social potential. Valuing equity means that we must provide resources and supports matched to student need, for every student in every school. Our diversity is a community treasure, and we must foster an inclusive environment by examining biases and resolving unfair practices.

Character: We are honest, trustworthy and have high standards of behavior. We make decisions, take action and approach our work based on what is best for our students and their success. We do the right thing even when it is hard. We face difficulty with courage and have the moral fortitude to act in accordance with our beliefs. While we do not always agree, we treat one another with kindness and respect.

Excellence: Tulsa needs and expects world-class public schools. We work hard together and expect a lot of one another because high standards produce exemplary knowledge, skills, abilities and mindsets. Achieving excellence means striving for it every moment of every day. It means sweating the small stuff while we focus on the big picture with determination and persistence.

Team: We care for one another, support the personal and professional development of one another, and work together to improve our community. Together we celebrate success, learn from struggles and invest in the development of our teams and team members. While we value our work together and invest mightily in it, we also honor and respect the commitments our team members have to their families and communities outside of work.

Joy: We love to have fun! Play is invaluable for students and adults alike. Joy at school and at work makes us more productive, because when we create, innovate and imagine, our motivation grows. At Tulsa Public Schools, we foster exuberant classrooms, schools and places of work where children and adults pursue their passions and are relentlessly curious. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task or concept and experiencing breakthrough moments.

Theory of Change

The Board's theory of change is that Tulsa Public Schools will be the destination for top educators and a proof point for what is possible in urban education by embracing innovation and supporting the design and implementation of new learning models while continuously improving teaching and learning for all. The power of our collective efforts will result in each student graduating ready for success in college, careers and life.

To implement this theory of change, the District—as an organization—must be learners, contributors and designers.

- As a learning organization, TPS will make investments to continuously improve the current system and ensure that all educators, students and schools benefit from high quality teaching and learning
 - A key strategic initiative is to move the system forward by creating powerful learning experiences for all. One example of a strategic priority within this initiative is building teachers' knowledge and expanding their mastery of content and the instructional practices needed to provide powerful and engaging instruction to students with diverse needs and interests.
- As a contributing organization, TPS will foster a culture of empowerment and engagement in the classroom, the community and in the district in order to spur change and effectively manage its diverse portfolio of schools.
 - A key strategic initiative is to ensure the well-being and success of our students by cultivating safe, supportive, and joyful school cultures. One example of a strategic priority within this initiative is the development of school support teams to assist students struggling to meet academic, behavior and attendance goals, and the building of positive, empowering cultures in schools that embrace all students, families and communities
 - A key strategic initiative is to develop leaders at classroom and school level. One example of a strategic priority within this initiative is developing strong professional learning pathways to develop the classroom management and instructional competencies of first- and second-year teachers of core subjects or special education.
- As designing organization, TPS will foster and embrace innovation through new instructional practices and classroom and school designs to help re-imagine the public school experience
 - A key strategic initiative is to expand what is possible by engaging in classroom, school, and organizational design. Examples of a strategic priority within this initiative include fostering promising innovative practices of individual teachers and teams of teachers through “kickstart” funding opportunities, as well as pursuing strategic partnerships with educational service providers to expand the District's instructional capacity and reach.

To be successful and transformative, the District's Theory of Change must be supported by the appropriate organizational conditions, which shall be grounded in our values and beliefs, especially the value of equity. In addition, as described above, an underpinning belief of the Board is that schools must be staffed with high capacity teams that are empowered with the flexibility and authority to articulate how they will design, learn and contribute in service to the district's vision and academic priorities. Flexibility is a key strategy to accelerate student achievement, as are change and performance management (including a high-quality school performance framework), a strong data infrastructure, a central office culture of service, and a resource allocation aligned with the District's values, beliefs and Theory of Change.

Issued (as regulation): November 1982

Adopted (as policy): April 2005

Revised: May 2016

STUDENT IMMUNIZATION

PURPOSE: To establish student immunization requirements in order to comply with Oklahoma state law requirements.

Oklahoma law states “no minor child shall be admitted to any public, private or parochial school operating in this state unless and until certification is presented to the appropriate school authorities from a licensed physician or authorized representative of the State Department of Health, that such child has received or is in the process of receiving immunizations against diphtheria, pertussis, tetanus, haemophilus influenza type B (HIB), measles (rubeola), rubella, poliomyelitis, varicella and Hepatitis A, or is likely to be immune as a result of the disease”.

Adopted: April 2005

Revised: July 2009

Legal Reference: Title 70 O.S., 1210.191, 1210.192

STUDENT IMMUNIZATION

The immunization record will indicate the date and type of immunization received. Students currently receiving immunizations are required to maintain the schedule as directed by the physician or health department official until requirements are met.

The State Department of Health is responsible for enforcement and school districts will render reasonable assistance. As a result, the school nurse or health assistant must provide the principal with a list of all students not meeting the immunization requirements.

If the family physician states immunization would be injurious to the student's health, or if the legal custodian objects for religious or personal reasons, a "Certificate of Exemption" must be submitted. Granting exemptions is under the control of the State Health Department of Education.

Any irregularities in complying with the state law will be reported to the Director of Health Services. The Director of Health Services will notify other entities as required by law. If the deficiency continues despite reasonable efforts, the child will be denied admittance to school.

STUDENT HEALTH APPRAISALS AND/OR ASSESSMENTS

PURPOSE: To establish guidelines for the completion of student health appraisals and/or assessments.

Designated school health personnel are authorized to conduct health appraisals and/or health assessments. Health appraisals and/or assessments may include nutrition, skin, posture, eyes, nose, throat, heart, lung or dental inspections. Health assessments such as temperature, pulse, blood pressure, vision and hearing screenings, etc., may also be included.

If an appraisal/assessment requires written permission, the parent/guardian will be contacted. Failure to provide written consent will indicate permission is withheld.

A principal, teacher, legal custodian, or parent/guardian may refer a student for health appraisal at any time. If an appraisal reveals the presence of a potential health problem, findings are to be discussed with parent/guardian. Upon written requests by parent/guardian, assessment/appraisal information will be provided to the family physician, dentist, or appropriate individual or agency.

PHYSICAL ASSESSMENT/EXAMINATION OF STUDENTS

PURPOSE: To establish parameters for physical assessments/examinations of students.

Health Services

Physical assessments conducted by the family physician, dentist, or a health agency, are suggested for new students and those in kindergarten, fourth, and eighth grades. Health appraisals conducted by school health professionals under the auspices of Health Services, include nutrition, skin, posture, eye, nose, throat, heart, and lungs. Before such appraisals are done, written consent must be obtained from the legal custodian or person responsible for the student's care. Failure to provide written consent will indicate permission is withheld. General assessments such as temperature, pulse, blood pressure, vision and hearing screenings, etc., may also be included.

Referrals for treatment are made to family physicians, dentists, or appropriate health agencies.

Athletics

No student shall be eligible to represent the school in athletics until there is on file with the principal or designee a physical examination and parental consent certificate. The form used shall contain the information on the standard District form. Other forms may be utilized if the information contained is compliant with the information on the District form.

Physical examinations are required for student athletes each year. All physicals given for Oklahoma Secondary School Activities Association (OSSAA) participation must be given no earlier than May 1 of the preceding year in which the students are to participate and before the first day of practice in that student's particular sport. The physical will be valid from the date of the physical until the next required physical. Parents/guardians must sign the parental consent form each year before the student participates in any organized athletic practice session including contest participation.

FIRST AID/ EMERGENCY TREATMENT

PURPOSE: To authorize the emergency administration of first aid to students and define the treatment responsibility in such emergencies.

District personnel serve as the entity responsible for administering first aid or emergency treatment in case of sudden illness or injury to a student or an employee. Parents/guardians or persons responsible for the student's care are responsible for providing emergency medication. However, administration of emergency medications by licensed assistive personnel or designated employees will be governed by applicable state law.

Each school will annually update the emergency medical authorization forms for students enrolled. Emergency authorization forms may be obtained from the school health clinic or personal physician, or be handwritten.

In all cases where the nature of an illness or an injury appears serious, school officials will contact, if possible, the parent/guardian or person responsible for the student's care. In extreme emergencies, appropriate arrangements may be made for medical services. Once the student is under the care of the Emergency Medical Responders such as EMSA, the custodial responsibility, authorization of care, and parent/guardian contact shifts to the Emergency Medical Responder. The cost of medical emergency services will be the responsibility of the parents/guardians.

Issued (as regulation): July 1982

Adopted (as policy): April 2005

Revised: July 2009

Cross Reference: 2105, 2105-R, Administering Medicines to Students

ADMINISTERING MEDICINES TO STUDENTS

PURPOSE: To ensure safe administration of medications to students.

The parent/guardian may authorize, in writing, that a school nurse, or in the nurse's absence, an administrator, or designated employee selected by the site administrator, may administer nonprescription and prescription medication. All employees designated to administer nonprescription and prescription medication must have successfully completed specific training required by the Health Services Office. In addition, a nurse employed by the City-County Health Department and subject to an agreement made between that same agency and the District for medical services, is also authorized to administer such medications.

If teachers are designated, they should be considered secondary sources since their primary responsibility is student education

The District retains the discretion to reject requests for the administration of medication according to the criteria outlined in the regulations supporting this policy. Medication must be administered in accordance with the adopted regulations supporting this policy. Students may self-administer medication only as provided in the regulations supporting this policy.

Adopted: September 1993

Revised: July 2009

Legal References: 70 O.S., Sec 10-170.1

ADMINISTERING MEDICINES TO STUDENTS

Authorization

Medication and relevant equipment must be delivered to the school health clinic in person by the parent/guardian of the student, or the parent's/guardian's designated adult, unless the medication must be retained by the student for immediate administration. See the Self-Administration of Medication section of these regulations. The medication must be accompanied by the parent's/guardian's written authorization. The authorization must include:

- Purpose of the medication.
- Time to be administered.
- Whether the medication must be retained by the student for self-administration.
- The termination date for administering the medication.
- Side effects to be observed, if any, the management of such effects and student allergies to food and/or medicine.
- The Emergency Instructions form, as appropriate.
- Other appropriate information such as the prescribing physician's signature and instructions requested by the school nurse, school administration or other designated school employees.

Special equipment items must also be identified by the student's name and grade. All such items will be restricted to use by the identified student. The equipment must also be listed on the authorization form following the same guidelines.

The parent/guardian must complete a new authorization form for each change of medication. The parent/guardian must renew the authorization form every school year.

If a student brings medication to the school without a properly completed authorization form and any other necessary forms, and requests the nurse or other designated employees to administer the medication, the school will inform the parent/guardian of District policy and regulations and its inability to administer the medication. The parent/guardian may, however, come to the school and dispense the student's medication.

Records Retention

A copy of the completed authorization form will be placed on file in the health clinic and will be treated as a part of the student's health record.

All health records and forms will be maintained for a minimum of three years after the student has graduated from high school or reaches the age of 21, whichever occurs first, and then destroyed. If a student withdraws from the District, a copy of the health records and forms will be maintained as stated in this section.

Training

Designated school employees will be formally trained by Health Services to administer medication. Training updates will be given throughout the year, as needed. Only those persons who successfully complete the training will be authorized to give medication. A current list of those authorized to give medication will be kept in the school health clinic, school administration office and Health Services at ESC.

Medication Records Forms

Standardized District medication record forms will be maintained in each school health clinic within a medication notebook(s). The medication notebook(s) must contain:

- All student medication record forms for the current school year.
- Legal custodian/physician permission forms.

These notebooks will be kept with or near the medication to be dispensed and will be available for review by appropriate school administrators and designated employees.

If a student is noted to exhibit questionable behavior or to raise staff concerns over the taking of medication or questionable drug substance, school authorities will contact the parent/guardian to address the concerns.

Self-Administration of Medication by Students

Students able to self-administer specific medications (inhalers, etc.) may do so provided such medication and special equipment are transported and maintained under the student's control under the following conditions:

- A licensed physician or dentist treating the student must provide a written statement that the student has a particular medical condition (asthma, etc.), is capable of and has been instructed in the proper method of self-administration of medication.
- The parent/guardian has completed a written authorization for self-administration of medication and the "Contract for Exception" completed.
- An Individualized Health Plan (IHP) will be developed. The parent/guardian, principal or designee, nurse, student, teacher(s) and other designated staff, as appropriate, will meet to develop the plan. Attendance by the student's physician is optional. It is the parent's/guardian's responsibility to contact the physician and have the physician complete and sign the required section of the IHP before the conference. Termination of the IHP by the parent/guardian and prescribing physician must be by written notice. Otherwise, the IHP will be terminated when the student changes school districts or at the close of the school year, whichever occurs first. IHPs must be updated and/or rewritten annually. The original IHP will be maintained in the school health clinic. The IHP will be considered part of the student's health records. Notation of the IHP will be made on the student health card to indicate its existence. Only officially designated employees will be allowed to access it. The parent/guardian may pick up a copy of the IHP and the intervention plan in the school health clinic. Any and all amendments to the IHP must be in writing. Further, any and all changes in the medical regimen must be in writing and signed by the student's attending physician.

- Parents/guardians electing to have the student self-medicate accept that the District, its agents and employees shall incur no liability for any adverse reaction or injury suffered by the student as a result of the self-administration of medication and/or using the specialized equipment.
- If the parent/guardian legal custodian and physician authorize self-medication, the District is not responsible for safeguarding the student's medications or specialized equipment, such as asthma inhalers.
- Before self-administration, students should demonstrate to the school nurse, that they know how to use it. For students untrained in the usage or who are having difficulty, the parent's/guardian's permission will be sought to have the student attend educational sessions not interfering with the educational process. The parent/guardian may elect to waive either the student demonstrations and/or the educational sessions by signing a waiver. In addition, the parent's/guardian's failure to sign the permission form will be deemed a waiver. However, the parent/guardian may request the demonstration and/or educational sessions at any time, in writing. If the parent/guardian waives the demonstration and/or educational sessions, the parent/guardian is assuming the risk that the student may be self-administering improperly.
- Students who self-medicate are prohibited from sharing or playing with their medication or special equipment, i.e., inhalers, etc. If a student engages in these activities, the parent/guardian will be contacted in writing and a conference with the parent/guardian, student, nurse and other appropriate persons will be scheduled. Responsible behavior, as mutually agreed upon by the participants, will be required over a two-week probationary period before self-management privileges are restored. The IHP will be updated to reflect the conference and required behaviors. The parent/guardian may waive the conference and probation period by signing a waiver. A parent/guardian who fails to attend the conference will be deemed to have waived the development and implementation of the responsible behavior plan and probation period. In this event, the parent/guardian is assuming the risk of the student's behavior.
- Students will not be allowed to self-administer:
 - Narcotics.
 - Prescription pain killers.
 - Ritalin.
 - Others that may be designated by the District or prohibited by State law.
- Students may self-administer injectables according to physician's directives and District regulations.
- The District strongly recommends students wear a medic alert (or similar identification) bracelet or necklace.
- The parent/guardian will provide an emergency supply of the student's inhaled asthma medication to be administered by school personnel according to State law.

Nonprescription Medications Administration

Non-prescription medication will only be administered with written authorization (see authorization form) of the parent/guardian when other activities such as rest or changing activities are inappropriate or ineffective. School personnel will not administer any non-prescription medication, including but not limited to aspirin, without the consent of the parent/guardian. The medication will be administered in accordance with label directions or written instructions from the student's physician. The medication must be in the original container indicating:

- Student's name.
- The ingredients.
- Expiration date.
- Dosage & frequency.
- Administration route, i.e., orally, drops, etc.
- Other directions as appropriate.

Aspirin (acetylsalicylic acid) and products containing salicylic acid will only be administered with written permission and the written instructions of the student's physician.

It is the responsibility of the parent/guardian to maintain the supply. The amount received in the school health clinic will be based upon storage capacity. Storage capacity will be determined by medication storage needs of all students.

Prescription Medications Administrations

Prescription medications will be administered as follows:

- The medication will only be administered with written authorization and instructions. (See the authorization form)
- The medication must be in the original container that indicates:
 - Student's name.
 - Name and strength of medication and expiration date.
 - Dosage and directions for administration.
 - Name of the licensed physician or dentist.
 - Date, name, address and phone number of the pharmacy.
- It is the responsibility of the parent/guardian to maintain the supply. The amount received in the school health clinic will be based upon storage capacity. Storage capacity will be determined by medication storage needs of all students.

Field Trips

School staff members administering medications during a field trip/outdoor education experience shall follow the applicable sections of these regulations.

If the student is self-administering medication, the section on the parent's/guardian's permission form must be completed and the "Self-Administration of Medication by Students" section of these regulations must be followed.

Emergency Administration of Medication

Parents/guardians requesting emergency medication administration to a student will be required to complete an "Emergency Authorization to Administer Medication" form at the beginning of each school year. The form lists prescription and nonprescription medications, physician orders for emergency situations and medically diagnosed allergic condition(s) requiring prompt treatment to protect the student from harm or death. The parent's/guardian's failure to complete and return the form with the required information and signatures will result in emergency interventions of this type being unavailable. Routine emergency services, i.e., CPR, first aid, ambulance service and notification of the parent/guardian will be implemented as appropriate.

In case of an anaphylactic reaction or the risk of such reaction, a school nurse may administer emergency medications, which may include injectables, to the student on the school grounds, in the school building or at a school function according to the standing order of the student's physician or the District's medical consultant. However, unlicensed assistive personnel or designated employees may only administer medications that are noninvasive, with the exception of insulin for diabetic students, under the same conditions, having successfully completed medication training for insulin administration, and the State Department of Health approved Diabetes Training provided by Health Services or other approved entities. In all situations, state law will determine the type of interventions possible.

When medications are given in an emergency, the parent/guardian will be notified, when feasible. Other appropriate personnel will also be notified.

The recording and documentation of emergency medications administration will be completed in compliance with the applicable sections of these regulations.

Handling and Storage of Medications

All medication, except those approved for keeping by students for self-medication, must be delivered by the parent/guardian or the parent's/guardian's adult designee to the school health clinic of the assigned school. The school nurse or other designated employees must:

- Examine any new medication to ensure it meets the requirements of these regulations, and verify that the appropriate forms have been completed.
- Record on the medication record the date the medication was delivered, by whom, with the relationship to the student identified, and the amount of medication received.
- Store medication requiring refrigeration at the appropriate temperature.
- Keep all medication, except those approved for keeping by student self-medication, in a designated locked container, cabinet or closet used exclusively for storage. Controlled substances must be stored in an area in the medication cabinet separated from other drugs and substances, locked and secured at all times.
- Be notified within 24 hours of receipt. When possible, the initial dose of the medication should be administered by the school nurse or health assistant.

Access to all stored medications shall be limited to persons authorized to administer medications. Each school shall maintain a current list of those persons authorized to administer medications. Only the school nurse, health assistant and persons authorized to administer medications will have access to the keys for the locked cabinets.

The amount received in the school health clinic will be based upon storage capacity. Storage capacity will be determined by medication storage needs of all students.

Documentation and Recordkeeping

Recordkeeping of the administration of medication shall be entered on the medication record. The record, along with the authorization form and other applicable medication forms, will become a part of the student's health record.

Each dose of medication shall be documented in the student's individual medication record. Documentation will include:

- Date, time, dosage, route of administration.
- Effectiveness, side effects (if any).
- Signature and title of the person administering the medication.
- Reason the medication was not administered as ordered, if applicable.

Documentation of effects for long-term medications will be summarized, as needed, by the school nurse.

If an error is made in recording, a single line should be marked through the error and initialed. The cause of the error should be clearly identified.

An error in the administration of medication must be immediately reported to the school nurse with documentation of who reported (name, title), date and time. The school nurse will initiate appropriate action, complete the medication incident report, and document on the health record as indicated. The original copy must be forwarded to Health Services with a copy maintained at the school site. The school nurse will immediately advise the parent/guardian and principal. If the error was committed by the school nurse, the nurse will follow the same procedure identified above.

If there is an adverse reactions to medication there must also be an immediate verbal report to the Director of Health Services. The Director of Health Services will inform the appropriate persons and document the date of the reporting, persons to whom the report was made and their titles.

Records of any and all controlled substances shall be entered with the following additions:

- After each dose is administered, the remaining amount of the controlled drug must be counted and recorded on the medication record.
- A true copy or carbon of the forms will be retained by the school for three years after high school graduation or student's attainment of age 21, whichever occurs first. The original will be filed in the student's permanent health record.
- Any loss, theft, or destruction of controlled substances will be reported immediately, upon discovery, to the **Principal** and Director of Health Services. The Director of Health Services will inform the appropriate persons according to **State Law**.

The school nurse will perform a monthly review of all documentation pertaining to the administration of students' medication.

Destruction of Medication

Medication that is not reclaimed by the parent/guardian by the last official day of the school year or reclaimed within seven days of being discontinued by the prescribing physician will be destroyed by the school nurse in the presence of a witness (i.e. principal, designated employee, Director of Health Services) as follows:

- Medication will be destroyed in a nonrecoverable fashion.
 - Liquid medication, pills or tablets will be destroyed according to District policy. The school nurse must contact the Director of Health Services for the current approved method of destruction.
- The following information will be charted on the student's health card and signed by the school nurse and witness:
 - Date of destruction.
 - Time of destruction.
 - Name, strength, form and quantity of medication destroyed.
 - Manner of destruction of medication.
 - Any and all controlled substances will be destroyed according to **State Law**.

Discontinuing Medication

The school nurse will advise the **P**incipal and Director of Health Services when discontinuing medication is appropriate and of the attempts to inform the parent/guardian before mailing a discontinuance letter. Legitimate reasons for discontinuing administration of medication include but are not limited to:

- A legitimate lack of space or facility to adequately store specific medication.
- Lack of cooperation with the student, parent/guardian and/or prescribing doctor and the District.
- An unexpected and/or adverse medical reaction at school (mood change, allergic reaction, etc.), considered to be detrimental to the health and well-being of the student and not in keeping with sound medical practice.
- Any apparent change in the medication's appearance, odor, or other characteristics, such that the District questions the quality of the medication.
- The medication expiration date has passed.

The **S**chool will consult the Director of Health Services before a letter is sent to the parent/guardian.

Issued: November 1982

Revised: June 2009

Legal References: 70 O.S., Sec.1-116.2; 70 O.S., Sec. 1.116.3;
70 O.S., Sec 10-170.1

Oklahoma School Law, "Medicine-Administration-School Nurse"

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COMMUNICABLE / INFECTIOUS DISEASES

PURPOSE: To protect the health of District students, employees, and patrons.

Students with a communicable or infectious disease may be prohibited from attending school in the District until they are no longer contagious, or until a plan adequately protecting other students and employees in the school environment against transmission of the disease, has been developed by the multidisciplinary team.

The principal shall communicate with the Director of Health Services to determine if the student's condition warrants convening a multidisciplinary team meeting to develop a plan. Team members will be determined according to State Law.

Issued: November 1982

Revised: July 2009

Cross Reference: Oklahoma School Law, Confidentiality of AIDS Infected Student Multidisciplinary Team

STUDENTS WITH HUMAN IMMUNODEFICIENCY VIRUS (HIV)/
ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

PURPOSE: To direct and guide school-based administrators and employees in assisting students with a medical diagnosis of HIV and/or AIDS while maintaining student confidentiality.

Confidentiality Requirements

Protection of the confidentiality of information regarding HIV/AIDS-infected students is of utmost importance. Only those persons designated as having a need to know are made aware of the identity of HIV/AIDS-infected students. The principal, in consultation with the Director of Health Services, will identify by name those personnel to be given this information. The principal is responsible for ensuring only designated personnel are made aware of the student's condition, and that they are informed of the potential legal consequences of revealing that information. When an HIV/AIDS-infected student is identified, the principal is to establish a separate file on that student to which identified designated personnel are to have access. No entry regarding the HIV/AIDS infection is to be made on the student's cumulative record, health card, the computerized student database or other record.

Referral of HIV/AIDS-Infected Students

In the event of any disagreement concerning the appropriate educational environment of a student infected with the HIV/AIDS virus, the Oklahoma State Department of Health may be requested to convene a confidential meeting of a multidisciplinary team, as outlined by state law, for recommendation on the student's school placement. If such technical assistance is requested, the Director of Health Services will facilitate the process.

Cleanup of Body Fluids

Refer to Tulsa Public Schools' Bloodborne Pathogens Exposure Control Plan maintained at each school site in the School Health Clinic.

Adopted: April 2005

Legal Reference: Title 70 O.S., 1210.194; Title 63 O.S., Sec. 1-502.2

Cross Reference: 2106, Communicable/Infectious Diseases
3308, HIV/AIDS Prevention Education for Students

SMOKING OR THE POSSESSION OR USE OF TOBACCO AND VAPORIZERS BY
STUDENTS

PURPOSE: To prohibit smoking or the possession or use of tobacco by students.

Smoking or the possession or use of tobacco products by all students while on school property, or school sponsored events which includes field trips and athletic events, 24 hours a day, seven days a week, is prohibited. This policy extends to personal vehicles while such vehicles are on school property. Prohibited products includes, but are not limited to: cigarettes, cigars, loose tobacco, rolling papers, snuff, chewing tobacco, e-cigarettes, personal vaporizers, and electronic delivery systems, or any other form of tobacco product.

Smoking means the carrying by a person or having access to a lighted cigar, cigarette, pipe or other lighted smoking article. Smoking also includes using products which mimic or simulate smoking behavior, regardless of whether such products actually contain tobacco. This prohibition includes but is not limited to e-cigarettes, personal vaporizers, and electronic nicotine delivery systems.

Appropriate disciplinary action will be taken in accordance with the Behavior Response Plan. The school administrator will confiscate the prohibited tobacco product.

Adopted: May 1987

Revised: December 2018

Cross Reference: 4402, Tobacco Use - Smoking on School Premises by Employees and Patrons

Legal Reference: Title 21 O.S., 1241, 1242

REPORTING STUDENT SUBSTANCE USE/ABUSE

PURPOSE: To require the reporting of substance use/abuse by students.

Certain terms used in this Policy will have the following definitions:

"*Under the influence*" - a personal observation by a teacher based on a student's behavior, speech or appearance to reasonably indicate to the teacher that the student's behavior, speech or appearance results from the student's consumption/use of a mood/behavior altering substance including, but not limited to, low-point beer, alcoholic beverages, or controlled dangerous substances, over the counter medications, inhalants, etc.

"*Low-point beer*" - beer as defined by Title 37, O.S. Sec. 163.2.

"*Alcoholic beverages*" - beverages containing alcohol, other than low-point beer, as defined by Title 37, O.S. Sec. 506.

"*Controlled dangerous substances*" - substances defined as controlled dangerous substances under Title 63, O.S. Sec 2-101.

Any District employee who suspects a student may be under the influence of a mood/behavior altering substance will report the incident to the principal or designee. The principal or designee shall immediately notify the Superintendent or designee and a parent/guardian of the student.

As provided by Oklahoma law:

No employee of the District, or member of the Board, shall be subject to civil liability for any statement, report or action taken in assisting, or referring for assistance, to any medical treatment, social service agency, facility or any substance abuse prevention and treatment program, any student reasonably believed to be abusing or incapacitated by the use of low-point beer, alcoholic beverages or a controlled dangerous substance, unless such assistance or referral was made in bad faith or with malicious purpose. No District employee or Board member shall be responsible for any treatment costs incurred by a student as a result of any such assistance or referral to any medical treatment, social service agency or facility or substance abuse prevention and treatment program.

Any District administrator, teacher or counselor having reasonable cause to suspect a student is under the influence of low-point beer, alcoholic beverages or controlled dangerous substances, or has any of the foregoing in the student's possession, and who reports such information to the appropriate school official, court personnel, community substance abuse prevention and treatment personnel or any law enforcement agency, pursuant to this policy shall have immunity from any civil liability otherwise incurred or imposed as a result of the making of such a report.

A copy of this policy will be delivered to each classroom teacher.

Adopted: November 1982

Revised: June 2005

Legal Reference: 70 O.S. Sec. 24-138,
70 O.S. Sec 24-132,
37 O.S., Sec. 163-2,
63 O.S., Sec. 2-101, and
37 O.S., Sec. 506.

REPORTING STUDENT SUBSTANCE USE/ABUSE

The following procedure will be utilized by teachers and administrators in reporting students who appear to be under the influence of a mood/behavior altering substance including but not limited to low-point beer, alcoholic beverages or controlled dangerous substances, over the counter medications, inhalants, etc.

- When a teacher has reason to suspect that a student may be under the influence of a mood/behavior altering substance in the teacher's classroom, the teacher will report the matter immediately to the school principal or designee. Whenever possible, the teacher should attempt to obtain a corroborative observation from another teacher.
- The teacher's written report will state the date, time and place and will describe the actions of the student or other circumstances from which the teacher concludes the student appears to be under the influence of a mood/behavior altering substance.
- The principal, or designee, will immediately notify the Superintendent, or designee, of the report. The principal, or their designee, will also immediately notify the student's parent/guardian of the report. The notification of the student's parent/guardian may be verbal, but will be promptly confirmed in writing.
- Certain terms used in this policy will have the following definitions:
 - "Low-point beer" means beer as defined by Title 37, O.S. Sec. 163.2.
 - "Alcoholic beverages" means beverages containing alcohol, other than low-point beer, as defined by Title 37, O.S. Sec. 506.
 - "Controlled dangerous substances" means substances defined as controlled dangerous substances under Title 63, O.S. Sec 2-101.
 - "Under the influence" means a personal observation by a teacher based on a student's behavior, speech or appearance to reasonably indicate to the teacher that the student's behavior, speech or appearance results from the student's consumption/use of a mood/behavior altering substance including but not limited to low-point beer, alcoholic beverages, controlled dangerous substances, over the counter medications, inhalants, etc.
- A copy of this regulation will be delivered to each classroom teacher.

Legal Reference: 70 O.S. Sec. 24-138,
70 O.S. Sec 24-132,
37 O.S., Sec. 163-2,
63 O.S., Sec. 2-101, and
37 O.S., Sec. 506.

REPORTS OF CHILD ABUSE/NEGLECT

PURPOSE: To comply with Oklahoma law requiring reports of child abuse/neglect.

Oklahoma law requires every person having reason to believe that a child under the age of eighteen (18) years is a victim of abuse or neglect to promptly report to the Department of Human Services. Reports shall be made to the Department of Human Services Hotline.

Any person, who knowingly and willfully fails to promptly report suspected child abuse or neglect or who interferes with the prompt reporting of suspected child abuse or neglect may be reported to local law enforcement for criminal investigation and, upon conviction, shall be guilty of a misdemeanor. Any person with prolonged knowledge of ongoing child abuse or neglect who knowingly and willfully fails to promptly report such knowledge may be reported to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a felony. For the purposes of this paragraph, "prolonged knowledge" shall mean knowledge of at least six (6) months of child abuse or neglect. Any person who knowingly and willfully makes a false report or a report that the person knows lacks factual foundation may be reported to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor. Any person who, in good faith and exercising due care, reports suspected child abuse or neglect, or who allows access to a child by persons authorized to investigate a report concerning the child shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any judicial proceeding resulting from such report.

Established by Law

Legal Reference: 10A O.S. 1-2-101

Cross Reference: Oklahoma School Law Sec 1152 Reports of Child Abuse

Revised: December 2013

REPORTS OF CHILD ABUSE/NEGLECT

Oklahoma law requires every person having reason to believe that a child under the age of eighteen (18) years is a victim of abuse or neglect to promptly report to the Department of Human Services (DHS). Reports shall be made to the Department of Human Services Hotline.

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The following definitions give guidance on what constitutes child abuse or neglect:

"Abuse" – harm or threatened harm to a child's health, safety or welfare by a person responsible for the child's health, safety or welfare including sexual abuse and sexual exploitation;

"Harm or threatened harm to a child's health or safety" includes, but is not limited to:

- a. nonaccidental physical or mental injury,
- b. sexual abuse,
- c. sexual exploitation,
- d. neglect,
- e. failure or omission to provide protection from harm or threatened harm, or
- f. abandonment;

“Neglect” means failure or omission to provide:

- a. adequate food, clothing, shelter, medical care, and supervision,
- b. special care made necessary by the physical or mental condition of the child, or
- c. abandonment;

“Sexual abuse” includes, but is not limited to, rape, incest and lewd or indecent acts or proposals made to a child, as defined by law, by a person responsible for the child’s health, safety or welfare;

“Sexual exploitation” includes, but is not limited to, allowing, permitting, or encouraging a child to engage in prostitution, as defined by law, by a person responsible for the child’s health, safety or welfare or allowing, permitting, encouraging, or engaging in the lewd, obscene, or pornographic photographing, filming, or depicting of a child in those acts as defined by the state law, by a person responsible for the child’s health, safety or welfare.

The reporting obligations are individual, and no employer, supervisor, or administrator shall impede or inhibit the reporting obligations of any employee or other person. No employer, supervisor or administrator of any employee or other person required to provide information can discharge this responsibility, discriminate or retaliate against, the employee or other person who in good faith provides such child abuse reports or information, testifies, or is about to testify in any proceeding involving child abuse or neglect; provided that the person did not perpetrate or inflict such abuse or neglect. Any employer, supervisor or administrator who discharges, discriminates or retaliates against the employee or other person shall be liable for damages, costs and attorney fees. The District requires every employee who reports child abuse/neglect to DHS shall immediately thereafter advise the principal, the principal’s supervisor, or the Director of Health Services.

To facilitate the reporting process, upon receiving notification by the District employee, who made the original report to DHS, of any suspected case of child abuse or neglect, regardless of the identity of the alleged abuser, the principal will immediately call the school nurse to assess the child. If the school nurse is not on site, the school nurse should be paged. If the evidence appears to confirm the suspicion and if the employee reporting has not called the DHS Hotline, the principal or designee will immediately phone the DHS Hotline and also the dispatcher at the Tulsa City Police Department. The principal or designee will complete the District’s Child Abuse Report, giving all pertinent details regarding the case. The report will be signed by the principal, the school nurse, and any other employee involved.

If the employee, making the initial report to DHS does not have a principal or principal’s designee to whom to report, the employee will make the report to the employee’s immediate supervisor. The employee’s immediate supervisor will promptly forward the completed District Child Abuse Report to the child’s principal or designee.

Appropriately identified investigators of the Department of Human Services or the District Attorney’s office will be permitted access to a student involved in suspected child abuse, or neglect.

The principal or designee will arrange the interview in a manner that minimizes embarrassment to the child. The principal will not contact the parent/guardian or other person responsible for the child's health or welfare before the interview. District employees will not be present during the interview, except that a campus police officer may be present as an observer or participant in the interview if requested by a representative of the Tulsa City Police Department.

The Principal will retain the original completed District Child Abuse Report form and send the remaining copies to Tulsa Public Schools Health Services for distribution to the Child Abuse Registry of the Oklahoma Department of Human Services. Upon request, District Health Services will also send a copy of the Child Abuse Report form to the Tulsa City Police Department's Child Crisis Unit for ages 0-10 and the Exploitation Unit for ages 11-15. The Director of Health Services at the Education Service Center will maintain a copy of each completed Child Abuse Report form. District personnel will maintain the District Child Abuse Report form and any summaries of confirmed reports of sexual abuse or severe physical abuse received from the Department of Human Services in a confidential manner. Any violation of the confidentiality requirement can be punished by law. Any summaries of confirmed reports of sexual abuse or severe physical abuse received by District personnel shall be destroyed when the student involved reaches the age of 18.

SUICIDE INTERVENTION

PURPOSE: To identify reasonable and effective strategies to help students, parents/guardians and staff members recognize the warning signs of severe emotional distress and take preventive measures to help potentially suicidal students. Suicide is a major cause of death among youth.

Curriculum, Training and Information: The District shall make available age-appropriate student curriculum concerning mental health awareness, including suicide prevention.

The Superintendent or designee shall offer parent education and/or information designed to:

- Help parents/guardians recognize warning signs of suicide;
- Learn basic steps for helping suicidal youth; and
- Identify community resources that can help youth in crisis

The District shall provide suicide prevention education, information and /or training for staff members designed to:

- Help them recognize sudden changes in students' appearance, personality or behavior that may indicate suicidal intentions;
- Identify helpful community resources; and
- Help staff members follow procedures established by the Superintendent or designee for intervening when they have reasonable cause to believe that a student has threatened or disclosed the desire or intent to die by suicide or has previously attempted suicide.

Crisis Intervention: The Superintendent or designee shall establish procedures for intervening when a staff member has reasonable cause to believe that a student has threatened, or disclosed the desire or intent to die by suicide or has previously attempted suicide.

Response to Student Suicide: The Superintendent or designee shall establish procedures for intervening when a staff member has reasonable cause to believe that a student has threatened, or disclosed the desire or intent to die by suicide or has previously attempted suicide.

SUICIDAL INTERVENTION

When an employee of the District has reason to believe a student/staff member is in danger of self harm, employees are to report the situation immediately to the principal or designee.

The principal or designee will:

Intervention

- A. When the individual poses an immediate threat of serious harm to themselves or others and/or is armed or suspected to be armed with any weapon:
- Call 911 and the Campus Police
 - Do not attempt to disarm the person
 - Maintain verbal contact only in a safe environment
 - Turn the scene over to the officer on site
 - Refer to Student Endangerment / Violence Procedure
 - Police 911
 - Ambulance 911
 - Poison Control 1-800-222-1222
- B. When the individual is considered moderate to severe risk of self – harm or suicide and is not armed with any weapon or the means to do immediate harm to themselves or others:
- *DO NOT LEAVE THE PERSON ALONE!*
 - Have the person at risk escorted by an adult employee to a non-threatening environment with access to a phone (counselor, nurse, PBIS, or private office area.)
 - Secure at least two crisis response team members to remain with the at risk person until the situation has been resolved
 - Gather information for referral: threats, disclosures, or previous attempts to die by suicide
 - Obtain phone consultation from COPES: (744-4800) Record the consultant's name for reference
 - Contact the student's parent/guardian/employee emergency contact (do not allow the individual to go home unsupervised.) Document contact
 - For students provide mental health referral using the District approved provider list and submit a copy to office of school counseling
 - For employees refer them to the District employee assistance program

Post Intervention

Upon returning to the school environment the administrator or designee shall:

- Notify and debrief staff members on a need to know basis
- Offer support for the returning student as needed for educational modification, and assessment as appropriate
- Offer support for the returning staff person and provide opportunity to submit any doctor release or other pertinent information relevant to the employee's job function

Local Contact Agencies:

Employee Assistance Program 587-9471

COPES (Community Outreach Psychiatric Emergency Services) for Kids Mobile Crisis Service 744-4800

The above contact agencies will be reviewed annually to ensure current availability.

CORPORAL PUNISHMENT

PURPOSE: To prohibit corporal punishment.

Corporal punishment is defined by Oklahoma law as ordinary force for discipline of children including, but not limited to, spanking, switching, or paddling.

Corporal punishment is prohibited in the District. No student shall be subject to this form of punishment by teachers, administrators, students, or other school personnel. Employees may use reasonable and necessary physical force to protect persons or property.

The Superintendent or designee will develop appropriate regulations that include effective discipline as an alternative to corporal punishment. These regulations shall be incorporated into the Behavior Response Plan to be reviewed annually by the Board.

Adopted: November 1982

Revised: December 2013

Legal Reference: Title 21 O.S., 844

Title 70 O.S., 6-113.1, 114

Policy Resolution - American Bar Association, July 1985

HAZING

PURPOSE: To prohibit hazing.

Hazing constitutes unethical and unacceptable conduct that will not be tolerated in Tulsa Public Schools.

Definition/Description: Hazing is defined by state law to be "...an activity which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization...."

Endangering the physical health shall include, but not be limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, alcoholic beverage, low-point beer, drug, controlled dangerous substance, or other substance, or any other forced physical activity which could adversely affect the physical health or safety of the individual.

Endangering the mental health shall include, but not be limited to, any activity except those authorized by law which would subject the individual to extreme mental stress such as prolonged sleep deprivation, forced prolonged exclusion from social contact, or forced conduct which could adversely affect the mental health or dignity of the individual.

Hazing will be dealt with as outlined in the Behavior Response Plan, and law enforcement will be notified for possible legal consequences. In addition, students involved in hazing incidents may forfeit their privilege to participate in extra-curricular activities such as athletics, band, cheerleading, and others for the remainder of their career in Tulsa Public Schools.

Adopted: October 2001

Revised: December 2013

Legal References: Oklahoma State Law Title 21 § 1190

STUDENT ACCIDENT INSURANCE PROGRAM

PURPOSE: To provide for the availability of a student accident insurance program.

Membership in a student accident insurance program will be made available through the schools to students each year. In arranging for this insurance, the Board will make every reasonable attempt to contract with a company offering comprehensive insurance at economical rates. Purchase of this insurance will constitute an agreement between the student/parent and the insurance company, not with the school or with the District.

WELLNESS

PURPOSE: To foster a healthy school environment by promoting the importance of good nutrition and physical activity to support the academic achievement, performance, and good health of students and staff.

The District will establish a School Wellness Council to develop, publish, and monitor implementation of the Wellness policy. The School Wellness Council will consist of a cross section of District employees, parents, students, and residents of the District.. The School Wellness Council was established on September 1, 2006. The Superintendent or designee will annually provide a report of the Wellness policy/regulation implementation.

The District will provide appropriate professional development and education to staff members, students, parents and school volunteers on the importance of good nutrition and physical activity and the relationship to academic and job performance and healthy lifestyles.

The principal will be responsible for administering the school's program in accordance with Child Nutrition and USDA regulations and will provide for the inclusion of program components within areas of instruction, as appropriate. School sites will report their yearly progress in the annual District Accountability Report.

Each school site will establish and maintain a Healthy and Fit School Advisory Committee (Safe and Healthy Schools Committee). This committee will meet and make recommendations regarding health education, nutrition, health services, physical education and physical activity to the principal. The principal shall give consideration to recommendations made by the Healthy and Fit School Advisory Committee.

The Superintendent or his/her designee will develop a regulation to support and provide specific procedures for implementation of this policy.

Adopted: July 2006

Revised: October 2014

Legal Reference: Oklahoma Senate Bill 265, Oklahoma Senate Bill 312, Oklahoma Senate Bill 1627
Child Nutrition and WIC Reauthorization Act of 2004
Reference: USDA Regulations
Child Nutrition Programs Agreement
Healthy, Hungry-Free Kids Act of 2010

WELLNESS

The Wellness policy has been established to support academic, job performance, and good health of students and staff. Each school's site Safe and Healthy Schools Committee will develop an action plan, unique to that site, as part of the Coordinated School Health Framework. The following regulation provides guidance for implementation of this policy.

NUTRITION GUIDELINES/STANDARDS – SCHOOL MEALS

To promote student health, students will not be provided with foods outside the USDA Nutrition Standards, with the exception of two (2) events per school year in which healthy options are also available.

The District will make nutritious foods available on campus during the school day to promote student and staff health. At a minimum, the District's Child Nutrition Program will serve reimbursable meals that meet the United States Department of Agriculture's (USDA) requirements and follow the Dietary Guidelines for Americans (DGA).

Specifically, the District will ensure that all meals are the following:

- Accessible, appealing, and attractive to all children
- Served in a clean, pleasant, and supervised setting
- High in fiber, free of added trans fats, and low in added fats, sugar, and sodium
- Respectful of cultural diversity (e.g., students will be encouraged to suggest local, cultural, and favorite ethnic foods) and religious preferences.
- Reviewed by a registered dietitian or other certified nutrition professional.
- Based on a meal plan provided by the State Department of Education and the USDA.
- Providing age-appropriate activities, such as contests, food demonstrations, and taste-testing that promote healthy eating habits.

The District will also ensure that schools do the following:

- Encourage students to start the day with a healthy breakfast.
- Provide breakfast through the USDA School Breakfast Program.

Food, beverages, and candy will not be used to reward or punish academic performance or student behavior.

- Fruits and/or vegetables will be offered daily at all points of service. Fruits and vegetables should be fresh whenever possible. Frozen and canned fruits will be specified and bid in natural juice, water, or light syrup. Bonus commodity fruits that contain higher sugar contents will be used in limited quantities. Fresh fruits and vegetables from local sources, to the greatest extent possible, will be featured including Farm to School.

- Foods will not be fried on school premises. High fat, processed items will be limited in the cafeteria. Only low fat or baked chips should be offered. Items will be specified and bid with no trans-fats, according to availability.
- Students and staff will be offered a variety of skim and low fat milk, lean meat, beans, fruits, vegetables, and whole grains on a daily basis.

WATER

Schools will make clean drinking water available and accessible without restriction and at no charge at every district facility before, during, and after school. Schools will also ensure the following:

- Students will be provided drinking cups in places where meals and snacks are served.
- Students will be allowed to bring drinking water from home and take water into the classroom, provided that the water is in a capped container, such as a bottle, to prevent spills.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene standards (including drinking fountains, water jugs, hydration stations, and other methods for delivering drinking water).

INFORMATION AND PROMOTION

As required under the National School Lunch Program (7 CFR 210.12), the District will promote activities to involve students and parents in the School Lunch Program. In addition, the District will do the following:

- Inform families about the availability of breakfasts for students.
- Distribute materials to inform families of the availability and location of free Summer Food Service Program meals for students when school is not in session.
- Post information on the nutritional content and ingredients of school meals on menus in the cafeteria, on the District website and/or websites of individual schools, and/or in school newsletters.
- Send applications for reimbursable meal programs to families at the beginning of the school year and make applications available on the District website

FUNDRAISING AND OTHER FOODS ON SCHOOL CAMPUSES

- Only foods and beverages that meet the USDA's Smart Snacks standards may be marketed in schools.
- Beverage contracts will not restrict the sale of fluid milk products at any time during the school day or at any place on the school premises. (Child Nutrition and WIC Reauthorization Act of 2004)
- All competitive foods and beverages sold to students during the school day must meet or exceed the USDA's Smart Snacks standards– USDA's "All Food Sold in Schools" Standards and Smart Snacks. Tulsa Public Schools will continue to follow these guidelines regarding fundraising and will not allow for any exemptions to this regulation.

- Other foods and beverages provided (not sold) on campus (e.g., for classroom parties, celebrations, and afterschool-programming) must meet the USDA's Smart Snacks standards. Two events per school year are allowed during which food and beverages served are not required to meet the Smart Snack standards.
- Sale of caffeinated beverages is not allowed on elementary or middle school campuses. High energy drinks with elevated levels of caffeine will not be available for sale anywhere on school campuses.
- The District will encourage fundraisers that do not sell food and/or that promote physical activity.
- Only fundraisers that feature non-food items and/ or foods and beverages that meet the Smart Snack standards will be permitted during the school day.

NUTRITION EDUCATION

Schools will offer—and integrate into the core curriculum—nutrition education to all grades (K-12), providing students the knowledge and skills necessary for lifelong healthy eating behaviors, including the following:

- What it means to eat healthfully, consume the proper nutrients, and maintain a wholesome and balanced diet.
- How to read labels and understand the problems associated with unhealthy food marketing to children.
- Complies with state learning objectives and standards.
- Provides opportunities for students to practice and apply the skills and knowledge taught in the classroom (e.g., by using the cafeteria as a learning lab, visiting local farms, etc.).
- Is made available for staff.
- Is promoted to families and the community.

Curriculum will be provided by Child Nutrition for interested schools/teachers. Family/parent nutrition education opportunities will also be provided through community events and the Child Nutrition Website.

- All schools will be enrolled in USDA Team Nutrition and Fuel Up to Play 60.
- The District will promote healthy food/beverage choices and appropriate portion sizes.
- School staff will promote healthy eating and healthy lifestyles to students and parents.
- Students and staff will receive consistent nutritional messages throughout the school, classroom, cafeteria, and school events.
- Exhibiting posters, signs, or other displays on the school campus that promote healthy nutrition choices.

PHYSICAL ACTIVITY

- Elementary school sites will provide 20 minutes of organized daily recess that promotes physical activity beyond what is provided through physical education classes.
- Elementary schools will have 60 minutes of physical education per week.(Oklahoma Senate Bill 312)All school sites will establish or enhance physical activity opportunities for students, staff, and parents (examples may include, but are not limited to implementation of a walk or bike to school initiative, fitness challenges, family fitness nights, fun walks and runs, bike events, etc.) that help develop the skills needed to participate in lifetime physical activities.
- All school sites will have availability of proper equipment and facilities (examples may include, but are not limited to playground equipment, physical activity equipment, and athletic or fitness facilities) for every student to be active. All equipment and facilities will meet Safety Standards – See Board Policy 7302 – Student Safety.
- Physical activity opportunities are accessible for students of all abilities to a broad range of competitive and noncompetitive physical activities that help to develop the skills needed to participate in lifetime physical activities.
- Students, parents and other community members will have access to the District's physical activity facilities outside the normal school day. (See Board Policy – 8401 Community Use of Facilities)
- Physical activity or the withholding thereof, will not be used to punish academic performance or student behavior.
- All students participating in physical education will be moderately to vigorously active for the majority of class time. (Oklahoma Senate Bill 1876)
- Only medical waivers/exemptions from participation in physical education are allowed.
- The District will integrate physical activity during the school day and provide training for all teachers on how to integrate physical activity into the academic curriculum.
- District has approved Health Education Curriculum for all grade levels that follow National Health Education Standards, and Priority Academic Student Skills (PASS) requirements.
- The District will ensure that all elementary school students (K-5) participate in a minimum of 60 minutes of physical activity each week whether through physical education, exercise programs, after-school athletics, fitness breaks, recess, classroom activities, or wellness and nutrition education.
- Elementary school students (K-5) will participate in at least [150] minutes of PE per week throughout the entire school year.
- The District will require all schools to establish a comprehensive, standards-based PE curriculum for each grade (K-12). Schools will ensure that PE classes and equipment afford all students (K-12) an equal opportunity to participate in PE.

- During PE, students will be given the opportunity to participate in many types of physical activity, including both cooperative and competitive games.
- Students will engage in moderate to vigorous physical activity for more than 50 percent of the PE class time.
- PE classes will be taught by licensed teachers certified or endorsed to teach PE.

The District will do the following:

- Encourage children and their families to walk and bike to and from school.
- Work with local officials to designate safe or preferred routes to school.
- Promote National and International Walk and Bike to School Week/Day.

SCHOOL-BASED ACTIVITIES

- The district will allow students; at least 10 minutes to eat breakfast and 20 minutes to eat lunch from the time they are seated.
- Some form of physical activity will occur, either in the form of recess or physical education classes, just before lunch at all elementary schools in order to increase food consumption and nutrient intake, decrease plate waste, and improve cafeteria and classroom behavior.
- The sale of candy as a fundraiser will be limited. See recommended list of fundraiser activities suggested by the State Department of Education. Fundraisers occurring on campus during the school day must adhere to the Smart Snacks in School – USDA’s “All Food Sold in Schools” Standards. All fundraisers must comply with District Regulation 7201-R. Tulsa Public Schools will continue to follow these guidelines regarding fundraising and will not allow for any exemptions to this regulation. Healthy food choices for lunches and snacks will be encouraged when food is sent from home.
- School gardens are permitted, with site administration approval. Administration approval includes dedication of the resources (i.e. land and water) necessary to implement a school garden.
- The District will incorporate local and/or regional products into the school meal program.
- Elementary schools will be allowed to participate in Child Nutrition’s Farm to Market event.
- As part of their education, students will learn about agriculture and nutrition.
- The District will adopt the Coordinated School Health Framework that is recommended by the Centers for Disease Control and Prevention and will promote the eight components of Coordinated School: Health Education; Physical Education; Health Services; Nutrition Services; Counseling, Psychological and Social Services, Healthy and Safe School Environment; Health Promotion for Staff, Family and Community Involvement and encourage schools to complete the School Health Index.

STAFF QUALIFICATION AND TRAINING

The District will follow the USDA's Professional Standards for State and Local Nutrition Programs in selecting local school nutrition program directors. Also, the District will require all personnel in the school nutrition programs to complete annual continuing education and training. In addition, Child Nutrition Staff will do the following:

- Receive training in basic nutrition, nutrition education, safe food preparation, and nutrition standards for healthy meals and snacks.
- Organize and participate in educational activities that support healthy eating behaviors and food safety.

STAFF WELLNESS

The District recognizes that employee health is essential to student health and to creating healthy school environments. Accordingly, the District will promote healthy eating, physical activity, and overall health to their employees. The District may partner with community agencies and organizations (e.g., local health departments, hospitals, health insurance companies, and local chapters of national organizations, such as the American Cancer Society, American Heart Association, Red Cross, and YMCA) to assist in providing education, services, and resources for staff. The District will do the following to support staff wellness:

Nutrition

- Provide employees with access to a refrigerator, microwave, and sink with a water faucet.
- Provide or partner with community organizations or agencies to offer nutrition education through activities such as seminars, workshops, classes, meetings, and newsletters.
- Partner with community organizations or agencies to offer staff accessible and free or low-cost healthy eating/weight management programs.

Physical Activity

- Promote walking meetings.
- Incorporate 10-minute physical activity breaks into every hour of sedentary meetings, trainings, and other workplace gatherings.
- Provide access to on-campus athletic facilities, such as gyms, running tracks, basketball courts, tennis courts, and swimming pools.
- Promote employee participation in physical activity by creating exercise clubs or groups and/or sponsoring employee sports teams.

General Wellness

- Partner with community organizations or agencies to offer voluntary health screenings annually to staff, including free or low-cost health assessments.
- Partner with community organizations or agencies to provide stress management programs annually to staff.

- Promote tobacco prevention and provide referral information on cessation services through the Oklahoma Tobacco Helpline.
- Ensure access to a private space (other than a restroom) that has an electrical outlet, and provide flexible paid or unpaid break times to allow mothers to express breast milk and/or breastfeed.
- Partner with community organizations or agencies to offer immunization clinics (e.g., flu, Tdap, etc.) to staff.

COMMUNITY INVOLVEMENT

The District will permit parents, students, representatives of the school food authority, physical education teachers, school health professionals, the school board, school administrators, and the general public to serve on the local school wellness policy committee, and also to serve as food advisory committee members to participate in the development, implementation, review, and update of the school wellness policy and menus. To encourage broad public participation in the process, the District will do the following:

- Actively notify parents and the broader community about the content and implementation of as well as any changes to the wellness policy, whether through electronic communications (e.g., email, District website, etc.), non-electronic means (e.g., mailings, presentations, etc.), or both.
- Ensure that all outreach and communication is culturally appropriate and translated as needed.
- Educate community stakeholders on how they can participate in the development, implementation, review, and update of the wellness policy and let them know why their participation is important to the health and wellness of students and the broader community.

ASSESSMENTS, REVISION AND POLICY UPDATES

At least once every three years, the District will measure the extent to which schools are in compliance with the local wellness policy, as well as progress made in attaining the policy's goals.

Additionally:

- Parents, students, physical education teachers, school health professionals, the school board, school administrators, and the general public will be allowed to participate in the development, implementation, and periodic review and update of the local wellness policy and menus.
- The District will assess how its policy compares with the latest national recommendations on school health, and will update the policy accordingly.
- The District will inform and update the public about the content and implementation of the local wellness policy

IMPLEMENTATION, MONITORING, AND EVALUATION

The District will designate one or more official(s) to facilitate the development of the local school wellness policy, oversee appropriate updates to the policy, and ensure each school's compliance with the policy. The District will ensure that the designated official(s) fully understand(s) the federal and state laws related to wellness policies.

Designated officials include the district's director of child nutrition, director of child nutrition operations, nutrition educator and the assistant athletic director.

Issued: October 2006

Revised: February 2018

Cross Reference: 7302 Student Safety

8401 Community Use of Facilities

Legal Reference: Oklahoma Senate Bill 265, 312, 876

VISION SCREENINGS

PURPOSE: To notify the legal guardian of the Oklahoma State law vision screening requirements for kindergarten, first and third grades.

Oklahoma law states, "The parent or guardian of each student enrolled in kindergarten, first, and third grades at a public school must provide proof that their student passed a vision screening within the last 12 months." State law further states, "No student shall be prohibited from attending school for the lack of a vision screening certification or an eye examination report."

Health Services will continue to offer to all students yearly vision screenings, with the consent of the legal guardian, free of charge. The legal guardian will continue to receive the results and referral recommendations. Eligible students can participate in the Health Services Eyeglass fund, free of charge. Health Services will comply with State reporting requirements.

STUDENT PICKUP DURING THE SCHOOL DAY

PURPOSE: To ensure students always leave school in the custody of a safe adult who is authorized in writing to do so by a parent or legal guardian.

Only a parent or legal guardian may designate another adult (over the age of 18) to pick up a student early from school. Such authorization must be presented in writing and entered into the District's emergency contact database. Persons authorized by the parent or legal guardian for early pickup must be able to produce a valid, unexpired, photo identification card.

Legal guardians are automatically authorized to check their child out of school unless official court documents are submitted to the school's main office with instructions that restrict the parent/guardian's access to the child. Such instructions will be entered into the District's student information management system.

Adults who arrive at a school to check out a student must check in with the main office, sign an early release document and provide valid photo identification. The school office staff will check the signature and photo identification against the District's student information management system to ensure the adult is authorized by the parents to have physical custody of the child.

STUDENT PICKUP DURING THE SCHOOL DAY

Student safety and security are primary goals in Tulsa Public Schools. The following procedure is adopted to ensure all schools in the District deploy a consistent security process with regard to the early release of students to an authorized adult (over 18 years of age).

Students must sign out at the school office to leave early, even if they are with an authorized adult. Adults arriving to check out a student from school must sign in at the school's main office and produce valid, unexpired, photo identification to the office staff.

Adults who are not able to produce valid identification will not be allowed to remove a child from school, regardless of whether the adult's name appears in the District student information management system as an emergency contact or authorized guardian.

SCHOOL OFFICE STAFF PROCEDURES

1. Match the person presenting the valid identification to the photo
2. Match the signature on the early release form to the signature on the identification
3. Ensure the name on the card and the signature line matches the name of an adult authorized by the parent/legal guardian to pick up the child
4. Initial the early release form and write down the identification number and expiration date
5. Maintain a file of all early release/sign-out forms

AUTHORIZED ADULTS

Other Adults Require Parental/Legal Guardian Authorization

The parent or legal guardian of a student must authorize any other adults they will permit to take physical custody of their child during the school day. Such authorization must be provided in writing to the main office of the child's school. All authorized adults will be entered into the student information database as being approved by the parent/legal guardian. Only the parent/legal guardian may request changes to the list of authorized adults in the student information management system.

It is the sole responsibility of the parent/legal guardian to ensure the school office has the correct emergency contact information.

PHYSICAL RESTRAINT OF STUDENTS WITH DISABILITIES

PURPOSE: To define the circumstances under which District personnel may use physical restraint for students with disabilities in compliance with SDE Guidelines for Minimizing the Use of Physical Restraint for Students with Disabilities in Oklahoma (“Physical Restraint Guidelines”).

For purposes of this policy, the term “physical restraint” means any method of one or more persons limiting or restricting another person’s freedom of movement, physical activity, or normal access to that person’s body. It is a means for managing that person’s movement, reconstituting behavioral management and establishing and maintaining safety of the student, other students and staff.

School personnel may use physical restraint for students with disabilities only under the emergency circumstances identified in the Physical Restraint Guidelines and only if the elements identified by the Physical Restraint Guidelines exist.

The use of physical restraint for students with disabilities shall also be subject to any additional requirements identified in the District’s Special Education Procedures Manual.

STUDENT BULLYING PREVENTION AND INTERVENTION

PURPOSE: To address student bullying behavior effectively through a multi-faceted approach that includes education and the promotion of a positive school atmosphere.

The Board expressly prohibits any form of bullying behavior by students at school as well as active or passive support for acts of bullying. In addition, the Board prohibits bullying behavior by students outside of the regular school day if it causes a substantial and material disruption at school or an interference with rights of students and personnel to be secure. This includes but is not limited to bullying through electronic communication, whether or not such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns bullying at school.

The Superintendent or his/her designee will develop a regulation to support and provide specific procedures for implementation of this policy. The Superintendent or designee will also ensure that each site principal implements administrative regulations in furtherance of this policy. Students who engage in bullying behavior shall be subject to school discipline, up to and including suspension out of school in accordance with the policies, rules and regulations of the District's Board of Education.

Student and Staff Education and Training

The District is committed to providing appropriate and relevant training annually to students and staff regarding preventing, identifying, responding to and reporting incidents of bullying. A full copy of this policy will be posted on the District's website and included in all District handbooks. Parents, guardians, community members, and volunteers will be notified of the availability of this policy through the District's annual written notice of the availability of the district's anti-bullying policy. Written notice of the policy will also be posted at various places in all District school sites.

Students and staff will be periodically reminded throughout the year of the availability of this policy, the District's commitment to preventing bullying, and help available for those affected by bullying. Anti-bullying programs will be incorporated into the District's other violence prevention efforts.

All staff will receive annual training regarding preventing, identifying, reporting, and managing bullying. The district's bullying coordinator and individuals designated as school site investigators will receive additional training regarding appropriate consequences and remedial action for bullies, helping targets of bullies, and the District's strategy for counseling and referral for those affected by bullying.

Students will receive annual education regarding behavioral expectations, understanding bullying and its negative effects, disciplinary consequences for infractions, reporting

methods, and consequences for those who knowingly make false reports. Any person who knowingly makes false accusations against another person will be appropriately disciplined pursuant to District policy. Any accusations confirmed to be false will be removed from the falsely-accused student's file. Parents and guardians may participate in a parent education component.

Student Reporting

Students are encouraged to inform school personnel if they are the target of or a witness to bullying. To make a report, students should notify a teacher, counselor, or principal. The employee will give the student an official report form, and will help the student complete the form, if needed. Reports can also be made by any student, parent, or patron through the District's TIPS (Threat Assessment, Incident Management and Prevention Services) online reporting system found on the District's website or by telephone at 918-746-6868.

Students may make an anonymous report of bullying, and such report will be investigated as thoroughly as possible. However, it is often difficult to fully investigate claims which are made anonymously and disciplinary action cannot be taken against an alleged bully solely on the basis of an anonymous report.

Staff Reporting

Staff members will encourage students to report bullying. All employees are required to report acts of bullying to the school principal or his/her designee on an official report form. Any staff member who witnesses, hears about, or has reliable information that would lead a reasonable person to suspect that a student is a target of bullying is required to submit a report.

Bullying Investigators

Each school site will have a designated individual and an alternate to investigate bullying reports. These individuals will be identified in the site's student and staff handbooks, on the District's website, and in the bullying prevention education provided annually to students and staff. The District's anti-bullying program is coordinated at the District level by the District's Safe School Coordinator.

Investigating Bullying Reports

For any alleged incidents of bullying reported to school officials, the designated school official will investigate the alleged incident(s) and determine (i) whether the bullying conduct occurred, (ii) the severity of the incident(s), and (iii) the potential for future violence.

In conducting an investigation, the designated official shall interview relevant students and staff and review any documentation of the alleged incident(s). School officials may also work with outside professionals, such as local law enforcement, as deemed appropriate by the investigating official. In the event the investigator believes a criminal act may have been committed or there is a likelihood of violence, the investigator will immediately call local law enforcement and the superintendent or his/her designee.

At the conclusion of the investigation, the designated employee will document the steps taken to review the matter, the conclusions reached and any additional action taken, if applicable. Further, the investigator will notify the district's bullying coordinator that an investigation has occurred and the results of the investigation.

Upon completion of an investigation, the school may recommend that available community mental health care or substance abuse options be provided to a student, if appropriate. The school may provide a student with information about the types of support services available to the student bully, target, and any other students affected by the prohibited behavior. These resources will be provided to any individual who requests such assistance or will be provided if a school official believes the resource might be of assistance to the student/family. No school employee is expected to evaluate the appropriateness or the quality of the resource provided, nor is any employee required to provide an exhaustive list of resources available. All school employees will act in good faith.

The school may request the disclosure of information concerning students who have received substance abuse or mental health care (pursuant to the previous paragraph) if that information indicates an explicit threat to the safety of students or school personnel, provided the disclosure of the information does not violate the requirements and provisions of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, OKLA. STAT. tit. 12 § 1376, OKLA. STAT. tit. 59 §1376 of the Oklahoma Statutes, or any other state or federal laws regarding the disclosure of confidential information. The school may request the disclosure of information when it is believed that the student may have posed a danger to him/herself and having such information will allow school officials to determine if it is safe for the student to return to the regular classroom or if alternative education arrangements are needed.

Parental Notification

The assigned investigator will notify the parents of a target within two (2) school days that a bullying report has been received. Within two (2) school days of the conclusion of the investigation, the investigator will provide the parents of a target with the results of the investigation and any community resources deemed appropriate to the situation.

If the report of bullying is substantiated, within two (2) school days of the conclusion of the investigation, the investigator will contact the parents of the bully to discuss disciplinary action and any community resources deemed appropriate to the situation.

Parental Responsibilities

All parents/guardians will be informed in writing of the District's program to stop bullying and will be given a copy of this policy upon request. An administrative response to a reported act of bullying may involve certain actions to be taken by parents. Parents will be informed of the program and the means for students to report bullying acts toward them or other

students. They will also be told that to help prevent bullying at school they should encourage their children to:

- Report bullying when it occurs;
- Take advantage of opportunities to talk to their children about bullying;
- Inform the school immediately if they think their child is being bullied or is bullying other students;
- Watch for symptoms that their child may be a target of bullying and report those symptoms; and
- Cooperate fully with school personnel in identifying and resolving incidents.

Monitoring and Compliance

In order to assist the State Department of Education with compliance efforts pursuant to the *School Safety and Bullying Prevention Act*, 70 OKLA. STAT. § 24-100.2 *et seq.*, the district will identify a bullying coordinator who will serve as the District contact responsible for providing information to the State Board of Education. The bullying coordinator shall maintain updated contact information on file with the State Department of Education and the School District will notify the State Department of Education within fifteen (15) days of the appointment of a new bullying coordinator.

A copy of this policy will be submitted to the State Department of Education by December 10th of each school year as part of the District's Annual Performance Report.

The Administration recognizes that there are many motivations behind the act of bullying, one of which may be for a discriminatory purpose. If the bullying behavior constitutes discriminatory harassment, intimidation or bullying (i.e., it is targeted toward an individual because of race, color, religion, sex, sexual orientation, gender expression, gender identity age, national origin, marital status, veteran status, disability or genetic information), the misconduct is prohibited pursuant to District Policy 4902 regarding Discriminatory Harassment, Intimidation and Bullying and is subject to the procedure and protections specified in 4902 in addition to this policy. Retaliation is expressly prohibited against any person who participates in reporting, investigating or addressing any incident of bullying behavior.

STUDENT BULLYING PREVENTION AND INTERVENTION

In furtherance of the Board's policy regarding student bullying prevention and intervention, the District shall require prevention and intervention strategies, as described below, based on building data, for school staff to address bullying behaviors. These interventions will be on a continuum, ranging from those aimed at prevention to those interventions that address more serious bullying behavior on a case-by-case basis.

The District's "prevention and intervention strategies" referenced above include, but are not limited to:

1. Including prohibitions and guidance concerning bullying in the District's Behavior Response Plan;
2. Implementation of a positive behavioral intervention and support process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such programs identified by the State Department of Education;
3. A school survey to determine the prevalence of bullying, which will take place during the second or third quarter of each school year and a summary of which will be made available to a District office designee; and
4. Establishment of a Safe & Healthy Schools Committee for each school site (K-12) as mandated by the School Safety and Bullying Prevention Act. The Safe & Healthy Schools Committee will consist of at least ten (10) members and shall be composed of teachers, parents of enrolled students, students, and a school official who participates in the investigation of reports of bullying. Each Safe & Healthy Schools Committee has the responsibility of studying and making recommendations regarding unsafe conditions, strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues which interfere with and adversely affect school safety. With respect to student bullying, each Committee shall assist the Board in promoting a positive school climate. The Committee will study the District's policy and currently accepted bullying prevention programs (available on the State Department of Education website) to make recommendations regarding bullying. These recommendations must be submitted to the principal and cover: (i) needed staff development, including how to recognize and avoid bullying; (ii) increasing student and community involvement in addressing bullying, (iii) improving individual student-staff communication, (iv) implementing problem solving teams which include counselors and/or school psychologists, and (v) utilizing behavioral health resources.
5. The development, posting, and enforcement of rules at each school site that prohibit bullying and establish appropriate consequences for those who engage in such acts, as defined by District policy;

6. The consistent provision of adult supervision at each school site of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
7. Inclusion of grade-appropriate, research-based bullying prevention curricula in pre-kindergarten through high school grades, as compiled by the State Department of Education and which is reported annually using a fidelity checklist to submit to Safe & Healthy Schools Committee members;
8. Training school personnel to be sensitive to the interpersonal dynamics of bullying behavior so that they recognize the need to protect all students from reprisal, retaliation and false accusations.
9. The participation of all employees directly involved with student services in annual bullying awareness/intervention training and suicide prevention training;
10. The participation of all new employees directly involved with student services in bullying awareness/intervention training and suicide prevention training before reporting to their new positions;
11. Individual interventions for students who engaged in confirmed bullying behavior and against whom bullying behavior has been confirmed, the parents or guardians of those students, and involved school staff members;
12. School-wide training related to the provision of a safe school climate;
13. The promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, which may include discussion panels, Safe & Healthy Schools Committee, PTSA, parent involvement facilitators and the like.

As the terms are used in the District's policy and this regulation, the following definitions apply.

DEFINITIONS:

- A. "Bullying" means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students that results in or is reasonable perceived as being done with intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's education mission or the education of any student.

According to experts in the field, bullying in general is the exploitation of a less powerful person by an individual taking unfair advantage of that person, which is repeated over time, and which inflicts a negative effect on the victim. The seriousness of a bullying act depends on the harm inflicted upon the victim and the frequency of the offensive acts. Power may be but is not limited to physical strength, social skill, verbal ability, or other characteristics. Bullying acts by students have been described in several different categories:

“Physical bullying” may include harm or threatened harm to another’s body or property, including but not limited to, what would reasonably be foreseen as a serious expression of intent to inflict physical harm or property damage through verbal or written speech or gestures directed at the student-victim, when considering the factual circumstances in which the threat was made and the reaction of the intended victim. Common acts include tripping, hitting, pushing, pinching, pulling hair, kicking, biting, starting fights, daring others to fight, stealing or destroying property, extortion, assaults with a weapon, other violent acts, and homicide.

“Emotional bullying” may include the intentional infliction of harm to another’s self-esteem, including but not limited to insulting or profane remarks, insulting or profane gestures, or harassing and frightening statements, when such events are considered in light of the surrounding facts, the history of the students involved, and age, maturity, and special characteristics of the students.

“Social bullying” may include harm to another’s group acceptance, including but not limited to, harm resulting from intentionally gossiping about another student or intentionally spreading negative rumors about another student that result in the victim being excluded from a school activity or student group; the intentional planning and/or implementation of acts or statements that inflict public humiliation upon a student; the intentional undermining of current relationships of the victim-student through the spreading of untrue gossip or rumors designed to humiliate or embarrass the student; the use of gossip, rumors or humiliating acts designed to deprive the student of awards, recognition or involvement in school activities; the false or malicious spreading of an untrue statement or statements about another student that exposes the victim to contempt or ridicule or deprives the victim of the confidence and respect of student peers; or the making of false statements to others that the student has committed a crime, or has an infectious, contagious, or loathsome disease, or similar egregious representations.

“Sexual bullying” may include harm to another resulting from, but not limited to, making unwelcome sexual comments, about the student, making vulgar, profane, or lewd comments or drawings or graffiti about the victim; directing vulgar, profane, or lewd gestures toward the victim; committing physical acts of a sexual nature at school, including the fondling or touching of private parts of the victim’s body; participation in the gossiping or spreading of false rumors about the student’s sexual life; written or verbal statements directed at the victim that would reasonably be interpreted as a serious threat to force the victim to commit sexual acts or to sexually assault the victim when considering the factual circumstances in which the threat was made and the reaction of the intended victim; off-campus dating violence by a student that adversely affects the victim’s school performance or behavior, attendance, participation in school functions or extracurricular activities, or makes the victim fearful at school of the assaulting bully; or the commission of sexual assault, rape, or homicide. Such conduct may also constitute sexual harassment — also prohibited by the district.

- B. “Threatening behavior” means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel or school property.

- C. “Electronic communication” means the communication of any written, verbal, pictorial information or video content by means of an electronic device, including, but not limited to, a telephone, a mobile or cellular telephone or other wireless telecommunication device or a computer. Electronic communications include, but are not limited to, communications made through weblogs and social media forums. Bullying by electronic communication is prohibited whether or not such communication originated at school, or with school equipment, if the communication is specifically directed at students or school personnel and concerns bullying at school.
- D. The term “at school” means on school grounds, in school vehicles, at school-sponsored activities or at school-sanctioned events.
- E. In determining what a “reasonable person” should recognize as bullying, staff will consider the point of view of the intended target, including any characteristics unique to the intended target. Staff may also consider the disciplinary history and physical characteristics of the alleged bully.
- F. “Good faith” is a state of mind consisting in honesty in belief or purpose or faithfulness to one’s duty or obligation.
- G. The term “discriminatory harassment, intimidation and bullying” is defined by the District pursuant to TPS Board Policy 4902 as harassment, intimidation, and bullying targeted toward an individual because of race, color, religion, sex, sexual orientation, gender expression, gender identification, age, national origin, marital status, veteran status, disability or genetic information.

Use and Possession of Marijuana, Medical Marijuana,
and Cannabidiol (CBD) On District Property

Purpose: This policy describes the district's position on the use and possession of medical marijuana on district property given current state and federal law.

The district recognizes that the laws regarding medical marijuana, cannabidiol, and hemp are new and possibly subject to change. The legal aspects and consequences of possessing medical marijuana, cannabidiol, and hemp affect the district's policies regarding employees, students, parents and individuals on district premises or attending district events. The district will continue to enforce its current policies. As the need arises, the district will examine and consider changes to those policies in order to assess whether revisions, if any, may be needed in order to comply with state and federal law.

General Provisions

Definitions

The term "marijuana" includes all parts of the plant *Cannabis sativa L.*, whether growing or not; marijuana seeds; the resin extracted from any part of such plant; and every compound, manufacture, salt, derivative, mixture, or preparation of such plant, its seeds or resin extract, resin, or residue. Note that this definition includes marijuana edibles and cannabidiol (except cannabidiol described as "authorized cannabidiol/CDB" below). This definition excludes all substances excluded from the definition of "marihuana" in the federal Controlled Substances Act (see 21 USC 802(d)(16)).

Cannabidiol ("CBD"): a cannabinoid made from cannabis (hemp or the marijuana plant). Note that some CBD is authorized in this policy as permitted by law.

Hemp: the plant *Cannabis stavia L.* and any part of that plant, including the seeds thereof and all derivatives, extracts, cannabinoids, isomers, acids, salts, and salts of isomers, whether growing or not, with a delta-9 tetrahydrocannabinol concentration of not more than 0.3% on a dry weight basis.

THC: tetrahydrocannabinol.

Overlapping Policies

Employees, students, and individuals on school property are expected to adhere to any and all applicable open letters, formal opinions, directives, or any other instruction provided by federal or state agencies regarding state and/or federal law. The terms "marijuana" and "possession of marijuana" will be interpreted by the district in accordance with state and federal law.

Non-Discrimination

There will be no discrimination in the district because of an individual's status as a medical marijuana license holder.

Prohibitions of Marijuana on District Property

While the State of Oklahoma has authorized the use medical marijuana (marijuana authorized for medical purposes pursuant to state law), marijuana is still a prohibited controlled substance under federal law regardless of its use. Because of the district's obligations to comply with federal law, marijuana is not allowed on district property or in any district vehicle, regardless of a student, employee, parent or any individual's status as a medical marijuana license holder or if the marijuana is otherwise considered "medical marijuana." District property includes, but is not limited to all district buildings, parking lots, grounds, equipment, and district vehicles. This prohibition also extends to situations and contexts in which the district reasonably deems the possession of marijuana to be illegal pursuant to applicable law.

In the event that a student, employee, parent or any individual is found to possess or to have possessed marijuana in any of the instances stated above, the district will proceed with all actions and consequences that are afforded to the district under any state or federal law, employment contract, district policy, student handbook provision, or any other authority applicable to or adopted by the district, including but not limited to its drug/alcohol testing policies and regulations, its policy prohibiting the use of drugs and alcohol and the student behavior guide (also known as the Behavior Response Plan, or Student and Family Guide to Success).

Hemp and Cannabidiol (CBD)

Cannabidiol is regulated differently than marijuana under both state and federal law. In accordance with this law, possession and administration of cannabidiol shall be treated differently based on the concentration of THC in the cannabidiol. In no instance will this section be construed to apply to a substance that is not made from hemp, nor shall this section be construed to permit the possession or use of a cannabis-derived oil that contains more than 0.3% THC.

The following two concentrations/contexts of cannabidiol are considered "authorized cannabidiol/CBD."

1. Cannabidiol Containing 0.0% THC

- A. With regard to non-students (meaning employees, parents and individuals who are not students of the district), they may possess and self-administer cannabidiol containing 0.0% THC on the premises of the district. However, these non-students must be able to verify, upon request of a school or district leader, that the cannabidiol contains 0.0% THC at the time of possession and/or self-administration via a reliable product label or a physician's certification. Employees are not permitted to self-administer cannabidiol in the presence of students.
- B. With regard to students of the district, they may not possess or self-administer cannabidiol. However, a parent or legal guardian of the student may administer cannabidiol containing 0.0% THC to the student on district premises. Cannabidiol containing 0.0% THC may only be administered to a student in an area designated by the school's principal or an appropriate district leader. The parent or legal guardian must have certified that the cannabidiol contains 0.0% THC on the form provided to them by the school or district leader. After administering the cannabidiol, the parent or legal guardian must remove the cannabidiol from the district's premises. The district will not maintain or store a student's cannabidiol containing 0.0% THC for any length of time.

2. Cannabidiol Containing THC at a Concentration of No More Than 0.3%

- A. With regard to non-students (meaning employees, parents and individuals who are not students of the district), they may possess and self-administer cannabidiol containing up to a maximum of three-tenths of one percent (0.3%) THC on the premises of the district provided they meet either section i. or ii. below:
- i. The employee, parent, or individual who is not a student, is a medical marijuana license holder; or
 - ii. The employee, parent, or individual who is not a student provides the district with a written certification from a physician licensed in Oklahoma that the employee, parent, or individual that is not a student has been diagnosed by a licensed physician as having one of the following:
 - a. Lennox-Gastaut Syndrome;
 - b. Dravet Syndrome, also known as Sever Myoclonic Epilepsy of Infancy;
 - c. Any other severe form of epilepsy that is not adequately treated by traditional medical therapies;
 - d. Spasticity due to multiple sclerosis or due to paraplegia;
 - e. Intractable nausea and vomiting; or
 - f. Appetite stimulation with chronic wasting diseases.

Such non-students must be able to verify (1) that they meet an exception listed above and (2) that the cannabidiol contains no more than 0.3% THC at the time of possession and/or self-administration via a reliable product label or a physician's certification. Employees are not permitted to self-administer cannabidiol in the presence of students.

- B. With regard to students of the district, they may not possess or self-administer cannabidiol. However, a student may be administered cannabidiol containing up to 0.3% THC on district premises by a parent, legal guardian or caregiver (as defined in 63 O.S. § 420A) if they have certified that the cannabidiol contains no more than 0.3% THC on the form provided to them by the school or district leader, and if the student meets one of the following exceptions:
- i. The student is a medical marijuana license holder; or
 - ii. The parent, legal guardian, or caregiver of the student provides the district with a written certification from a physician licensed in Oklahoma that the student has been diagnosed by a licensed physician as having one of the following:
 - a. Lennox-Gastaut Syndrome;
 - b. Dravet Syndrome, also known as Sever Myoclonic Epilepsy of Infancy;
 - c. Any other severe form of epilepsy that is not adequately treated by traditional medical therapies;
 - d. Spasticity due to multiple sclerosis or due to paraplegia;
 - e. Intractable nausea and vomiting; or
 - f. Appetite stimulation with chronic wasting diseases.

The physician's written certification must also provide that the cannabidiol being administered to the student has a THC level of not more than 0.3% and the cannabidiol is delivered to the student, parent, or legal guardian in a liquid form.

Once the district has received a copy of the student's medical marijuana license or a physician's certification meeting these requirements, the parent or legal guardian may administer cannabidiol containing THC in an amount no greater than 0.3% to the student in an area designated by the school's principal or appropriate district leader. After administering the cannabidiol, the parent or legal guardian/caregiver must remove the cannabidiol from the district's premises. The district will not maintain or store a student's cannabidiol for any length of time.

In no instance will a school district employee administer cannabidiol to a student, unless they are the parent, legal guardian, or caretaker for that student and the cannabidiol is authorized cannabidiol/CBD pursuant to this policy.

Food and Drug Administration-approved cannabidiol medication (e.g., Epidiolex) is not subject to the language in this policy. While such medication may not be possessed or self-administered by students, these medications may be taken at school just like any other FDA approved medication. They must be stored in district offices and may be administered by the school nurse or other designated district personnel in accordance with the district's policy on the administration of medicine.

In the event that a student, employee, parent or any individual is found to have violated the district's policy regarding cannabidiol possession and/or self-administration, the district will proceed with all actions and consequences that are afforded to the district under any state or federal law, employment contract, district policy, student handbook provision, or any other authority applicable to or adopted by the district.

Campus Police Personnel and CDL Licenses Holders such as Bus Drivers

Employees of the district are expected to comply with state and federal law at all times as a term of their continued employment with the district. Campus police personnel are hereby notified that any person who uses or is addicted to marijuana, regardless of whether they have a medical marijuana license, is considered by the Bureau of Alcohol, Tobacco, Firearms and Explosives ("ATF") to be an unlawful user of or addicted to a controlled substance and is prohibited by federal law from possessing firearms or ammunition pursuant to federal statute (see 18 U.S.C. § 922(g)) and the ATF's directives dated September 21, 2011 at <https://www.atf.gov/file/60211/download>).

In addition, pursuant to United States Department of Transportation regulation and guidance, district employees using Commercial Drivers Licenses may not possess or use marijuana, regardless of whether they possess a medicinal marijuana license.

Campus police and CDL license holders are reminded that they are subject to random drug testing policies outlined in the board's policy manual.

STUDENT RESIDENCY

PURPOSE: To establish guidelines for student residency.

Definitions as Used in this Policy

Residency: Residence, residency and legal residence shall mean the parent's/guardian's present place of abode, provided it is a place where important family activities (such as sleeping, eating, working, relaxing, and playing) take place during a significant part of each day. Mere presence alone is not sufficient to establish residency. Documentary evidence must be submitted to establish residency.

Person Having Legal Custody: Person having legal custody means a person legally responsible for the care of the child pursuant to the order of a court or governmental agency responsible for making custody determinations and/or placements.

Care and Custody: Care and custody means a person assuming the care and custody of the child on a continuous basis.

Major Degree of Support: Major degree of support means a substantial contribution to the cost of the child's care, but it need not be in excess of one-half of all money expended in the care and support of the child.

Homeless Children and Youths: Homeless children and youths means students who lack fixed, regular and adequate nighttime residence, and includes:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) qualify as homeless because the children are living in circumstances described above.

The District (Independent School District Number One) is established for the purpose of serving the educational interests of resident students. State law provides a child's residence for school purposes is the school district in which the parent/guardian or person having legal custody of the child holds legal residence.

Federal law provides that homeless children and youths, individually or through a parent/guardian, may choose to attend the school in the area in which they are currently living. The homeless liaison coordinator will determine whether a student is a homeless child or youth for the purposes of establishing residency and promptly advise the parent/guardian or person having legal custody of the child of the decision, both orally and in writing, if possible. If there is no such person, the homeless liaison coordinator will advise the student. The District will enroll each homeless student and permit full participation in all school programs, whether or not the student is accompanied by a parent/guardian or person having custody of the child, and without proof of residence, current immunizations and traditional enrollment documentation, such as school records and medical/immunization records. The District's homeless liaison coordinator may assist the student and school in obtaining those items. A parent/ guardian or person having legal custody of the child who disagrees with the homeless liaison coordinator determination may appeal the decision to the Board under the procedure identified in this policy. If there is no parent/guardian or person having legal custody of the child available, the student may appeal the decision.

STUDENT RESIDENCY

Procedure for Resolving Residency Disputes

The District recognizes there may be occasions when there is a dispute regarding residency. During the enrollment process, the District will verify the student is a resident of the District or is otherwise entitled to attend school in the District for any reason authorized by law. As a part of this verification process, the District will obtain an address from each student or the student's parent/guardian, or person having legal custody of the child. In providing an address to the District that is within the District's boundaries, the student and student's parent/guardian, or person having legal custody of the child, represent this address as the student's residence. The District may also require, in order to verify residency, certified copies of court orders, guardianship documents, written agreements and affidavits relating to the care, custody and control of the student and any other information deemed relevant by the District.

If at any time a District administrator has a reasonable belief the reported residence may not be the residence of the child for purposes of school attendance, the administrator will notify the student's parent/guardian, or person having legal custody of the child, that there is a question regarding the legal residency of the student. The student's parent/guardian or person having legal custody of the child will be given an opportunity to submit information regarding the student's residency to the Office of Accountability.

Information or documentation proving student residency in the District will include, but not be limited to, proof of provisions of utilities, payment of ad valorem taxes, local agreements or contracts for purchasing/leasing housing, income tax returns, notes, mortgages, contracts and any other source of proof not in conflict with statutory provisions relating to the residence of students.

Any question or dispute as to the residence of a student will be determined by the Office of Accountability and the District's Board of Education pursuant to the following procedures:

- The student's parent/guardian, or person having legal custody of the child must notify the Office of Accountability in writing of the review request within three school days from the date of written denial of admittance, or from the date of written notification the student is considered not to be a resident of the District. Upon receipt of a request for review, the Office of Accountability will allow the parent/guardian or person having legal custody to provide additional pertinent information in accordance with the District's criteria and the statutory provisions regarding residency. This information must be submitted with the request for review.
- The Office of Accountability must render a decision and notify the student's parent/guardian, or person having legal custody of the child of the decision and reasoning in writing within three school days of the receipt of the request for review.

- In the event the student's parent/guardian, or person having legal custody of the child disagrees with the Office of Accountability's decision, such person will notify the Office of Accountability in writing within three school days of the receipt of the Office of Accountability's decision. The Office of Accountability will submit the findings and all documents reviewed to the Board of Education. The District's Board of Education will review the decision and the documents submitted on behalf of the District and the student. A decision will be rendered at the next possible board meeting. The decision of the Board of Education will be the final administrative decision.
- In an effort to place students in school as quickly as possible, timelines will be followed unless due to emergency circumstances, both parties agree to an extension of timelines.

Miscellaneous Provisions

- Hearings involving more than one student related or residing in the same household, may, at the discretion of the Office of Accountability and the Board of Education, be consolidated.
- In the event the residency dispute involves an 18-year-old student, all notices will be delivered to the student because at age of 18 the student ceases to be a minor.
- If already enrolled and attending school in the District, a student or students involved in a dispute related to the student's residency may remain in school until available appeals are exhausted.
- The Office of Accountability will be in charge of maintaining the files related to a residency dispute, ensuring the principals or others directly involved in such a dispute, forwarding their records of the dispute following their involvement, and keeping all communications involving the dispute intact.
- There may be some instances where residency may be established on a date other than the date the student was enrolled in the District. For any period during which a student is enrolled in the District, but is not a resident of the District, the District may charge tuition if it is established the student's parent/guardian, or person having legal custody of the child knew or should have known the child or children (subject of the residency dispute) were not residents of the District. The tuition will be based on a per capita cost of education per student in the District during the preceding year. This issue may be raised along with other issues related to the residency dispute and will be heard in the same manner.
- The District will provide for educational services for homeless children to the extent required by law.
- The District reserves the right to require reverification of student residency.
- A copy of this regulation will be given to the student's parent/guardian, or person having the care and custody of the child as soon as possible following the inception of any residency dispute.

Adopted: November, 1982

Revised: May 2013

Legal Reference: 70 O.S., 1-113

Cross Reference: 2202, Student Admissions

2201-R Page 2 of 2

STUDENT ADMISSIONS

PURPOSE: To clarify student admissions, compulsory attendance age and entrance age requirements.

General Provisions:

All children between the ages of five years on or before September 1 and 21 years on or before September 1 who have not graduated from high school will be allowed to attend school in the District free of charge; however, these children must reside within the boundaries of the District or have an approved out-of-district transfer.

Proof of guardianship and date of birth is required before enrollment can be completed. Acceptable documentation of guardianship and birth include, but are not limited to: certified copies of birth certificates, foreign birth certificates, school records, passports, affidavits, adoption records, or other documents verifying legal age may be considered acceptable proof of date of birth. Requests for these documents should not bar or discourage a prospective student from enrolling and attending school, including a student who is undocumented or has parents who are undocumented, or a child or youth who is homeless as defined by the McKinney-Vento Homeless Assistance Act.

Oklahoma law requires children over the age of 5 and under the age of 18 years who have not finished four years of high school to attend school unless the child is excused from such attendance as provided by law. The parent/guardian having charge of such children will be held legally responsible for complying with this compulsory attendance law.

Students shall be placed in an appropriate course and grade level based upon documentation of competency in the current Oklahoma standards. In exceptional cases, placement may also be determined upon a review of other relevant information, including, but not limited to, the age of the student and the results of any proficiency promotion testing.

Kindergarten: A child who has reached the age of five years on or before September 1 of the school year is required to be enrolled in kindergarten. A child who is five years of age shall be excused from kindergarten attendance until the next school year if a parent/guardian notifies the school in writing of election to withhold the child from kindergarten until the next school year. Kindergarten must be completed prior to enrollment in the first grade. Once a student has enrolled in the District, retention and promotion decisions shall be based upon the determination of school leaders, who shall consult with teachers, relevant district staff and families.

Pre-Kindergarten:

Families are strongly encouraged to enroll their four-year old students in pre-kindergarten to prepare them for success in elementary school and foster their social and emotional development. While the number of pre-kindergarten seats at each school are limited, Tulsa Public Schools is able to provide pre-kindergarten program to every four-year old given the number of programs across the district.

All children who are at least four years of age but not more than five before September 1 and have not attended kindergarten are eligible to attend a school's pre-kindergarten program if space is available at that school. Unless there are extenuating circumstances, students who are five years of age by September 1 will be placed in kindergarten. District staff will consult with school staff and families in determining the appropriate placement of overage students and whether to retain a student who has already attended a district pre-kindergarten program.

The District will make reasonable efforts to provide families with access to their neighborhood school. District staff shall specify enrollment deadlines and admission processes for its pre-kindergarten programs on an annual basis based upon current programming opportunities and the availability of seats. The deadlines and processes required of families shall be posted on the District's website.

FULL-TIME ENROLLMENT REQUIREMENTS
IN ORDER TO ATTEND CLASSES

PURPOSE: To require full-time enrollment in order to attend classes.

Definition

Full-time basis is defined as attending classes for the full instructional day within the Tulsa Public Schools system or in conjunction with another state accredited institution such as a career/technical school, a technical school or a college or university for concurrent enrollment.

It is the policy of the Board that all students enrolling in Tulsa Public Schools must do so on a full-time basis. Only students enrolled on a full-time basis may attend classes within Tulsa Public Schools and participate in school-sponsored curricular, cocurricular, and extracurricular activities. The only exception to this policy is for special education students whose individual education plans require variations of student schedules. If at any time after the adoption of this policy, Oklahoma law allows part-time students to be counted for state aid purposes, the Board will reconsider this policy.

STUDENT ATTENDANCE

PURPOSE: To specify the Board's intention regarding student attendance expectations and to clarify the impact absenteeism may have upon a student's potential for promotion and/or earning passing grades, revocation of transfers, and referral to the District Attorney for violation of the Oklahoma Compulsory Attendance Law.

Recording Attendance

Official attendance shall be reported and recorded in "half-day" increments. Students shall be in attendance for at least two hours to be counted as "present" for one-half day. Students arriving late and/or departing early shall have their attendance record accurately reflect the portion of the school day they were reported as "present."

Kindergarten and early childhood students attending half-day programs shall be counted "present" for the whole day if they attend for two and one-half or more hours of any scheduled daily session.

Elementary Student Absences

Students attending elementary schools (or enrolled in grades typically defined as elementary grades) shall be in attendance a minimum of ninety percent (90%) of the instructional time scheduled for that school (or grade) and make satisfactory academic progress in order to be unconditionally recommended for promotion to the next grade. All absences (excused and unexcused) shall be included in the calculation of the 90% attendance minimum except that excused absences for religious holidays, participation in a military funeral honors ceremony, or extracurricular activities that do not exceed the maximum number allowed shall not be counted for the purpose of determining a student's eligibility for promotion or revocation of transfer. The maximum number of absences for activities, whether sponsored by the school or outside agency/organization, which removes any student from the classroom shall be ten for any one class period of each school year. Excluded from this number are state and national levels of school-sponsored contests.

All absences must have a written or verbal explanation provided by the parent/guardian within 48 hours of the student's return to school. An absence for which no acceptable explanation is received shall be deemed unexcused.

Principals shall review all students' attendance records reflecting absenteeism in excess of 10% of the scheduled instructional time and shall make a determination, after such review, regarding a recommendation for retention based thereon.

Parents/guardians shall be notified, in writing, of any recommendation for retention (non-promotion) or revocation of transfer due to excessive absenteeism (absences exceeding 10% of the scheduled instructional time). Retention/revocation of transfer actions due to excessive absenteeism may be appealed by the parent/guardian.

Secondary Student Absences

Students attending secondary schools (or enrolled in grades typically defined as middle or high school grades) shall be in attendance a minimum of ninety percent (90%) of the instructional time scheduled for any particular class/course in that school (or grade) and make satisfactory academic progress in order to be unconditionally recommended for a passing grade. All absences (excused and unexcused) shall be included in the calculation of the 90% attendance minimum except excused absences for religious holidays, participation in a military funeral honors ceremony, or extracurricular activities that do not exceed the maximum number allowed shall not be counted for the purpose of determining a student's eligibility for promotion/credit or revocation of transfer. The maximum number of absences for activities, whether sponsored by the school or outside agency/organization, which removes any student from the classroom shall be ten for any one class period of each school year. Excluded from this number are state and national levels of school-sponsored contests.

All absences must have a written or verbal explanation provided by the parent/guardian within 48 hours of the student's return to school. An absence for which no acceptable explanation is received shall be deemed unexcused.

Principals shall review all students' attendance records reflecting absenteeism in excess of 10% of the scheduled instructional time and shall make a determination, after such review, regarding a recommendation for a failure to earn credit based thereon.

Parents/guardians shall be notified, in writing, of any recommendation for a failure to earn credit or revocation of transfer due to excessive absenteeism (absences exceeding 10% of the scheduled instructional time). Actions leading to failure to earn credit/revocation of transfer due to excessive absenteeism may be appealed by the parent/guardian.

Referral to the District Attorney for violations of Oklahoma Statutes, Title 70, Sec. 10-106) Oklahoma Compulsory Education Law

If a child is absent without valid excuse four (4) or more days or parts of days within a four-week period or if the child is absent from school for ten (10) or more days or parts of days within a semester without a valid excuse, the attendance officer shall immediately report such absences to the district attorney in the county wherein the school is located for juvenile proceedings.

Attendance Incentive and Awards Program

In an effort to promote and reward regular attendance, each school will establish an incentive awards program. Some activities for such are:

- Conduct school-wide orientation assemblies at the beginning of the school year to review the attendance policy and promote the idea that good attendance is essential if students are to gain the maximum benefit of the educational program.
- Develop school-wide incentive programs to improve attendance.

- Develop and utilize positive rewards for students with exceptional attendance records during any one grading period and/or for the school year.
- Send quarterly commendation letters to students and parents/guardians for improved attendance.
- Issue certificates for good attendance.

Adopted: November 1982

Revised: June 2013

Legal Reference: 70 OS. Sec. 10-106

210:35-17-2. OSDE Standards of Accreditation for OK Schools

Cross Reference: 2204, 2204-R, Student Attendance

2614, Tardiness and Truancy

2617, Student Absences Due to Activities

STUDENT ATTENDANCE

Parental Notification

When it is necessary for a student to be absent from school, the parents/guardians are requested to notify the main office or attendance office of the student's absence and explain the reason for the absence. Parents/guardians are responsible for calling the school the day of the absence. If calling that day is not possible, then a parental note, complete with date and reason for the absence, must be turned into the appropriate office within 48 hours after the student returns to school. If the note is not received by the end of the second day within the requested time frame, the absence will be treated as unexcused.

Co-Curricular and Extracurricular Activities

The maximum number of absences for activities, whether sponsored by the school or outside agency/organization, which removes any student from the classroom shall be ten for any one class period of each school year. Excluded from this number are state and national levels of school-sponsored contests.

Excused Absences

Principals may request documentation of any of the following events if deemed necessary:

- Observance of a religious holiday
- Participation in a military funeral honors ceremony

The following absences may be considered unexcused or explained (not excused) by the Principal if the parent/guardian cannot provide documentation to support the absence and/or if the absences exceed a minimum of ninety percent (90%) of the instructional time scheduled for that school:

- Approved prearranged absences
- Death in the immediate family
- Family emergencies
- Late arrivals/early dismissals due to medical appointments that cannot be scheduled outside of school hours
- Illness or injury of the student

Unexcused Absences

Unexcused absences include any circumstance not listed above, including any absence due to truancy. An absence explained but not excused is considered an unexcused absence.

Transcripts

Students failing to earn credit due to excessive absences will have the letter grade earned recorded on their transcript with a notation of # preceding the letter grade or an "F" recorded on their transcript if they are failing the course at the end of the semester. Any letter grade recorded with the # notation will be excluded from GPA and class rank calculations.

Approved Prearranged Absences

Absences for reasons other than illness, death in the immediate family, participation in a military funeral honors ceremony, or for religious purposes are strongly discouraged. If students must be absent for any other purpose and such absence is desired to be "excused," a request for a pre-arranged absence must be made in writing to the principal. The principal shall review the request and, if approved, shall solicit from the appropriate faculty daily work and homework assignments for all days to be missed. The principal shall notify the parents/guardians of approval of the prearranged absence and, if approved, provide the listings of student work as may be collected from faculty.

Late Arrivals/Early Dismissals

Late arrivals and early dismissals are considered as an absence from school for promotion/retention purposes, revocation of transfer purposes, and referrals to the District Attorney for violation of (70 O.S. § 10-106). Parents/guardians are requested to schedule appointments after the school day to avoid the need for a late arrival or early dismissal. If it becomes necessary for students to be excused from school for an elective medical appointment, or other unavoidable emergency, the parents/guardians must send a signed note to school stating the reason and the planned time of arrival/departure. All students must be signed out by a parent/guardian (or someone legally listed as the parent/guardian on the emergency card) in the office before leaving the school.

For state aid purposes, a student must be in attendance two of the first three hours of the school day to be recorded present for one-half day. Likewise, a student must be in attendance two of the final three hours to be recorded present for one-half day. (Reference: Oklahoma State Accreditation Standards)

Make-up Work

Excused absences: Students are encouraged to make up work for all absences. Students who have excused absences may receive credit for their work completed in a timely manner after their return to school. Students are responsible for securing and completing make-up assignments. Students will be allowed one-day make-up time for each day's absence. Pre-announced tests are taken on the assigned dates. Absences the day prior to the test does not excuse the student from taking the test. Work satisfactorily made up within the prescribed time after returning to school will receive full credit.

Unexcused absences: Credit will be disallowed for work missed due to an unexcused absence, but students are encouraged to complete work to ensure success in future learning.

Notification of Retention – Elementary Students

Prior to the end of each year, the principal shall review absentee records and make determinations relative to eligibility for promotion of all students. When a determination has been made that excessive absenteeism merits retention, the principal will send a retention letter to the parents/guardians advising them that their child shall be retained in the present grade level. This will be reflected in the child's cumulative record. (Parents/guardians may appeal a retention action pursuant to policy 2406, "Promotion, Retention, and Failing Grades.")

Notification of Failure to Earn Credit – Secondary Students

Prior to the end of each semester, the principal shall review absentee records and make determinations relative to eligibility for credit in courses in which a student has excessive absences. Parents/guardians may appeal the failure to earn credit as outlined in this regulation.

Notification of Revocation of Transfer – All Students

Prior to the end of each year, the principal shall review absentee records and make determinations relative to revocation of transfer. When a determination has been made that excessive absenteeism merits transfer revocation, the principal will send a transfer revocation letter to the parents/guardians advising them that their child's transfer shall be revoked. (Parents/guardians may appeal a revocation action)

Special Needs Students

If a student with a disability has health or medical issues that are anticipated to impact regular school attendance, the student's IEP or Section 504 Accommodation Plan team should address those issues and include proposals for handling absences under this policy if any. The principal will consider the team's documentation of student health and medical issues and any proposals concerning student attendance as they apply to this policy.

Suspended Students

Suspension is a consequence of student behavior requiring removal from school. Days missed due to suspension are not included in the absence calculation. Students who have been suspended are encouraged to maintain their school responsibilities by completing assignments during their term of suspension. Work successfully completed by suspended students will be accepted for consideration relative to credit/grades.

Appeal Process

Any parent/guardian may request an appeal of failure to earn credit or a retention decision.

First Level of Appeal

The parent/guardian may request, in writing, review of the initial decision to the building principal. If a request is not received within five days of the parent's/guardian's receipt of written notification of the initial decision, the initial decision will be final and nonappealable.

Second Level of Appeal

The parent/guardian may request, in writing, review of the principal's decision to the Superintendent or designee. If a request is not received within five days of the parent's/guardian's receipt of the principal's written notification of the decision, the principal's decision will be final and nonappealable.

Final Level of Appeal

The parent/guardian may request, in writing, review of the Superintendent's/designee's decision to the Clerk of the Board. If a request is not received within five days of the parent's/guardian's receipt of the Superintendent's/designee's written notification of the decision, the Superintendent's/designee's decision will be final. The parent/guardian will be notified in writing of the date, time and place of the Board meeting at which the decision will be reviewed. The Board's decision will be final and nonappealable.

If a parent/guardian disagrees with the Board's decision, the parent/guardian may prepare a written statement giving the reason(s) for disagreement. This will be placed in and become a part of the student's permanent cumulative record.

Issued: November 2003

Revised: May 2013

Legal Reference: 70 O.S. Sec 10-106

210:35-17-2 OSDE Standards of Accreditation for OK Schools

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STUDENT ATTENDANCE MONITORING/ACCOUNTING

PURPOSE: To require student attendance monitoring and accounting.

State law requires a principal or designee to keep a full and complete record of the attendance of all students. Each student's record is an official approved document, on which the District claims a substantial portion of its yearly income. It is, therefore, incumbent upon each employee charged with the keeping of student attendance to take every precaution ensuring the accuracy of such records.

SCHOOL TRANSFERS OF IN-DISTRICT STUDENTS

PURPOSE: To inform families of the District's in-district transfer policies and support students' success upon enrollment at their school.

The District's attendance areas determine the schools in which students will be enrolled. There are two types of transfers that authorize an in-District student to enroll in a school outside of their attendance area: a neighborhood transfer and a magnet transfer. Both transfer types require application. The conditions and supports relating to transfers are intended to provide District students and their families with reasonable, high-quality enrollment options that will support students' success in school.

Conditions Necessary to Receive Neighborhood Transfers:

The Superintendent or their designee is authorized to consider and approve a transfer request from a student residing in the District from their attendance area school to any non-magnet school with the appropriate grade level, as long as the conditions listed below are met:

- The student submits a completed application to the transfer office by the relevant deadline
- There is space available in the receiving school as defined in regulation 2206-R
- Parents/guardians agree to provide transportation for the student

If there are more applications than available spaces, a random lottery system will be used for selection within the appropriate window.

If a transfer is granted, the student will begin attending the new school at the beginning of the fall semester unless there are extenuating circumstances determined by the Superintendent or their designee indicating that it would be more appropriate for the student to attend the new school earlier. If a student wishes return to their attendance area school, they must complete the semester at the school to which they transferred. Exceptions will be made only in extenuating circumstances and upon approval by the Superintendent or their designee.

Conditions Necessary to Receive a Magnet Transfer:

The enrollment office processes all applications to attend one or more of the district's magnet schools/programs. Magnet schools/programs are available in all grade levels and provide specific types of instructional programs. There are seat limitations in all magnet schools, and enrollment is allowed only upon application. Additional information, including enrollment criteria, is detailed in 2206-R2.

Revocations of Non-Magnet and Magnet Transfers:

The District approves all transfers with the expectation that the school will be a successful fit for the student. The District reserves the right to remove the student from a school they have transferred to and enroll them at a different site in the event that chronic absenteeism or misconduct indicates the new school would be a better placement. These determinations will be made by the Superintendent or their designee in consultation with the student's family and the principals of the relevant schools.

In the event there is no longer capacity (enough seats) to accommodate students attending a non-magnet school on a neighborhood transfer, the District will work with families and school leaders to determine the best solution for balancing the needs of transfer students and the obligation to serve students living in the enrollment area. Any revocation of a neighborhood transfer on the basis that there is no longer capacity at the school shall be timed in a way to minimize the disruption to students' learning as much as possible (i.e., begin the following school year).

Transfer Limitations Relevant to Magnet and Non-Magnet Transfers:

Unless there are extenuating circumstances as determined by the Superintendent or their designee, transfers at the elementary level are limited to one in the primary grades kindergarten through second; one in grades three through fifth/sixth; one at the middle/junior high school level; and one at the high school level. Pre-Kindergarten placements are granted for the Pre-Kindergarten school year only and do not guarantee a transfer into kindergarten except at Dual Language Academy (magnet), Emerson (non-magnet), Greenwood Learning Academy at Academy Central (non-magnet), and Mayo Elementary (magnet)—as these schools' educational programs are explicitly designed with a grade configuration starting at Pre-Kindergarten.

Automatic Renewal of Magnet and Non-Magnet Transfers:

Once a transfer has been approved to a school and the student has attended the school to which the transfer was granted, renewal of the transfer to that school for the next school year will be automatic unless a cancellation is requested in writing by the parent/guardian or there is an authorized revocation of the transfer as authorized by board policy. However, a student transitioning from an elementary to a middle/junior high school, or from a middle/junior high school, to a high school, must apply for a transfer if the student desires to attend a school other than the attendance area school for the following year.

Adopted: November 1982

Revised: October 2018

Cross Reference: 3316, Athletics
2204, Early Graduation 2614, Tardiness and Truancy

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PROCEDURES RELATING TO NEIGHBORHOOD TRANSFERS

Students living within the district may attend a school other than the school within their attendance area only with an approved in-district transfer to a non-magnet school, which is known as a neighborhood transfer. (Transfers relating to magnet schools are discussed in 2206-R2.)

Students moving from one attendance area to another during the school year may complete the school year at their current school (the school now outside their new attendance area) without a transfer. However, the student must apply and be approved for a neighborhood transfer to remain at the original school for the next year unless there are extenuating circumstances as determined by the Superintendent or their designee. If such a transfer is obtained, it shall renew, unless canceled or revoked, as provided in board policy 2206 and this regulation.

The District's department in charge of transfers shall manage and process requests for neighborhood transfers. Approval of transfers will be contingent on capacity of the school; and transfers will be granted only when there is sufficient classroom space; when schools are staffed to serve additional students; and if the applicant meets all other relevant conditions described within board policy 2206. While a student is awaiting approval of a transfer request, the student is required to attend the school in which they are currently enrolled. If an application has been denied, a new application must be submitted if the student wishes their application to be considered in a future transfer window.

Application Windows and Deadlines:

There are two windows to request transfers, a winter and a summer window. Transfer applications must be submitted by the window's deadlines. Late applications will be considered only on an emergency basis (as described below); or if there are extenuating circumstances as determined by the Superintendent or their designee making late determinations appropriate (e.g., students moving to the District after the deadline; new family hardships significantly affecting the appropriateness of the student's current school) so long as space is available at the relevant school. While students applying in the winter window will learn whether their application has been approved earlier than the students who apply in the summer window, students will not begin attending the school to which they have received a transfer until the fall.

Building Capacity and Special Limitations:

In addition to other requirements within Policy 2206, approvals of neighborhood transfers depend upon building capacity as determined by district forecast (including previously approved transfers) and other special conditions described below:

<u>Building Capacity</u>	<u>Limited to Students Who Are...</u>	<u>As Long As...</u>
Below 85%	NA (no conditions)	There is sufficient classroom space in the applicable grade and adequate staffing at the school.
Between 85% and 91%	Children of TPS employees or siblings of current students at that school.	There is sufficient classroom space in the applicable grade and adequate staffing at the school.
92% and above	Children of that school's staff.	There is sufficient classroom space in the applicable grade and adequate staffing at the school.

Emergency-Based Transfers:

The leader of the District's enrollment offices will consider and approve or decline all requests for all neighborhood transfers made on safety/emergency grounds. Such transfer requests shall be made to the enrollment office, which will consult with the District's Office of Student and Family Support Services, as appropriate, to understand the extenuating circumstances supporting the transfer.

Revocation:

As noted in Policy 2206, if there is not enough capacity (not enough seats or space) to serve students living in the school's attendance area, the District will work with families and school leaders to determine the best solution for balancing the needs of transfer students and the obligation to serve students living in the enrollment area. If it is necessary to revoke neighborhood transfers due to a lack of capacity, the District will notify families prior to the end of the school year and work with those families to determine the least disruptive school for new enrollment the following fall.

If a student is not successful in a school to which they have received a neighborhood transfer in that there is chronic absenteeism or significant misconduct concerns, the school leader will discuss the concerns with the student and family. If the school leader's determination is that it would be in the student's best interest to attend a different school, the Superintendent or their designee will consult with student's family and other school leaders to determine whether the transfer should be revoked and, as applicable, which school would be a better placement and the best timing for the student to begin attending the new school.

Cancellation of District Transfers by Parents/Guardians

If a student wishes to return to the school in their attendance area, the parent/guardian must re-enroll the student in that attendance area school. Barring extenuating circumstances determined by the Superintendent or their designee, such students may not begin attending the attendance area school until the beginning of the next semester. The parent/guardian must provide proof of address at the time they are re-enrolling their student for the attendance area school.

Athletic Eligibility

Approval of a transfer does not automatically make the student eligible to participate in athletics. Questions concerning athletic eligibility should be directed to the department at the Education Service Center leading the district's activity/athletic programs.

PROCEDURES FOR ADMISSION TO MAGNET SCHOOLS

This regulation applies to and is divided into two categories of magnet schools: criteria-based magnet schools and lottery-based magnet schools.

Applicants to criteria-based magnet schools must meet all minimum eligibility requirements for admission. Due to the competitive nature of admission to criteria-based magnet schools, not all eligible applicants are guaranteed admission. Lottery-based magnet schools do not have minimum eligibility requirements, but admission is limited to the number of available seats.

Applications to all magnet schools are completed online according to the deadlines specified and published online by the enrollment office each year in September. The window for accepting applications typically begins in November and concludes at the beginning of winter break. All applications must be submitted on or before the due date and in accordance with the online application instruction requirements.

Parents may apply for a neighborhood transfer using the process described in 2206-R1 in addition to applying for a magnet school. Parents will know whether their student was selected for a magnet application prior to the deadline for deciding whether to accept a neighborhood transfer.

Late applications will not be considered unless the superintendent or the superintendent's designee determines that it is necessary, administratively feasible, and there is capacity (available seats) at the school. In such case, applications will be considered only during that additional window, and the specifications and processes for that process will be posted on the district's website.

To enroll in a magnet middle/junior high school, the applicant must have successfully completed an elementary program through fifth/sixth grade, as appropriate. Applicants to a magnet high school must have successfully completed a middle school/junior high program through eighth grade.

Applications to magnet schools for non-entry years (years later than the initial grade level of the magnet school) will be considered only if the superintendent or the superintendent's designee determines there is available capacity at the school at the specific grade level. In such cases, the applications will be considered by grade level and are subject to all admission/eligibility/waitlist requirements and processes described herein as well as any appropriate conditions outlined by the superintendent or the superintendent's designee after consulting with the school's principal.

At each school, up to five percent of its entry year's seats (after retentions, if applicable) may be reserved for entry-year admission through the principal's discretion process. The following requirements apply to all applicants admitted through this process:

- a) Applicants must meet the minimum eligibility requirements and must have demonstrated talents, interests, and other qualities that show their admission will bring credit to the school.
- b) The names of such applicants must be provided to superintendent or the superintendent's designee for approval with a rationale justifying their admission.
- c) Eligible applicants who are the dependents of employees of the district (not otherwise admitted) shall have admission preference over other eligible applicants in this process.

d) Out of district students: The principal discretion process is the only means by which admission is allowed for out-of-district applicants. An eligible applicant who resides outside of the district may be selected for admission to the magnet school through this process if he/she is a dependent of an employee of the district. If the student is not a dependent of a TPS employee, the student may be admitted through the principal discretion only if there are available seats after admitting all TPS applicants on the waitlist.

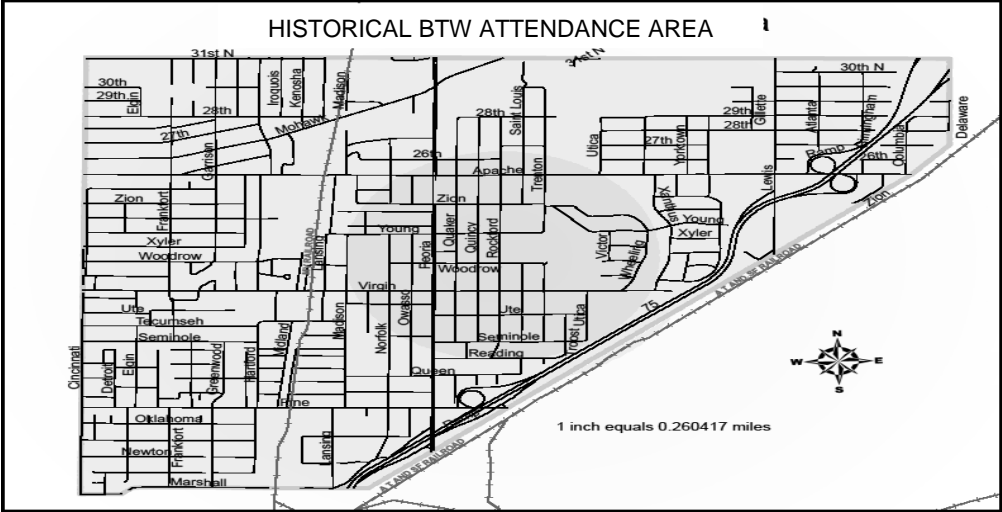
No individual—whether a District employee, board member or otherwise—may assert pressure or attempt to unduly influence the admission of any student. Any interference with the admission processes must be reported to the superintendent or the superintendent’s designee and may result in the disqualification of the applicant.

Students who wish to leave a magnet school after accepting a magnet transfer may return to the school in their attendance area by contacting the enrollment office. Barring special circumstances determined by the superintendent or the superintendent’s designee, students who accept admission to a magnet school are not eligible for a transfer to another magnet school serving the same grade level.

The admission process for criteria-based schools and lottery-based schools frequently references the quadrant in which the applicant resides or the historical Booker T. Washington School area. The residence of the child’s parent/ legal guardian determines the quadrant. Specific information regarding these characteristics is as follows:

Quadrant Definitions

<u>Quadrant I</u>	<u>Quadrant II</u>	<u>Quadrant III</u>	<u>Quadrant IV</u>
Academy Central	Bell	Dolores Huerta	Carnegie
Anderson	Clinton West	Cooper	Eliot
Burroughs	Hamilton	Disney	Grimes
Tisdale	Eugene Field	Hoover	Grissom
Celia Clinton	Unity	Jones	Patrick Henry
Emerson	Kendall-Whittier	Kerr	Key
Hawthorne	McKinley	Lewis and Clark	Lanier
Gilcrease	Owen	Lindbergh	Council Oak
Penn	Robertson	MacArthur	Marshall
Mark Twain	Sequoyah	Mitchell	McClure
Whitman	Springdale	Peary	Salk
		Skelly	Wright



School-specific admissions processes for both criteria-based and lottery magnet schools are below.

CRITERIA-BASED MAGNET SCHOOLS

The District has criteria-based magnet schools for eligible applicants at the middle school (grades 6-8) and high school levels. To be an “eligible applicant/student,” the student must meet all of the school’s minimum eligibility requirements. While meeting the minimum eligibility requirements allows a student to be considered for admission, it does not guarantee admission. Eligible applicants are rank ordered according to their performance on a rubric-based score sheet (available on the District’s website), which reports the student’s test scores, GPA, attendance and teacher recommendation. Students are selected based upon their rank order except for eligible applicants admitted through the principal or superintendent discretion process and, if applicable, eligible applicants with preferential admission status. Each school’s admission processes are completed separately.

At each criteria-based magnet, in addition to the principal discretion process described above, there is also the possibility of enrolling a student through a superintendent discretion process. Specifically, at his or her sole discretion, the district’s superintendent may enroll up to five TPS students at the magnet school whose assessment scores do not sufficiently demonstrate their ability to be successful at the criteria-based magnet school due to special circumstances beyond the student’s control. In such cases, the process is initiated by the recommendation of the TPS student’s current principal and the principal’s supervisor, and the superintendent must be presented with alternate measures demonstrating the student’s academic abilities in lieu of the state or nationally normed assessment scores.

I. Criteria-Based Magnet Middle Schools:

Carver Middle School and the Magnet Program at Edison Middle School

A. Minimum Eligibility Requirements at the Time of Application

<u>Test Scores</u>	50th percentile or above on both the reading and mathematics components of a standardized academic assessment. The test must be the relevant state assessment or a nationally normed assessment administered by the school from the previous spring or the application year. Homeschool applicants shall submit the relevant state assessment or a nationally normed assessment administered by a testing organization.
<u>GPA</u>	Minimum of a 3.00 on a 4.00 scale for the first semester of the application year and for the school year immediately preceding.
<u>Attendance</u>	No more than 5 absences during the application year and no more than 10 absences during the immediate prior school year. Students with medically documented chronic/serious illnesses or other special circumstances leading to excessive absences may be considered on a case-by- case basis. Documentation of those circumstances must be provided in writing by the parents/guardians and included with the application packet.
<u>Behavior</u>	No out-of-school suspension or alternative placement for disciplinary reasons during the application year or the second semester of the prior school year. Students with special circumstances leading to the suspension may be considered on a case-by-case basis. Documentation of those circumstances should be provided in writing by the parents/guardians and included with the application packet.

Teacher Recommendation Satisfactory score on the form completed by a minimum of 3 faculty members at the applicant's current school. Form must be submitted in compliance with the form's instructions.

B. Additional Admission Information

Sibling Preference No preference provided.

Employee Dependent Preference No preference provided, except in the limited case of eligible applicants admitted pursuant to the principal's discretion process described in this regulation.

Special Conditions for Carver Middle School only Any eligible applicant residing in the historical Booker T. Washington School area will have admission priority (admission preference) over other eligible applicants.

Approximately 60% of the entering sixth grade class shall be composed of eligible applicants who reside in Quadrants I and II. The balance (40%) shall be selected from eligible applicants who reside in Quadrants III and IV. After exercising all due diligence to fill all admission slots from certain quadrants, the school may fill the balance of vacant slots with eligible applicants from other quadrants who would otherwise be on the waiting list. The date on which such filling from other quadrants will begin is typically in May if it occurs, with the precise date determined by the superintendent or the superintendent's designee in consultation with the school's principal.

II. Criteria-Based Magnet High Schools:

Booker T. Washington High School, the Magnet Program at Edison High School, and the Tulsa Engineering Academy Magnet Program at Memorial High School

A. Minimum Eligibility Requirements

Test Scores 35th percentile or above on both the reading and mathematics components of a standardized academic assessment. The test must be the relevant state assessment or a nationally normed assessment from the previous spring or the application year.

GPA A minimum of a 2.50 on a 4.00 scale for the first semester of the application year and for the school year immediately preceding.

Attendance No more than 5 absences during the application year and no more than 10 absences during the immediate prior school year. Students with medically documented chronic/serious illnesses or other special circumstances leading to excessive absences may be considered on a case-by- case basis. Documentation of those circumstances must be provided in writing by the parents/guardians and included with the application packet.

Behavior No out-of-school suspension or alternative placement for disciplinary reasons during the application year or the second semester of the prior school year. Students with special circumstances leading to the suspension may be considered on a case-by-case basis. Documentation of those circumstances should be provided in writing by the parents/guardians and included with the application packet.

Teacher Recommendation Required form must be completed by a minimum of 3 faculty members at the applicant's current school and submitted to the District according to the form's instructions.

B. Additional Admission Information

Sibling Preference No preference provided.

Employee Dependent Preference No preference provided, except in the limited case of eligible applicants admitted pursuant to the principal's discretion process described in this regulation.

Special Conditions for Booker T. Washington High School only Any eligible applicant residing in the historical Booker T. Washington School area and any eligible applicant from Carver Middle School will have admission priority over all other students. (Note that, as described above, the principal discretion process and its conditions are the only method by which an out-of-district applicant may be admitted, even if the out-of-district applicant attends Carver.)

Approximately 60% of the entering ninth grade class shall be composed of eligible applicants who reside in Quadrants I and II. The balance (40%) shall be selected from eligible applicants who reside in Quadrants III and IV. After exercising all due diligence in attempting to fill all admission slots, the school may fill the balance of vacant admission slots with eligible applicants from other quadrants who would otherwise be on the waiting list. The date on which such filling from other quadrants will begin is typically in May if it occurs, with the precise date determined by the superintendent or the superintendent's designee in consultation with the school's principal.

Special Conditions for the Magnet Program at Edison High School only Eligible students attending the Edison Middle School magnet program shall have preferential admission status to Edison High School magnet program. Note that, as described above, the principal discretion process and its conditions are the only method by which an out-of-district applicant may be admitted, even if the out-of-district applicant attends the Magnet Program at Edison Middle School.

III. General Procedures in the Admission of Students to All Criteria-Based Magnet Schools

The superintendent or the superintendent's designee will identify the number of students who may be enrolled per grade level prior to the beginning of the application window, as possible. There is a separate selection committee for each school, and (as applicable) a separate process for each grade. Each principal will appoint the committee's members. Each committee shall be composed of one teacher from each core department, one teacher from an elective department and one administrator. The superintendent or the superintendent's designee will also serve on the committees as an education service center representative. Neither the education service representative nor the building administrators are voting members. All members of the committee must sign a confidentiality form before they may participate in the selection process.

Due to the processes described above, votes are seldom necessary. An example of when the committee may need to vote is if they must determine whether to consider an applicant who has 12 absences the preceding year and extenuating circumstances relating to those absences. (See selection criteria described above.) If additional information is necessary and readily obtainable before for a vote, the committee may ask the superintendent or the superintendent's designee for assistance.

The committees will meet at the enrollment center for their admission selection work. Applications and data, including both information provided by parent and information pulled from the district's student information system, are delivered to the relevant committees including:

- an alphabetical spreadsheet listing all eligible applicants
- eligible students' applications
- a list of absences, suspensions, alternative school placements, GPA, and test scores for each eligible applicant

Information for the scoring sheets shall be entered and tallied by the committees if not otherwise available through the automated application process. Points are tallied on each scoring sheet, which will be attached to the application. Data coming from schools outside of Tulsa Public Schools will be analyzed by building personnel guided by the education service center representative and coded according to the scoring rubric.

Committees for BTW and Carver will divide and sort the applications of eligible applicants by admission preference status and quadrant. The committees for Edison and Memorial's T.E.A.M. program will divide the applications by admission preference status, as applicable. The committees will sort the applications of eligible students within each stack in rank order, from most points to least points, except with regard to those applications from eligible applicants with admission preference status, which shall be placed on top of other applications in the order of preference listed above.

After accounting for all students with admission priorities over other students, two committee members will count down the stack of the eligible applicants in rank order to determine the cut-off score associated with the predetermined number of available slots for that grade or quadrant group, as applicable.

If there are more applications at the specified cut-off score to accommodate the remaining seats, the applications within that group (the applications with the same overall score) will be ranked by the eligible applicants' GPAs (top GPA to bottom GPA) to determine by rank order which eligible applicants will be admitted.

Those applications of eligible applicants not admitted will be rank ordered by overall score (and further ranked by GPA, if necessary) for purposes of creating the waiting list for the school. At BTW and Carver, there will be separate waiting lists for each quadrant grouping.

The committees will record the status of each eligible applicant into a spreadsheet using the following designations:

- "A" if student is accepted
- "D" if student is not accepted
- Eligible applicants not accepted will be placed on a waiting list in rank or will be established by rubric score/GPA for those eligible applicants

Two enrollment center staff members will be present to ensure accuracy and to ensure that there is no preferential treatment. These staff members will conduct checks after the committees complete their work and before selections are posted.

If a student is not eligible for consideration, the committees will indicate on the spreadsheet the reason for ineligibility (test scores, absences, suspensions, GPA, etc.).

The principals of each school and the superintendent will, if they elect, select eligible applicants to admit through their discretion process according to the specifications described above.

The enrollment center and building administrator will cross check the committee’s lists of admitted students and the wait lists for accuracy. Approximately two weeks after a committee meets, the results of the selection process for the relevant committee will be posted on the District’s website, which shall keep parents informed throughout the process of the relevant timeframes and deadlines. Parents/Guardians will also receive a notification letter through the United States Postal Service.

IV. LOTTERY-BASED MAGNET SCHOOLS

These magnet school base admissions on the results of a random lottery conducted by quadrant. The lottery selection process is designed to ensure that students from all areas of Tulsa have equitable access to the district’s magnet programs. The order of the quadrant-based lottery results will determine the order on any waiting list.

A. Elementary Lottery-Based Magnets

<u>Name</u>	<u>Program Type</u>	<u>Special Notes</u>
Eisenhower	Full Language Immersion	<ul style="list-style-type: none"> • Serves K-5 • Students must be five years old on or before September 1. • Students are enrolled in either Spanish immersion or French immersion

Zarrow	Full Language Immersion	<ul style="list-style-type: none"> • Serves K-5 • Students must be five years old on or before September 1. • All students are enrolled in Spanish immersion
Dual Language Academy	Two-Way Immersion	<ul style="list-style-type: none"> • Serves PK-5 • Students achieve literacy in both Spanish and English in an immersion setting comprised of 50% English speakers and 50% Spanish speakers • Students must be four years old on or before September 1. • There are two lotteries per quadrant: one for English speaking students and one for Spanish speaking students.
Mayo	Mixed Grade Demonstration Academy	<ul style="list-style-type: none"> • Serves PK-5 • Students must be four years old on or before September 1.

General Conditions of Elementary Lottery-Based Magnets: Unless otherwise allowed by the superintendent or the superintendent’s designee after consulting with the school principal:

- Applications are accepted for the entry year only, except that with regard to Mayo, applications for later years may be considered by the district’s transfer office in coordination with the principal if seats become available in the relevant quadrant.
- Applications will not be accepted for kindergarten entry from retained kindergarten students of other schools unless the superintendent or the superintendent’s designee determines in consultation with the relevant school leaders and the parents that the retained kindergarten student (of another school) would be best served by the magnet school. Because Mayo and Dual Language Academy’s entry year is pre-kindergarten, these retention-related conditions apply with regard to those schools’ pre-kindergarten year, as opposed to the kindergarten year.
- If required by the school’s principal, students attending an immersion school will take a language acquisition assessment to determine if they need language supports upon admission to the school.
- After exercising all due diligence to fill all admission slots in a quadrant through the lottery and its waiting list, the school may fill the balance of a quadrant’s slots with eligible applicants from other quadrants in the order of their waiting list placement. The time at which such filling from other quadrants will occur, if at all, will be determined by the superintendent or the superintendent’s designee in consultation with the school’s principal.

Sibling Enrollment Preferences and Guarantees in Elementary Magnets: To foster increased opportunities for family engagement and involvement with the school community, the District will make every effort to provide younger siblings the opportunity to attend the same magnet school that their older sibling is attending. As soon as feasible in the fall, each school will report to the enrollment center the number and ages of younger siblings by family and quadrant so that the school may plan appropriately. To ensure that the District has strong forecast numbers for enrollment and school planning purposes, it is especially important that families provide the District with at least two years notice, as possible, of a student who might apply to the elementary magnet as a younger sibling. Families who do not provide the District with timely younger sibling information may be at risk of forfeiting a sibling preference they would otherwise have. Each year, the District will inform all prospective elementary magnet applicants of the number of younger siblings by quadrant who might apply for enrollment at the magnet school. There is no sibling admission preference for older siblings.

- Families with an older sibling who attended the school during the 2017-2018 school year: To honor previous commitments made to elementary magnet families, the younger siblings in these families are assured enrollment into the relevant magnet school, regardless of quadrant, if—during the year in which the younger sibling will be enrolled—the older sibling will still be a student at the school.
- Families who did not have a student at the school during the 2017-2018 school year: To promote family engagement with the school community, applicants who are younger siblings of students attending the school will have enrollment preference for remaining seats in their quadrant over non-siblings in their quadrant if—during the year in which the younger sibling will be enrolled—the older sibling will still be a student at the school.
 - Note: While the District will make every effort to provide younger siblings the opportunity to attend the same magnet school that their older sibling is attending, these younger sibling’s enrollment will depend on there being enough seats within the student’s quadrant at the time of the younger sibling’s application (after placing any younger sibling of a student who attended the school during the 2017-2018 school year). In the event there are insufficient slots in the quadrant, a quadrant-based lottery for these siblings will determine their order on the waitlist, and those siblings will be admitted prior to non-siblings in their quadrant.
- Reminder regarding out-of-district siblings: The principal discretion process is the only method by which an out-of-district applicant may be admitted. This condition applies regardless of whether the applicant is a sibling.

B. Middle School and Junior High Lottery-Based Magnets

<u>Name</u>	<u>Special Notes</u>
Monroe Demonstration Academy & Thoreau Demonstration Academy	<ul style="list-style-type: none"> • Serves grades 6-8 • Students may apply for entry 6, 7, or 8th grade. • Separate lotteries, by quadrant, are held for each grade • Elementary magnets school students (Dual Language Academy, Eisenhower, Mayo, and Zarrow) who reside in the district will have priority over non-magnet students if they apply by the deadline and select the school as their first choice. (If these applicants select a criteria-based middle school as their first choice, but are unsuccessful in being admitted to the criteria-based school, they will be placed on Thoreau’s or Monroe’s quadrant-based waiting list, as applicable, in the order received and after those applicants who participated in the lottery but were unsuccessful in being selected.)

<p>Will Rogers College Junior High</p>	<ul style="list-style-type: none"> • Serves grades 7-8 • Entry point is 7th grade. If there are seats, the enrollment center may admit students in the 8th grade upon approval of the principal. • Elementary applicants from Kendall-Whittier or Sequoyah who reside in the district will have priority in enrollment over other elementary students and bypass the lottery if they select Rogers Junior High as their first choice and apply by the deadline. (If these applicants select a criteria-based middle school as their first choice, but are unsuccessful in being admitted, they will be placed on the Rogers Junior High quadrant-based waiting list.) • Rogers Junior High students are expected to maintain a 2.0 GPA each year and participate in any interventions deemed necessary by the school (tutoring, summer school, other academic services, etc.). Students who do not maintain these expectations will be placed on probation and possibly removed from the program.
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C. High School Lottery-Based Magnets

Rogers College High School

All students who graduate from Rogers College High School will graduate with a high school diploma and are expected to have earned college credit, career tech and/or Advanced Placement credits.

Eligible applicants attending Rogers Junior High will have admission preference to Rogers College High School. Note that, as described above, the principal discretion process and its conditions are the only method by which an out-of-district applicant may be admitted, even if the out-of-district applicant attends Rogers Junior High.

Admittance to the school in grades 10th and 11th may be made by personnel at the enrollment center in coordination with the principal if seats are available and if the student meets college readiness requirements as measured by the relevant state assessments or a nationally normed assessment.

When accepting an offer of admission to Rogers College High School, the student and his or her parent will certify that they understand the following expectations:

- All students are expected to maintain a 2.0 GPA each year.
- All students are expected to participate in any interventions deemed necessary by the school (tutoring, summer school, other academic services, etc.).
- All students will take a college readiness assessment provided by the school when required by the school and must meet the minimum entrance requirements for higher education credit prior to their junior year.
- All students will enroll in post-secondary courses during the 11th and 12th grade years, meaning dual high school/college classes, career tech classes and/or Advanced Placement.
- All students who do not maintain these expectations, including the required grades/test scores required for post-secondary course enrollment, will be placed on probation and possibly removed from the program.

OPEN TRANSFER
(INTERDISTRICT)

PURPOSE: To define the Open Transfer (Interdistrict) policy.

All requests for transfers into the District initiated by or on behalf of a nonresident student will be approved or refused in accordance with this policy. The transfer of a student whose resident district does not offer the grade the student is entitled to pursue will be approved if the student resides within the transportation area of the District.

Delegation of Authority

The Board delegates the authority to approve or deny a transfer application pursuant to the criteria listed in the policy to the Superintendent or designee in the Public Schools of Choice Office.

First Priority

First priority for transfers will be given to children of Tulsa Public Schools' employees who are nonresident students. Transfer requests for such children will be numbered as received, and considered on a first-come, first-serve basis.

Any currently enrolled District student who is a child of a District employee for whom an open transfer has been approved in the past and siblings of such students will be given priority if an application is filed no later than the annual established date in February, and the first-come, first-serve list will be compiled only after current students and their siblings have been placed on the list.

Second Priority

Second priority for transfers will be given to nonresident students who are children of parents who work in the District. Transfer requests for such children will be numbered as received, and considered on a first-come, first-serve basis.

Any currently enrolled District student who is a child of a parent working within the District for whom an open transfer has been approved in the past and siblings of such students will be given priority if an application is filed no later than the annual established date in February, and the first-come, first-serve list will be compiled only after such current students and their siblings have been placed on the list.

Order of Review Determination

Transfer requests will be numbered as received, and the District shall consider requests on a first-come, first-serve basis. Any currently enrolled District student for whom an open transfer has been approved in the past and siblings of such students will be given priority if an application is filed no later than the annual established date in February. The first-come, first-serve list will be compiled only after such current students and their siblings have been placed on the list.

Students with Disabilities

If a student with disabilities applies for a transfer, the student must supply all documentation of the resident district relating to the student's previous and current Individualized Education Plan (IEP) so that the District may:

- Determine whether the District currently has appropriate programs, staff, placement and services needed to fulfill the current or anticipated IEP of the student; and
- If a preliminary determination is made that the District has the appropriate programs, staff, placement and services needed to fulfill the current IEP of the student if the transfer application is approved, conduct the statutorily-required joint IEP conference with the district of residence before a final determination of approval or denial is made.

Notwithstanding the provisions of the policy, students with disabilities may be educated in the District pursuant to special education cooperative agreements between the District and other school districts. Such transfers will not be deemed to be parent-initiated or student-initiated transfer applications governed by the policy.

Time Deadlines

An application for an open transfer must be submitted on a form approved by the State Board of Education, completed by the parent or person having custody of the student, and filed with the Public Schools of Choice Office not later than the annual established date in February of the school year preceding the school year in which the transfer is requested. On or before MARCH 1 of the school year preceding the school year in which the transfer is requested, the District will notify all resident school districts that an application for the transfer has been filed by a student enrolled in the resident school district. The District shall approve or deny the application not later than JUNE 1 of the same year in which the application is submitted, and by August 1 shall inform the State Board of Education and the resident district of the students who have been granted transfers and the grade levels.

Athletic and Other Competition

A transfer student, other than a student granted an emergency transfer, will not be eligible to participate in school-related interscholastic competition governed by the Oklahoma Secondary School Activities Association ("Association") for a period of ONE (1) YEAR from

the first day of attendance in the District, unless the transfer is from a school district not offering the grade the student is entitled to pursue. Whether a student granted an emergency transfer will be eligible to participate in school-related interscholastic competition shall be determined by the Association.

Emergency Transfer

Students may be granted a transfer on an emergency basis. The parent or person with custody must submit a completed application on a form approved by the State Board of Education. On an adequate showing of an emergency, the Public Schools of Choice Office may approve a transfer, subject to approval of the State Board of Education. An emergency shall include proof provided by the parent of:

- The inability of the resident district to provide an education to the transfer applicant due to the destruction or partial destruction of a school building attended by the student;
- The inability of the resident district to offer the subject the pupil desires to pursue; PROVIDED the pupil became a legal resident of the school district after the annual established date in February of the school year immediately prior to the school year for which the pupil is seeking the transfer;
- A catastrophic medical problem of the student, which means an acute or chronic serious illness, disease, disorder or injury which has a permanent detrimental effect on the body's system or makes the risk of harm unusually hazardous, such that removal from the resident district is medically needed;
- The total failure of the resident district to provide transportation to and from school; or
- The concurrence of both the resident school district and the District.

Applications for approval of an emergency transfer based upon the reason of approval of the sending district and the requested approval of the District will not be considered unless the parent has secured approval of the sending resident district and has signed the Student Consent to Cancellation of Transfer, which will cancel the transfer if the conditions stated in the attachment occur. The District shall have complete discretion as to whether to approve or not to approve an emergency transfer, which is based upon prior approval of the resident district.

Approval of an Emergency Transfer

Approval of transfer is contingent upon the applicant agreeing in writing to cancellation of this transfer by the District during the school year if the student fails to comply with the District's rules and regulations governing student behavior; or if the family of the transferred student fails to remain current in financial obligations owed to the District, including, but not limited to, payment for lunches or lost or destroyed District property. The Board hereby delegates to the Public Schools of Choice Office the authority to cancel any transfer previously granted upon a determination that cancellation is appropriate. The consent form may be amended by administrative regulation.

Transfer from a Non-Accredited School or a Home School

Students currently enrolled in a private school not accredited by a state agency or in a home school are not guaranteed enrollment in the District grade/programs/courses in which the applicant desires to enroll. Students desiring to transfer from private schools not accredited by a state agency or from a home school will be required to take all placement tests required of resident students enrolling in the District after attendance in private schools not accredited by a state agency or home schools, and the administration will decide the appropriate placement primarily upon placement test results as per District policy. Accordingly, students applying for a transfer from such schools will be granted a provisional transfer until:

- Test results are reviewed to determine the appropriate grade/courses/programs for the applicant; and
- The criteria of the policy are then applied to determine if the applicant is eligible for transfer approval.

An applicant who does not agree to accept placement based upon such test results and criteria review will be deemed ineligible for an approved transfer and the provisional transfer will be of no effect.

Accepting Assignment/Subsequent Change

Since approval of transfers is based upon criteria of sufficient programs, staffing, and space needs for the particular applicant, a transfer student must accept the school site, courses, and programs to which the student is assigned by the Public Schools of Choice Office. A transfer student will NOT be allowed at the time of, or after, enrollment to change the grade/courses/programs in which the student enrolled on the transfer application without specific written permission from the Public Schools of Choice Office. It will be the responsibility of the transfer student or parent to inform the school official from whom approval for a new assignment is requested that the student is a transfer student, and failure to do so will result in cancellation of the transfer unless excused by the Public Schools of Choice Office.

Criteria for Denial

Adoption of an open transfer policy does not mean that every transfer application will be accepted. A transfer will be denied if the administration determines the transfer would detract from the educational experience of currently enrolled students or place additional financial or space burdens upon the District.

A transfer application will NOT be approved if the District does not:

- Provide the courses/educational programs in which the applicant desires to enroll or in which the Public Schools of Choice Office deems the student is required to enroll in order to comply with state and federal laws and regulations;
- Have adequate facilities to provide the courses/educational programs in which the applicant desires to enroll or in which the Public Schools of Choice Office deems the student is required to enroll in order to comply with state and federal laws and regulations;

- Have adequate space for the student in the courses/educational programs in which the applicant desires to enroll or in which the Public Schools of Choice Office deems the student is required to enroll in order to comply with state and federal laws and regulations. The administration may reserve preferred space for resident students or new resident students reasonably anticipated to move into the District during the school year. Thus, the Public Schools of Choice Office may deny a transfer if approval would:
 - Place a financial or educational burden on District facilities or staff in the courses/educational programs the student would attend;
 - Exceed class size limitations set by state law or District policy in such courses; or
 - Exceed a percentage of such class size limitations as set by the Director of Pupil Accounting. The Public Schools of Choice Office may determine that a percentage of class size mandates should be reserved for later resident enrollment to prevent exceeding class size limits later in the school year due to additional enrollment of reasonably anticipated new resident students.
- Have current personnel needed to provide the grade/courses/programs in which the applicant desires to enroll.

Further, a transfer application will NOT be approved if the student:

- Has a disciplinary record which provides a reasonable basis to determine the applicant would present a discipline problem if enrolled. Such a reasonable basis will exist if school discipline or court records of the student, from any public or private school within or without the state of Oklahoma or any court within or without the state of Oklahoma, show the student at any time:
 - Violated school regulations;
 - Committed an act commonly regarded as being immoral;
 - Was adjudicated as a delinquent for an offense that is not a violent offense under relevant Oklahoma law;
 - Was adjudicated as a delinquent for an offense that is a violent offense under relevant Oklahoma law;
 - Was convicted as an adult for an offense defined in relevant Oklahoma law as an exception to a nonviolent offense;
 - Was convicted as an adult for an offense defined in relevant Oklahoma law as a violent offense;
 - Committed on school property, in school transportation, or at a school event, a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or others;
 - Possessed on school property, in school transportation, or at a school event, an alcoholic beverage, low-point beer as defined by relevant Oklahoma law, or missing or stolen property found to have been taken from a student, school employee, or the school during school activities; or
 - Possessed on school property, while in school transportation or at a school event, a dangerous weapon or a controlled dangerous substance as defined by relevant Oklahoma law.

Further, a transfer application will NOT be approved if the applicant:

- Fails to complete the application form, provide the Public Schools of Choice Office with sufficient educational records, or inform the Public Schools of Choice Office in detail of the grades/courses/programs in which the student desires to enroll or participate if the application is accepted so that the criteria above can be applied within the time deadlines set by law for the approval or rejection of a transfer. All such records must be supplied in time for the Public Schools of Choice Office to make a reasonable review of such records in applying the approval/denial criteria set by this policy. This is particularly important for students with disabilities because all documentation of the resident district will need to be reviewed to make a preliminary determination as to whether the District has the appropriate programs, staff, and services to provide the applicant with the education and services set forth in the student's IEP, and, if a preliminary approval determination is made, to prepare for and conduct a joint IEP conference with the resident district prior to any final approval or rejection of the transfer application. All applicants must consent in writing to the release of educational records from previous schools attended, and applicants for students with disabilities must consent in writing to forward to the District whatever confidential records the District deems are necessary to review in applying the approval/denial criteria of the policy. The Public Schools of Choice Office has authority to amend the application form by regulation to include additional information needed to review an application request;
- Fails to timely submit a completed application; or
- Provides incorrect information on the application request.

Nondiscrimination

The Public Schools of Choice Office shall not accept or deny an open transfer application based upon the student's ethnicity, national origin, race, religion, gender, gender expression, gender identity income level, disabling condition, proficiency in the English language, measure of achievement, aptitude, or athletic ability. Failure to meet the criteria in the policy for approval will not be deemed to be rejection for a discriminatory reason.

Revised: March 2016

Legal Reference: Title 70 O.S., 8-101-111

Title 70 O.S. 18-110

Cross Reference: 2202, Student Admissions

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NO CHILD LEFT BEHIND – TRANSFER

PURPOSE: To define the No Child Left Behind Transfer policy.

After the State Board has identified schools requiring improvement, any student enrolled in a Title I school identified as requiring school improvement will have the option to transfer to another public school within the District that has not been identified as needing improvement. Granting a transfer to the requested school may be subject to grade level and entry requirements based on specific academic skills, where applicable. Priority will be given to the lowest achieving students from low-income families. Parents/guardians of students in low-performing schools will be notified of the options in a language they can understand. Transportation will be provided for the student if the selected school is more than 1.5 miles from the student's home.

Capacity may not be used to deny students the option to transfer, but the District may take capacity into consideration in deciding which choices are available to eligible students.

Adopted: April 2005

Revised: February 2007

Established by Law

Legal Reference: Public Law 107-110, Title I, Part A

INTERNATIONAL EXCHANGE STUDENT ENROLLMENT

PURPOSE: To define the admission opportunities of non-immigrant international students through recognized international exchange programs, sister-school exchanges and through the privately facilitated tuition-paying process.

The district recognizes the educational and cultural value of international exchange programs and international exchange students and authorizes the admission and participation of a limited number of non-immigrant international students to the regular educational programs offered in the district's schools.

This policy and accompanying regulation do not apply to documented or undocumented immigrants residing within the district's boundaries. Such students are guaranteed admission pursuant to federal law and board policy, and the District will not inquire into such students' immigration status.

International Exchange Students:

An "International Exchange Student" is a student who qualifies for a J-1 visa or an F-1 visa under the regulations of the United States Department of Immigration and Naturalization Services and who temporarily resides within the district's boundaries without their parents or a legal guardian for the purpose of attending school.

International exchange students are authorized only within the district's high schools. International exchange students must:

- obtain and comply with all F-1/J-1 visa requirements (including an appropriate proficiency in the English language)
- live with a family residing within the district boundaries who will have temporary guardianship of the student during the exchange
- be at least 16 years of age and no older than 19 years of age by the end of the relevant school year
- submit an application for enrollment no later than July 1 of the previous school year and be approved for admission by the Superintendent or their designee in consultation with the principal of the relevant high school prior to the start of school
- attend the high school within the enrollment area of their host family, unless a transfer is approved in writing by the Superintendent or their designee after consultation with the relevant principal

The period of attendance must be at least a full academic school year unless otherwise approved by the Superintendent or their designee. In no event shall admission be longer than twelve months. Any credit earned while enrolled in a district high school will be recorded on the student's Tulsa Public Schools' transcript, but not credit earned prior to enrollment in the district. While they may participate in graduation activities, international exchange students will not receive a high school diploma from the district.

All applications and information shall be processed and facilitated by the district's enrollment office. When approving the admission and placement of international exchange students, the Superintendent or their designee may consider the number of international exchange students already attending the district, the relevant school and the capacity of a school to accept additional students.

J-1 Visa International Exchange Students ("J-1 Students") are exchange students attending district schools on a J-1 Visa as part of a group-sponsored international exchange program. J-1 students attending a district school must be associated with an international exchange program recognized by the Council on Standards for International Education Travel and approved by the district's enrollment office. The District may waive tuition requirements of J-1 international exchange students based upon the student's economic hardship. Note that pursuant to federal regulations in 22 CFR Part 62, sponsors may not facilitate the enrollment of more than five exchange students in one school unless the school itself has requested, in writing, the placement of more than five students from the sponsor.

The international exchange program must have a local representative residing in or near the district who will meet with the student, host family, and school personnel on a regular basis. The local program representative must provide orientation services, both pre-departure and upon arrival in the United States, to the student and the host family to help international students adjust to a new culture and have a successful exchange. The program representative must ensure that the host family is acquainted with the needs and requirements of housing a visitor for a long period of time, advised of potential problems in hosting an international student and provided with suggestions for coping with these problems. The program representative must communicate with the student and host family during the duration of the exchange and ensure appropriate supports are provided.

F-1 Visa International Exchange Students ("F-1 Students") are privately-sponsored and facilitated international exchange students. Unlike J-1 students, these students must pay full tuition pursuant to federal law. To be admitted, and prior to obtaining the federal Non-immigrant Student Status I-20 form, they must prepay the full/unsubsidized, per-capita cost of a high school education as determined by the district's chief financial officer. This prepayment is due by August 1 of the relevant school year. Should an F-1 student attend for less than a full school year, tuition will only be refunded if a true hardship situation is demonstrated. The private sponsor assumes parental responsibility including financial obligations while the international student is in attendance.

Sister-School Students

Sister-School Students are international students visiting the district as tourists for short periods of time through sister-school programs in other countries (example: the longstanding exchange program of the district's immersion schools). These short visitation programs are administered and facilitated by the district's schools and their sister-school sites in the foreign country. The schools will determine the classes and activities these students will participate in and ensure they keep current and complete records of where the students are residing.

CONCURRENT ENROLLMENT

PURPOSE: To provide for students to enroll concurrently in high school and in an area college or university for both high school and college credit.

- Eleventh-grade or twelfth-grade students who meet the Oklahoma State Regents for Higher Education enrollment guidelines may be admitted to a college or university in the Oklahoma State System of Higher Education as special students.
- Students may enroll in college courses to meet minimum high school graduation requirements. Courses approved for concurrent enrollment shall be reflected on the high school transcript.
- Concurrently enrolled students who elect to withdraw from or drop a college course prior to the completion of the semester must return to full time enrollment in their high school. The withdrawal grade will be reflected on the high school transcript as issued by the participating college or university. Students who have not completed the course requirements of any replacement course(s) will be subject to the TPS attendance policy for determination of a letter grade and credit. .
- High school students concurrently enrolled in college courses taken for high school credit may continue concurrent enrollment in subsequent semesters if they achieve a college cumulative grade point average of 2.0 or above on a 4.0 scale.
- Students who meet the requirements for concurrent enrollment shall not be prohibited from participating in the program.

The superintendent or designee will develop and publish approved courses, information, and materials explaining the requirements, features, and opportunities for concurrent enrollment prior to each year, in accordance with applicable law and this policy.

CONCURRENT ENROLLMENT

To be eligible for concurrent enrollment, high school seniors and juniors must meet the following requirements for admission:

Concurrent Enrollment of High School Students
Minimum High School Performance Standards

	Option 1 Minimum ACT/SAT	Option 2 Minimum GPA and Class Rank
HIGH SCHOOL SENIORS		
University of Oklahoma	24/1090 <u>AND</u> 3.0 GPA or top 50%	3.0 <u>AND</u> top 30%
Oklahoma State University	24/1090	3.0 <u>AND</u> top 33%
Regional Universities*	20/940	3.0 <u>AND</u> top 50%
Two-Year Colleges	19/900	3.0
HIGH SCHOOL JUNIORS		
University of Oklahoma	25/1130	3.5
Oklahoma State University	25/1130	3.5
Regional Universities	23/1060	3.5
Two-Year Colleges	21/980	3.5
*University of Science and Arts of Oklahoma: 24 ACT or 1090 SAT and top 33% class rank		

(The ACT and SAT scores are set by the Oklahoma State Regents for Higher Education and are revised annually, if needed. After qualifying for admission, students must have a 19 ACT subject area score to enroll in a college course in the corresponding subject area.)

Transcripting of concurrently enrolled college courses shall occur as follows:

1. Academic credit shall be awarded for courses taken through concurrent enrollment that have been correlated with the academic credit awarded by the institution of higher education and approved by the Oklahoma State Regents for Higher Education.
2. Academic credit shall only be transcripted as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the District.
3. Final grades will be forwarded to the District registrar upon receipt and the District registrar will transcript grades.
4. A list of all approved college courses and the high school courses for which they may receive either required or elective credit is available upon request.

Students must complete an application for concurrent enrollment. The high school principal will sign the application to indicate they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also provide a letter of recommendation from their counselor and written permission from their parents or legal guardian.

Students may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of nine semester-credit-hours during a summer session or term at an Oklahoma State System of Higher Education college or university without the necessity of being concurrently enrolled in high school classes during the summer term. Students should refer to the list of approved courses for concurrent enrollment and the amount of credit offered for each college course that has been approved for concurrent enrollment. Students wishing to exceed these limits may petition the selected higher education institution.

The completion of the high school curricular requirements shall not be required of concurrently enrolled high school students for purposes of admission. However, students may only enroll in curricular areas where they have met the assessment requirements for college placement. Concurrently admitted high school students will not be allowed to enroll in any zero-level courses offered by colleges and universities designed to remove high school deficiencies.

TESTING PROGRAMS

PURPOSE: To establish District standards for testing student achievement.

The Board supports student testing for instructional improvement of individual students and for school and District accountability. The District will participate in the Oklahoma School Testing Program as prescribed by legislation and administered by the Oklahoma State Department of Education.

Standardized tests including both norm-referenced and criterion-referenced tests are administered to students for the purpose of obtaining data. The analysis of test data along with a variety of other student information is used for instructional program improvement and accountability.

The major goals for student testing are:

- To provide student achievement data for the use of developing individual student instructional programs.
- To provide student group data for the improvement of instructional programs.
- To provide summary data for the purpose of school and district accountability.
- To provide summary data as required by the State Department of Education, federal and state legislation, and grants.

TEST ADMINISTRATION

PURPOSE: To explain the rationale for test administration.

Group standardized ability and achievement tests are administered to students as a part of the District testing program, required in state and federally funded projects, and required by state and local Board policies. All other group standardized tests require special approval by the Superintendent or designee.

Individual diagnostic and psychological tests are administered to students with special instructional needs, and to students suspected of having learning or behavioral management problems. Such testing requires parent/guardian permission.

USE AND DISSEMINATION OF TEST RESULTS

PURPOSE: To prescribe the use and dissemination of test results.

Federal law grants parents/guardians easy access to the test records of their child. Each school will make available to parents/guardians a copy of test results and an explanation of the meaning of the scores. Building principals or designee, school counselors and psychologists are available upon request to provide parents/guardians an explanation of their child's test results.

Both federal and state law require that procedures for the storage, disclosure, retention and destruction of test scores be made public to parents/guardians on request. These procedures are on file in the Office of Assessment.

Adopted: November 1982

Revised: February 2005

Legal Reference: Family Education Rights and Privacy Act of 1974 (P.L.93-380)

GRADING SYSTEMS

PURPOSE: To authorize the use of a grading system to inform parents/guardians of their children's progress in school and to establish guidelines for grading student work.

The Board recognizes it is essential and beneficial to inform parents/guardians of their children's progress in school. This normally can be done through the use of a grading system based primarily on student achievement, improvement, capability and professional principal and teacher judgment. Letters representing student grades, as well as other indicators of progress should be used to make such a determination.

The grading system should give due consideration to students taking regular academic subjects and special consideration to those students enrolled in District approved courses determined to be academically accelerated, and to those students classified as special needs. The Board authorizes the Administration to develop appropriate regulations considering the factors outlined in this policy.

GRADING SYSTEMS

Definitions and interpretation of letter grades and other performance indicators:

Letter Grades

A - Superior quality of work

B - Good quality of work

C - Satisfactory quality of work

D - Below quality of work

F - Unsatisfactory work

I – Incomplete (Applicable only for secondary courses using a Non-Traditional Delivery Method of Instruction)

Other Indicators of Progress (secondary reports)

P – used in secondary to designate a passing grade. Course credit may be assigned but not calculated in GPA.

Other Indicators of Progress (elementary reports)

Traditional grading scale for special courses and grades 1-2:

E - Excellent Work

S - Satisfactory progress--used to designate progress in grades 1-2

N - Needs improvement—used to designate progress in grades 1-2

U - Unsatisfactory work

P - used in Pre-K and Kindergarten to designate student is progressing toward skill. Also used in additional elementary grades for students receiving sheltered instruction.

Standards-based grading scale for Pre-K and Kindergarten:

M – Mastery of the skill

P – Progressing toward skill (Also used in additional elementary grades for students receiving sheltered instruction)

N – Need for further development

Standards-based grading scale for grades 1-4:

- 1 – Meets or exceeds standards
- 2 – Progressing toward standard
- 3 – Area of concern

Standards-based grading scale for grade 5:

- 1 – Meets or exceeds standards
- 2 – Progressing toward standard
- 3 – Area of concern
- 4 – Not assessed

Letter grades (A,B,C,D,F,I) will be used in the District to rate student progress. In addition to letter grades, other performance indicators such as U, P, S, or N may be used to indicate progress by elementary students. These letter grades and/or other performance indicators will be communicated to parents/guardians through the use of a specially-designed report card. It should be noted the report card is only one form of communicating student progress to parents/guardians. Because of the limited scope of the report card, it is difficult to provide a comprehensive profile of the student's capacity, individual needs, or growth. Consequently, it is recommended that teacher/parent conferences be a definite part of reporting to parents/guardians.

The letter grade of I (Incomplete) may be used for secondary courses using a non-traditional delivery method of instruction. The delivery method may include synchronous (real time instruction) and/or asynchronous (instructor and student on-line at different times) methods and rely on the Internet and/or two-way interactive video instruction and/or concurrent enrollment courses. Any grade designation of an I (Incomplete) may be updated for credit status if the course is completed by the end of the following semester. Any letter grade of I (incomplete) will earn zero credit and will be excluded from GPA calculations.

Grades will be based strictly on written, well-defined criteria and teachers will maintain records (grade books, progress charts, etc.) containing sufficient documentation to verify or justify the grades given.

To encourage and recognize enrollment and achievement in academically challenging subjects, weighted grade points will be assigned to courses carrying the designation of AP or IB or to college courses in core academic areas taken concurrently. Weighted status will not be given to courses designated as PreAP or IBMYP. Additionally, high school credit earned during grades 6, 7, or 8 will count for high school graduation requirements but will be excluded from the high school cumulative GPA calculations. Courses available for weighted credit are identified in the Tulsa Public Schools High School Course of Study that has been approved by the District Curriculum Committee and adopted by the Board of Education. Courses and their respective point value status are as follows:

Regular Courses

A - 4 points
B - 3 points
C - 2 points
D - 1 point
F - 0 point
I – N/A

Courses Carrying Weighted Grades

A - 5 points
B - 4 points
C - 3 points
D - 1 point
F - 0 point
I – N/A

Implementation

Beginning with the 2018-19 school year, only courses that meet the above criteria (IB, AP, or concurrent core courses) will receive weighted grade points.

Appeals Process

Except for failing grades, teachers will have the final authority to determine grades for students assigned to them. The final grade assigned by the teacher will prevail except in those instances where the principal finds evidence of unreasonable grading procedures, mechanical or mathematical error, or failure to follow school system policy governing the assignment of grades. In such cases, the principal will make every effort to review the assigned grade with the teacher and make such adjustments as are considered justified. Should a disagreement develop, the matter will be referred to the Superintendent or designee. Should the appellant wish to continue the process, an appeal may be made to the Board of Education and the decision will be final.

Repeating a Course for Credit

Although replacement, or “pounding”, of grades has taken place in TPS for many years, there has not been a policy or procedures to ensure equity in this practice. The purpose of this policy is to establish when, and how, grade replacement should occur.

If a student takes a class and fails it, he or she receives an F on his/her transcript. If the student takes the course again and passes, the initial F remains on the transcript, but a pound sign (#) is placed in front of the grade which means it will not count in the student’s grade point average (GPA). The new grade is listed for the appropriate semester, and that grade is counted for credit(s) and becomes part of the student’s grade point average.

If a student fails a course based on excessive absences, he or she receives the grade earned with a pound sign (#) in front of the grade. This grade is not counted as a credit, and it is not included in the student’s grade point average. The student may retake the course and receive the grade earned in the retake as well as the credit(s) and grade points for the average.

If there is space, students may choose to retake a course, even if they did not fail it the first time, in order to increase their understanding of the content or raise their grade point average. This course can only count once toward graduation credits. If a student retakes a course, the lower of the two grades he/she receives will be eliminated from their GPA and credit count by placing the pound symbol (#) in front of the lower grade.

Tulsa Public Schools cannot replace, or pound, grades from other districts. If a student transfers into the district with an F and retakes the course, the initial F will still count as part of the student's GPA.

To ensure that grades are replaced in an equitable manner for all students, a process must be in place to ensure that grades are removed or updated on each student's transcript when he/she makes up a course. To ensure that all students who retake a course have the lower grade removed, the Tulsa Public Schools Data Team will send monthly reports to the Enrollment and Student Information team showing any students who have multiple grades for the same course. In this way, it will be possible for the lower of the two grades to be eliminated with a pound sign.

STUDENT PERFORMANCES

PURPOSE: To establish guidelines for student rehearsals, practices, performances, and grades in courses requiring student participation outside the school day.

Principals are encouraged to arrange for student participation in public performances and should approve performance participation prior to student involvement.

Parents/guardians and students are to be informed of the participation requirements in courses requiring rehearsals, practices, and performances outside the school day. Students failing to attend a performance without prior excuse may be penalized with a grade reduction of no more than one letter grade for the grading period.

Issued (as regulation): May 1988

Adopted (as policy): February 2005

Cross Reference: 5703, 5703-R, School Activities Funds Management

FINAL EXAMINATIONS

PURPOSE: To establish final examinations scheduling.

Systematic monitoring of the academic achievement progress of all students is an essential element of an effective school program. Such monitoring must occur not only on a day-to-day basis, but at well-defined checkpoints during the school year.

High school personnel will avoid scheduling school activities that conflict with final semester examinations during the final days of first and second semesters. Every effort will be made to accommodate students who must participate in activities scheduled at the state level (Boys State, Girls State, 4-H Club, tournaments, etc.) during final examinations in accordance with District regulations. All teachers will schedule and administer final examinations in accordance with District regulations.

The calendar of final examinations will be submitted by the principal of each school to the Superintendent or designee.

Issued (as regulation): November 1982

Adopted (as policy): November 2004

Legal Reference: TCTA Administrative Negotiated Agreement

EARLY GRADUATION

PURPOSE: To establish criteria for early graduation.

A student wishing to graduate early from high school may request permission to complete graduation requirements. Such a request will be made to the building principal in writing. The student and parents/guardians will also consult with the high school guidance counselor in order to develop a graduation plan.

All requirements of the State Board of Education and the Board must be met before granting permission for early graduation.

GRADUATION EXERCISES

PURPOSE: To establish annual graduation exercises.

The Board recognizes completion of requirements for a high school diploma from the District is beneficial to the student as well as the community. Therefore, the Board wishes to recognize such an accomplishment in a formal graduation exercise.

Appropriate graduation programs may be planned by the high schools on dates selected by the Superintendent or designee.

Students planning to participate in graduation exercises must have completed the requirements for a diploma and be in good standing with the school.

VALEDICTORIAN AND SALUTATORIAN

PURPOSE: To establish a policy for the selection of high school Valedictorian and Salutatorian

To recognize outstanding academic achievement, high schools may choose to select a Valedictorian and a Salutatorian for each graduating class. The selection of Valedictorian and Salutatorian will be based on a student's unweighted grade point average (GPA) on the final Friday in April for that school year. The unweighted GPA is figured on all courses the student has taken in high school. Courses taken in junior high/middle school for high school credit shall not be counted as part of the GPA. If a student fails any course during the final nine-week period, he or she shall not be a valedictorian or salutatorian.

To be considered for Valedictorian or Salutatorian, the student must be in the top 1% of his/her class. Students must have been enrolled at the high school from which they are graduating for the last three consecutive semesters in order to be considered for this honor. A student must have participated in some sort of advanced coursework, such as Advanced Placement or International Baccalaureate courses, concurrent enrollment courses, or TulsaTech courses, to be considered for Valedictorian or Salutatorian.

Each school may choose additional criteria to consider in the selection for Valedictorian and Salutatorian. These criteria may include, but are not limited to,

- Community Service
- Capstone projects
- Number of AP or IB courses taken
- Number of concurrent enrollment courses taken
- Number of career technology certifications completed
- Internships
- Leadership activities
- Specific academic courses
- SAT or ACT scores
- Oklahoma Academic Scholar Status

Each school must receive approval from its instructional leadership director for the additions to their policy. Each school must provide a printed version of their policy to all students.

This policy will apply to all students beginning with the graduating class of 2022.

PROMOTION, RETENTION, AND FAILING GRADES - PASS/FAILURE

PURPOSE: To provide information concerning promotion, retention and failing grades of students and of parents'/guardians' right of appeals as required by Oklahoma law.

Definitions

Promote or promotion - As used in this policy means to place a student successfully completing the requirements of a particular grade level into the next higher grade level following the end of the school year and to record on the student's permanent cumulative record that the current grade level has been successfully completed.

Retain or retention -As used in this policy, means a decision to decline to advance a student into the next higher grade level following the end of the school year and to indicate on the student's permanent cumulative record that the current grade level has not been successfully completed.

High School Promotion/Retention, grades 9 through 12

Grade level designations are determined by the cumulative total of Carnegie Units earned. To be classified as a sophomore, a student must have earned 6 units. To be classified as a junior, a student must have earned 12 units. To be classified as a senior, a student must have earned 18 units. Students may earn 18 units prior to their senior year; their grade classification will remain the same as their cohort class unless an official request for early graduation has been approved per Board policy 2404.

Students demonstrating competency in a curriculum subject shall receive credit. Credit can also be given for the successful completion of a Carnegie Unit. A Carnegie Unit is defined as a course that meets 40 minutes a day, five days per week for at least 36 weeks, or the equivalent of 120 clock hours within the school year, or equivalent in block scheduling. Credit can also be given for the successful completion of 1/2 half of a Carnegie Unit, or the equivalent of 60 clock hours within a semester. Educational options such as correspondence courses, independent study and certain internet instruction will also be considered appropriate methods for earning credit.

Middle School/Jr. High Promotion/Retention, grades 6 through 8

Seven Period Day - Students in grades 6, 7, and 8 receiving instruction based on a seven (7) period school day shall receive full promotion upon earning seven (7) units.

Placement - A student shall be placed in the next grade providing the student has earned five (5) units; three (3) of which must be in core academic subjects (language arts, mathematics, social studies, or science). If the student has failed to earn credit in as many

as three (3) core academic subjects, the student shall be retained in the same grade or be required to attend summer school before being promoted to the next grade. If the student attends summer school and earns credit in one of the core academic subjects previously failed, the student shall be placed in the next grade level providing a combined total of five (5) units has been earned, three (3) of which must be in the core academic subjects listed above.

Eight Period Day - Students in grades 6, 7, and 8 receiving instruction based on an eight (8) period school day shall receive full promotion upon earning eight (8) units.

Placement - A student shall be placed in the next grade providing the student has earned six (6) units; three (3) of which must be in core academic subjects (language arts, mathematics, social studies, or science). If the student has failed to earn credit in as many as three (3) core academic subjects, the student shall be retained in the same grade or be required to attend summer school before being promoted to the next grade. If the student attends summer school and earns credit in one of the core academic subjects previously failed, the student shall be placed in the next grade level providing a combined total of six (6) units has been earned, three (3) of which must be in the core academic subjects listed above.

Middle School/Jr. High Promotion from grade 8 to High School grade 9 – Students who have completed each grade level (6th, 7th, and 8th) within a four year span, but do not meet the placement requirements will be age-placed into 9th grade.

No credit earned - As used in this policy, means the student is assigned a failing semester grade in a course of study and the failing grade will be recorded on the student's permanent cumulative record.

Promotion/Retention and Failing Courses

Each school will form a committee to review and make decisions regarding retention and promotion. The committee must be composed of a classroom teacher, a counselor, the principal and additional personnel who may be assigned by the principal or Superintendent, when appropriate. Teachers selected to the committee must be familiar with the student's work in the subject areas of concern.

Supportive evidence must be presented to the student and parent/guardian regarding a retention decision. This evidence must be based on:

- Testing -Actually covers the subject matter presented to the student
- Assignments -Directly related to the subject matter being taught
- Consideration will also be given to the student's level of maturity (physical, mental, emotional and social) and to the student's attendance record, although these matters will not bear the same weight as items listed above.

The student and the parent/guardian must be made aware of the possibility of the student's impending retention or failing grade in a course. Any student in danger of being retained or failing a course will be notified as soon as it becomes apparent that performance may be insufficient. The student's parents/guardians will be mailed a written notice. If the notification to the parents/guardians is by telephone, written documentation of the conversation should be maintained. The school staff will make every effort to help the student improve academic standing.

Promotion will be determined by successfully completed units of instruction to be established by the Board, the Superintendent and the relevant principal.

Appeal Process

Any parent/guardian may request reconsideration of a retention decision or a decision to not pass a student a student in a course by taking the following steps:

First Level of Appeal: (to principal)

The parent/guardian may request review of the initial decision by letter to the building principal. If no request is received within five school days of the parent's/guardian's receipt of written notification of the initial decision, the initial decision will be final and nonappealable.

Second Level of Appeal: (to Superintendent or Designee)

The parent/guardian may request review of the principal's decision by letter to the Superintendent or designee. If no request is received within five school days of the parent's/guardian's receipt of principal's written notification of the decision, the principal's decision will be final and nonappealable.

Final Level of Appeal: (to Board of Education)

The parent/guardian may request review of the Superintendent's decision by letter to the Clerk of the Board. If no request is received within five school days of the parent's/guardian's receipt of the Superintendent's or designee's written notification of the decision, the will be final. The parent/guardian will be notified in writing of the date, time and place of the Board meeting at which the decision will be reviewed. The Board's decision will be final and nonappealable. The parent/guardian may prepare a written statement giving reason(s) for disagreement, if any. The written statement will be placed in and become a part of the student's permanent cumulative record.

Retention based on the Reading Sufficiency Act

As provided for in the school district's Reading Sufficiency Testing Policy, reading sufficiency testing will be conducted in the school district to ensure that each student has attained the necessary reading skills upon completion of the third grade.

Beginning with students entering the first grade in the 2011-2012 school year, a student identified as having a reading deficiency, based on administered assessments, that is not remedied by the end of third grade, as demonstrated by scoring at the satisfactory level on the reading portion of the third-grade criterion-referenced test shall be retained in the third grade. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

For students who do not meet the academic requirements for promotion, the school district may promote the student for good cause only. Good-cause exemptions shall be limited to the following:

1. Limited English-proficient students who have had less than two (2) years of instruction in an English language learner program;
2. Students on an individualized education plan (IEP) which indicates that participation in the statewide criterion-referenced tests are not appropriate;
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;
5. Students on an IEP that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, first, second, or third grade; or
6. Students who have received intensive remediation in reading for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, first, second, or third grade for a total of two (2) years. A student who is promoted according to this paragraph shall be provided intensive reading instruction during an altered instructional day that includes specialized diagnostic information and specific reading strategies for that student. The District shall assist schools and teachers to implement research based reading strategies for the promoted student shown to be successful in improving reading among low-performing readers.

In addition to the good-cause exemptions set forth above, requests to exempt students from the academic requirements for promotion to the next grade shall only be made upon documentation, that shall consist only of a student portfolio, submitted from the teacher of the student to the school principal that indicates that the promotion of the student is appropriate and is based upon the record of the student.

The District will provide written notice to the parent or guardian of any student who is to be retained due to not meeting the reading proficiency required for promotion and the reasons the student is not eligible for a good-cause exemption. The notice shall contain a description of proposed interventions and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency.

Grade Promotion After Participation in Summer Academy Programs

If, by the end of the second quarter of the school year, a teacher determines that a third grade student is not reading at grade level, the parent or guardian shall be notified of the student's current reading level, the proposed program of reading instruction for the student, and the potential need for the student to participate in a summer academy or other program designed to assist the student in attaining grade-level reading skills.

A teacher who determines that a third grade student is unable to meet the reading competencies required for completion of third grade shall, after consultation with the parent or guardian of the student, recommend that the promotion of the student to the fourth grade be contingent upon the participation in and successful completion of the required reading competencies at a summer

academy or other program. If the student does not participate in the summer academy or other program or does not successfully complete the reading competencies in the summer academy or other program, the student shall be retained in the third grade.

Mid-Year Promotion of Retained Third Graders

The District implements the following policy for mid-year promotion of a third grade student retained due to a reading deficiency. Retained third grade students may only be promoted mid-year to fourth grade prior to November 1 of the academic year. To be eligible for mid-year promotion, the student must demonstrate that he or she:

1. is a successful and independent reader, reading at or above grade level; and
2. is ready to be promoted to fourth grade; and
3. is demonstrating a level of reading proficiency required to score above the unsatisfactory level on the third-grade statewide criterion-referenced test; and
4. is showing progress sufficient to master appropriate fourth-grade level skills, as determined by the District.

Tools that the District may use, in accordance with rules of the State Board of Education, in reevaluating a retained third grade student may include:

1. subsequent assessments,
2. alternative assessments,
3. portfolio reviews.

A mid-year promotion shall only be made upon agreement of the parent or guardian of the student and the school principal.

NON-TRADITIONAL INSTRUCTIONAL DELIVERY SYSTEMS

Purpose: To establish authority to grant high school credit for courses using nontraditional instructional delivery systems in accordance with Oklahoma State Department of Education Accreditation Rules.

Non-traditional instructional delivery using both synchronous and asynchronous methods that rely on the Internet and/or two-way interactive video instruction provides flexibility not available through the use of traditional classroom teaching methods.

Courses offered by a supplemental education organization that is accredited by a national accrediting body and that are taught by a certified teacher and provide for teaching and learning of the appropriate skills and knowledge in PASS may, upon approval of the State Board of Education and the District Board of Education, be counted for academic credit and toward meeting graduation requirements. The District Board of Education will verify that the course meets all requirements and submit a request, along with required information to the State Board of Education for final approval.

Contractual agreements shall be established between the District and parent(s) or legal guardians of students participating in alternative instructional delivery courses prior to the beginning of instruction. The contracts will address grading criteria, student attendance, beginning and end of instruction dates, and additional cost, if any, for course materials and equipment.

Schools using non-traditional instructional delivery systems will comply with all federal and state statutes pertaining to student privacy, the posting of images on the World Wide Web, copyright of materials, and Federal Communication Rules pertaining to the public broadcasting of audio and video.

All individual student data and records obtained through participation in Internet-based courses will follow District and Family Educational Rights and Privacy Act (FERPA) privacy and security protocols. No student data obtained through participation in Internet-based instruction courses shall be used for any purposes other than those that support the instruction of the individual student. Aggregated student data may be used to identify strengths and improvement opportunities relative to the delivery of Internet-based instruction.

The board directs the superintendent or designee to develop appropriate regulations that are aligned to the State Board of Education Rules for Accreditation.

NON-TRADITIONAL INSTRUCTIONAL DELIVERY SYSTEMS

The District has the responsibility to ensure that all accreditation standards are met for non-traditional instructional delivery. The following provisions must be made prior to approval for awarding credit.

- Instructors of Internet-based courses shall be a teacher certified in Oklahoma or another state to teach in the content area of the course offered, or a faculty member of an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.
- Each teacher of two-way interactive video and web-based courses shall be provided professional development pertaining to instructional delivery methodology and the technical aspects of distance learning.
- The state statute limiting the number of students teachers may supervise in each period of instruction and the total number of students allowed daily shall apply to synchronous web-based and two-way interactive video courses. Courses using asynchronous delivery will be limited to 28 students.
- The principal or designee will approve/disapprove all student requests to participate in Internet-based courses.
- The principal will identify a certified staff member to serve as the building contact person to assist students enrolling in online courses and serve as a liaison to the online teachers and providers.
- A list of approved courses will be made available. Students will receive credit only for courses that have approved providers.
- Only students who are regularly enrolled in Tulsa Public Schools shall be allowed to enroll in courses taught for credit through the District. The student is responsible for providing verification of enrollment and submitting a final semester grade to the principal or designee.
- Courses taught for high school credit must align to the Priority Academic Student Skills (PASS) Standards.
- Teachers teaching two way interactive video classes and Internet-based instruction courses will develop a syllabus that communicates provisions for student monitoring, course assignments linked to PASS Standards, and the method of assessment that is aligned to District policy regarding student grades.
- Students earning credit by means of Internet based instruction are required to participate in all assessments required by the Oklahoma School Testing Program. No student will be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.
- Assignment of weighted grades for Internet based courses will adhere to established District policy for weighted grades in traditionally delivered courses.
- The principal will assign a staff member to proctor tests required by the Internet-based course.

PARENT-TEACHER CONFERENCES

PURPOSE: To establish parent-teacher conferences.

Parent-teacher conferences will be used for reporting student progress in the first and third quarters. Conferences are to be scheduled as specified in the school calendar approved by the Board. Conferences will be split between an evening and the following morning.

GUIDANCE AND COUNSELING

PURPOSE: To provide leadership and advocacy for students in the areas of academics, personal/social skills, and career development.

The guidance and counseling program will align with the District mission and the site improvement plan to support the programs, skills, and interventions that remove barriers and lead to academic and personal success.

STUDENT DRESS CODE

PURPOSE: To specify student dress/grooming requirements.

A student's style of dress and/or grooming may reflect individual preference; however, such preferences must be selected within the constraints of reasonable rules and appropriate standards that are consistent with the maintenance of an effective learning atmosphere and good personal hygiene. The Board expects each student's attire and grooming to promote a positive, safe and healthy environment within the school.

The Board has determined that reasonable regulation of school attire and personal adornment is within its authority and consistent with its responsibility to provide an appropriate environment for learning. Although the Board recognizes that individual students have a right to free expression, that right must be balanced with the Board's responsibility to provide a safe, secure and orderly educational environment for all students.

Although the Board wishes for each student to accept responsibility for following the rules in regulation 2601-R, "Student Dress Code," it understands and appreciates both the authority and responsibility of the parent/guardian relative to student dress. The Board solicits the support of parents/guardians in the enforcement of its dress code.

The Superintendent or designee will develop and publish the rules in accordance with this policy.

Adopted: July 2001

Revised: December 2004

Legal Reference: 770 O.S. Section 6-144

STUDENT DRESS CODE

General Rules

The following decorations and/or designs (including tattoos and/or brands either temporary or permanent*) imprinted upon or attached to the body or clothing are prohibited:

- Symbols, mottoes, words or acronyms that convey crude, vulgar, profane, violent, death-oriented, gang-related, sexually explicit, or sexually suggestive messages.
- Symbols, mottoes, words or acronyms advertising tobacco, alcohol, or illegal drugs or drug paraphernalia.
- Symbols, mottoes, words or acronyms identifying a student as a member of a secret or overtly antisocial group or gang or that identifies a student as a member of an organization that professes violence or hatred toward one's fellow man.

*Visible and permanent tattoos/brands incompatible with the standards set forth herein shall be covered to prohibit their display.

Excessively large or baggy clothes are prohibited. Approved garments must be of a length and fit that are suitable to the build and stature of the student.

Permitted garments shall be clean, in good repair, and shall have no holes worn through, slashes or rips.

Permitted clothing shall be worn as designed/manufactured to include the following:

- Suspender straps must be attached as designed and worn on shoulders
- Shirts/blouses must be appropriately buttoned
- Zippers on pants and shirts must be zipped
- Belts must be fastened

School team apparel or school organizational uniforms are allowed on a game day or on other days as approved by the school's administration.

All students participating in approved school activities are expected to comply with required dress and personal appearance regulations of the activity in which they are participating. Students who refuse to dress as required by the school or sponsor will not be permitted to participate in the activity or to represent the school in any way.

Outerwear

Students must store outerwear (coats, hats, gloves, scarves, etc.) in their lockers upon arrival at school. Outerwear will not be permitted in classrooms, cafeterias, libraries, corridors or other areas of the school buildings after arrival unless authorized by the school's administration.

Head Coverings/Sunglasses

Scarves, curlers, bandanas, sweatbands, or other similar head coverings or adornments shall not be worn to class or within school buildings.

Caps, hats or other similar head coverings shall not be worn to class or within school buildings unless prescribed by a physician, previously approved by the school's administration for religious reasons, or approved by the school's administration for a special school activity.

Sunglasses (unless prescribed by a physician) shall not be worn to class or within school buildings.

Upper Garments

The cut of sleeveless garments must not expose undergarments or be otherwise immodest. Strapless garments are prohibited. Shoulder straps of permitted garments must be a minimum of the width of two fingers of the person wearing the garment.

Bare midriffs, immodestly low cut necklines, off the shoulder, or bare backs are prohibited. Garments must be of appropriate length, cut and/or fit to meet these requirements while sitting and/or bending.

Lower Garments

Undergarments shall not be visible. Pants and shorts shall be worn at the waist, and shall not extend below the heel of the shoe in length.

Tights or leggings worn as outerwear, spandex, bike shorts, bathing/swimming wear, sleep wear (including pajamas), etc., are not permitted.

Shorts and skirts must be of modest length defined as a maximum of 6" above the knee of the wearer or not above the fingertip of the wearer with the arm fully extended, whichever is longer.

Footwear

Students shall wear appropriate footwear for protection and hygienic reasons while on school grounds, participating in school activities, or on school transportation. House slippers, and shower shoes are examples of unacceptable footwear.

Accessories

Jewelry and other accessories shall not convey prohibited messages as defined above.

Visible pierced jewelry shall be limited to the ear.

Dog collars, tongue rings and studs, wallet chains, large hair picks, chains that connect one part of the body to another, or other jewelry/accessories that pose a safety concern for the student or others are prohibited.

Religious and Health Accommodation

Where a bona fide religious belief or health need of a student conflicts with the school dress code, reasonable accommodation shall be provided. Any student desiring accommodation shall notify the school principal in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student's bona fide religious practices or beliefs shall not be prohibited under this policy.

Clothing Assistance

It is the policy of the Board that no student will be denied an education due to a bona fide financial inability to obtain clothing that complies with the school dress code. Any student for whom compliance with the school dress code poses a bona fide financial burden may submit a written request for clothing needed, together with a statement of financial need. School principals, or their designees, shall assist families in financial need to obtain clothing that complies with the school dress code. In meeting requests for assistance, principals, or their designees, shall consider community resources such as clothing donations from school personnel, merchants, parent organizations, and charitable organizations, financial assistance, purchasing clothing for a student, and providing additional time for a student to obtain clothing that complies with the school dress code.

School Policies

Individual schools, via their respective school shared decision-making councils or school improvement committees may, upon approval by the principal, impose more strict dress code requirements than those set forth herein. However, all schools must meet the standards set forth in this policy as the minimum requirement. Schools shall publish any and all additional requirements/expectations relative to student dress. Students and their parents/guardians have the responsibility to be aware of any school specific dress codes and to conform to those requirements after the school has provided reasonable notice.

Penalties/Sanctions

Students who elect not to conform to the dress and grooming rules set forth by this policy will be subjected to disciplinary actions and/or sanctions as defined by the district's Behavior Response Plan .

Unusual Circumstances

If any unusual situation relative to dress or grooming arises which is not specifically covered in this policy, the building administrator shall have the authority to rule on the appropriateness of the attire.

Adopted: July 2001

Revised: November 2013

Legal Reference: 770 O.S. Section 6-144

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STUDENT SEARCHES

PURPOSE: To establish standards for student searches.

All school property such as lockers, desks, etc., assigned to students is held in public trust by the Board. The student is given a temporary right to use the property and this right may be revoked at any time. School property will not be used to store materials, objects, etc., in violation of school regulations or state and local ordinances. The school principal or designee may authorize the search of school property temporarily assigned to a specific student and without the permission of the student or the presence of the student. Students have no expectation of privacy as to lockers, desks, or other school property temporarily assigned for their personal use. School personnel may remove from lockers or desks any articles which are prohibited at school or could be used to interfere with or disrupt the educational process.

No person while attending a public school-sponsored function may conceal on person or purse, handbag, etc., any weapon, narcotic or dangerous drug, alcohol, or any other substance or object in violation of local or state ordinances or school regulation.

Adopted: November 1982

Revised: February 2005

Legal Reference: Oklahoma State Law Title 70 § 24-102

STUDENT SEARCHES

The school principal or designee may authorize the search of a student's person or personal property and the seizure of prohibited illegal or harmful items in a student's possession as follows:

- Upon reasonable suspicion by school authorities to believe the student is in possession of an item which constitutes a crime or a school rule violation. The student should be told prior to the search that the search is seeking prohibited contraband. If a "pat down" search becomes necessary, then, when feasible, the "pat down" should be conducted by a person of the same gender. The search should be witnessed, when feasible, by at least another certificated or other authorized person. Under no circumstances should a strip search be conducted.
- At any other time allowed by law, Board policy or the Behavior Response Plan.
- School authorities may seize prohibited, illegal, or harmful items or other substances reasonably determined to be a threat to the safety or security of others.
- Any seized items may be temporarily or permanently removed from a student's possession.

STUDENT ORGANIZATIONS

PURPOSE: To encourage school sponsorship of student organizations and to prohibit sororities, fraternities, social clubs, or secret societies.

The principal or designee shall develop an extra-curricular program that includes a wide variety of clubs and/or organizations that promote opportunities for students to develop leadership and learning skills. Such clubs and organizations are designed to broaden students' interests and experiences in each school community. Sororities, fraternities, social clubs, or secret societies are not to be school sponsored. Students will not engage in these activities during school time or on school property.

Any organization composed wholly or organized primarily for students, and in which the name, purpose, law, or regulations of the membership are secret, or in which membership is not free and open to all interested and qualified members of the school, but is exclusive, certain persons being chosen at the pleasure and by favor of those already members, shall be considered a sorority, fraternity, social club or secret society within the meaning of this policy.

DISTRIBUTION OF WRITTEN MATERIAL BY STUDENTS IN SCHOOL FACILITIES

PURPOSE: To provide for the distribution of written materials by students.

Public school students may distribute written material in school facilities, subject to reasonable parameters outlined by school authorities. These parameters include time, place, and manner of distribution; and certain restrictions concerning the content of the material.

The Board is responsible for preventing interference with its mission to provide educational services. Therefore, the District administration will develop appropriate regulations governing the distribution of written material by students in school facilities.

Adopted: March 1991

Revised: January 2005

Legal Reference: The Equal Access Act, August 1984

DISTRIBUTION OF WRITTEN MATERIAL BY STUDENTS IN SCHOOL FACILITIES

Definitions as used in this regulation:

Distribution -- The circulation of written material by handing out copies, selling or offering copies for sale and accepting donations for copies.

Written Material – Includes, but is not limited to leaflets, magazines, books, brochures, flyers, petitions, newspapers, buttons, badges or other insignia, computer software and any medium of expression whether oral or visual.

Minors -- Persons under the age of 18.

Public school students have a constitutional right to distribute written materials in school facilities, subject to reasonable regulation by school authorities of the time, place, and manner of distribution and subject to certain restrictions concerning the content of the materials.

This regulation provides procedures for students to distribute written materials and at the same time informs them of the conditions which the Board deems essential to prevent interference with the mission to provide educational services for all students.

Time and Place of Distribution

Students may distribute written material at any entrance or exit to a school building for a period not to exceed 30 minutes prior to the start of the earliest instructional class and not to exceed 30 minutes after the end of the last instructional class. Students may distribute written material at an entrance or exit to a school cafeteria when lunch is being served. Students may distribute written material before and after regular school hours at the entrances and exits to school gymnasiums, school stadiums, school auditoriums or other school facilities when those facilities are in use. Students will not distribute written material on school premises or in facilities except as stated above.

Manner of Distribution

Students shall not distribute written material in a manner disrupting a school activity or impeding the flow of traffic within hallways or entryways. No person will be compelled to accept any written material. A person declining to accept written material will not be threatened, treated with disrespect (verbally or by gesture) or impeded in any manner.

Clean-up

Students who distribute written material will be responsible for removing discarded and leftover material from the school facility grounds before the students leave the school premises after distributing the material.

Content

The distribution of written material shall not be restricted or denied solely because of political, religious or philosophical content of the material. However, students must realize rights go hand-in-hand with responsibilities and that they have a responsibility to refrain from distribution of written material that is:

Obscene to Minors – Material taken as a whole lacks serious literary, artistic, political or scientific value for minors and when an average person, applying contemporary community standards, would find the written material, taken as a whole, appeals to an obsessive interest in sex by minors of the age to whom distribution is directed.

Libelous -- False and unprivileged statement about a specific individual tending to harm the individual's reputation.

Vulgar, Lewd or Indecent -- Material an average person would deem improper for presentation to minors because of sexual connotations or profane language.

A Display or Promotion of Unlawful Products or Services -- Material advertising or advocating the use of products or services prohibited by law from being sold or provided to minors.

Group Defamation -- Material degrading, defaming or disparaging a group or a member of a group on the basis of race, religious affiliation, ethnic or national origin, gender identity, gender expression, gender preference, or disability. This includes racial and religious epithets, "slurs," insults and abuse.

Disruptive of School Operations -- Material on the basis of past experience or based on specific instances of actual or threatened disruptions relating to the written material in question, is likely to cause a material and substantial disruption of proper and orderly operation of school activities or school discipline.

Students will have the right, but are not required, to submit written materials to the school principal in advance of distribution. If the principal concludes that the submitted written material falls within one or more of the categories of prohibited materials described above, the principal shall notify the students in writing stating the reasons within 24 hours (excluding nonschool days) of the principal's receipt of the material. Students may elect to distribute written material disapproved by the principal, but they should understand such distribution may subject them to disciplinary action as provided herein and the principal may elect to take action to halt distribution of the material.

Violation of Regulation

Students violating this regulation will be subject to disciplinary action, including out-of-school suspension. If a student is suspended out of school for violation of this regulation, or if distribution of written material is halted by the principal, the student may appeal the decision in accordance with the District student suspension procedures currently in effect.

Miscellaneous

This regulation does not apply to official school publications distributed at school by students, such as yearbooks or student newspapers published as a part of the school curricula. All schools shall provide a notice on school bulletin boards and in material

generally distributed to students and parents/guardians stating that by permitting the on-campus distribution by students of written materials pursuant to this policy and regulation, the school, the District and the Board are not approving, endorsing, supporting or advocating the content of any written material distributed by students.

A copy of this policy and regulation will be posted conspicuously in each school building. Any student shall be entitled to a free copy of this policy and regulation upon request.

STUDENT GOVERNMENT

PURPOSE: To authorize the creation of student councils and student government associations.

The Board authorizes that student councils and other student government associations may be formed as long as their primary objective is to support the school.

Procedures of student government will be established in schools as are appropriate to student maturity. Students will not be assigned decisions, particularly those involving individual students, for which teachers, administrators and the Board are held legally responsible. Such decisions include, but are not limited to, all forms of disciplinary action.

While the forms and functions of student government will vary from school to school, in all cases the scope of its powers, privileges, and responsibilities should be a matter of public record.

CONDUCT AT STUDENT PERFORMANCES

PURPOSE: To define expected behavior of participants at student performances.

This policy addresses performances both on and off campus for all student groups, including but not limited to the following: bands, cheerleaders, choruses, dance troupes, drill teams, theater companies, flag teams, drum majors, talent shows, mascots, and other ensembles. Membership or participation within these extracurricular activities is a privilege and students are expected to demonstrate appropriate and respectful behavior. The fact that something is not specifically listed is not a valid excuse for acting in a way that is not complimentary to or respectful of Tulsa Public Schools.

Suggestive, offensive, vulgar verbiage of musical lyrics and/or choreography is inappropriate. Because student performances are an integral part of the curriculum, performances, including music and choreography, must be pre-approved by sponsors and administrative representatives before any practices and/or competitions begin. Lewd gestures, inappropriate comments, foul language, and suggestive or vulgar movements are among those behaviors which are not acceptable while practicing or performing as a member of a school group.

All behavior exhibited by Tulsa Public Schools students should reflect high standards. The sponsor has the responsibility to determine acceptable behavior under the direction of the school principal.

STUDENT DISCIPLINE

PURPOSE: To provide standards for student conduct.

The District will establish uniform standards and expectations for student conduct. The Board will adopt these standards and expectations annually, and will publish them in the Behavior Response Plan, formerly known as the Code of Student Conduct.

The expected standards of student behavior within the Behavior Response Plan shall be applied to support the educational mission of the District and to foster constructive social behavior by and among students. The expected standards of student behavior are to be applied without discrimination as to race, religion, gender, gender expression, gender identity, age, national origin, or disability. These behavioral expectations for students are critical to academic development and shall not be punitive.

It shall be the responsibility of each student to comply with these expected behavioral standards while on or adjacent to District premises, on any District-provided transportation, or in the course of any school or District sponsored class, function, or activity, whether on or off District premises. As provided for in the Behavior Response Plan, appropriate disciplinary referrals or actions will result from student violations of these behavioral standards.

The Behavior Response Plan will describe means by which any student subject to disciplinary referrals or actions may respond to and appeal such referrals or actions.

A copy of the Behavior Response Plan will be provided to each student during the student's first week of each school year. Copies will also be available at every school site, at the Education Service Center, and will be posted on the District's web site for public review and access.

Adopted: November 1982

Revised: March 2016

Cross Reference: 2112, Corporal Punishment
2618, Student Detention
2619 and 2619-R, Student Suspension

STUDENT AUTOMOBILE USE

PURPOSE: To establish guidelines for student automobile use.

All vehicles driven by students for transporting themselves to and from school must meet safety requirements established by city or state statutes.

Each school principal will have the responsibility of establishing rules regarding motor vehicle use by students in accordance with the needs of the school and existing local and state laws. Students in violation may have their privilege to drive and/or park on District property revoked. Serious violations may result in additional discipline of the student.

Adopted: July 1982

Revised: March 2005

Legal Reference: Title 70 O.S., 5-117

Cross Reference: 2607, Student Discipline
2618, Student Detention

CONTESTS FOR STUDENTS

PURPOSE: To authorize approval of student participation in contests.

Students representing their schools or the District will participate only in contests approved by the Chief Academic Officer, principal or designee.

STUDENT AWARDS AND SCHOLARSHIPS

PURPOSE: To establish the District's student awards and scholarship programs.

The administrative staff is responsible for the development and maintenance of criteria and procedures for the presentation of school awards to students for scholarship and distinguished performance in any school. The criteria for making awards must be consistent with the goals of the District. Criteria for awarding externally funded scholarships will be honored by the school's administration. Scholarship awards should be free from motives of personal gain for school personnel and under the control of professional staff or others acceptable to staff.

STUDENT AWARDS AND SCHOLARSHIPS

Each elementary, middle and high school principal will establish criteria for selection and presentation of school wide awards that are consistent with District goals for academic performance and service to the school and community.

Each high school principal will establish a faculty scholarship committee whose names shall remain anonymous. Members should serve on rotating bases.

Scholarship information, along with application deadlines, will be communicated to students by counselors.

The committee will establish a rank order of applicants and submit to the principal for selection.

NONCURRICULUM-RELATED STUDENT MEETINGS

PURPOSE: To establish guidelines for non-curriculum-related student meetings.

The District has created a limited open forum by permitting secondary student groups to meet on school premises during non-instructional time for student-initiated activities not directly related to the school curriculum. The District will not discriminate against District students conducting such meetings on the basis of the religious, political, philosophical or other content of the speech at such meetings.

Adopted: May 1985

Revised: April 2005

Legal Reference: Equal Access Act

NONCURRICULUM-RELATED STUDENT MEETINGS

The District will indicate to students, employees, or members of the public that such a meeting is not sponsored by the District. School funds will not be used in connection with a limited open forum meeting beyond the incidental cost of providing space.

Additional criteria include:

- The meetings must be voluntary and student-initiated.
- There may be no sponsorship of the meetings by the District or any employee of the District.
- Employees of the District may be present at religious meetings only in a nonparticipatory capacity.
- The meetings may not interfere with the orderly conduct of educational activities within the school.
- Non-school persons may not direct, conduct, control or regularly attend meetings of student groups.
- Formal religious ceremonies may not be conducted at the meetings.
- Any student group desiring to conduct a meeting shall notify the principal or designee in writing at least five working days prior to the meeting. The written request must specify the type of meeting, date and time, the number of persons attending, the purpose of the meeting, and a statement that the meeting is student-initiated and student-sponsored. The principal or designee will assign a room and the time on a space available basis.

Issued: May 1985

Revised: March 2005

Legal Reference: Equal Access Act

MARRIED STUDENTS

PURPOSE: To prohibit discrimination of married students.

Married students attending school in the District will be afforded the same opportunities and are subject to the same regulations as all other students. These opportunities include, but are not limited to, the holding of school office, all student instructional provisions, extracurricular activities, and disciplinary measures.

If a married student becomes pregnant, the policy regarding pregnant students becomes applicable.

Issued (as regulation): November 1982

Adopted (as policy): January 2005

Cross Reference: 2613, 2613-R, Pregnant Students

4901, Affirmative Action/Nondiscrimination/Equal Employment Opportunity

PREGNANT STUDENTS

PURPOSE: To prohibit discrimination of pregnant students to allow participation in the educational programs and activities offered by the District.

The District shall not discriminate against any student or exclude any student from its education program or activities, including any class or extracurricular activity, on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery there from unless the student voluntarily requests to participate in a separate portion of the program or activity.

Adopted: April 2005

Legal Reference: Title IX; 34 C.F.R., Sec. 106.40

Cross Reference: 2612, Married Students

PREGNANT STUDENTS

As it becomes known that a student is pregnant, school personnel will refer the student to the school nurse who will discuss with the student the need for routine physical examinations and provide information on various issues, such as sexually transmitted diseases, nutrition, rest, and physical activity. The nurse may also offer to discuss any personal concerns or issues that the student may have, including the desirability of notifying the student's parent/guardian. The school nurse may assist the student in accessing a physician or healthcare facility of the student's choice upon request.

When determined to be necessary, the student must provide the school nurse with a physician's statement recommending appropriate school activities.

The school nurse should also encourage the student to attend parenting classes and will stress the need for regular visits with her healthcare provider.

The school nurse will also make referrals, as indicated, for counseling and social services. With student approval, the initial contact for these referrals will be the school counselor or school social worker. The counselor is responsible for informing the pregnant student of her education options, including remaining in the home school, homebound instruction per procedures established by the Special Education and Student Services Department, or enrolling in the Margaret Hudson program. Withdrawal from school will be the decision of the student and/or her parent/guardian.

Upon written medical documentation, the student will be readmitted to regular classes after delivery, or if the pregnancy is interrupted by miscarriage or other causes before term, and be reinstated to her original status.

TARDINESS AND TRUANCY

PURPOSE: To define tardiness and truancy.

Definitions

Tardy - Reporting to an assigned area late constitutes tardy; reporting to school late constitutes tardy.

Truancy - Failure to report to school or an assigned area without a valid excuse constitutes truancy.

Assigned areas for students during the school day are established by individual schedules and other directives by the principals or teacher. Failure to report to the assigned area constitutes truancy. Once a student has arrived at school, the student is expected to remain there for the full school day unless excused in writing by the principal or designee and notification of parent/guardian. Some students in the high schools may have irregular schedules because of their participation in cooperative work programs or other legitimate reasons. Reporting to class or an assigned area more than 15 minutes late constitutes an absence for that period.

Students are expected to be punctual in arriving at assigned areas. Tardiness to class should not be reported as a school tardy. A student is tardy to school who has not reported when scheduled to the homeroom teacher or person responsible for checking attendance. A student is tardy to class who has not reported to class or assigned area when scheduled.

Issued (as regulation): November 1982

Adopted (as policy): May 2005

Cross References: 2204, Student Attendance

EXCLUSION OF STUDENTS FROM CLASS ATTENDANCE

PURPOSE: To define when students may be excluded from class attendance at the request of the teacher.

At the request of the teacher to the designated authority, a student may be removed from a class and not allowed to return until a conference is held between the teacher, the parents/guardians, and a representative of the Administration. The decision to exclude the student from class, pending the parental conference, should be based on the student's prior record of misbehavior, documented remedies already having been tried, and the probable length of time the student will be out of class before the parents/guardians can be available. If the exclusion is likely to be prolonged (more than three days), consideration will be given to suspension, until the parental conference, at which time a written agreement must be developed defining contingencies for the student to remain in class.

Issued (as regulation): December 2001

Adopted (as policy): May 2005

Legal Reference: 1981 Negotiated Agreement

GUN-FREE SCHOOLS
(STUDENT SUSPENSION)

PURPOSE: To comply with state and federal laws concerning firearms at school.

Definitions

The term “*firearm*” means a firearm as such term is defined in Section 921(a) of Title 18 of the United States Code.

The term “*determined to have brought a firearm to a school under the jurisdiction of the District*” means any student being in possession or control of a firearm on property owned, leased or rented by the District, including, but not limited to, school buildings, parking lots and motor vehicles and any student who is in possession or control of a firearm at any District-sponsored function regardless of whether such function is conducted on District property.

Any student who is determined to have brought a firearm to a school under the jurisdiction of the District shall be suspended from school for a period of not less than one year.

Any suspension imposed under this policy may be modified for any student on a case-by-case basis by the Superintendent or the board of education under appropriate appeal procedures.

Enforcement of this policy shall be consistent with state and federal laws dealing with discipline of students with disabilities.

Any student violating this policy is subject to referral to the appropriate criminal justice or juvenile delinquency system. Any out-of-school suspension initiated pursuant to this policy shall be subject to the procedural safeguards set forth in the District’s policy for the suspension of students.

Any firearm seized from a student by any school employee shall immediately be delivered to a law enforcement authority for disposition pursuant to applicable law.

Consistent with Oklahoma law, for an out-of-school suspension under this policy, no education plan shall be implemented during the term of the suspension.

This policy supersedes any conflicting policy of the District.

Adopted: October 1995

Revised: September 2007

Legal Reference: Section 921 of Title 18 of the United States Code
Gun-Free Schools Act (GFSA) (P.L. 103-382 and P.L. 107-110)

STUDENT ABSENCES DUE TO ACTIVITIES

PURPOSE: To minimize student absences due to cocurricular activities.

The Superintendent or designee will annually review the scheduling of cocurricular activities to ensure compliance with the Oklahoma State Department of Education Attendance/Activities Regulations.

The maximum number of absences for activities removing a student from the classroom shall be ten for any one class period of each school year. Excluded from this number are state and national level contests sanctioned by the Oklahoma Secondary School Activities Association.

Attendance in regularly scheduled classes is a key factor in student achievement. Any absence from those classes represents an educational loss to the student. The Board recognizes, however, the cocurricular program of the school also has educational merit. Therefore, it shall be the policy of this Board to minimize absenteeism from regular classes, while providing students the opportunity to participate in cocurricular activities.

Adopted: December 2001

Revised: June 2005

Cross Reference: 2204 Student Attendance
2614 Tardiness and Truancy

STUDENT ABSENCES DUE TO ACTIVITIES

Each school will appoint an Internal Activities Review Committee at the beginning of the school year to be responsible for reviewing deviations from attendance/activities policies. The principal or designee and teacher will maintain an addendum to the attendance records to verify any deviations.

Any absence over the maximum of ten days without the written approval of the Internal Activities Review Committee will be counted as an unexcused absence.

Internal Review School Level-Committee Members

Committee members will be appointed at the principal's discretion. High school committees may include the activities director; president or representative of student council; representatives of the school administration, classroom teacher's association, fine arts department, athletic department, and vocational department; parent selected by Planning Council or Parent/Teacher Association; and others appointed at the discretion of the Principal.

Granting of Exceptions

In order for a student to request an exception to the ten-day limit through the Internal Activities Review Committee, the student should meet the following criteria:

- Must have an acceptable grade average, with no failing grade for the previous grading period.
- Must have been in attendance in all regular classes at least 90 percent of the time when the request is made.
- Must request an absence that, in the view of the committee, will benefit the student and/or school.
- Must request the exception in writing at least 15 school days in advance.
- The committee may waive any of these requirements in unusual situations.

Sponsor/Teacher Responsibilities

- It is the responsibility of the sponsor/teacher to prepare a list of activities a student may attend during the school year and advise students of this list. These activities should be prepared and given to the principal at the beginning of the school year or as soon as possible thereafter.
- The sponsor/teacher should check the activity absentee list regularly in order to help students plan for future absences.
- The sponsor/teacher should help the student select only those activities benefiting the student and/or school.

Complaint Resolution

- A signed, written complaint must be filed with the school principal.
- If the complaint is not resolved at the school level, the complainant shall notify the Superintendent or designee. The Superintendent or designee will review the complaint for resolution at the District level.
- If the complaint is not resolved at the District review, the individual may file the complaint with the Accreditation Section of the Oklahoma State Department of Education.

STUDENT DETENTION

PURPOSE: To establish guidelines for student detention.

A school administrator or teacher may detain a student for disciplinary reasons under reasonable conditions and in an appropriate environment. The length of time should be relevant to the age/maturity of the student. Detained students must have adult supervision, which must be provided or arranged by the teacher or administrator detaining the student.

Parents/guardians will be notified prior to the student serving the detention.

STUDENT SUSPENSIONS

PURPOSE: To ensure a safe, orderly, and secure learning environment.

The board recognizes the importance of ensuring that students who show a disregard for school rules and/or the health and safety of faculty and/or students are suspended from school. The board also recognizes the importance of assuring that students who are eligible to continue their education in an alternative setting are identified and provided information on alternative setting options.

The term "suspension" or "suspended," as used in this policy and Oklahoma law means that the student has been removed from attendance at any school. The term does not mean placement in an alternative school, reassignment to another classroom, in-school detention, or in-school alternatives to suspension. Alternative in-school placement, detention, and similar in-school disciplinary options or correctional measures are not considered by law to be out-of-school suspension and do not require or involve the due process procedures set forth herein.

Students may be suspended for violation of the Behavior Response Plan.

A school is not required to provide education services in a regular school setting to those students who have committed a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty and/or students. Nor shall a school be required to enroll a student from outside the Tulsa Public Schools District until the terms of the suspension are met. Students who have met the terms of their suspensions in other school districts will also be required to meet the requirements of the District's transfer policy should they desire to attend a school in the District. Educational services must be provided in accordance with the student's Individualized Education Plan (IEP). Educational plans will not be provided to students who are suspended for less than 5 days or to students who have been suspended for possession of a dangerous weapon or a controlled danger substance.

The Superintendent or designee will develop appropriate procedures for student suspensions and continuation services.

Adopted: November 1982

Revised: July 2010

Cross Reference: 2607, Student Discipline

Legal Reference: Title 70 O.S., 24-101,
Amendment 70 O.S., Section 24-101 as amended by Section 1, Chapter 150,
O.S.L. 1992
70 O.S. Section 24-1

Reference: Alternative Education Task Force Report June 1, 2009

STUDENT SUSPENSIONS

Prior to suspending a student out of school, the principal will refer to the current Behavior Response Plan to determine what action is to be taken. The current Behavior Response Plan will indicate the length of the suspension, whether the police must be notified and the appeal procedure

The Behavior Response Plan of the District shall be consistent with the due process rights of students and will provide proper guidelines for fair and consistent treatment of students, including eligibility for continuation of education services in an alternative setting or through the use of an alternative delivery method.

Pre-Suspension Conferences

- When a student violates a school rule or regulation, the principal or designee will conduct an informal conference with the student.
- At the conference, the principal or designee will read the rule or regulation the student is charged with having violated and will discuss the conduct of the student that is an apparent violation of the rule or regulation.
- The student will be asked whether the rule or regulation is understood and be given a full opportunity to explain and discuss the conduct in question.
- Before a student is suspended, the principal or designee shall consider and apply, if appropriate, alternative in-school placement options, such as placement in an alternative school setting, reassignment to another classroom, or in-school detention.
- If it is concluded a suspension is appropriate, the student will be advised of the suspension and length of suspension.
- The principal or designee will immediately notify the student's parent/guardian by phone, if possible, and in writing that the student is being suspended from school by the principal. Elementary and middle school students will not be dismissed before the end of the school day without advanced notice to the parent/guardian.

Immediate Suspension without a Pre-Suspension Conference

- A student may be suspended without a pre-Suspension conference as required by this regulation only in situations where the conduct of the student reasonably indicates to the principal the continued presence of the student in the building will constitute a danger to the health or safety of the students, faculty, staff or school property, or a continued disruption of the educational process.
- In such cases, a suspension conference with the student and the parent/guardian will be scheduled as soon as possible after the student has been removed from the building.

Conference with Parents and Right to Appeal

- The principal or designee will seek to hold a conference with the parent/guardian as quickly as possible after the suspension has been imposed. The parent/guardian should be advised of the right to a conference with the principal or designee at the time the parent/guardian is notified that a suspension has been imposed. The conference will be held during the regular school hours, Monday through Friday, with consideration given to the hours of working parents/guardians whenever possible.
- At the conference, the principal or designee will read the rule or regulation the student is charged with having violated and will briefly outline the conduct on the part of the student. The parent/guardian should be asked by the principal or designee if the parent/guardian understands the rule and the charges against the student.
- At the conclusion of the conference, the principal or designee will state whether the suspension will be terminated or modified. If the suspension is for ten days or less, the principal or designee will inform the parent/guardian of the right to appeal the suspension to the Site Suspension Review Committee (SSRC) composed of administrators and/or teachers, with no further appeal/review rights. If the suspension is for more than ten days, the parent/guardian will be advised of the right to have the suspension reviewed by the SSRC, and the Superintendent or designee, and a Hearing Officer whose decision is final. The decision to change the out-of-school suspension to an alternative school placement is not appealable.

Limits on Suspensions

- The length of suspension may not exceed the present semester and one additional semester, except that students found in possession of a firearm while on school property, in a school bus, or other vehicle used for the transportation of students or teachers, shall be suspended for a period of at least one calendar year.
- Suspensions should have a definite commencement and ending date; indefinite suspensions are not permitted. It is recommended that extended suspensions be imposed only in aggravated situations.
- Suspensions should be consistent. One student should not be suspended for a few days and another student suspended an extended period for the same or similar offense. However, the principal or the designated staff member may take previous conduct and previous suspensions of the student into consideration.
- The student may be advised the suspension may be terminated at an earlier date if the student performs some remedial act.

Records and Reports

- The principal or designated staff member will keep written records of each suspension conference containing the date of the conference, the names of the persons present, and the time and duration of the conference.

- Each suspension and appeal procedure will be reported on the Notice of Student Suspension to the parent/guardian and appropriate offices at the Education Service Center.

Continuation of Educational Programs and Services

- Students suspended for five days or less shall not be provided an education plan.
- Students suspended for possession of a dangerous weapon or a controlled dangerous substance shall not be provided an education plan.
- Students suspended for more than five days may continue educational programs and services in an alternative setting.
- An educational plan shall address academic credit in the core units of English, mathematics, science, social studies.
- Education services for special education students must be provided in accordance with the student's Individualized Education Plan (IEP).
- Copies of educational plans shall be provided to parents/guardians.

Participation in Extracurricular Activities

Participation in the extracurricular activities of the school is a privilege and not a right. Accordingly, when a student's behavior results in a determination by the principal of an out-of-school suspension, the student immediately, notwithstanding the filing of an appeal, forfeits the privilege of participating in all extracurricular activities of the school. In addition, when a principal determines to impose alternative in-school disciplinary or other correctional measures against a student, then the student will not be permitted to participate in any extracurricular activities offered by the school during the term of the discipline unless, in the sole judgment of the principal, such participation is appropriate given the nature of the offense committed by the student.

"Extracurricular activities" include, but are not limited to, all school sponsored teams, clubs, organizations, ceremonies, student government, band, athletics and all other school sponsored activities and organizations.

Creation of Suspension Review Committee

- The principal of each school will establish a Site Suspension Review Committee (SSRC).
- The membership of the SSRC will consist of at least four building teachers and/or administrators, or both.
- The principal or designated staff member will designate at least one alternate for each member, since no person involved in the suspension will act as a member of the SSRC.
- The function of the SSRC will be to review suspension actions of the principal or designated staff member upon a request for such review by a parent/guardian.
- The SSRC will designate one of its members as chairperson and one as secretary. (The principal or designated staff member may designate an office clerk or secretary as a nonvoting member to take notes.)

Suspension Review Hearing

- Upon being notified the parent/guardian desires to have a suspension decision reviewed by the SSRC, the principal or designated staff member will notify the student and parent/guardian at least 24 hours in advance of the time and place for the review hearing
- If no appeal is requested within five days from the date of suspension, the suspension will stand.
- The hearing will be held promptly and in any event not more than 48 hours (exclusive of Saturdays, Sundays and holidays) after the principal or designated staff member is notified that the parent/guardian desires a review of the suspension decision. The hearing will be held during regular school hours, Monday through Friday, with consideration given to the hours of working parents/guardians whenever possible.
- The hearing before the SSRC will be conducted on an informal basis. The student and parent/guardian will have a right to attend but the use of an attorney at this level is discouraged.
- At the hearing, the chairperson will read the rule or regulation the student is charged with violating and ask the student and parent/guardian if they understand the regulation. The chairperson will outline the student's conduct causing the suspension.
- The principal or designated staff member and other staff members involved in the case will be requested to present information relative to the suspension. The student and parent/guardian will be given a full opportunity to present the student's side of the matter.
- The student and the student's parent/guardian will have the opportunity to hear and question those persons having charged the student with a violation of the rule or regulation. (This refers to school staff only)
- The hearing before the SSRC will be based on the following criteria:
 - Is the student guilty of a violation?
 - Is the penalty in keeping with the severity of the infraction?
- If the suspension is for ten days or less, the decision of the SSRC is final. If the suspension is for eleven days or longer, the parents/guardians will be notified of their right to appeal the decision of the SSRC to the Superintendent or designee. The principal may also appeal an adverse decision of the SSRC to the Superintendent or designee.
- Written minutes will be made of each hearing and a written report of the hearing filed with the Superintendent or designee. The principal or designated staff member also will notify the parents/guardians of the results of the SSRC hearing in writing as soon as possible.

Right of Appeal to the Superintendent or Designee

If the suspension is for 11 days or more, a parent/guardian, student, or principal may appeal the suspension decision of the SSRC to the Superintendent or designee.

Method of Appeal to the Superintendent or Designee

- The appeal may be requested in writing to the Clerk of the Board of Education.
- The Superintendent or designee will set the hearing date, time and place of the hearing which will be conducted as required by law.
- If an appeal is not received within five days after the SSRC decision is made, the SSRC decision will be final.
- For Special Services Students, see: Special Education and Suspension for Students with Disabilities

Right of Further Appeal to a Hearing Officer

In accordance with applicable provisions of Oklahoma law, district boards of education are authorized to appoint Hearing Officers to conduct certain hearings for out-of-school student suspensions and render final decisions. Accordingly, the Tulsa Public Schools Board of Education will utilize a Hearing Officer to hear cases of students suspended out-of-school for eleven days or longer.

Method of Appeal to a Hearing Officer

- A written request from the student's parent/guardian must be made to the Clerk of the Board of Education within five days of the decision.
- Hearing Officers will be drawn from a list of retired judges, attorneys and others with previous experience in dealing with like matters.
- The Hearing Officer will be assigned to a case on a drawing by lot basis. If the person whose name is drawn is not available or for some other reason cannot or will not hear the case, another name will be drawn by lot until a Hearing Officer is selected who is available and willing to hear the case.
- The Safe Schools Coordinator in the presence of at least one central office administrator shall make the drawing.
- The Safe Schools Coordinator shall be responsible for contacting the Hearing Officer as to the selection.
- The Safe Schools Coordinator will maintain a list of Hearing Officers and training for those individuals will be conducted, as required, by the School Board attorney. Hearing Officers will be paid at a rate established by the District.
- The decision of the Hearing Officer will be final and may not be appealed.

Attendance at School Pending Appeal Hearing

- Pending the appeal hearing before the SSRC, Superintendent or designee, or a Hearing Officer, the student will have the right to attend school under such "In-School Intervention" restrictions as the principal deems proper. The exception at the discretion of the principal, is the student may be prohibited from attending school pending the appeal hearing if in the judgment of the principal, the conduct for which the student was suspended reasonably indicates continued attendance by the student pending the appeal hearing would be dangerous to other students, staff or school property and interfere with the educational process at school.

STUDENT USE OF WIRELESS TELECOMMUNICATION DEVICES

PURPOSE: To limit the use of wireless telecommunication devices by students.

The District recognizes the benefits of communications during emergencies; however, the use of cell phones, pagers, or other unapproved electronic devices during the academic day is prohibited unless otherwise indicated as an exception per the Behavior Response Plan, Board Policy, and Regulation.

Wireless communication devices include, but are not limited to cell phones, pagers, personal digital assistants, or other unapproved electronic devices.

Students in violation of any part of this policy will be subject to discipline procedures for inappropriate personal property and/or disruptive behavior and confiscation of the device.

Adopted: October 2001

Revised: October 2014

Legal Reference: Oklahoma State Law Title 70 § 24-101

Cross Reference: Behavior Response Plan

STUDENT USE OF WIRELESS TELECOMMUNICATION DEVICES

The following rules apply to the use of wireless telecommunication devices such as cellular telephones, personal digital assistants (PDAs), or other unapproved electronic devices.

Elementary, Middle and Junior High School

- Students are prohibited from using wireless devices during the academic school day including passing periods and lunch periods whether inside or outside the building unless expressly approved by the principal or designee.
- During school hours, wireless devices must be in a student's locker, or if on the student's person it must be turned off at all times; including, but not limited to, purses, pockets, and backpacks.
- In order to avoid disruption of the educational process, all wireless devices placed in lockers must be turned off.

High School

- Students may use their cell phone during the lunch hour and during passing periods.
- Students are prohibited from using their cell phones in the classroom.
- With prior written administrative approval, teachers may incorporate classroom activities that use cell phones, tablet devices, or other wireless telecommunication devices.
- Students using their cell phones or wireless telecommunication device in areas prohibited will have their cell phones confiscated immediately.
- If a cell phone or wireless device is used to disrupt the learning environment or compromise the safety of the school, the student will have their cell phone or wireless telecommunication device confiscated immediately.
- While the use of the cell phone or wireless device by students is allowed subject to these rules and that of the policy, the capability of a camera/cell phone/wireless device to take, store, or transmit pictures or videos is strictly prohibited.

Medical exceptions may be granted with the prior written consent of a parent/guardian, the school principal or superintendent, and a statement of medical necessity from the student's doctor.

It is the District's position that pictures pose a threat to freedoms or privacy. Additionally, these devices can be used to exploit personal information and compromise the integrity of educational programs. The possession or transmission of pornographic material on school property is strictly prohibited and is subject to both administrative and criminal sanctions.

A violation of any part of this policy and regulation will result in the wireless device being confiscated by the administration and other discipline as warranted and outlines in the Behavior Response Plan.

STUDENT FEES, FINES, AND CHARGES

PURPOSE: To specify the conditions under which the board may/may not charge and collect fees and/or fines.

It is the intent of the board that:

- Those items that are necessary to and an integral part of its educational programs, activities and services be provided free of any fee or additional charge to the student and/or the student's family.
- That district property provided to students/families for their use in support of district programs, services and activities shall be properly maintained and returned when requested/required.

All students shall be provided with the necessary equipment, materials and supplies sufficient to allow for the completion of any particular class or course with the highest possible grade without the burden of any added cost unless specifically noted below. Students shall not be charged fees for classroom supplies, materials, textbooks, or equipment or for janitorial or maintenance supplies. Students shall not be charged fees for consumable classroom materials required for course/class completion such as workbooks, practice sheets, other printed materials, computer related supplies, etc.

Students may, however, elect voluntarily to buy additional materials/supplies external to the school or pay the school/district for those consumed but not required. Any use of additional equipment/supplies/materials, regardless of their source, shall be subject to the approval of the classroom teacher. The classroom teacher shall be responsible for collecting and accounting for the amounts necessary to reimburse the school/district for any associated costs borne by the school/district.

Projects completed using equipment, materials, or supplies acquired through reimbursement become the personal property of the student.

Students may be charged fees for the following provided that policies and procedures exist to assist indigent families in the payment or waiver of such fees as may be possible. This list is not meant to be exhaustive.

- Social and co-curricular activities (such as approved student clubs or field trip costs provided neither the membership nor participation on the field trip is required to successfully complete the class/course with the highest possible grade).
- Transportation above and/or beyond that required by board policy or procedure.
- Individual use items such as gown rentals, photographs, uniforms, towels, gym suits, and musical instruments and similar items that are considered optional for students.

- Before and/or after school care.
- Classes which are not required for academic progress, promotion, placement, or for graduation, for which no credit toward graduation may be earned, or which are offered outside of the regular school day as optional supplemental instruction or in adult, community or continuing education programs.
- Parking privileges if authorized by the board.
- Summer and intersession classes and programs.

Students may be charged a fine for a lost, stolen, or otherwise misplaced items while in their possession or for items returned that have been damaged. The amount of the fine shall be appropriate for the item's replacement or repair.

The District may withhold transcripts or other records of the school for any child who fails to return a textbook or make payments for the textbook if not returned. The term "transcript" includes any record of a grade or grades given to a student by a teacher.

MINUTE OF SILENCE

PURPOSE: To comply with Oklahoma law requiring each public school observe approximately one minute of silence each day.

Oklahoma law requires the board of education of each school district ensure that all schools within the district observe approximately one minute of silence each day for the purpose of allowing each student, in the exercise of his or her individual choice, to reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices.

REPORT CARDS / PROGRESS REPORTS

PURPOSE: To provide for grade reporting.

The Board, recognizing progress is the very foundation of education, believes the school has an obligation to give periodic reports of a student's progress to parents/guardians. Such progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

Therefore, all reporting of student progress, whether by formal report card, informal note or conference, will be for the purpose of giving parents/guardians those items of information that may be used to help the student. Parents/guardians should have access to any information that may be used to help the student. Parents/guardians should have access to any information that indicates the student's areas of strength and areas where improvement is needed. Information will be in a format useful to parents/guardians in helping to promote and maintain acceptable levels of achievement and to foster desirable patterns of student behavior.

REPORT CARDS / PROGRESS REPORTS

Elementary

If a special report is a notice of failing or unsatisfactory work, the teacher must send it to the parents/guardians at least four weeks before the end of the nine-week period. If a student receives a "D" it is considered failing. Excessive absences may also mean a student is failing. No student should receive a report of failure unless this advance notice has been given to the parents/guardians. However, should a student deviate from acceptable classroom performance standards after five weeks of the quarter have elapsed, the teacher may still issue a special progress report to parents/guardians. Teachers of alternating subjects (such as art and science in the elementary school) must adjust this "deadline" in such a way that the parents/guardians will be notified of unsatisfactory work while the student is still in the teacher's class

Secondary

If a special report is a notice of failing, unsatisfactory work, or no credit earned, the teacher must send it to the parents/guardians by the end of the nine-week period. Excessive absences may also mean a student is failing. No student should receive a report of failure unless this advance notice has been given to the parents/guardians. However, should a student deviate from acceptable classroom performance standards, the teacher may still issue a special progress report to parents/guardians. Teachers of alternating subjects (such as electives) must adjust this "deadline" in such a way that the parent/guardian will be notified of unsatisfactory work while the student is still in the teacher's class

All Grade Levels

A telephone call by a counselor or teacher may be utilized to inform parents/guardians on an expedient basis, e.g., failure to take a final examination, but with the provision that a special report in writing will be subsequently mailed to the parents/guardians, it is helpful to both parents/guardians and student if the teacher sends home a written report of commendation when it has been earned by the student.

Middle and high School teachers will be given three (3) full working days after the end of each grading period for the purpose of calculating and entering grades, **except** for the last grading period of the school year when grades are due on the teacher's last work day.

Elementary teachers will be given five (5) full working days after the end of each grading period for the purpose of calculating and entering grades, **except** for the last grading period of the school year, when teacher's will be given five (5) full days prior to the report card due date established by the District.

Distribution of report cards to students shall be no later than the eighth work day after each grading period ends.

Issued: November 1982

Revised: October 2014

Legal Reference: TCTA Negotiated Agreement 2013-2014

STUDENT RECORDS

PURPOSE: To require maintenance and confidentiality of student education records.

The District will maintain permanent records of student achievement, progress and other data required to facilitate the delivery of appropriate instruction and related educational services.

All individual student education records are confidential and should be treated as such. Pertinent information from these records will be accessible only to authorized officials.

The Family Educational Rights and Privacy Act (FERPA) gives parents/guardians certain rights such as to copy, inspect and review student education records maintained by the District. These rights transfer to the student at age 18.

Adopted: November 1982

Revised: December 2006

Legal Reference: Title 70 O.S., 16-121

Cross Reference: 2607, Student Discipline
4408, Employee Ethics

EMPLOYMENT CERTIFICATES FOR STUDENTS

PURPOSE: To authorize the issuing of employment certificates for students.

Employment certificates for students attending school in the District may be secured from the student's principal or designee. In order to obtain a certificate, the student must have the promise of a job, present a birth certificate or other approved documentary birth evidence, be at least 14 years old and under 16 years old, and be able to describe the proposed work. Certificates are issued for specific places of employment and are not renewable. A change of employment will require the student to apply for a new employment certificate.

TEXTBOOK AND INSTRUCTIONAL RESOURCES SELECTION AND USE

PURPOSE: To establish selection criteria for the acquisition of appropriate textbook, library and media resources for students.

The mission of the District is to provide quality learning experiences every day for every student without exception. Tulsa Public Schools supports that through the creation of learning environments that encourage intellectual and social development leading to productive citizenship by selecting appropriate instructional materials. The Administration will establish selection criteria for classroom and library resources in addition to guidelines for use.

When new textbooks are purchased, the selection will be limited to the adopted materials.

Gift materials may be accepted with the understanding that these materials must meet the same selection criteria as materials purchased with school funds and must be consistent with Board policy titled Public Gifts/Donations to the Schools. All gifts become part of the general collection and thus property of the District.

Citizens questioning the appropriateness of instructional resource materials will be directed to follow procedures outlined in appropriate regulations.

Adopted: November 1982

Revised: May 2005

Cross Reference: 3303, Curriculum and Instruction
3405, Controversial Issues and Materials
3406, Academic Freedom
5804, Public Gifts/Donations to the District
6701, Copyright Compliance

TEXTBOOK AND INSTRUCTIONAL RESOURCES SELECTION AND USE
TEXTBOOK SELECTION PROCESS

In accordance with Oklahoma law, the Superintendent or designee will appoint a District Textbook Selection Committee consisting of an academic coordinator, a community representative, and seven classroom teachers, and a specialist from one of the following areas: the ELL, Gifted, Special ED or Instructional Technology. This committee will observe the adoption process and make textbook selection recommendations based on input from each school. The academic coordinator for the content under adoption will serve as chair of the District Textbook Selection Committee.

Each site principal will identify one certified teacher, with practice and knowledge in the content area, to serve on one of three Textbook Advisory Council subcommittees - elementary, middle, or high school. This individual will have in-depth knowledge of the Oklahoma Academic Standards. Each site will also select one parent volunteer to serve on the Textbook Advisory Council. As instructional leaders, principals are strongly encouraged to participate in the selection process along with their teacher representative and parent representative. This subcommittee will be responsible for reviewing textbook instructional materials and relaying information to the teachers at their campus.

The Academic Coordinator will host an orientation meeting for both the District Textbook Selection Committee and the Textbook Advisory Council in the fall of the adoption year.

Between January and March, both the District Textbook Selection Committee and the Textbook Advisory Council subcommittees, along with the parent representative and the principal, will be encouraged to attend the Annual Oklahoma Textbook Caravan and work with their site personnel to review textbooks.

The District Textbook Selection Committee should host a Textbook Open House soon after the Textbook Caravan. Items being considered for adoption are to be delivered by the Publishers to the Curriculum & Instruction office. An additional set should remain on display at a designated area for review by all teachers, parents and other interested parties.

Each site is to narrow the selection options to two. *(Elementary teachers and the parent representative will identify options for K-5; middle school teachers and the parent representative will identify options for 6, 7, and 8; high school teachers and the parent representative will identify options for 9, 10, 11, and 12).* Principals may also participate in this narrowing process.

The District Textbook Selection Committee hosts the District Recommendation meeting where the Textbook Advisory Council members submit their two recommendations for each level or course. At the conclusion of this meeting the selections will be narrowed to two publishers, texts, or other resources per grade band/course.

All teachers will be invited to consider the two selections and indicate their preference of the two. This feedback will be considered by the District Textbook Selection Committee as they convene to make the final textbook selection and make a recommendation to the Superintendent.

One standard textbook publisher or state-approved resource will be selected for grades K-5. One standard textbook publisher or state-approved resource will be selected for grades 6-8. One standard textbook publisher or state-approved resource will be selected for each required high school course. (Students moving from school to school should see the same textbook/resource in use for the same required courses.) The same text/learning resource will be used for middle school and high school when a specific course is offered at both levels for high school credit. If extenuating circumstances occur which would prompt the necessity of choosing one or more resources within a grade band, the Superintendent or designee will make a determination.

The Academic Coordinator will submit the preliminary order to the budget officer for the school district based on the current student enrollment +1% in order to meet the state policy that required district submission of estimated textbook needs. These numbers will be downloaded at iSTAR online by the first week of April.

TEXTBOOK AND INSTRUCTIONAL RESOURCES SELECTION AND USE
LIBRARY MEDIA AND VIDEO RESOURCES

Authority for textbook and instructional resources selection in libraries is delegated to each individual school's library media specialist. Library selection committees, working under the leadership of the Director of Instructional Media and Library Services, are formed each year to review materials and make recommendations for purchases for library media centers. Library media centers are an integral part of the curriculum. The Board does not intend its library media centers to constitute "open forums" or "limited forums."

The selection process will be based on the following objectives:

- To provide materials which support the curriculum and learning
- To provide equitable access to a variety of information materials, taking into consideration individual needs, interests, abilities, diverse socioeconomic backgrounds, variance in language, and maturity levels of the students served
- To provide materials which reflect all sides of issues, beliefs, and ideas for the purpose of guiding students in becoming critical thinkers who can understand varying perspectives
- To develop a collection of popular print/non-print materials of high interest that attracts students to reading for recreation and personal interest as well as learning.

Selection emphasis is placed on providing a wide range of fiction and nonfiction materials that promote a life-long love of reading, support the school's curriculum, and contribute to the professional goals of the faculty. Materials are selected to reflect cultures, beliefs, and viewpoints of our diverse community. Tulsa Public Schools supports the principles outlined in the American Association of School Librarians interpretation of the *Library Bill Of Rights*. The following criteria are considered in the selection process:

- Relevance to the local curriculum, state, and national standards
- Literary merit including quality of writing and/or illustrations
- Authority and accuracy of content
- Social significance and representation of diversity
- Timeliness
- Reading level
- Popular appeal
- Format
- Reputation and standards of the publisher or producer
- Representation of differing viewpoints
- Cost

Library media specialists will select and order materials based on a number of factors including, curriculum needs, staff requests, and state of the current library collection.

- Special consideration will be given to award winning titles.
- Materials sometimes considered controversial will be included after careful consideration following standard selection criteria.
 - Religion: Factual unbiased materials representing all major religions may be included. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value or appear in standard indexes.
 - Ideologies: Factual information about ideologies or philosophies of current or continuing interest may be included.
 - Science: Medical and scientific knowledge suitable to the developmental stage of the students should be made available.
 - Fantasy: Both modern fantastic fiction and traditional fantasy and folklore are part of our culture's rich storytelling tradition and will be evaluated and may be included in collections using the same criteria as other forms of fiction.
- Textbooks will not be included in the general collection.
- Professional materials may be housed within the library's professional collection.
- Supplementary classroom sets are not purchased with library funds but may be maintained by the library for circulation purposes.
- Lost materials will be replaced under the discretion of the library media specialist.

Selection Tools

- Standard review sources such as Booklist, Horn Book, School Library Journal, Publishers Weekly, The Digest of Software Reviews: Education, and AFVA Evaluations.
- Suggestions from patrons including staff and students
- Professional and trade journals
- Lists of recommended titles
- Publishers' preview copies, catalogs and promotional materials

Elementary Level Selection Procedures

A committee of library media specialists, working under the leadership of the Director of Instructional Media and Library Services, reads and reviews new publications provided by publishers.

A listing and ranking of reviewed materials is compiled and distributed to library media specialists. A "Preview Library" of reviewed materials is maintained as part of the Teachers Professional Library to allow further evaluation of materials before selection. Titles not received for evaluation may also be ordered by the library media specialist after evaluation through personal information or published reviews in standard selection aides and current professional journals.

Orders will be placed with the approval of the principal or the Director of Instructional Media and Library Services.

Library media specialists serving on the selection committee are eligible to receive one hour of continuing education credit for this service.

Secondary Level Selection Procedures

A library book review committee functions under the leadership of the Director of Instructional Media and Library Services and provides some guidance in approved and appropriate materials.

A limited number of publishers submit current titles for evaluation. A listing and ranking of reviewed materials is compiled and distributed to library media specialists. The library media specialist may make additional selections based on personal evaluation, published reviews and evaluations from standard selection aids and current professional journals.

Orders will be placed with the approval of the principal or the Director of Instructional Media & Library Services.

Library media specialists serving on the selection committee are eligible to receive one hour of continuing education credit for this service.

Deaccessioning

In compliance with American Library Association guidelines, the collection of the library information center will be continually reevaluated in relation to evolving curriculum, new formats of materials, new instruction methods, and the current needs of its users. Materials no longer appropriate should be removed. Lost and worn materials of lasting value should be replaced. Deaccessioning or weeding is essential to maintaining a relevant, attractive collection. Materials considered for weeding should include items:

1. in poor physical condition
2. containing obsolete subject matter
3. no longer needed to support the curriculum or student/faculty interests
4. superseded by more current information
5. containing inaccurate information
6. with low circulation
7. offering stereotypical images and characterizations

Note: Special consideration should be given to retaining materials of local interest including those relating to Oklahoma and Tulsa history.

Use of Video Instructional Resources

Quality video material for instructional purposes is available from the school library media center as well as a variety of outside sources. While the selection of video material is primarily the responsibility of the principal/teacher, the Board recognizes some video material may not be appropriate for certain students.

Therefore, when considering video material for student viewing, the principal/teacher will exercise caution as follows:

- Video material must directly support and be integrated into curriculum standards and benchmarks.
- Video material should be appropriate for the maturation level of students.
- Within the context of 1 and 2, any Video material from the District Video Library may be used.
- The principal/teacher will evaluate, before use, any material, i.e. film, video tape, digital file, video disc, television program, etc., a staff member plans to use with students not previously approved and/or purchased by the District.
- Video presentations of classic literature and historical events may contain objectionable language or depiction of violence. While the Board recognizes material of this type has a valid educational purpose, it cautions teachers to use discretion and be sensitive to parental concerns.
- It is important to note that parents/guardians should have the right to request their child be excluded from viewing material they consider objectionable. Prior to showing videos which contain language or scenes some may consider objectionable, permission slips should be sent out to allow parents/guardians the opportunity to exclude their child from participation.
- The use of taped video material should not be in violation of copyright law.

Each principal, along with appropriate staff members, shall develop a procedure governing the use of video material consistent with the parameters of this policy.

Issued: May 2005

Cross Reference: 3303, Curriculum and Instruction
3405, Controversial Issues and Materials
3406, Academic Freedom
6701, Copyright Compliance

HOMEWORK

PURPOSE: To establish guidelines for homework assignments.

The Board endorses the concept of homework. Homework should be an integral part of the instructional program designed to extend learning and reinforce skills presented in the classroom. The intent of homework assignments is to support the development of self-directed, self-motivated, enthusiastic students. With additional study outside the classroom, students may be assisted in developing initiative, responsibility and self reliance. Homework is one of many ways to involve students in independent study, self motivation and the use of community resources. It is also a way to assist students in developing their abilities to apply what has been learned.

Homework assignments also provide the maturing student additional opportunities to develop positive attitudes and skills necessary for continuing education. Students may be given an opportunity to be creative and to use special resources not available during the regular school day.

Homework during short acute illness should be avoided or discouraged. Minimal homework may be assigned during extended illness or convalescence if the homework does not jeopardize the student's recovery. In the case of students returning to school after illness or periods of convalescence where it is necessary for the student to make up homework, ample time should be allowed.

HOMEWORK

The following criteria should be considered in assigning homework to students:

- The assignment is adapted to individual needs, interests and capabilities.
- The assignment serves a valid educational purpose.
- The assignment is well within the capability of the student.
- The student has been properly motivated for the assignment.
- The assignment grows out of school experiences and is directly related to the curriculum standards and benchmarks.
- The assignment is interesting and clearly understood by the student.
- The student can do the assignment without the assistance of parents/guardians or others.
- The assignment is a reasonable one in view of the student's home conditions.
- The assignment eliminates the temptation merely to copy information.
- The assignment can be evaluated fairly and/or used in the daily program.
- The assignment should assist in the development of independent learning skills.
- If it is necessary for a student to make up homework because of illness, ample time should be allowed for the student to do so.

STUDENT PUBLICATIONS

PURPOSE: To provide for student publications as part of the learning experience.

Student participation in the publication of curriculum-related school newspapers, yearbooks, literary magazines and similar publications is encouraged by the District as learning and educational experiences. These publications have qualified faculty advisors and strive to meet high standards of journalism. Opportunities for a broad spectrum of opinion are provided. The District maintains total control of the content of any school-sponsored publication.

A copy of each issue of any curriculum-related school publication must be given to the principal or designee to review before its general distribution. If, in the opinion of the principal or designee, the publication contains material that is poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences, contains libelous or obscene language or art, advocates illegal action or conduct inconsistent with the shared values of a civilized social order, associates the school with any position other than neutrality on matters of political controversy, or fails to be rationally related to legitimate educational concerns the principal or designee will notify the school sponsor of the publication that it cannot be distributed on the school premises.

If approved, the place and time for distribution will be established by the principal. The publication must contain the names of individual contributors, editors, and/or publishers, including their business addresses.

ANIMALS IN THE SCHOOLS

PURPOSE: To establish guidelines for animals in schools.

Pets or other animals may be brought into the school for instructional purposes with the approval of the principal.

SCHOOL YEAR / SCHOOL CALENDAR

PURPOSE: To establish requirements for annual development of school calendars.

School calendar standards will be reviewed annually by the Superintendent or designee to develop the annual school calendar that meets the state legal requirements for both the traditional and continuous-learning calendar schools. Each school year, classes must be in session for classroom instruction a minimum of 1050 hours and the District must offer a minimum of 30 hours of professional development to all classroom teachers for a total academic year of a minimum of 1080 hours. The calendars will be coordinated, to the extent possible, with other Tulsa County school districts to allow employees and students to take advantage of common county school programs and activities. Following appropriate coordination, the calendars will be presented to the Board for review and approval.

Adopted: November 1982

Revised: April 2010

Legal Reference: Title 70 O.S., 1-109

SCHOOL YEAR/SCHOOL CALENDAR

School calendars will meet the following standards:

- Normally the school year for students will consist of 177 instructional days or equivalent hours which will include two parent-teacher conference days. The first Parent-Teacher conference day will be held in October and the second parent-teacher conference day will be held in April.
- Teachers are under contract 183 days or equivalent hours.
- Teachers are required to attend five staff development days, one work day and two parent-teacher conference days (which totals 8 days or equivalent hours) as directed by the District.
- Traditional schools start not more than 30 school days prior to October 1st.
- School is to be in session at least two days in a given school week.
- The third Thursday in October is scheduled for the State Teachers Meeting.
- Friday following the State Teachers Meeting will be a non-calendar day. (No school).
- Thanksgiving is scheduled for three days: Wednesday, Thursday and Friday. (No school).
- Winter Break – start before Christmas, end after New Year, and be at least eight days duration.
- Labor Day (No school)
- Martin Luther King Day (No school)
- Presidents' Day (No school)
- Memorial Day (No school)
- Independence Day (No school)
- Spring Break – to the extent possible, the state suggested coordinated spring break week (No school)
- First quarter shall have the same number of days in session for both Continuous Learning and Traditional schools.
- Intersession for Continuous Learning schools will be scheduled for a minimum of 10 school days.
- Snow days for Continuous Learning schools will be made up during the third quarter of Intersession (no built in days in the school calendar)
- There will be three snow days included in the Traditional Schools' Calendar.
- Each quarter will have approximately the same number of days.
- Fourth quarter will end the last day of the school year.
- Notify the State Department of Education in writing prior to September 15th of each year if the District wishes to utilize a school year based on school hours.

Calendar includes: 177 days or equivalent hours total for students
 183 days or equivalent hours total for teachers

Any changes in the calendar criteria must be approved by the Board Policy Committee.

SCHOOL DAY

PURPOSE: To establish the District's school days.

A regular school day for students in schools with full day kindergarten and in grades one through twelve will consist of not less than six hours, and an early childhood or half day kindergarten program will consist of not less than two and one-half hours. When state law permits, the Board may authorize a shorter day for students in alternative education programs.

The Superintendent or designee will establish opening and closing times of individual schools.

Adopted: November 1982

Revised: March 2005

Legal Reference: Title 70 O.S., 1-111

CURRICULUM AND INSTRUCTION

PURPOSE: To require consistent District curriculum and methods of instructional design.

The Board is responsible for approving the overall philosophical approach to curriculum and instruction in the District. This framework requires program focus and consistency of the District's preK-12 curriculum.

- Along with the District mission and goals, the state Priority Academic Student Skills (PASS) serve as the required curriculum for pre-K-12 by defining the standards and benchmarks for each grade and content course.
- District Pacing Calendars reposition the PASS standards and benchmarks into quarters of instruction, which delineate what standards and benchmarks are to be taught each quarter.
- All schools will follow the District Pacing Calendars.
- The Tulsa Model for School Improvement serves as the framework to guide the District in the designing and delivering of all curricula. Particular attention is given to developing integrated lessons using research-based instructional strategies.
- All courses offered at the high school level are documented in the District Course of Study. Requests for new courses or changes to existing courses must be reviewed by the District curriculum committee.
- The District will follow the state textbook adoption calendar in its selection of materials to support curriculum and instruction and will seek Board approval for these resources.
- Coinciding with the state textbook adoption calendar, the development of long-range curriculum plans will precede the purchase of instructional tools, textbooks, software, and supplementary materials.
- Adjustments to the District curriculum will be proposed based on needs as identified from data on quarterly benchmark tests, state core curriculum tests, end-of-instruction tests, and other assessments. Monitoring of the District curriculum will be an annual event.
- Vertical and horizontal articulation of the curriculum between grades and among all instructional levels will be reviewed and maintained, aligning with the state textbook adoption cycle.
- Curriculum will be assessed through quarterly benchmark testing, state-mandated testing, and other District assessments.
- A focused professional development program will support District employees in the development and implementation of integrated curriculum, research-based strategies, and analysis of assessments.
- The District curriculum will be communicated to students, parents/guardians and the general public via multiple sources.

Adopted: November 1982

Revised: July 2004

Cross Reference: 3311, Advanced College and International Baccalaureate Coursework

CURRICULUM AND INSTRUCTION

As a general rule, changes in curriculum, program, and/or course offerings are initiated at the District office. In the event there is to be a curriculum or program change initiated by a school site, the following procedure will be followed:

- A change proposed by a teacher, team leader, or departmental chairperson will be submitted on the New Course/Program Proposal form to the building principal.
- The principal should confer with the appropriate content specialist.
- The principal will approve or disapprove the proposal and submit it to the Directors of Elementary and/or Secondary Curriculum Services.
- The Directors, along with the Chief Academic Officer, will determine if the course/program meets state-mandated curricular requirements and whether District standards and expectations are met.
- The Directors will present the course/program to the District Curriculum Committee for approval.
- The Board will approve all additions/deletions to the District instructional program.

ORGANIZATION OF INSTRUCTION

PURPOSE: To define the District's organizational structure of school programs and school sites.

The instructional program will comply with all requirements and expectations established by law and the regulations of the State Board of Education. Instruction will be arranged in units commonly designated as grades, with each such grade approximating the work of one year. The program of instruction will be organized as schools or other administrative units as follows:

- Elementary schools will typically have a grade organization plan of pre-kindergarten through fifth. The middle schools will typically consist of grades six through eight. High schools will typically have a grade organization plan of nine through twelve. (Grade configurations for the various levels of school are general in nature and may be varied where circumstances dictate.)
- All schools in the District will be organized with reference to a unified program of instruction and be operated as a single system under the general direction of the Superintendent or designee.

FLAG DISPLAYS/PATRIOTIC OBSERVANCES

PURPOSE: To comply with state and federal statutes, each school shall properly display the United States and Oklahoma flags and participate in designated patriotic observances.

The United States and Oklahoma flags shall be prominently displayed on the grounds of each school building. The flags shall be displayed during the regular school day. Instruction in the history and etiquette relating to the United States flag shall be presented in every school.

The District will provide instruction in the history and etiquette relating to the United States flag in one or more grades annually. The grade(s) in which this instruction will be provided will be within the discretion of the Superintendent.

When the flag becomes worn and necessitates destruction the District officials will oversee this task. Principals will initiate an RQ-2 to dispose of the United States flag.

At the beginning of each school day, the pledge of allegiance to the flag of the United States of America shall be recited, except that each individual shall be informed in a conspicuous manner that anyone not wishing to participate in the pledge shall not be required to do so.

The date of November 11 is designated as "Veterans' Day" and each school site shall observe and conduct an appropriate program of at least one class period to remember and honor American veterans. In any year in which the date of November 11 is a Saturday or Sunday or classes are not in regular session, the previous school day shall be observed as "Veterans' Day."

Established by Law

Revised: December 2004

Legal Reference: Title 70 O.S., 495
Title 70 O.S., 495.1
Title 70 O.S., 517.0.1
Title 70 O.S., 926
Title 70 O.S., 927
Supreme Court 319 U.S. 624 (1943)

CITIZENSHIP EDUCATION

PURPOSE: To emphasize the Board's commitment to citizenship education.

The Board affirms its commitment to the importance of citizenship education being incorporated throughout a student's experiences from elementary school through high school. Students will be provided opportunities for development of knowledge, skills, and attitudes necessary to educate them concerning the critical importance of making wise decisions in the areas of government, economics, culture, and social relations.

The Board encourages teaching students:

- Respect for themselves and other persons of all races, genders, religions, ethnic backgrounds, abilities, and ages.
- Skills in data gathering, decision-making, positive interpersonal interaction, civic participation, intellectual integrity and honesty, and conflict management.
- Understanding of the unique contributions made by the Constitution and the Declaration of Independence.

Adopted: November 1982

Revised: October 2004

Cross Reference: 3309, Teaching About Religion
3313, Multicultural Education
3405, Controversial Issues and Materials

TEACHING ABOUT ALCOHOL, TOBACCO, OTHER DRUGS, AND SUBSTANCE ABUSE

PURPOSE: To establish the Board's intent for teaching students about the negative effects of alcohol, tobacco, other drugs, and substance abuse.

The Board recognizes the abuse of alcohol, tobacco, and other drugs constitutes a hazard to the physical and emotional development of students. Therefore, the District will:

- Educate as to the negative effects of such abuse.
- Establish and maintain a substance abuse prevention program.
- Cooperate with government and private agencies offering services.
- Allow students to receive counseling about alcohol, tobacco, other drugs, and substance abuse without fear of reprisal.
- Provide students with access to the relevant tobacco cessation hotline and other cessation materials.

Adopted: November 1982

Revised: December 2018

Legal Reference: Title 70 O.S., 1210.221, .222, .223, .224, .225, .227, and .228 Cross Reference: 2109, Reporting Student Substance Use/Abuse

HUMAN IMMUNODEFICIENCY VIRUS (HIV) /
ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)
PREVENTION EDUCATION FOR STUDENTS

PURPOSE: To provide for Human Immunodeficiency Virus (HIV) education.

Human Immunodeficiency Virus (HIV)/Acquired Immune Deficiency Syndrome (AIDS) prevention education will be taught a minimum of once during grade five, grade seven, and grade ten. The District will use the curriculum approved by the Oklahoma State Department of Education and the Oklahoma Department of Health.

The general objective of the curricula for all three levels includes being made aware of the forms of the disease, methods of transmission, and prevention of Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome.

Curriculum and instructional resources will be available for inspection by the parent/guardian or person responsible for the student's care.

The District, at least one month prior to teaching HIV/AIDS prevention education in any classroom, shall conduct for the parent/guardian or person responsible for the student's care at least one presentation during weekend or evening hours. No student shall be required to participate in HIV/AIDS prevention education if a parent/guardian or person responsible for the student's care objects in writing.

Adopted: September 1987

Revised: November 2004

Legal Reference: Title 70 O.S., 11-103.3

Cross Reference: 2106, Communicable/Infectious Diseases

TEACHING ABOUT RELIGION

PURPOSE: To require religious neutrality in classrooms and schools.

The Board charges the Superintendent or designee with the responsibility of maintaining a position of "neutrality" as it relates to the matter of religion. The requirement of "neutrality" suggests an ongoing search for sensitivity, understanding, appreciation, and factual information about cultural and religious diversity. In the spirit of understanding legal and ethical requirements of interpreting "neutrality" in the matter of religion, the Administration will develop appropriate regulations governing the study of religion in the schools.

Adopted: November 1982

Revised: October 2004

Legal Reference: Title 70 O.S., 11 - 101

Cross Reference: 3306, Citizenship Education

3313, Multicultural Education

3405, Controversial Issues and Materials

TEACHING ABOUT RELIGION

Position of Neutrality

- The school may sponsor the study of religion, but not sponsor the practice of religion.
- The school may expose students to multiple religious views, but not impose any particular view.
- The school's approach to religion is one of instruction, not one of indoctrination.
- The school's approach to religion is academic, not devotional.
- The school should study what people believe, but not teach a student what to believe.
- The school should strive for student awareness of multiple religions, but not press for student acceptance of any one religion.
- The school should seek to inform the student about various beliefs, but not seek to conform students to any one belief.

Teaching About Religion and Religious Freedom

- Activities teaching about religion, but not violating religious neutrality, are encouraged.
- The study of religious music, art, literature, etc., as a part of a course of study is appropriate.
- Religious objects or symbols may be displayed if they are an integral part of short-term studies in the District curriculum.
- Teachers may explain the meanings of religious holidays provided appropriate effort is made to ensure accurate information on matters pertaining to religion. However, teachers will not ask students to explain their own religious beliefs.
- Programs should be encouraged that educate students about the principle of religious liberty as one of the basic freedoms in American democracy.
- A holiday program or any other school program will not be, nor have the effect of, a religious celebration. Individual pieces of religious music, literature, and art may be used for their artistic value.
- Responsibility for inviting guest speakers, artists, etc., for school programs and assemblies rests with the principal. Guests will be made aware, in advance, of the parameters in which they must operate. Acceptance of an invitation means acceptance of these parameters.

PHYSICAL EDUCATION AND HEALTH INSTRUCTION

PURPOSE: To affirm the Board's commitment to physical education and health instruction.

The Board affirms that Physical Education and Health instruction offers the student many opportunities to develop understandings and habits that will contribute to healthy lifestyles and wellness.

Therefore, every student in the District will participate in a physical education program and health instruction as required by law. However, those students having valid medical or religious reasons for not participating may be exempted by the Superintendent or designee.

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE COURSEWORK

PURPOSE: To encourage students to pursue rigorous, challenging academic coursework such as Advanced Placement and International Baccalaureate courses.

Advanced Placement and International Baccalaureate courses offered through the College Board and the International Baccalaureate Organization are college level classes taught in high school by high school teachers. Students enrolling in an Advanced Placement or International Baccalaureate course are expected to demonstrate a strong academic background and/or a commitment to rigorous study.

After completing a course, students take the Advanced Placement and International Baccalaureate examinations. Financial assistance may be available to eligible students as determined by the appropriate administrator. Individual colleges differ in policy regarding acceptance of courses and minimum test score requirements for receiving credit.

Issued: November 1982

Revised: November 2009

Cross Reference: 3303, Curriculum and Instruction

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE COURSEWORK

Tulsa Public Schools' students who enroll in courses provided through the College Board's Advanced Placement (AP) program or the International Baccalaureate (IB) Organization's IB program must take the associated examinations for those courses when eligible. Students and parents/guardians shall be notified by the schools of this requirement through related published materials and course selection procedures.

Students who decline to sit for these examinations forfeit the weighted grade eligibility for the courses taken. There is no minimum or passing score required on any examination to qualify for a weighted grade.

Registrars shall remove from a student's GPA weighted grade calculation the weighting of any AP or IB course for which no examination registration exists.

Counselors shall make available information regarding examination fee reductions and/or waivers for eligible students/families as authorized by the examining agencies and/or the Oklahoma State Department of Education.

SUMMER SCHOOL

PURPOSE: To define guidelines for summer school.

Summer school sessions are held when sufficient requests for a subject are received to make it economically feasible to offer the additional educational services.

Secondary Students

Secondary school students may attend summer sessions for enrichment and acceleration or to make up deficiencies as a result of unsatisfactory work.

The classes meet the same amount of time as in a regular school year. Summer school operates under the regulations of the State Board of Education. A student may earn one-half unit in one subject by attending the first four weeks of the session; or the student may earn one unit in one subject by attending the classes for eight weeks. A student may earn one-half unit in one subject and one-half unit in another subject if subjects are so scheduled to meet the needs of the student.

Summer school units earned after the student has completed the eighth grade and has been promoted to the ninth grade are counted toward high school graduation.

Summer school is contingent upon class enrollment. Tuition is charged since summer school is self-supporting.

Tuition is refundable for students who withdraw before the third class session.

Elementary Students

HB1621 requires each District to provide a summer academy reading program for third-grade students determined not to be reading at grade level. A teacher who determines a third-grade student is unable to meet competencies required for reading for the completion of third grade and promotion to fourth grade may, after consultation with the principal and parents of the student, recommend that the promotion of the student to the fourth grade is contingent upon the participation and successful completion of the required summer academy. If the student does not successfully complete the summer reading academy or other programs, the student may be retained in the third grade.

MULTICULTURAL EDUCATION

PURPOSE: To affirm the District's commitment to multicultural education for students.

The Board affirms its responsibility to the creation of a climate within the schools enhancing the dignity and worth of each individual. This includes continuing the steps taken to promote an atmosphere of understanding, trust, acceptance, and respect among individuals from different races, religions, and ethnic backgrounds.

The District will support a curriculum representing the contributions of the many ethnic, racial, and religious strands that are a part of the American fabric.

Adopted: November 1982

Revised: April 2003

Cross Reference: 3306, Citizenship Education
3309, Teaching About Religion
3405, Controversial Issues and Materials

FIELD/STUDY TRIPS AND EXCURSIONS

PURPOSE: To authorize student travel.

Field/Study trips and other student activities involving in-state travel may be authorized by the Superintendent or designee when such trips contribute substantially to the achievement of desirable educational goals. Out-of-state student travel must have prior authorization by the Board. Eligible expenses for sponsors and students approved in advance may be reimbursed from the General Fund. Sponsors and students seeking expense reimbursement from the General Fund shall follow District policy.

FIELD/STUDY TRIPS AND EXCURSIONS

All field trips will be in coordination with classroom instruction and documented in lesson plans. Field trip experiences and classroom instruction will be documented by lesson plans. Field trips are an extension of the education program taking place off-site. Participating students are counted present on the attendance roll. Parental permission slips shall be obtained before students are permitted to participate in a field trip activity. A Tulsa Public Schools sponsor/employee must accompany students on all District field trips. Each field trip will be adequately supervised so good discipline is maintained. District staff will exhibit the highest standards of professional conduct to ensure that all participating students are protected from sexual misconduct and afforded a safe and drug free environment.

Student conduct on school buses will be in accordance with District regulations.

The use of private vehicles by employees or students to transport students on field trips is discouraged. Employees must assume full liability when transporting students in a private vehicle.

All student field trips must be within budgetary allotments for such purpose. Field trips funded by the site budget or with a gift or endowment will be approved by the site principal if the trip is within the metropolitan Tulsa area. All field trips outside the metropolitan Tulsa area must also be approved by the Superintendent or designee and all out-of-state field trips must be approved by the Board. All field trips funded with federal or state projects/grants shall be approved by the site principal, Project Coordinator, and Executive Director of Federal Projects and Grants. Specific learning objectives must be stated on the field trip requisitions or expanded documentation attached to substantiate the instructional purpose for the trip.

GRADUATION REQUIREMENTS

PURPOSE: To establish graduation requirements.

Students in the District will be subject to regulations for graduation as outlined by the State Department of Education, and any additional requirements deemed appropriate by the Board.

GRADUATION REQUIREMENTS

All Tulsa Public School students must meet the district’s graduation requirements which may be higher than the state’s College Preparatory/Work-Ready Curriculum and the state’s Core Curriculum graduation plans. TPS requirements have been added to the following plans. Students graduating on the core curriculum plan must have a signed opt-out letter on file at the school.

College Preparatory/Work-Ready Curriculum

	Graduates of 2019	Graduates Beginning with Class of 2020	Graduates Beginning with Class of 2023
English - 4 units	English I: Grammar & Comp English II: World Literature English III: American Literature English IV: British Literature	English I: Grammar & Comp. English II: World Literature English III: American Literature English IV: British Literature	English I: Grammar & Comp. English II: World Literature English III: American Literature English IV: British Literature
Social Studies - 3 units	U.S. Government ½ unit, Oklahoma History, ½ unit U.S. History, 1 unit 1 additional social studies unit	U.S. Government ½ unit, Oklahoma History, ½ unit U.S. History, 1 unit 1 additional social studies unit	U.S. Government ½ unit, Oklahoma History, ½ unit U.S. History, 1 unit 1 additional social studies unit
Science - 3 units	*3 units of laboratory science including: <ul style="list-style-type: none"> • A physical science (such as Physical Science, Chemistry, or Physics) • Biology I • 1 additional unit above Biology 	*3 units of laboratory science including: <ul style="list-style-type: none"> • A physical science (such as Physical Science, Chemistry, or Physics) • Biology I • 1 additional unit above Biology 	*3 units of laboratory science including: <ul style="list-style-type: none"> • A physical science (such as Physical Science, Chemistry, or Physics) • Biology I • 1 additional unit above Biology
Mathematics – 3 units <u>earned in high school</u> (If Algebra I is taken in middle school, the student must take 3 additional math units in high school to meet the 3-unit requirement.)	Algebra I Geometry 1 additional approved Mathematics unit above Algebra I	Algebra I Geometry 1 additional approved Mathematics unit above Algebra I	Algebra I Geometry 1 additional approved Mathematics unit above Algebra I
Computer Technology, 2 units OR World Language, 2 units of the same language	2 units approved Computer Technology OR 2 units of the same World Language	2 units approved Computer Technology OR 2 units of the same World Language	2 units approved Computer Technology OR 2 units of the same World Language
Fine Arts 1 unit	1 unit of approved Fine Arts	1 unit of approved Fine Arts	1 unit of approved Fine Arts
Physical Education 1 unit	Physical Education or Athletics or JROTC or Marching Band or Health	Physical Education or Athletics or JROTC or Marching Band or Health	Physical Education or Athletics or JROTC or Marching Band or Health
Electives 6 units	One additional unit is required in one of the following areas: English, Social Studies, Science, Math, Computer Technology, or World Language. This course must be approved to meet college admission requirements. Five other elective credits are also required.	One additional unit is required in one of the following areas: English, Social Studies, Science, Math, Computer Technology, or World Language. This course must be approved to meet college admission requirements. Five other elective credits are also required.	One additional unit is required in one of the following areas: English, Social Studies, Science, Math, Computer Technology, or World Language. This course must be approved to meet college admission requirements. Five other elective credits are also required.
TOTAL UNITS REQUIRED FOR GRADUATION	23 UNITS	23 UNITS	23 UNITS

ADDITIONAL REQUIREMENTS FOR GRADUATION	In order to graduate from an Oklahoma high school, all students must: <ul style="list-style-type: none"> • earn 23 units; and • take state or federal assessments as specified by district policy; and • demonstrate proficiency on all 14 modules included in the state mandated Personal Financial Literacy curriculum; and • receive training in CPR. 	In order to graduate from an Oklahoma high school, all students must: <ul style="list-style-type: none"> • earn 23 units; and • take state or federal assessments as specified by district policy; and • demonstrate proficiency on all 14 modules included in the state mandated Personal Financial Literacy curriculum during grades 9-12; and • receive training in CPR. 	In order to graduate from an Oklahoma high school, all students must: <ul style="list-style-type: none"> • earn 23 units; and • take state or federal assessments as specified by district policy; and • demonstrate proficiency on all 14 modules included in the state mandated Personal Financial Literacy curriculum during grades 9-12; and • receive training in CPR; and • complete an Individual Career and Academic Plan in grades 9-12.
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All students must take all state assessments required by the State Board of Education in order to graduate. Alternatively, these students must take any nationally recognized high school test the District elects to use instead of the state assessments as authorized by federal law. The requirement to take the assessments in order to graduate is subject to all exemptions, conditions, and accommodations authorized by state or federal law.

Some high schools may have additional requirements to graduate.

* Astronomy, *Astronomy – TU, *Chemical Engineering Research, Chemistry I, Advanced Chemistry I, Chemistry II, *AP Chemistry, *Chemistry IBSL, *Chemistry IBHL, *General Chemistry I – TCC, Environmental Chemistry, Meteorology, *Oceanography – TU, *Organic Chemistry – TU, Physical Science, *General Physical Science- TCC, Physics, Advanced Physics, *AP Physics I, *AP Physics II, *AP Physics C, *Physics IBSL, *Physics IBHL, *General Physics - TU, *General Physics II – TU, *Liberal Art of Physics – TU, *World of Physics – TU, Advanced Anatomy and Physiology, Anatomy/Physiology, Aquatic Biology, *Bioengineering Research, Biology I, Advanced Biology I, *Biology II – TCC, *AP Biology *Biology IBSL, *Biology IBHL, Botany, Environmental Science, *AP Environmental Science, *General Biology for Non-Majors – TCC, *General Botany, TCC, *General Chemistry I – TCC, *General Physical Science – TCC, *General Physics – TU, General Physics II – TU, Human Anatomy and Physiology, *Introduction to Biology for Majors – TCC, *Introduction to Molecular & Cellular – TU, *Organismic & Evolutionary Biology – TU, *Sports, Exercise, and Health IBSL, Zoology, Forensics

Core Curriculum

	Graduates of 2019	Graduates Beginning with the Class of 2020	Graduates Beginning with the Class of 2023
English - 4 units	English I: Grammar & Comp. English II: World Literature English III: American Literature English IV: British Literature	English I: Grammar & Comp. English II: World Literature English III: American Literature English IV: British Literature	English I: Grammar & Comp. English II: World Literature English III: American Literature English IV: British Literature
Social Studies - 3 units	U.S. Government ½ unit, Oklahoma History, ½ unit World History, 1 unit U.S. History, 1 unit 1 additional unit of social studies	U.S. Government ½ unit, Oklahoma History, ½ unit World History, 1 unit U.S. History, 1 unit 1 additional unit of social studies	U.S. Government ½ unit, Oklahoma History, ½ unit World History, 1 unit U.S. History, 1 unit 1 additional unit of social studies
Science - 3 units	1 unit Biology 2 additional approved Science units	1 unit Biology 2 additional approved Science units	1 unit Biology 2 additional approved Science units
Mathematics – 3 units earned in High School (If Algebra I is taken in middle school, the student must take 3 additional math in high school to meet the 3- unit requirement.)	Algebra I 2 additional approved Mathematics unit above Algebra I	Algebra I 2 additional approved Mathematics unit above Algebra I (Completion of a TulsaTech course and related certification may meet the requirements for one unit.)	Algebra I 2 additional approved Mathematics unit above Algebra I (Completion of a TulsaTech course and related certification may meet the requirements for one unit.)
Computer Technology, 1 unit OR World Language, None in 18/19; 1 unit thereafter	1 unit of computer technology No requirement for World Language	1 unit of computer technology or 1 unit of world languages	1 unit of computer technology or 1 unit of world languages
Fine Arts 1 unit	1 unit of approved Fine Arts	1 unit of approved Fine Arts	1 unit of approved Fine Arts
Physical Education 1 unit	Physical Education or Athletics or JROTC or Marching Band or Health	Physical Education or Athletics or JROTC or Marching Band or Health	Physical Education or Athletics or JROTC or Marching Band or Health
Electives	7 units	7 units	7 units
TOTAL UNITS REQUIRED FOR GRADUATION	23 UNITS	23 UNITS	23 UNITS

ADDITIONAL REQUIREMENTS FOR GRADUATION	In order to graduate from an Oklahoma high school, all students must: <ul style="list-style-type: none"> • earn 23 units; and • take state or federal assessments as specified by district policy; and • demonstrate proficiency on all 14 modules included in the state mandated Personal Financial Literacy curriculum; and • receive training in CPR. 	In order to graduate from an Oklahoma high school, all students must: <ul style="list-style-type: none"> • earn 23 units; and • take state or federal assessments as specified by district policy; and • demonstrate proficiency on all 14 modules included in the state mandated Personal Financial Literacy curriculum during grades 9-12; and • receive training in CPR. 	In order to graduate from an Oklahoma high school, all students must: <ul style="list-style-type: none"> • earn 23 units; and • take state or federal assessments as specified by district policy; and • demonstrate proficiency on all 14 modules included in the state mandated Personal Financial Literacy curriculum during grades 9-12; and • receive training in CPR; and • complete an Individual Career and Academic Plan in grades 9-12.
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All students must take all state assessments required by the State Board of Education in order to graduate. Alternatively, these students must take any nationally recognized high school test the district elects to use instead of the state assessments as authorized by federal law. The requirement to take the assessments in order to graduate is subject to all exemptions, conditions, and accommodations authorized by state or federal law.

Some high schools may have additional requirements to graduate.

ATHLETICS

PURPOSE: To establish the District's athletic program.

The District will operate its athletic program according to the rules outlined in the current *Oklahoma Secondary School Activities Administrators' Handbook* and District regulations. Administration will develop appropriate regulations governing the operation of interscholastic athletics in the District.

Adopted: November 1982

Revised: June 2005

Legal Reference: Oklahoma Secondary School Activities Association Procedures for Conducting
the Tulsa Athletic Board of Control

ATHLETICS

Intramural Athletics

Intramural sports include a wide variety of games and sports which are available to all students on a voluntary basis. The intramural program is directed specifically to wholesome use of leisure time, the hygienic values of wholesome play, the opportunity for self-expression through participation in play activities, and the social value of playing with others.

Varsity Athletics

The interschool competitive sports program contributes to the aims and objectives of the educational program. Students are given an opportunity and are encouraged to compete in those varsity programs offered in their schools. Interested students should contact the Director of Athletics for information regarding programs offered and eligibility. PARTICIPATION IN THE INTERSCHOOL COMPETITIVE SPORTS PROGRAM IS A PRIVILEGE AND NOT A RIGHT.

All StudentsLocal Rules

Each high school attendance area, as officially designated by the Board, will be considered a district when applying these local rules and the Oklahoma Secondary School Activities Association (OSSAA) rules and regulations. All rules adopted as local rules by the senior high schools of Tulsa will be administered by the Director of Athletics as prescribed in the established procedures.

Recruiting

There will be no recruiting of athletes. Recruiting includes influencing a pupil or parents/guardian to move from one school to another in order for the pupil to engage in athletics. Rules regarding individuals who engage in recruiting shall not be restricted specifically to District personnel. (OSSAA Administrators' Handbook, Rule 9)

Student Transfers

Eighth-grade students who wish to transfer to any District high school shall complete the transfer request prior to the transfer application deadline of that year. This request may be obtained from the Office of Pupil Accounting.

Exceptions Permitting Non-Varsity Participation

A student in grades 9 through 11, who transfers to another District high school after establishing eligibility, will be eligible for JV participation and below, if both schools agree that the transfer was not for athletic purposes. Approval of non-varsity participation is not

effective until the signed documentation has been sent to and received by the Director of Athletics. If any issue is raised about the student having been influenced to transfer for athletic purposes in violation of OSSAA Rule 9, then written approval should not be given. The student's former school or the new school must investigate the issue and the student should not be permitted to participate in non-varsity competition. Any evidence gathered in the investigation by the schools must be submitted to the Director of Athletics, and if immediate eligibility for non-varsity competition is still sought, a written request for exception must be submitted on behalf of the student.

The student will not be eligible for varsity participation until completing two semesters and meeting all other rules for eligibility. Eligibility is established by participation. (OSSAA Administrators' Handbook)

Eligibility After Transfer During the Seventh or Eighth Grade

Seventh and eighth grade students, who transfer to another school after establishing eligibility, will be eligible for athletic participation at the new school, provided both schools agree the transfer was not for athletic purposes. If any issue is raised about the student having been influenced to transfer for athletic purposes in violation of OSSAA Rule 9, then the student should not be permitted to participate. The student's former school or the new school must investigate the issue and any evidence gathered in the investigation by the schools must be submitted to the Director of Athletics. If immediate eligibility is still sought, a written request for exception must be submitted on behalf of the student.

Eligibility is established by participation. (OSSAA Administrators' Handbook)

Transfer Students who Return to Their "Home" High School or any Other High School

Students in grades 9 through 12 who have transferred to another high school district shall not be eligible for varsity competition at their home high school or any other high school until they have completed two semesters and have met all other requirements for eligibility.

Transfer Students who Return to Their "Home" Middle/Junior High School or any Other Middle/Junior High School

Students who have transferred to another school district shall be eligible at their home school or any other school provided the transfer/move was not for athletic purposes.

Students Changing Schools After the First Day of School

If a student in grades 7-12 changes school after the first day of class, regardless of whether it is a transfer or a bona-fide move into the school district, that student will not be eligible for 15 calendar days from the date the student enrolled. On the 16th calendar day after the date of enrollment, if the student meets all criteria required by the OSSAA, then the student may begin participating on the appropriate level of competition. If the student enrolls within 15 calendar days of or after the commencement of a tournament, meet, or playoff contest leading to a state championship in a particular sport, the student shall not be permitted to participate in the tournament, meet, or playoffs in that sport.

Two Semesters or One Calendar Year

If a student enrolls the first day of school, the student would not be eligible until the first day of school the following year. If a student enrolls after the first day of school, the student would be ineligible for one calendar year from the date of enrollment.

Students with Affidavits

A student living in a school attendance area other than where the student's parents/guardian are bona fide residents, and attending school on an Affidavit of Self Support, an Affidavit of Self Responsibility, or Affidavit of Custodianship, must attend two semesters to be eligible to participate in athletics.

Students Attending OSSAA Member Private Schools Within District Attendance Boundaries

All athletic eligibility requests between OSSAA member private schools and District high schools shall be determined by the OSSAA.

Interpreting Transfer Policies and Relationship to Eligibility of Middle/Junior High School Students

- A student will establish high school eligibility in the 9th grade.
- A student will establish middle/junior high school eligibility in the 7th grade.

Hardship

The Director of Athletics is authorized to grant exceptions to provisions of the local rules of the District and reinstate a student to eligibility when it is determined that local rules fail to accomplish the purpose for which they were intended, or when the rule works an undue hardship on the student. Any student who feels aggrieved by the athletic eligibility decisions of the Director of Athletics may appeal the decision to the OSSAA.

All athletic eligibility requests between non-District OSSAA member schools and District schools shall be determined by the OSSAA.

Alternative Schools

Any student placed in an alternative setting or any student serving an out-of-school suspension is not eligible to participate in any school-sponsored activities. Students who voluntarily attend an alternative school may participate in extracurricular activities including athletics at their home school or the school where athletic eligibility was established, provided they meet all other eligibility requirements as established by the OSSAA.

Students returning to their home high school from an alternative education placement may be granted athletic eligibility at the home school. These students must meet the scholastic eligibility requirements as established by the OSSAA and meet all other requirements of the alternative education placement.

Education Open Transfer Act

The eligibility of a student who transfers to an OSSAA member school under the Education Open Transfer Act shall be determined by the OSSAA.

Washington High School

Students may be selected to attend Washington High School under the provisions, policies, rules, and regulations established by Tulsa Public Schools. Students attending Washington, but whose parents/guardians are bona fide residents of a school district other than Tulsa Public Schools, must meet eligibility requirements established by the OSSAA. All appeals for eligibility of students in this category will be directed to the OSSAA.

Eighth-grade students transferring from one Tulsa high school to Washington High School are eligible under the previously established local eligibility rules stated in this policy.

Students attending Carver Middle School may be visited by members of the Washington High School athletic staff for the purpose of participating in athletics. Students from other middle schools visited by members of the Washington High School athletic staff for the purpose of participating in athletics shall be considered as having been recruited.

Penalties

When rules established for eligibility and participation in athletics are not adhered to by employees of Tulsa Public Schools, the incident shall be referred to the Director of Athletics.

Student Athlete Suspension

All members representing any team within the District will abide by a code of ethics that will earn them the honor and respect that participation and competition afford. Any conduct bringing dishonor to the student, the team, the school, or the District will not be tolerated.

Athletic participation in Tulsa Public Schools is a privilege, not a right. Grievous misconduct by an athlete may result in permanent disqualification from participation in any and all athletic activities while enrolled in Tulsa Public Schools.

Suspension -- Player Ejections

A contestant who is ejected by a game official because of an unsportsmanlike foul or who commits unsportsmanlike conduct in connection with an interschool contest will be suspended from participation with any team in that sport for a minimum of the next two contests of the scheduled season. (Exception: soccer – minimum of three games). If the suspension cannot be fully administered during the current sport season, the remainder of the suspension will be applied to the next sport season in which the athlete participates. Unsportsmanlike conduct may consist of, but is not limited to: cursing, disrespectfully addressing an official, improperly attempting to influence an official's decision, disrespectfully addressing or baiting an opponent, inciting undesirable crowd reactions or making obscene gestures.

Should a second ejection occur during the same sport season, the contestant will be suspended for the remainder of the scheduled season. If the suspension does not include at least five contests of the scheduled season, the remainder will be applied to the next sport season in which the athlete participates.

Involvement in Altercations

All contestants involved in an altercation during an interschool contest will be suspended from participation pending an investigation by the Superintendent or designee. Suspension for such misconduct will range from the next two contests of the season to the remainder of the current semester, plus the succeeding semester, through disqualification (see below) for the balance of the athlete's enrollment in Tulsa Public Schools. Suspension will include participation with any team in any sport.

When a suspension cannot be fully administered during one sport season, the remainder will be applied to the next sport season in which the athlete participates. The Director of Athletics will work with the appropriate administrators to prepare recommendations to suspend an athlete or athletes from participation.

Team Misconduct

Should a team's conduct warrant disciplinary action, the team will forfeit a minimum of the next contest of the scheduled season, or the remainder of the scheduled season. The appropriate school administrators will work with the Director of Athletics to prepare recommendations for the OSSAA, to forfeit any part of a District team's schedule.

Leaving the Bench During Altercation

Any substitute or team member who leaves the team bench (football player leaving the team box; baseball or softball player leaving the dugout; basketball player or wrestler leaving the team bench, etc.) and enters the playing area during a fight or any other serious unsportsmanlike act will be dealt with in accordance with OSSAA rules.

Repeated Misconduct

Any contestant involved, directly or indirectly, in fighting or any other serious unsportsmanlike act a second time during the season shall be suspended for the remainder of the season. If the suspension does not include at least five contests of the scheduled season, the remainder of the suspension will be applied to the next sport season in which the athlete participates.

Notice

When disciplinary action is taken against a contestant or a team in connection with an interschool contest, the school principal or the Director of Athletics will provide a written notice to the parents/guardians and to the Executive Director of the OSSAA.

Suspension from School

Any contestant who violates the Behavior Response Plan in connection with an interschool contest will be disciplined according to existing policies, rules, and regulations of the District. Suspension from school will be in addition to suspension from participation in athletics.

Reinstatement

Reinstatement after suspension is granted only when the Superintendent or designee is convinced that the contestant's conduct will be consistent with that expected of good school citizens. Reinstatement will occur only after a parent conference with school personnel. Continuation of acts, which caused the suspension, may result in an additional suspension for the rest of the semester and the succeeding semester.

Disqualification -- Grievous Misconduct

Athletes are advised and informed in writing that participation in athletics within Tulsa Public Schools is a privilege and not a right. All athletes' conduct is expected to bring both honor and respect to themselves and their teams and schools as well as to Tulsa Public Schools. Any behavior bringing dishonor to the student, the team, the school, or the District will not be tolerated. Grievous misconduct, as determined by the Superintendent or designee, may therefore result in permanent disqualification from participation in any and all athletic activities for the remainder of a student's enrollment in Tulsa Public Schools. Grievous misconduct may include, but is not limited to, bullying, hazing, brutality in any form, physical attack upon an official or coach, violence of any nature, and/or any criminal act.

Notice

Any student athlete whose privilege to participate in sports is revoked shall be provided with written notice of this circumstance simultaneous with notice to the student's parents/guardians by the principal of the school upon direction by the Superintendent or designee. The appropriate District administrators Area Superintendent, the Director of Athletics, and the Executive Director of OSSAA shall be copied.

Athletic Coach Suspension

Coach Ejections

If a coach is ejected from a contest, the coach will not be allowed to occupy the coaching place with any team in that sport during the next two contests of the scheduled season. If the suspension cannot be fully administered during that sport season, the remainder will be applied to the next sport season to which the coach is assigned.

Removal from Coaching Assignment for Misconduct

Any coach employed by the District whose team engages in altercations will be temporarily suspended from game participation in all competitive sports pending a complete investigation by the Superintendent or designee. Should a coach's unethical and/or unprofessional conduct warrant disciplinary action, the coach may be removed from all coaching assignments for the remainder of the school year. The coach's stipend(s) will be forfeited and prorated to the time of removal from the assignment(s). The Superintendent or designee will work with the appropriate District administrators and the Director of Athletics in preparing recommendations to remove a coach from the coaching assignment(s).

Should a second ejection occur, the coach will be removed from all coaching assignments for the remainder of the school year. The coach's stipend(s) will be forfeited and prorated to the time of removal from the coaching assignments.

Notice

Anytime disciplinary action is taken against a coach in connection with an interschool contest, the Superintendent or designee will work with the appropriate District administrators and the Director of Athletics to prepare recommendations of disciplinary action. After confirmation of the disciplinary action, the principal will provide written notice to the coach and to the Executive Director of the OSSAA, with copies to the appropriate administrators.

Adjunct Coaches/Teachers

Schools may use adjunct coaches in their athletic program. Adjunct coaches will be held to the same level of accountability as certified coaches. Adjunct coaches or "Adjunct Teachers" are subject to rules and regulations as set forth by the Oklahoma State Department of Education. All adjunct coaches must have taken the course "Care & Prevention of Athletic Injuries" in order to be compensated as a coach.

If an adjunct coach is ejected by a game official, the adjunct coach will not be permitted to be with the team for the remainder of the school year. The coach's stipend(s) will be forfeited and prorated to the time of removal from the coaching assignment. The adjunct coach will have the opportunity to appeal the suspension to the Director of Secondary Athletics and Activities. The decision of the Director of Secondary Athletics and Activities is final and non-appealable. In compliance with OSSAA rules, the suspension for ejection remains a minimum of two contests and the coach must provide evidence of successful completion of the NFHSA coaches Behavior Modeling Course prior to returning to the coaching position.

Student teachers may be used in the capacity of coaches provided they have been assigned to that particular school and a certificated teacher is present at each athletic contest. They may assume coaching responsibilities as designated by the regular coach or designated associate coach for that school. Student teachers used as coaches are held to the same accountability standards as adjunct coaches.

Issued: November 1982

Revised: August 2013

Reference: *Oklahoma Secondary School Activities Association
Administrators' Handbook*

Cross Reference: 2207, Open Transfer
2619, 2619-R, Student Suspension
Code of Student Conduct
Certificated Personnel Handbook

DRIVERS EDUCATION

Purpose: To require that the District provide Driver Education.

The District will provide Driver Education to students who meet state qualifications for obtaining a driver's permit.

Adopted: August 2004

Legal Reference: Title 70 O.S., 19-102 & 103

STUDENT ATHLETE CONCUSSIONS AND HEAD INJURIES

PURPOSE: To establish procedures for reporting and tracking student-athletes who have been determined to suffer a concussion or head injury.

The Tulsa Public Schools Board of Education recognizes that concussions and head injuries are commonly reported injuries in contact sports.

On an annual basis and prior to participation in practice or athletic competition, each student athlete and the student athlete's parent or legal guardian must complete a concussion and head injury information sheet to the Tulsa Public Schools Coordinator of Sports Medicine. The student-athlete MAY NOT participate in athletics until this information is on file.

A student athlete who is suspected of sustaining a concussion or head injury during a practice or game shall be removed from participation at that time. Any student athlete removed from participation shall not be allowed to participate until the athlete is evaluated in a follow-up examination by a licensed healthcare provider who is trained in the evaluation and management of concussions. The student athlete must present written clearance from the licensed healthcare provider to return to participation in athletics. (Oklahoma Statute 24-155 of Title 70)

The Tulsa Public Schools Board of Education has defined a licensed health care provider as follows: M.D. - Medical Doctor
D.O. - Doctor of Osteopathy

SCHOOL EVALUATION

PURPOSE: To provide for school evaluation procedures.

Under the District Accountability program, each school will be evaluated annually to determine the extent to which it meets District standards. Schools that are judged to be the top performing at each level will be rewarded, as will those judged to be the “most improved.” Schools identified as “needing improvement” will target those areas needing attention and undertake steps for improvement.

District high schools will be evaluated in cooperation with the North Central Association (NCA) policies and standards for school evaluations and improvements.

SPLIT SECTIONS

PURPOSE: To clarify procedures in establishing split sections.

The term "split section" refers to an elementary homeroom having students from more than one grade, i.e., first/second, second/third, fourth/fifth, etc. When it appears necessary to establish a "split section," approval may be granted under the following conditions:

- When it appears necessary to consider creating a "first/second split" in the schedule of an elementary school, the teachers involved and the principal will discuss the alternatives involved. The final decision will be made only after the teacher and the principal have discussed the matter with the Superintendent or designee.
- As a general practice, the "developmental first/regular first split" should not be used as a means of grouping children for instruction. However, if after discussing the matter, the elementary principal and the teachers involved believe such a split is a desirable alternative for grouping children in that building, they will discuss the matter with the Superintendent or designee.
- When it appears necessary to establish split grade classes in the elementary school or two levels of the same subject in the same grade period in a secondary school, the teachers involved and principal will discuss the necessity and communicate with the Superintendent or designee before making a final decision.

Issued (as regulation): July 1985

Adopted (as policy): April 2005

Legal Reference: TCTA Administrative Negotiated Agreement, Summer 1985

ALTERNATIVE EDUCATION PROGRAMS

PURPOSE: To establish alternative programs within the District.

The District recognizes that some students: require a special focus on life skills; require more support and direct supervision than reasonably is available in conventional school settings; and have difficulty coping with the conventional school program. Therefore, the District will cooperate with various county and city agencies in providing alternative educational programs where needs have been identified, where the establishment of such programs is feasible, and where proposed programs fall within the function normally associated with the District.

All proposals for alternative education programs will be presented to the Board for consideration and action by the Board.

ALTERNATIVE INSTRUCTIONAL DELIVERY SYSTEMS

PURPOSE: To provide alternative instruction delivery systems.

Existing technologies provide opportunities for instruction to be delivered in alternative methods. In accordance with Oklahoma State statutes and Oklahoma State Department of Education policy, curriculum will be developed and the necessary procedures established for the delivery of coursework through alternative systems, including but not limited to online, web-based, or two-way interactive vide.

ALTERNATIVE INSTRUCTIONAL DELIVERY SYSTEMS

Upon request, the District will provide supplemental learning opportunities using online technology in a nontraditional classroom setting to students enrolled in the District. Supplemental online courses are an optional avenue of instruction for District enrolled students. All existing requirements related to student progression including retention, promotion, and grade assignment are the same for the District's online students as they are for students enrolled in traditional courses. The District shall ensure that students have the opportunity to advance through the supplemental online course at their own pace so long as the supplemental online course completion corresponds with the standard course completion schedule of the District or the student's Individualized Education Program (IEP) or 504 Plan.

Definition of Terms

A. "Supplemental online course"

An online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required for student attendance and participation by the District.

B. "Educationally appropriate"

For the purposes of supplemental online courses, educationally appropriate means an instructional delivery method best suited for an individual student to advance the student's academic standing toward meeting the learning expectations of the District and State graduation requirements for the student. The determination of educationally appropriate will be made by the District.

Access to Supplemental Online Courses

Only public school students enrolled in the District will be granted access to supplemental online courses. The District provides enrolled students the opportunity to participate in supplemental online courses that comply with the standard curriculum of the District. Once a student has made a request to enroll in supplemental online course(s), the District will take necessary steps to determine the educational appropriateness of the request and to make online course(s) available to that student. Whether a requested online course is educationally appropriate for a student will be determined by the Building Principal/Curriculum Director or his or her designee. Students may take supplemental online courses from online course providers selected and approved by the District that meet the criteria established by the Oklahoma State Board of Education (OSBE). The District shall not limit a student's access to supplemental online courses by either policy or application of internal or customary procedures. However, students taking supplemental online courses from a remote location will be responsible for providing their own equipment and Internet access.

Funding

The District shall provide funding for an enrolled student's participation in online courses in an amount not to exceed the previous year's general fund per pupil expenditure. District students will be allowed to take up to the academic equivalent of five (5) hours of supplemental online instruction per day at no cost to the student. Students wishing to take more online course instruction may do so at their own cost. The District is not responsible to pay an online course provider for online course instruction expenses incurred by a student that exceed the pro-rated portion of the general fund per pupil expenditure for the student. The District will bear no responsibility for payment or collection of any outstanding funds or fees owed by a student to an online course provider.

School Day and Attendance Standards

Public school students enrolled at the District may take supplemental online courses from a location inside or outside of the school site location and may take supplemental online courses outside the normal school hours of operation. Students who elect to enroll in supplemental online courses, regardless of when or where taken, are still required to complete the equivalent number of hours of instruction as regularly enrolled students in the District and must satisfy the same attendance requirements of the District.

Students enrolled in supplemental online courses must meet all state mandated compulsory attendance requirements and are not exempt from state truancy laws. Attendance and participation in a supplemental online course shall be monitored in accordance with District policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, and posting/submission of lessons. The student may be counted "in attendance" when the supplemental online course provider provides evidence of student/teacher/course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the District, reports that reflect daily attendance and participation. Such attendance/participation reports shall be provided to parents and the District on a weekly basis via electronic format. The supplemental online course provider must provide evidence that the student is making appropriate progress weekly and such reports shall be sent to the designated resident District office via electronic format.

Student Eligibility, Admissions and Enrollment

Online supplemental courses that are educationally appropriate shall be offered to all qualifying District students who meet the following criteria:

- A. The District offers individual academically approved and educationally appropriate online supplemental courses to students who are enrolled in the District. Students enrolled in supplemental online courses must meet all enrollment and eligibility criteria set by the District Student Residency Policy, the Oklahoma State Board of Education Rules, and state law. Only students who are enrolled in the District for the current school year are eligible to enroll in supplemental online courses.
- B. The admission process for students taking one or more supplemental online courses through the District shall be the same for students enrolled in traditional coursework.

- C. The District shall allow for ongoing and continuous enrollment for supplemental online courses that are compliant with state law and all applicable State Board of Education rules. Students may have input as to the selection of supplemental online course providers but the final determination and selection of the providers is left to the discretion of the District.
- D. Students enrolled in supplemental online courses shall have their progress monitored by the supplemental online course provider weekly. Progress reports shall be transmitted to the District's designated representative and the student's parent or guardian via electronic format. Such reports shall be reviewed by the District at least twice per month.
- E. All public school districts in Oklahoma shall recognize course credit issued for courses authorized through the Alternative Instructional Delivery Systems policy and regulation.
- F. Online course providers shall officially notify the District and parents in writing of the completion of each course the student takes within five (5) business days of completion. Course grades must be reported in the form of a percentage or in a manner consistent with District grading policies. The District shall use its established grading scale to convert the percentage to a letter grade or other notation consistent with District grading policies for transcript purposes.
- G. District policies regarding grading scales and credits earned shall be applied to supplemental online courses under the same criteria as courses offered by the District. A grade assigned for course credit from a supplement online course shall be treated the same as any other course offered by the District.
- H. Online course providers must report any change in a student's status (moving, dropping a course, etc.) immediately upon discovery or notification of the student's change in status.

Appeal Process

If a student's enrollment in a supplemental online course is denied based on a determination by the District that the course is not educationally appropriate, the parents or guardians of the student may appeal that determination to the District Superintendent. The District will notify the OSBE, Director of Instructional Technology, of any denial of a student's enrollment in online supplemental course(s), the reason for the denial, and any correspondence or information the District received in support of the student taking the online course.

Grace Period

A student may withdraw from a supplemental online course within fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A student who withdraws from any supplemental online course is still obligated to complete the equivalent number of classroom hours of education instruction that is required of students in the District in accordance with state law and District policy. The District shall not be required to pay an online course provider for any student enrollment of less than fifteen (15) calendar days.

Extracurricular and Co-curricular Activities

Students enrolled in one or more supplemental online course may participate in extracurricular activities sponsored by the District in accordance with District eligibility rules and policies, the Oklahoma Secondary Schools Athletic Association (OSSAA) rules and regulations, and any other rules and regulations of a private association governing regulation of the interscholastic activities and contests of schools.

Student Assessments

Each student enrolled in one or more online course will participate in required state-level academic assessments administered pursuant to state law in the same manner as other regularly enrolled students within the state. The results of the assessments shall be released to the District and the online course provider. No student will be allowed to enroll in an online course without submission of a signed Education Student Assessment Results Release Form or FERPA waiver.

Special Education Students

The District shall provide supplementary aids and services, program modifications, supports for personnel and accommodations set forth in a student's IEP or Section 504 Plan to enable a student to take supplemental online courses that have been determined to be educationally appropriate for the student by the student's IEP or 504 team members. Provisions in the IEP for related services shall be the responsibility of the District where the student is enrolled in accordance with the Individuals with Disabilities Education Act (IDEA). Enrollment in a supplemental online course does not abdicate, modify or alter the District's legal obligation under the IDEA.

CONTROVERSIAL ISSUES AND MATERIALS

PURPOSE: To establish guidelines for discussing controversial issues and using controversial materials.

It is the responsibility of the classroom teacher to select issues and materials for classroom presentation/discussion that are consistent with textbooks or standards and benchmarks in line with the approved curriculum. Where controversial issues may arise, the teacher must give due consideration to the significance and appropriateness of the issue, the students' knowledge and interest, and the adequacy and availability of related materials.

Appropriate regulations will provide for parents/guardians of the school community to challenge controversial materials used in the classroom or library.

Adopted: November 1982

Revised: May 2005

Cross Reference: 3306, Citizenship Education
3309, Teaching About Religion
3313, Multicultural Education
3406, Academic Freedom

CONTROVERSIAL ISSUES AND MATERIALS EVALUATION

A committee comprised of 12 members to be selected annually during the first month of school by the Chief Academic Officer will be formed to serve as a review team for challenged controversial materials being used in the schools. The following steps have been established to set out the procedures to assist the team in evaluating these materials.

- A copy of the form, *Citizen's Request for Re-evaluation of Materials*, will be given to a complainant by the principal/teacher.
- The form must be completed by the complainant and returned to the school principal, who will forward the form immediately upon receipt to the Chief Academic Officer.
- The Chief Academic Officer or designee will chair the committee and will send information to each committee member within five calendar days of receipt concerning the material to be reviewed.
- The committee will be asked to evaluate the classroom materials as to whether they are consistent with the Mission Statement of the District and appropriate to the relevant student's maturity, intellect and emotional capacities.
- A minimum of seven members of the committee will read, examine, and evaluate the material as it relates to the questions on the *Citizen's Request* form within 15 calendar days of a member's receipt of the materials.
- The committee will, within ten calendar days thereafter, make a written recommendation to the Superintendent as to what disposition of the material should occur.
- A notice of the committee's recommendation on the material will be sent to the principal, complainant, appropriate Education Service Center administrator, and Board of Education within three calendar days of the Superintendent's receipt of the committee's recommendation.
- Appeals of the committee's recommendation by the complainant must be directed in writing to the Superintendent or designee within five calendar days after receipt of the recommendation for a final nonappealable decision to be rendered by the Superintendent or designee.
- The Superintendent or designee shall review the matter in detail and obtain such additional information that is deemed necessary by the Superintendent or designee. The Superintendent or designee shall issue a final written nonappealable decision within 15 calendar days after receipt of the appeal as to what disposition of the material should occur. A copy of the decision of the Superintendent or designee shall be sent to all persons listed in paragraph 7 above.

ACADEMIC FREEDOM

PURPOSE: To define the Board's intention regarding academic freedom in its schools and classrooms.

Academic freedom is defined as the right and responsibility of educators and students to study, investigate, present, interpret and discuss facts and ideas relevant to the subject matter of the classroom and appropriate to the students' maturity and intellectual and emotional capacities. Academic freedom is used to guide students toward knowledge and understanding befitting free, reasoning and responsible citizens.

Academic freedom includes the freedom to engage in scholarship or other creative work in order to expand knowledge, and the freedom to teach and to learn in an atmosphere of free inquiry and exposition.

Teachers are entitled to academic freedom subject to responsible performance of their duties and within the authority of the Board to establish instructional standards.

This policy shall not limit the right and obligation of Tulsa Public Schools to determine for itself, on academic grounds, who may teach and what may be taught.

CHARTER SCHOOLS

PURPOSE: To establish guidelines for Charter Schools under the Oklahoma Charter Schools Act.

The Board, pursuant to Oklahoma statutes, may elect to sponsor a charter school for one or more of the following purposes:

- To improve student learning;
- To increase learning opportunities for students;
- To encourage the use of different and innovative teaching methods;
- To provide additional academic choices for parents/guardians and students;
- To require the measurement of student learning and create different and innovative forms of measuring student learning;
- To establish new forms of accountability for schools; and,
- To create new professional opportunities for teachers and administrators including the opportunity to be responsible for the learning program at the school site.

Charter schools are fully recognized as public schools; however, a charter school, to be so designated under Oklahoma law, must have attained/secured as a minimum the following:

- Formal approval of its proposal for sponsorship by the Board; and,
- Formal approval and publication of its charter (contract) to operate. Such charter (contract) approval shall be by both the Board and the governing board of the school.

District Responsibilities

- Receive, review, and recommend to the Board action concerning all written charter school proposals, as stipulated by the legislation, within the timelines established under the law.
- Upon positive action by the Board, develop for Board approval, in cooperation with the applicant, a charter (contract) for the charter school.
- Notify the State Board of Education of any approved schools and simultaneously provide copies of approved charters.
- Monitor charter schools' progress towards the goals, objectives and performance framework established in the charter.
- Monitor charter schools' financial status and fiscal operations.
- Make relevant recommendations as may be appropriate for Board consideration.

Eligible Grade Levels

The Board may sponsor charter schools to serve any grade or combination of grades from prekindergarten through grade 12.

Enrollment

A sponsor of a charter school shall not restrict the number of students a charter school may enroll. The capacity of the charter school shall be determined annually by the governing board of the charter school based on the ability of the charter school to facilitate the academic success of the students, to achieve the other objectives specified in the charter contract and to ensure that the student enrollment does not exceed the capacity of its facility or site. The charter school shall provide notice to the sponsor of its enrollment numbers no later than November 1 for the following school year.

Applicant Eligibility

A board of education of a public school district, public body, public or private college or university, private person, or private organization may contract with a sponsor to establish a charter school except that a private school shall not be eligible to contract for a charter school.

A charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. The Board may not authorize a charter school or program that is affiliated with a nonpublic sectarian school or religious institution.

Written Proposal and Charter (Contract) Development Process

In order to comply with all statutory time periods and requirements, and to allow for the completion of a charter (contract) with successful applicants, all completed proposals must be submitted and received in the Office of the Superintendent on or before September 1 of each year (or the next workday if September 1 falls on a weekend or a day when the district office is otherwise closed). This due date refers to schools planning to begin operations the following school year. For purposes of this policy, operations will be defined as providing educational instruction pursuant to an approved charter (contract) in compliance with Oklahoma law.

All proposals submitted soliciting Board sponsorship of a charter school shall utilize the proposal requirements as provided by the Board. Such proposals shall include completion of the Tulsa Charter School Proposal document as published by the Board and shall meet all due dates as published by the Board. Charter (contract) schools sponsored by Tulsa Public Schools are expected to be a signatory to the Tulsa Public Schools Charter Compact Agreement.

NOTE: Proposals soliciting sponsorship which do not provide all of the information required by the Board, or fail to meet the published timelines, and incomplete or tardy proposals may be considered as grounds for rejection of sponsorship.

Review of proposals shall go forward using a process and procedure as defined by and under the direction of the superintendent or designee. The process shall require complete review of each individual proposal received and shall lead to a written report evaluating the quality of the proposal. The written report shall be submitted with a formal recommendation for action to the Board.

The Board shall either accept or reject sponsorship of a proposed charter school within ninety (90) days of receipt of the proposal. Applicants whose proposals are rejected are eligible to appeal as specified by the Oklahoma Charter Schools Act.

All proposals for which sponsorship is authorized by the Board shall immediately initiate negotiations for the completion of the school's charter (contract). All charters (contracts) shall require formal approval by the Board and the governing board of the proposed charter school.

The State Board of Education shall be notified of the acceptance of sponsorship by the Board for any charter schools. A copy of the formally approved charters (contracts) shall be forwarded to the State Board of Education immediately upon approval.

Proposal Submission Process

All completed proposals must be received in the Office of the Superintendent on or before September 1 of each year (or the next workday if September 1 falls on a weekend or a day when the district office is otherwise closed). This due date refers to schools planning to begin operations the following school year. Such proposals must be received no later than 4:30 p.m. All proposals will be stamped with the date and time received. Upon request by the applicant, a proposal received after the prescribed date and time may be considered during the review cycle for the following year.

Term of Charter

An approved contract for a charter school shall be effective for five (5) years from the first day of operation. A charter contract may be renewed for successive five-year terms of duration, although the sponsor may vary the term based on performance, demonstrated capacities and particular circumstances of each charter school. A sponsor may grant renewal with specific conditions for necessary improvements to a charter school.

Charter Renewal

- Prior to the beginning of the fourth, or second to last year of operation as may be applicable, the charter school sponsor shall issue a charter school performance report and charter renewal application guidance to the school and the charter school board. The performance report shall summarize the performance record to date of the charter school, based on the data required by the Oklahoma Charter school Act and the charter contract and taking into consideration the percentage of at-risk students enrolled in the school, and shall provide notice of any weaknesses or concerns perceived by the sponsor concerning the charter

school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have forty-five (45) days to respond to the performance report and submit any corrections or clarifications for the report:

Prior to the beginning of the fifth, or final year of operation as may be applicable, the Charter school may apply for renewal of the contract with the sponsor. The renewal application guidance shall, at a minimum, provide an opportunity for the charter school to:

- Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal.
- Describe improvements undertaken or planned for the school.
- Detail the plan for the next charter term for the school.

The Board may deny the request for renewal if it determines the charter school has failed to complete the obligations of the charter (contract) or comply with the provisions of the Oklahoma Charter Schools Act. The Board shall give written notice of its intent to deny any request for renewal of the charter (contract) at least eight (8) months prior to the expiration of the charter (contract).

Termination of a Charter

The Board may terminate a charter (contract) during its term for failure to meet the requirements for student performance contained in the charter (contract) or established performance framework, failure to meet the standards of fiscal management specified, violations of law, or other good cause.

The Board shall give at least ninety (90) days written notice to the governing board of the charter school prior to terminating the charter (contract). The governing board of the charter school may request, in writing, an informal hearing before the Board within fourteen (14) days of receiving notice. The Board shall conduct an informal hearing before taking action. If the Board decides to terminate the charter (contract) the governing board of the charter school shall be eligible to pursue remedies as specified in the Oklahoma Charter School Law.

Student Placement

If a charter (contract) is not renewed or is terminated, all students who attended the charter school may enroll in another school consistent with the Board's placement rules including access to all eligible transfer options as may be available under Oklahoma law or Board policy.

Rights of Teachers

Any teacher who is employed by or teaching at a charter school and who was previously employed as a teacher by the sponsor shall not lose any salary status or any other benefit provided by law due to teaching at a charter school upon returning. Any teacher who is employed by or teaching at a charter school and who was employed by the sponsor immediately before such employment shall be given employment preference upon receipt of an application to return if:

- The application is received no later than three (3) years after ceasing employment with the sponsor; and,
- A suitable position is available.

Legal Reference

Oklahoma's Charter School Act (Title 70, Section 3-130) is incorporated herein by reference and made a part of this policy.

PERFORMANCE MANAGEMENT

PURPOSE: To recognize that measurement, analysis, and knowledge management serve as foundations in a continuous review process and to establish a review process for implementation of new and continuing initiatives.

The Board, in its continuous effort to achieve and maintain a fact-based, knowledge-driven system for improving performance, recognizes the necessity of reviewing key District initiatives and Key Performance Indicators leading to new initiatives and the continuation of existing programs. Therefore, the Superintendent or designee will evaluate and report the performance of proposed or existing wide-scale program implementation; complete or coordinate the completion of needs assessments, studies or evaluations to determine strengths and opportunities for improvement which may be required as a condition of a local, state or federal grant or award; and upon request from department heads, conduct annual evaluations, reports or analyses of projects and/or programs operated by that department.

PERFORMANCE MANAGEMENT

The Program Management Office shall be responsible for the planning, implementation, monitoring and evaluation required for the completion of all studies, needs assessments, independent or internal evaluations required as a condition of the receipt of a local, state or federal grant by the District. The Program Management Office shall be responsible for the receipt and disbursement of funds in the amount stipulated by a local, state or federal grant required for the completion of a study, needs assessment, independent evaluation or internal evaluation as stipulated within the grant or award.

The Program Management Office will establish and maintain an annual process through which it surveys Senior Leaders for initiatives and projects that require annual evaluations, reports or analyses to be conducted during the school year as follows:

1. Projects approved for implementation will be added to the District Research and Program Evaluation Calendar. All projects to be included on the Research and Program Evaluation Calendar must meet the guidelines and criteria as required by the Program Management Office.
2. For project requests that have no external source or internal department funding source available to support the requested project support, the extent to which submitted unfunded projects are accepted will be determined by the available funds and staff capacity of the Office of Program Management.
3. Rules and requirements for the review and release of a completed project will be developed and deployed by the Program Management Office.

ADULT EDUCATION PROGRAMS ADMINISTRATION

PURPOSE: To affirm the District's commitment to Adult Education.

The Adult Education programs will be organized and operated by the District to meet diverse educational needs of adults; out-of-school youth for basic, general, and occupational education; and organized groups within the community. The Superintendent or designee is charged with the responsibility for coordinating such programs.

The District operates specially funded programs that must be administered in accordance with particular federal and state laws and regulations. The Board, through its approval of such programs and acceptance of funds, is ultimately responsible for the programs even though many of the regulations governing them are established by another agency.

STUDENTS WITH DISABILITIES

PURPOSE: To establish compliance with applicable laws governing special education services for students with disabilities.

It is the policy of the District to facilitate compliance with the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act ("ADA") concerning the identification, evaluation, educational placement, and provision of a free appropriate public education to children with disabilities. The purpose of this policy is to ensure that the District fulfills its legal responsibilities to children who are or are suspected to be children with disabilities. The overall purpose of the Special Education and Student Services Department is to provide the administrative support necessary to ensure that the District is in full compliance with applicable federal and state laws and regulations and the *Policies and Procedures for Special Education in Oklahoma*.

The District will do so through the development and implementation of a comprehensive policies and procedures manual, which identifies the specific procedures the District and its employees will follow to maximize compliance. The construction and interpretation of the comprehensive policies and procedures manual shall be consistent with the mandatory provisions of the IDEA, Section 504, and the ADA, their implementing regulations, applicable Oklahoma law and regulations and the *Policies and Procedures for Special Education in Oklahoma*. The Department will periodically review the comprehensive policies and procedures manual, update it as needed and monitor its implementation across the District. The District will post the manual and any periodic revisions to it on the District's website. All District certificated staff members will be held responsible for the information and implementation of the policies and procedures contained in the manual.

Adopted: November 2004

Legal Reference: Title 70 O.S. 13-103, 104, 105, and 111

Individuals with Disabilities Education Act (IDEA) P.L. 101-476

Cross Reference: *The Policies and Procedures Manual for Special Education in Oklahoma*

ENGLISH LANGUAGE LEARNERS

PURPOSE: To establish an English Language Learners Program.

The Board recognizes English to be the primary language spoken and taught within the District. The Superintendent will provide programs, services and activities designed to meet all state and national academic standards for English language learners equivalent to those standards expected of all learners.

Adopted: November 1982

Revised: December 2004

ENGLISH LANGUAGE LEARNERS

Appropriate testing will be administered to students in grades PreK-12 whose primary language is other than English in order to determine English language skill proficiency in listening, speaking, reading, and writing. All English language learners will be identified for testing, appropriate placement, and specialized instruction.

GIFTED AND TALENTED EDUCATION

PURPOSE: To establish the requirement for the Board to annually approve the District Plan for Gifted and Talented Education to specifically comply with the state statute.

The District Plan shall include:

- Procedures for establishing gifted/talented committees at each school site.
- Processes for selection and assessment of children who demonstrate high performance capability in intellect, creative thinking, leadership, visual arts, and specific academic subjects.
- A description of differentiated curriculum that is consistent for grades one through twelve in pace, depth, scope and sequence.
- Criteria to annually evaluate the effectiveness of services provided in accordance with an approved site plan.
- Procedures for providing written notification to parents/guardians and a summary of the services offered to qualifying students.
- Gifted and Talented Advisory Board members who will serve two-year terms.
- Evidence of participation by the local gifted/talented advisory committee.
- Established qualification standards, required competencies, and duties of gifted instructional staff.
- Procedures to comply with required reports.
- A budget for District gifted child educational programs and services.
- A calendar of required meetings.

The Gifted and Talented Education Department will develop the District Plan, and once the Plan is adopted, the District Plan shall serve as the regulations for operation of Gifted and Talented services until the next annual plan is approved.

Adopted: November 1982

Revised: October 2014

Legal Reference: Title 70 O.S., 1210.301 - 1210.306

SECLUSION OF STUDENTS WITH DISABILITIES

PURPOSE: To define the circumstances under which District personnel may use seclusion for students with disabilities in compliance with SDE Guidelines for Minimizing the Use of Seclusion for Students with Disabilities in Oklahoma ("Seclusion Guidelines").

For purposes of this policy, the term "Seclusion" means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes situations where a door is locked as well as where the door is blocked by other objects or held by staff. Any time a student is involuntarily alone in a room and prevented from leaving should be considered seclusion regardless of the intended purpose of the name applied to this procedure or the name of the place where the student is secluded.

School personnel may use seclusion from students with disabilities only under the emergency circumstances identified in the Seclusion Guidelines and only if the elements identified by the Seclusion Guidelines exist.

The use of seclusion from students with disabilities shall also be subject to any additional requirements identified in the District's Special Education Procedures Manual.

EDUCATIONAL SERVICES FOR STUDENTS UNDER: SECTION 504 and TITLE II OF
THE AMERICANS WITH DISABILITIES ACT

PURPOSE: To ensure the implementation of Section 504 of the Rehabilitation Act of 1973 and Title II.

The District recognizes its responsibility to children who are or may be qualified persons with disabilities under Section 504 of the Rehabilitation Act of 1973 ("Section 504) and Title II of the Americans with Disabilities Act ("Title II"). In an effort to ensure that "no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance."

The District will develop procedures that ensure the implementation of Section 504 of the Rehabilitation Act of 1973 and Title II, as amended, which pertains to public schools. The intent of these procedures will be to ensure that all students with disabilities, who are eligible under Section 504/Title II, have access to a free, appropriate public education (FAPE).

Adopted: July 2006

Revised: April 2013

Legal Reference: Rehabilitation act of 1973 Public Law 93-112
Rehabilitation Act Amendments of 1974: Public Law 93-516
Executive Order 12250, 45 FR 72995 of 11/2/80
Rehabilitation Act Amendments of 1992: Public Law 102-569

PARENT REVOCATION OF CONSENT FOR SERVICES

PURPOSE: The board affirms the right of parents/guardians to revoke consent for all special education and related services for their child(ren).

Parents may request that their child(ren) no longer receive special education and related services. The request must be made in writing to the District. Upon receipt of a written revocation request, the District will follow the process provided by law to terminate the student's special education and related services and identify the student as a general education student for all purposes.

The board directs the superintendent or designee to develop and communicate a process for revocation of consent for special education services.

PARENT REVOCATION OF CONSENT FOR SERVICES

A parent must submit a written request to revoke consent for the parent's child to receive special education and related services under the IDEA. Parents cannot revoke consent for less than all services.

Upon receipt of a written revocation request, the District will promptly submit a *Prior Written Notice to Parents* form to the parent before ceasing services. In the *Written Notice*, District personnel may express disagreement with the parent's decision; however, the parent has the right to revoke consent despite such disagreement.

In completing the *Written Notice*, District personnel will use language that is understandable to the general public regarding the change in educational placement and services that will result from the revocation of consent. In the *Written Notice*, District personnel should include language informing the parent that the student will be treated as a student without a disability for disciplinary purposes after the revocation takes effect. District personnel will also provide the parent with a copy of *Parents Rights in Special Education: Notice of Procedural Safeguards*. Unless the parent indicates to District personnel that the parent has changed his or her mind about the revocation, the child will be removed from all special education and related services and will be treated for all purposes as a general education student following expiration of no more than ten calendar days from the parent's receipt of the *Written Notice* form.

A child's removal from all special education and related services does not require removal of any documentation from the child's education records concerning his or her prior receipt of special education and related services. If a parent requests the removal of such information from the student's education records, then District personnel will follow the process set out in the District's Student Records policy.

At any time after revocation, the parent may request that the student be reenrolled in special education. The District will treat the request as a request for an initial IDEA evaluation.

If a parent revokes consent prior to the administration of a statewide assessment, the District will not provide the assessment accommodations that were previously included in the student's IEP. The student will not be eligible to take an alternate assessment.

If a student age 18 or older revokes consent for services under the IDEA, the District will follow the process stated in this Regulation, except that District personnel will send the *Written Notice* and *Parents Rights* forms to both the student and the parent.

CAREER AND TECHNOLOGY EDUCATION

PURPOSE: To require that career and technology education be offered to secondary students.

The District will provide Career and Technology Education opportunities for students to explore, plan, and prepare for future careers, cooperating with state and community employers, agencies, postsecondary institutions, and organizations.

Adopted: November 1982

Revised: August 2004

POSTING VACANCIES

PURPOSE: To require the posting of certain vacancies.

Any vacancy in promotional positions, including but not limited to cabinet, executive directors, directors, coordinators, principals, assistant principals, and teachers on special assignment will be posted and/or advertised for at least 20 calendar days, exclusive of holidays, or as required by negotiated agreement.

Adopted: March 2005

Legal Reference: Negotiated Agreement, Summer 1986

POSTING VACANCIES

Full-Time Vacancies

Any vacancy in promotional positions, including but not limited to cabinet, executive directors, directors, coordinators, principals, assistant principals, and teachers on special assignment, will be posted at least 20 calendar days, exclusive of holidays. Positions may be filled five working days after publication. Acting positions will be advertised in the same manner as permanent positions during the spring of the year; however, the Administration reserves the right to appoint employees to acting positions on a temporary basis, not to exceed the remainder of a school year, when time does not permit advertising to occur.

Posting of vacancies during the summer months will be on the bulletin board on the first floor of the Education Service Center and the Internet website. Notices of vacancies in department chair positions will be posted by the principal within the individual building for a like period. Such notice will clearly set forth the qualifications and compensations of the position. A copy of every such notice, excepting those for department chairpersons, will be delivered to the Association at the time of such posting.

Within 20 calendar days, exclusive of holidays, following the initial posting of the vacancy, any employee desiring to fill such vacancy will file an application with the Superintendent in writing on an approved form provided by Human Resources Department. Applications for department chairpersons will be made in writing to the building principal.

When vacancies occur in promotional positions, those employees with written requests on file for such positions will receive first consideration, provided they are qualified for the position. When vacancies are to be filled, the person considered best qualified from among all who apply within and without the District will be selected. If the position requires a certification and a certified person is not available, then one who is willing to obtain certification will be considered upon recommendation by the department head or building principal.

Coaching and Other Special Assignments

Coaching vacancies will be advertised in the *Superintendent's Bulletin* and posted in the buildings involved. If such a vacancy should occur in a high school, teachers who qualify and are already assigned to that school shall be given the opportunity to apply and strong consideration for the position.

When there is a vacancy in any sponsorship within a building, a notice of vacancy will be posted in the building for a period of not less than five working days before the position is filled.

Issued: November 1982

Revised: March 2005

Legal Reference: Negotiated Agreement, Summer 1986

CRIMINAL RECORD SEARCH FOR EMPLOYEES AND PROSPECTIVE EMPLOYEES

PURPOSE: To establish the requirement for a criminal record search for employees and prospective employees.

Applicants

The District shall obtain the results of a felony record search of the name of every prospective District employee. Applicants will be advised that:

1. A criminal record search of every prospective employee's name as a condition of employment is a requirement.
2. Applicants must complete and sign a *Background Report Authorization and Release* form allowing the District to request the felony record search.
3. A felony record search will only be requested if the Superintendent intends to recommend employment of the applicant.
4. The applicant, if placed on duty before receipt of the felony search results, will be classified as a temporary employee, for a period not to exceed 60 days, until the District is satisfied the search is clear of any criminal record.

If the criminal record search discloses a prior conviction for a felony offense, misdemeanor sex offense or drug crime, or if the applicant provides a false response to one or more of the questions on the *Background Report Authorization and Release* Form, the applicant will be denied employment and, if placed on duty before receipt of the search results, the applicant shall be deemed to have resigned from employment with the District.

Employees

If the Superintendent receives credible information indicating a District employee has been convicted of a felony, misdemeanor sex offense or misdemeanor drug crime, the Superintendent or designee shall have the right to conduct a felony record search. The District will pay the search fee. If the search report shows that the employee has been convicted of an unpardoned felony, misdemeanor sex offense or misdemeanor drug crime, the employee will be furnished with a copy of the search report and will be provided a conference with the Superintendent or designee. The employee will then have the opportunity to rebut the search report. An employee who has been convicted of an unpardoned felony, misdemeanor sex offense, or misdemeanor drug crime will be dismissed or not reemployed as provided by Oklahoma law.

Adopted: July 1994

Revised: February 2005

Reference: 4205, Employee Criminal Record

Legal Reference: Title 70 O.S., 5-142

HIRING EMPLOYEES

PURPOSE: To establish guidelines for the recommendation of hiring employees.

All nominations for positions, except that of the Superintendent of Schools, will be made to the Board in writing, by the Superintendent or designee. The District may employ personnel on a part-time, substitute and/or temporary basis as needed. Each nomination will be made with reference to a position and a salary, based on the job description and job classification to which the nomination is being made. The first day of employment for new hire personnel will not occur until the day immediately following final board approval. New hire personnel will be required to complete a criminal background check, and drug screening and obtain State Department of Education Certification (if position requires) prior to the first day of employment.

Limited exceptions to this policy may be granted by the Superintendent or designee when there is an absolute critical need to fill the vacant position; however under no circumstances will the requirements of criminal background check, drug screening or State Certification be waived.

EMPLOYEE ASSIGNMENTS AND TRANSFERS

PURPOSE: To establish guidelines for employee voluntary and involuntary administrative assignments and transfers.

The basic consideration in the assignment and transfer of employees is the well-being of instructional programs and the impact to the overall best interest of the District. Appropriateness of such assignments and transfers has a significant impact on educational and operational effectiveness and as such, warrants administrator's utmost consideration.

Assignments and transfers may be initiated by the Superintendent or another administrative officer for any purpose if, in the judgment of either, they are for the welfare of the employee or in the best interest of the District. A voluntary administrative transfer or reassignment will be made only after concurrence with both the losing and gaining administrator and conference between the employee involved and the Superintendent or designee. Upon approval, the employee will be notified of the new assignment and the reasons for and date of the transfer. In the determination of a reassignment or transfer request, the convenience and wishes of the individual employee will be considered to the extent they do not conflict with the best interests of the students and the District.

Members of the same family, husband/wife, or persons related to the extent of son, daughter, brother, sister, father, mother, and corresponding in-laws may be assigned to work in the same school or office if such assignment will maintain or enhance the educational program. Such assignments will not be made where one member of the family will have supervisory or evaluative responsibilities over another member. Should conflicts or relationships develop that create school-community or intra-staff problems, the Administration reserves the right to make such administrative transfers as is necessary to resolve the problem.

The Superintendent or designee reserves the right to appoint employees to "acting" and "interim" positions on a temporary basis. For the purpose of this policy an "acting" position is defined as one in which the appointee will carry out or perform the duties of another, when the incumbent is unavailable to do so; such as during a period of a leave of absence. An "interim" position is defined as one in which the appointee is placed to serve temporarily within a vacant position until a permanent replacement can be elected or appointed. Employees appointed in "interim" positions must apply for full time consideration of the position and will not be permanently placed into the position without following the policies of job postings and hiring.

For more detailed information the negotiated agreements should be consulted.

Adopted: November 1982

Revised: February 2013

Reference: TCTA Negotiated Agreement 2012

PERSONNEL RECORDS AND FILES

PURPOSE: To establish guidelines for the maintenance and release of personnel records and files.

The District will maintain a complete and current personnel file for all employees. All employee personnel records are confidential and will be made available only to authorized administrative personnel, District legal advisor, the employee, and persons authorized in writing by the employee. Release of personnel records will be in accordance with the applicable regulation.

Upon written request, employees will have the right to review the contents of their personnel file, except for confidential references given at the time of employment or at time of application for promotion. At the employee's request, a representative of the applicable association may accompany the employee in such review. The review will be made in the presence of the administrator responsible for the safekeeping of such file. A copy machine will be available for the employee to make copies of the contents. The cost of copies may be charged to the employee.

Adopted: November 1982

Revised: February 2005

PERSONNEL RECORDS AND FILES

Open Records Request for Information

Except for employee personnel records that are public records under the Oklahoma Open Records Act, all employee personnel records are confidential and will be made available only to authorized administrative personnel, District legal advisor, the employee, and persons authorized in writing by the employee. Before granting access to an employee's personnel file pursuant to a proper request under the Oklahoma Open Records Act, the Chief Human Resources Officer or designee will redact all items in the file that are not public records under the Oklahoma Open Records Act.

When a proper request for access is made under the Oklahoma Open Records Act, Human Resources will advise the employee of the request.

Employment References

The Human Resources Department's response to requests for employment references shall be limited to confirmation that the individual is or was an employee of the District, the dates of employment, and the position held by the employee. Unless allowed by law, no other information will be furnished as a part of an employment reference except when the District receives a written consent to release information signed by the employee. All requests for employment references shall be directed to the Chief Human Resources Officer. Employees may obtain forms appropriate for releasing information from the Human Resources Office.

The District shall only release information that is consented to by the employee or former employee unless the record or document sought is a public record. Accordingly, if the employee limits the consent to release records to certain named documents, the District shall only provide the prospective employer with the materials or documents expressly identified in the release. In the event the District's representatives are unable to determine the materials or documents to be released because the release is unclear, the employee or the prospective employer will be advised that the release is unclear and no information will be released until the employee delineates in writing, to the satisfaction of the District, the material or documents covered by the employee's consent for release of information.

CREATION / DELETION OF PROFESSIONAL AND
SUPPORT STAFF POSITIONS

PURPOSE: To establish the process for creating and deleting professional and support staff positions.

All professional and support staff positions will be created or deleted by the Board on recommendation from the Superintendent or designee. A completed create/delete request must be submitted to the Human Capital Department, Director of Compensation and Benefits. Upon receipt, the request will be submitted to the Job Classification Review Committee for staffing and approval. All new positions must have final board approval before posting the position. The Superintendent or designee will maintain an up-to-date record of all positions, via the official Tulsa Public Schools organizational chart.

An increase in duties or an addition/change to a job description as a basis for a recommendation for increased compensation will be deemed to be a “new” position.

ARRANGEMENT FOR AND EMPLOYMENT OF INSTRUCTIONAL STAFF SUBSTITUTES

PURPOSE: To establish guidelines for instructional staff to report absences and for the employment of instructional staff substitutes.

Instructional staff are required to report all absences. Unless otherwise specified in writing by the building principal, instructional staff must notify the site administrator or designee as well as *SubFinder* of any absence. If, for any reason, a staff member is unable to report the need for a substitute to *SubFinder*, the site administrator or designee may report the need for a substitute to *SubFinder*.

Employment of substitute teachers shall be in accordance with regulation created by Superintendent or designee.

ARRANGEMENT FOR INSTRUCTIONAL STAFF SUBSTITUTES

Reporting an Absence

- Teachers are required to report all absences directly to *SubFinder*. Unless otherwise specified by the building principal, teachers must notify their site administrator as well as *SubFinder*. The *SubFinder* number may be used to report an absence 24 hours a day. In order for *SubFinder* to work properly, all absences must be reported as soon as possible.
- *SubFinder* will not accept any absences reported after 7:00 a.m. on the day of the scheduled absence. There are occasions when a teacher will be unable to report a need for a substitute prior to 7:00 a.m. In this event, or in the event *SubFinder* is unavailable for any reason, teachers must notify their site administrator of the need for a substitute.
- If, for any reason, a teacher is unable to report the need for a substitute to *SubFinder* in accordance with the times set above, the site administrator may, in lieu of the teacher, report the need for a substitute to *SubFinder*.
- All absences must be reported in *SubFinder*. When calling *SubFinder*, the teacher should be prepared to enter the following information:
 - Employee PIN number.
 - Date (MMDD) and times of the absence.
 - Reason for the absence.
 - Is a substitute required? If a specific substitute is requested, you must have the ID number of that substitute.
 - Are there any special instructions for the substitute, such as field trip, special needs, etc.?

When reporting a multi-day absence, the dates of absence should be entered under one job using the specific dates and times menu. Entering the absence under one job will ensure continuity of having the same substitute for all days of the absence. When reporting an absence, always wait for the JOB NUMBER before disconnecting or the absence will not be recorded.

Contacting the Substitute

- The site administrator may contact a specific substitute to cover the teacher's absence. This absence still needs to be reported in *SubFinder* using the substitute's ID number as the prearranged substitute.
- Whenever a site administrator is able to establish that a substitute will be needed the day before the substitute is required, the site administrator or teacher will contact the *SubFinder* Calling System to report the absence. All certified staff in a building, other than the administrator, must report absences to *SubFinder*.

Notification of Return

The absent teacher must notify the principal no later than 2:00 p.m. if the teacher expects to return the next teaching day. Should the teacher fail to notify the principal and both the teacher and the substitute report the following day for assignment, the teacher is subject to the loss of one-half (1/2) day of substitute deduct pay. If the teacher is not returning, the absence must be reported in *SubFinder* again. To retain the same substitute for additional days, the site administrator or secretary will need to report the absence in *SubFinder* as "prearranged." By following these procedures, the possibility of duplicating substitutes is reduced or eliminated.

Absence Arrangements Made in Advance

- Teachers should arrange with principals for absences that may be set up in advance. These should be reported to *SubFinder* as far in advance as possible.
- Absences approved for professional reasons should be reported to *SubFinder*.

EMPLOYMENT OF SUBSTITUTE TEACHERS

The board of education employs substitute teachers to follow the daily lesson plan provided by a regular classroom teacher who is unable to be present in his/her class. Individuals wishing to perform duties as a substitute teacher must be annually approved by the board or be subsequently approved by the board for inclusion on the district's master list of substitute teachers. Only substitute teachers included on the district's approved substitute list will be employed by the district. All substitute teachers will be paid at the annual board approved substitute rate of pay.

Prior to employment with the district, a substitute teacher shall be required to undergo a background check pursuant to the board's policy governing criminal records searches, subject to applicable exceptions under the law.

The employment of an individual substitute teacher within the district shall be limited as follows:

- maximum of 90 days per school year if the substitute does not have a current or lapsed/expired teaching certificate or the minimum of a bachelor's degree, with a maximum of 90 days in the same assignment;
- maximum of 100 days if the substitute has a lapsed/expired Oklahoma certificate or possesses a minimum of a bachelor's degree, with a maximum of 100 days in the same assignment; or
- no limit on the number of days within the district or in the same assignment if the substitute holds a valid Oklahoma certificate.

In the event the district is unable to locate a substitute teacher with a valid Oklahoma certificate to teach special education for students with physical and or mental disabilities, the limitations outlined above may be waived. Prior to waiving these restrictions, the administration will contact the Oklahoma State Board of Education and other local resources to determine the availability of a certified substitute teacher. Substitute teachers teaching special education for more than fifteen (15) consecutive or thirty (30) total days must receive annual (per school year) training prescribed by the Oklahoma State Board of Education.

EMPLOYEE PROBATION

PURPOSE: To define probationary time limits.

All first-term appointments to any teaching position shall be probationary for a period of three years. Any former employee returning to a teaching position will begin a new three-year period of probation.

A temporary contract teacher who works a complete school year and is reemployed without interruption will have that year of service count as one of the three probationary years.

All new support employees, or permanent support employees appointed to new positions, will be on probation for one year from the date of hire or appointment.

EMPLOYEE CRIMINAL RECORD

PURPOSE: To require all employees to report if they have been charged or convicted of certain criminal activity.

On an annual basis, all District employees who are employed on September 1 of each year are required to truthfully answer the Annual Criminal Report questionnaire.

Refusal by the employee to sign and return the required questionnaire or giving false information or misinformation on the questionnaire will constitute insubordination and willful neglect of duty and may be the basis for disciplinary action, including termination of employment.

It is the duty of every employee within ten days of any of the following occurrences to notify, in writing, the Superintendent:

1. If the employee is charged with a felony or misdemeanor sex or drug crime.
2. If the employee enters a plea of guilty or nolo contendere to a state (any state) or federal felony charge.
3. If the employee is convicted of a state (any state) or federal felony offense.
4. If the employee enters a plea of guilty or nolo contendere to a misdemeanor offense that originally was a state (any state) or federal felony charge.
5. If the employee enters a plea of guilty or nolo contendere or has been convicted of a state (any state) or federal misdemeanor charge involving illegal chemical substances or illegal sexual activity.
6. If the employee enters into a deferred prosecution agreement with a state (any state) or federal prosecutor.

Failure to provide the referenced information, in writing, to the Superintendent within the ten-day period may result in termination for insubordination and willful neglect of duty.

In accordance with Oklahoma Statute, Title 57, Section 589, an annual name search will be conducted against the Oklahoma Sex Offenders Registry and the Mary Rippy Violent Crime Offenders Registry of all district employees who provide or offer services to secondary students and children.

At the discretion of the Board, up to five percent of the total staff (certified, support and administrative) may be randomly selected each year for a complete criminal record check to be conducted in the same manner as pre-employment criminal record checks for all employees.

Adopted: April 1999
Revised: April 2015
57 O.S. 589

Reference: 4102, Criminal Record Search for Employees and Prospective Employees

EVALUATION OF STAFF

PURPOSE: To require the annual evaluation of staff and require assistance programs when performance is less than satisfactory.

The Superintendent or designee will evaluate all professional and support staff including teachers, principals, assistant principals, counselors and central office administrators. Evaluations for employees who are covered by collective bargaining agreements will be done in accordance with the negotiated agreement. These staff members are expected to participate fully in this appraisal process.

The Superintendent or designee will develop a professional assistance program

Adopted: November 1982

Revised: May 2005

Legal Reference: Title 70 O.S., 6-102.2, H. B. 1017

REASSIGNMENT OF TEACHERS

PURPOSE: To establish guidelines for the reassignment of teachers.

Reassignments of teachers will be made in accordance with negotiated agreements.

Adopted: May 2005

Legal Reference: TCTA Negotiated Agreement Summer, 1984, 1985, and 1986

SUSPENSION AND DISMISSAL OF SUPPORT STAFF

PURPOSE: To establish guidelines for the suspension and dismissal of support employees.

If an employee violates the terms of the employment contract, the Superintendent or designee has the right to recommend suspension or dismissal of the employee.

If an employee is charged with a felony offense or any misdemeanor offense involving moral turpitude, the Superintendent or designee has the right to suspend the employee, with pay, pending the outcome of the charge.

Any employee who is convicted of a felony offense or a misdemeanor offense involving moral turpitude is subject to dismissal by the Board upon recommendation of the Superintendent or designee.

Adopted: November 1982

Revised: May 2005

Legal Reference: House Bill 1008

TERMINATION OF EMPLOYMENT

PURPOSE: To establish the process for recommending employee termination or non-renewal.

The Board requires that administrators supervising the work of employees must provide the Superintendent or designee with appropriate evidence concerning the cause or causes that led to a recommendation of dismissal or non-renewal of contract. Where applicable, documentation must exist that indicates ways in which the administrator has endeavored to help the person become a more effective employee.

Established By Law

Revised: February 2005

Legal References: Title 70 O.S., 6-103, 103.1, 103.2, 103.3, 103.4, 103.5, 103.15,
Title 70 O.S., 18-123

SCHOOL VOLUNTEERS AND MENTORS

PURPOSE: To establish clear guidelines for school volunteers and mentors

The Board recognizes that school volunteers and mentors provide a valuable service to the District and authorizes the Superintendent or designee to develop and deploy an effective volunteer program that includes the recruitment and selection of school volunteers and mentors.

Procedures will be established for screening and training all volunteers and mentors in the District. An outside organization may be utilized to provide training. Criminal and Sex Offender Registry background checks may be required for all individuals providing personal or group mentoring for students. Written reports will be made to the Superintendent or designee.

SCHOOL VOLUNTEERS AND MENTORS

The following process will be followed for the recruitment, selection, assignment, and recognition of school volunteers and mentors:

Principals

Principals may recruit volunteers via PTA, enrollment, and home visits.

Principals designate someone from each site to serve as a Volunteer Facilitator.

Principals receive completed applications, copy the District Volunteer Office, and determine the need for a background check.

Site Volunteer Facilitators

Site Volunteer Facilitators will retain records for all volunteer assignments and report the number of monthly volunteer hours to the District Volunteer Office for entry in the District volunteer data base.

Volunteers

Volunteers may access information via school site, TPS web page, through a volunteer facilitator, or Partner in Education Program.

Volunteers may contact the District office or school site where the principal informs volunteer as to the available opportunities.

Volunteers complete an application and return to the school principal.

Volunteers will be informed of training opportunities by the District Volunteer Office in a variety of formats.

District Volunteer Office

The District Volunteer Office completes the background check process and report results to the principal. If the results are challenged, the District will refer the challenge to its attorney for a final eligibility decision.

If a background check is not needed, the principal may assign the volunteer immediately. An annual recognition event will be held to honor all volunteers

EMPLOYEE PARTICIPATION IN POLITICAL ACTIVITIES

PURPOSE: To establish guidelines for employee political candidacy and office.

Any employee may be granted an unpaid leave of absence by the Superintendent or designee for up to one year in order to become a candidate for public political office. The grant or denial of the leave of absence to be a candidate will be made on a case-by-case basis as the best interests of the District may dictate. If the employee candidate is unsuccessful in the election, then the employee candidate must return to work within 30 days of the election or will be deemed to have resigned on that date.

If elected, the employee may return to employment after the initial term of office has expired. If the employee elected to office does not return to work within 30 days of the expiration of the initial term of office, then the employee will be deemed to have resigned on that date. The employee will be reinstated at the entitled salary step/grade at the time the leave was granted. The employee will be returned to a comparable position when a position becomes available.

A leave of absence for the purpose of seeking political office, or for holding office, will be arranged between the individual and the District administration within the framework of District regulations and law.

Employee candidates engaging in political activity will make it clear their statements and actions are their own as individuals and they in no manner represent the views of the District.

Employee candidates will not engage in campaign activity on District premises during instructional hours or at any time that is disruptive to an educational activity.

Any employee seeking a leave of absence under this policy will apply for such leave in writing in the usual manner and will receive a reply in writing.

SMOKING AND VAPORIZERS ON SCHOOL PREMISES BY EMPLOYEES AND PATRONS

PURPOSE: To prohibit smoking and the use of tobacco products on District property and in District vehicles.

Smoking and the use of all tobacco products is prohibited on District property, including in District vehicles, personal vehicles and at District sponsored events 24 hours a day, seven days a week. If patrons and visitors refuse to abstain from using tobacco, they will be asked to leave the property. Any outside agency using the district's facilities, including stadiums must abide with this policy.

Prohibited products include, but are not limited to: cigarettes, cigars, loose tobacco, rolling papers, snuff, chewing tobacco, e-cigarettes, personal vaporizers, and electronic delivery systems, or any other form of tobacco product.

Smoking means the carrying by a person or having access to a lighted cigar, cigarette, pipe or other lighted smoking article. Smoking also includes using products which mimic or simulate smoking behavior, regardless of whether such products actually contain tobacco. This prohibition includes but is not limited to e-cigarettes, personal vaporizers, and electronic nicotine delivery systems.

Site managers and supervisors are responsible for the enforcement of this policy. Employee violations will be addressed using disciplinary policies inclusive of due processes for employees.

The District will promote the relevant cessation hotline to ensure awareness of the statewide services that are available.

Signs will be posted at school property entrances that the facility is tobacco free.

Adopted: June 1987

Revised: December 2018

Cross Reference: 2108, Tobacco Use or Possession by Students

Legal Reference: Title 63 O.S., 1-1521, 1522, 1523, 1524, 1525, 1526, 1527

SCHOOL BUILDING ADMINISTRATION

PURPOSE: To define the expectations for the principal's areas of responsibility.

The administrative head of a school will be designated as the principal. The principal will be immediately responsible to the Superintendent or designee. All professional and support employees assigned to the school are responsible to the principal. The principal's areas of responsibility include curriculum and instruction, staff, budget, the physical plant and community relations.

STAFF INVOLVEMENT IN DECISION-MAKING

PURPOSE: To involve staff in the planning and goal-setting process for the District.

The Superintendent or designee will develop channels for the exchange of ideas among the staff. The Board, through the Superintendent, may require staff to contribute expertise in developing policies and regulations, and in establishing goals for the District, as well as in planning for curriculum, budget, and facilities.

Adopted: November 1982

Revised: January 2005

RESIGNATIONS

PURPOSE: To require employees to give notice of resignation.

Resignations are irrevocable when submitted and may be accepted or rejected by the Superintendent or designee at any time.

Resignations will be effective at 4:30 p.m. on the resignation date requested.

Issued (as regulation): November 1982

Adopted (as policy): February 2005

Revised: March 2013

Reference: TCTA Negotiated Agreement 2012, Resignations, page 27

USE OF ALCOHOL AND ILLEGAL CHEMICAL SUBSTANCE BY EMPLOYEES

PURPOSE: To prohibit the possession and/or use of alcohol, or illegal chemical substances and lawful substances used for an abusive purpose while on duty or on District property and to provide authority to the superintendent to establish procedures for drug and alcohol testing of employees and applicants under certain circumstances.

Employees may not use, possess, distribute, purchase, sell, or be under the influence of alcohol or illegal chemical substances or lawful drugs being used for an abusive purpose.

District policy and relevant regulations apply to all employees of the District, regardless of position, title, or seniority. The Board recognizes that all employees have certain personal rights guaranteed by law. This policy is intended to protect those rights.

The superintendent is authorized and directed to promulgate and keep current, in accordance with applicable law, regulations for drug and alcohol testing of employees and applicants.

**ALCOHOL AND DRUG TESTING OF EMPLOYEES AND APPLICANTS
FOR EMPLOYMENT (OTHER THAN BUS DRIVERS)**

Purpose: By this regulation, applicants and employees are placed on notice that the school district may test individuals for alcohol and illegal chemical substances. This policy does not apply to bus driver employees or applicants, who are subject to regulation 4406-R2.

Statement of Intent

1. The safety of students and employees of the school district is of paramount concern to the board.
2. An employee who is under the influence of alcohol or an illegal chemical substance when the employee is on duty or on school property poses serious safety risks to students and other employees.
3. The use of alcohol and illegal chemical substances has a direct and adverse effect on the safety, personal health, attendance, productivity and quality of work of all employees and the safety of all students.
4. Scientific studies demonstrate that the use of alcohol and illegal chemical substances reduces an employee's ability to perform his job beyond the time period of immediate consumption or use.
5. The board recognizes that all employees have certain personal rights guaranteed by the Constitutions of the United States of America and the State of Oklahoma as well as by the Oklahoma Standards for Workplace Drug and Alcohol Testing Act ("Act"), OKLA. STAT. tit. 40 § 551 et seq., as amended. This policy will not infringe on those rights.
6. Due to the devastating impact that the use of alcohol and illegal chemical substances can have on the safety of students and employees and their adverse effect on an employee's ability to perform the employee's job, the board will not tolerate employees who use, possess, distribute, purchase, sell or are under the influence (as defined in the policy) of alcohol or illegal chemical substances when on duty or while on school property.
7. This policy will apply to all employees of the school district regardless of position, title or seniority except bus drivers. The testing of bus drivers for alcohol or illegal chemical substances is exclusively governed by the school district's policy on Alcohol and Drug Testing for Drivers and the federal Omnibus Transportation Act of 1991. Bus drivers whose job assignment involves duties independent of bus driving shall be subject to this policy as to all non-bus driving duties.
8. Violations of this policy will subject the employee to disciplinary action, including, but not limited to, termination.

Definitions

1. "Applicant" means a person who has applied for a position with an employer and received a conditional offer of employment, or an existing employee seeking transfer or reassignment to a different position, or an existing employee who is being transferred or reassigned to a different position.
2. "Employee" means any person who supplies labor for remuneration to his or her employer in this state and shall not include an independent contractor, subcontractor or employees of an independent contractor; provided, however, an independent contractor, subcontractor, or employees of an independent contractor, may be subject to a workplace drug or alcohol testing policy under the terms of the contractual agreement when the drug or alcohol testing policy applies to other workers at the job site or workers who are in the same or similar classification or group.
3. "Alcohol" means ethyl alcohol or ethanol.
4. "Illegal chemical substance" means any substance which an individual may not sell, possess, use, distribute or purchase under either Federal or Oklahoma law. "Illegal chemical substance" includes, but is not limited to, all scheduled drugs as defined by the Oklahoma Uniform Controlled Dangerous Substances Act, all prescription drugs obtained without authorization and all prescribed drugs and over the counter drugs being used for an abusive purpose. Notwithstanding the foregoing, this term shall not mean medical marijuana use authorized by state law.
5. "Under the influence" means any employee of the school district or applicant for employment with the school district who has any alcohol or illegal chemical substance or the metabolites thereof present in the person's body in any amount which is considered to be "positive" for such alcohol or drug or drug metabolites using any scientifically substantiated alcohol or drug use screen test and alcohol or drug use confirm test.
6. "Positive" when referring to an alcohol or drug use test administered under this policy means a toxicological test result which is considered to demonstrate the presence of alcohol or an illegal chemical substance or the metabolites thereof using the cutoff standards or levels determined by the State Board of Health or in the absence of such State Board cutoff levels, the cutoff levels customarily established by the testing laboratory administering the alcohol or drug use test.
7. "School property" means any property owned, leased or rented by the school district, including but not limited to school buildings, parking lots and motor vehicles.
8. "Drug or alcohol test" means a chemical test administered for the purpose of determining the presence or absence of a drug or its metabolites or alcohol in a person's bodily tissue, fluids or products. Adulteration of a specimen or of a drug or alcohol test shall be considered as a refusal to test.
9. "Confirmation test" means a drug or alcohol test on a sample to substantiate the results of a prior drug or alcohol test on the same sample and which uses different chemical principles and is of equal or greater accuracy than the initial test.

In instances when a breathalyzer test is used, a confirmation test means a second sample test that confirms the prior result. Where a single use test is utilized, a confirmation test means a second test confirmed by a testing facility.

10. "On duty" means any time during which an employee is acting in an official capacity for the school district or performing tasks within the employee's job description, including the taking of an annual physical examination.
11. "Bus driver" means:
 - A. a school district employee who is required to have a commercial drivers' license ("CDL") to perform the employee's duties;
 - B. employees of independent contractors who are required to have a CDL;
 - C. owner-operators;
 - D. leased drivers; and
 - E. occasional drivers.
12. To the extent not specifically defined herein, the definition of any term, word or phrase found in this policy shall be as set forth in the Act.

Procedures for Alcohol or Illegal Chemical Substance Testing

1. Any alcohol or drug use test administered under the terms of this policy will be administered by or at the direction of a testing facility licensed by the Oklahoma State Department of Health ("Department") and using scientifically validated toxicological methods that comply with rules promulgated by the Department. Testing facilities shall be required to have detailed written specifications to assure chain of custody of the samples, proper labeling, proper laboratory control and scientific testing. All aspects of the alcohol and drug use testing program, including the taking of samples, will be conducted so as to safeguard the personal and privacy rights of applicants and employees. The test sample shall be obtained in a manner which minimizes its intrusiveness.

In the case of urine samples, the samples must be collected in a restroom or other private facility behind a closed stall or as otherwise permitted by the Department or its board; a sample shall be collected in sufficient quantity for splitting into two (2) separate samples, pursuant to rules of the State Board of Health, to provide for any subsequent independent analysis in the event of a challenge of the test results of the main sample; the test monitor shall not observe any employee or applicant while the sample is being produced but the test monitor may be present outside the stall to listen for the normal sounds of urination in order to guard against tampered samples and to insure an accurate chain of custody; and the test monitor may verify the normal warmth and appearance of the sample. If at any time during the testing procedure the test monitor has reason to believe or suspect that an employee/applicant is tampering with the sample, the test monitor may stop the procedure and inform the test coordinator. The test monitor shall be of the same gender as the applicant/employee giving the sample.

The test monitor shall give each employee or applicant a form on which the employee or applicant may, but shall not be required to, list any medications he has taken or any other legitimate reasons for his having been in recent contact with alcohol or illegal chemical substances.

2. If the initial drug use test is positive for the presence of an illegal chemical substance or the metabolites thereof, the initial test result will be subject to confirmation by a second and different test of the same sample. The second test will use an equivalent scientifically accepted method of equal or greater accuracy as approved by rules of the State Board of Health, at the cutoff levels determined by board rules. An applicant for employment will not be denied employment or an employee will not be subject to disciplinary procedures unless the second test is positive for the presence of illegal chemical substances or the metabolites thereof.
3. If an initial alcohol use test is positive for the presence of alcohol, the initial test result will be subject to confirmation by a second and different test using any scientifically accepted method approved by rules of the State Board of Health, at the cutoff levels determined by board rules.
4. A written record of the chain of custody of the sample shall be maintained from the time of the collection of the sample until the sample is no longer required.
5. Any applicant for employment or employee who is subject to disciplinary action as a result of being under the influence of alcohol or an illegal chemical substance, as and for an appeal procedure, will be given a reasonable opportunity, in confidence, to explain or rebut the alcohol or drug use test results. If the applicant or employee asserts that the positive test results are caused by other than consumption of alcohol or an illegal chemical substance by the applicant or employee, then the applicant or employee will be given an opportunity to present evidence that the positive test result was produced by other than consumption of alcohol or an illegal chemical substance. The school district will rely on the opinion of the school district's testing facility which performed the tests in determining whether the positive test result was produced by other than consumption of alcohol or an illegal chemical substance.

In the case of drug use testing, the employee or applicant will have a right to have a second test performed on the same test sample at the expense of the employee or applicant. In the case of alcohol testing, the employee or applicant will have a right to have a second test performed on the same test sample using any scientifically accepted method approved by rules of the State Board of Health, at the cutoff levels determined by board rules. The request for the second test must be made within twenty-four (24) hours of receiving notice of a positive test in order to challenge the results of a positive test and subject to the approval by the school district's testing facility that (a) the facility selected by the applicant or employee for the second test meets the qualifications required for a testing facility under the Act and (b) the testing methodology used by the facility selected by the employee or applicant conforms to scientifically accepted analytical methods and procedures, including the cutoff levels, as determined by the State Board of Health. If the re-test reverses the findings of the challenged positive result, then the school district will reimburse the applicant or employee for the costs of the re-test. A proper chain of custody shall be maintained at all times in transmitting the sample to and from a second testing facility.

6. The school district may permit testing for drugs or alcohol by other methods reasonably calculated to detect the presence of drugs or alcohol, including but not limited to breathalyzer testing, testing by use of a single-use test device, known as onsite or quick testing devices, to collect, handle, store, and ship a sample collected for testing.
7. The testing facility reports and results of alcohol and drug use testing will be maintained on a confidential basis except as otherwise required by law. The laboratory performing alcohol or drug use tests for the school district will not report on or disclose to the school district any physical or mental condition affecting an employee or employment applicant which may be discovered in the examination of a sample other than the presence of alcohol or illegal chemical substances or the metabolites thereof. The use of samples to test for any other substances will not be permitted.
8. The records of all drug and alcohol test results and related information retained by the school district shall be the property of the school district unless:
 - A. the information will be admissible evidence by an employer or employee in a court case or administrative agency hearing if either the employer or employee is a named party;
 - B. the information is required to comply with a valid judicial or administrative order; or
 - C. the school district's employees, agents or representative needs to access the records in the administration of the Act.

Applicant and Employee Alcohol and Drug Use Test Requirements

The school district is authorized to conduct drug and alcohol testing in accordance with the Act. The school district has chosen to conduct drug or alcohol testing under the following circumstances:

1. *Applicant testing:* The school district will require an applicant, as defined above, to undergo drug or alcohol testing and may use a refusal to undergo testing or a positive test result as a basis for refusal to hire or grant a voluntary transfer/reassignment.
2. *For-cause testing:* The school district will require an employee to undergo drug or alcohol testing at any time the superintendent, or designee, reasonably believes that the employee may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances:
 - A. drugs or alcohol on or about the employee's person or in the employee's vicinity,
 - B. conduct on the employee's part that suggests impairment or influence of drugs or alcohol,
 - C. a report of drug or alcohol use while at work or on duty,
 - D. information that an employee has tampered with drug or alcohol testing at any time,
 - E. negative performance patterns, or
 - F. excessive or unexplained absenteeism or tardiness.

3. *Post-accident testing:* The school district may require an employee to undergo drug or alcohol testing if the employee or another person has sustained an injury while at work or property has been damaged while at work, including damage to equipment. The school district may require post-accident drug or alcohol testing if there is a reasonable possibility that employee drug use could have contributed to the reported injury or illness. For purposes of workers' compensation, no employee who tests positive for the presence of substances defined and consumed pursuant to Section 465.20 of Title 63 of the Oklahoma Statutes, alcohol, illegal drugs, or illegally used chemicals, or refuses to take a drug or alcohol test required by the employer, shall be eligible for such compensation;
4. *Random testing:* As determined appropriate by the board of education, the school district may require an employee or all members of an employment classification or group to undergo drug or alcohol testing at random and may limit its random testing programs to particular employment classifications or groups, except that the school district will require random testing only of employees who:
 - A. are police or peace officers, have drug interdiction responsibilities, or are authorized to carry firearms, or
 - B. are engaged in activities which directly affect the safety of others, including but not limited to school vehicle mechanics.
5. *Scheduled, periodic testing:* The school district will require an employee to undergo drug or alcohol testing as a routine part of a routinely scheduled employee fitness-for-duty medical examination, or in connection with an employee's return to duty from leave of absence, of employees who:
 - A. are police or peace officers, have drug interdiction responsibilities, or are authorized to carry firearms, or
 - B. are engaged in activities which directly affect the safety of others, including but not limited to school vehicle mechanics.
6. *Post-rehabilitation testing:* The school district may request or require an employee or applicant to undergo drug or alcohol testing for a period of up to two (2) years commencing with the employee's return to work, following a positive test or following participation in a drug or alcohol dependency treatment program.

Employee Use, Sale, Possession, Distribution, Purchase or
Being Under the Influence of Alcohol or Illegal Chemical Substance

Any employee who possesses, uses, distributes, purchases, sells or is confirmed by alcohol or drug use tests to be under the influence (as defined by this policy) of alcohol or an illegal chemical substance while on duty, while on school property or as a result of alcohol or drug use tests conducted under this policy, or who refuses to submit to an alcohol or drug test permitted under the Act will be subject to disciplinary action, including, but not limited to, termination.

Alcohol and Drug Use Tests of Applicants for Employment -- When Required

All applicants for employment will be required to submit to alcohol and/or drug use testing after a conditional offer of employment has been made to the applicant. All applicants will be notified that alcohol and/or drug use testing will occur if they are offered a conditional offer of employment. Any applicant who refuses to submit to an alcohol or drug use test after a conditional offer of employment will not be hired.

Applicants Under the Influence of Alcohol or An Illegal Chemical Substance

Any applicant who is confirmed by alcohol or drug use tests to be under the influence (as defined by this policy) of alcohol or an illegal chemical substance will not be hired, except that the superintendent or their designee may authorize the employment of an applicant testing positive for marijuana on the condition that the applicant agree in writing to be random, post-rehabilitation testing as described in this policy.

Person Authorized to Order Alcohol or Drug Testing

The following persons have the authority to require alcohol or drug use testing of employees under this policy:

1. The superintendent;
2. Any employee designated for such purposes by the superintendent or board.

Release of Information

1. Upon written request, the applicant for employment or the employee will be provided, without charge, a copy of all information and records related to the individuals' testing. All test records and results will be confidential and kept in files separate from the employee or applicant's personnel records.
2. The school district shall not release such records to any person other than the applicant, employee or the school district's review officer unless the applicant or employee, in writing following receipt of the test results, has expressly granted permission for the school district to release such records in order to comply with a valid judicial or administrative order.
3. The testing facility, of any agent, representative or designee of the facility, or any review officer, shall not disclose to any employer, based on the analysis of a sample collected from an applicant or employee for the purpose of testing for the presence of drugs or alcohol, any information relating to the general health, pregnancy, or other physical or mental condition of the applicant or employee.
4. The testing facility shall release the results of the drug or alcohol test, and any analysis and information related thereto, to the individual tested upon request.
5. This policy does not preclude the school district, when contracting with another employer, from sharing drug or alcohol testing results of any tested person who works pursuant to a contractual agreement.

Notice of Policy

This policy shall be given broad circulation to all employees of the school district which shall include prominent posting in the school district. Each employee shall be given a copy of this policy and each applicant shall be given a copy of this policy upon the tender of a conditional offer of employment. Delivery of the policy to applicants or employees may be accomplished in any of the following ways:

1. Hand-delivery of a paper copy of or changes to the policy;
2. Mailing a paper copy of the policy or changes to the policy through the U.S. Postal Service or a parcel delivery service to the last address given by the employee or applicant;
3. Electronically transmitting a copy of the policy through an email or by posting on the employer's website or intranet site; or
4. Posting a copy in a prominent employee access area.

The Standards for Workplace Drug and Alcohol Testing Act

This policy is subject to and supplemented by the Act. To the extent that any provision of this policy is in conflict with the Act, then the Act shall control. To the extent that this policy is silent as to any matter covered by the Act, then the Act shall control. This policy shall be interpreted by the board of education of the school district and its employees consistent with the Act.

Impairment on the Job

Nothing in this policy shall be construed to authorize employees to be impaired while working due to the influence of legal or illegal chemical substances or alcohol if such impairment or influence adversely affects the employee's work performance, or the safety of the employee or of others. In such cases, employees may be subject to disciplinary action, including, but not limited to, termination.

ALCOHOL AND DRUG TESTING FOR BUS DRIVERS

Purpose

The purpose of this regulation is to prevent accidents and injuries resulting from alcohol or controlled substance use by drivers of commercial motor vehicles. This policy is intended to comply with the school district's mandatory obligations under regulations issued by the United States Department of Transportation ("DOT").

Definition of Terms

Certain terms used in this policy have the following meaning unless the context plainly shows otherwise:

1. "Alcohol" means the intoxicating agent in beverage alcohol, ethyl alcohol or other low molecular weight alcohols including methyl or isopropyl alcohol.
2. "Alcohol concentration" means the number of grams of alcohol (for example: 0.04) in 210 liters of expired deep lung air.
3. "Alcohol confirmation test" means a subsequent test using an EBT (a breath testing device), following a screening test with a result of 0.02 or greater, that provides quantitative data about the alcohol concentration.
4. "Alcohol screening device" ("ASD") means a breath or saliva device, other than an EBT, that is approved by the National Highway Traffic Safety Administration ("NHTSA") and appears on the Office of Drug & Alcohol Policy & Compliance's Web page for "Approved Screening Devices to Measure Alcohol in Bodily Fluids" because it conforms to the model specifications from NHTSA.
5. "Alcohol use" means the drinking or swallowing any beverage, mixture or preparation, including any medication, containing alcohol.
6. "BAT" means a qualified breath alcohol technician.
7. "Cancelled test" means a drug or alcohol test that has a problem identified and cannot be or has not been corrected. A cancelled test is neither a positive or a negative test.
8. "CDL" means commercial driver's license.
9. "Collection site" means a place selected by the employer where employees present themselves for the purpose of providing a urine specimen for a drug test.
10. "Confirmatory drug test" means a second analytical procedure performed on a different aliquot of the original specimen to identify and quantify the presence of a specific drug or drug metabolite.
11. "Confirmed drug test" means a confirmatory drug test result received by a MRO from a laboratory.
12. "Controlled substance" means amphetamines, cannabinoids, cocaine, phencyclidine (PCP), opioids, or a metabolite of any of these substances.

13. "Designated employer representative" ("DER") means an employee authorized by the employer to take immediate action(s) to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation processes. The DER also receives test results and other communications for the employer.
14. "Dilute specimen" means a urine specimen with creatinine and specific gravity values that are lower than expected for human urine.
15. "Driver" means: (i) a school district employee who is required to have a CDL to perform the employee's duties; (ii) employees of independent contractors who are required to have CDLs; (iii) owner-operators; (iv) leased drivers; and (v) occasional drivers.
16. "EBT" means a device that is approved by NHTSA for the evidential testing of breath at the .02 and .04 alcohol concentrations, and appears on the Office of Drug & Alcohol Policy & Compliance's Web page for "Approved Screening Devices to Measure Alcohol in Bodily Fluids" because it conforms to the model specifications available from NHTSA.
17. "Federal Act" means the Omnibus Transportation Testing Act of 1991 and the regulations issued by the United States Department of Transportation pursuant to that Act.
18. "Oklahoma Act" means the Oklahoma Standards for Workplace Drug and Alcohol Testing Act.
19. "Initial drug test" means the test used to differentiate a negative specimen from one that requires further testing for drugs or drug metabolites.
20. "Initial validity test" means the first test used to determine if a specimen is adulterated, diluted, or substituted.
21. "Invalid drug test" means the result reported by an HHS-certified laboratory in accordance with the criteria established by HHS Mandatory Guidelines when a positive, negative, adulterated, or substituted result cannot be established for a specific drug or specimen validity test.
22. "Medical review officer" ("MRO") means a person who is a licensed physician and who is responsible for receiving and reviewing laboratory results generated by an employer's drug testing program and evaluating medical explanations for certain drug test results.
23. "Safety-sensitive function" means all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work.
24. "Screening Test Technician" ("STT") means a person who instructs and assists employees in the alcohol testing process and operates an ASD.
25. "Service agent" means any person or entity, other than an employee of the employer, who provides services to employers and/or employees in connection with DOT drug and alcohol testing requirements.
26. "Split specimen" means a part of the urine specimen that is sent to a first laboratory and retained unopened, and which is transported to a second laboratory in the event that the employee requests that it be tested following a verified positive test of the primary specimen or a verified adulterated or substituted test result.

27. "Stand-down" means the practice of temporarily removing an employee from the performance of safety-sensitive functions based only on a report from a laboratory to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test, before the MRO has completed a verified test.
28. "Substance Abuse Professional" ("SAP") means a person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.
29. "Substituted specimen" means a specimen with creatinine and specific gravity values that are so diminished that they are not consistent with human urine.
30. "Verified test" means a drug test result or validity testing result from a United States Department of Health and Human Services certified laboratory that has undergone review and final determination by the MRO.

Required Testing & Consent

The following testing is required of all drivers:

Pre-Employment Testing and Consent

A driver must pass an alcohol and controlled substance test prior to performing a safety-sensitive function. The test will be conducted during the hiring process or immediately before the driver first performs a safety-sensitive function.

1. Alcohol Testing

A driver may not commence the performance of duties unless the test shows a concentration of less than 0.04. If the test shows a concentration of between 0.02 and 0.04, no safety-sensitive duties may be performed for at least 24 hours.

A pre-employment alcohol test will not be required if:

- i. The driver has undergone an alcohol test required by the Federal Act within the previous six weeks and tested under 0.04; and
- ii. The driver provides evidence that no prior employer of the driver has any record of alcohol misuse by the driver within the previous six months.

2. Controlled Substances

The driver must receive a confirmed negative controlled substance test result from a medical officer, except that no testing is required if:

- i. The driver has participated within the previous 30 days in a drug testing program meeting the requirements of the Federal Act; and
- ii. While participating in the program, the driver either (a) was tested for controlled substances within six months prior to the date of employment application or (b) participated in a random controlled substance testing program for the 12 months prior to the date of the employment application; and

- iii. The employer ensures that no prior employer of the driver of whom the employer has knowledge has records of a violation of this part or the controlled substance use rule of another DOT agency within the previous six months.

3. Preemployment Consent

The school district shall request the driver's written consent to obtain the following information from DOT-regulated employers who have employed the driver during the two (2) years before the date of the driver's application to a position requiring safety-sensitive duties:

- i. Alcohol tests with a result of 0.04 or higher alcohol concentration;
- ii. Verified positive drug tests;
- iii. Refusals to be tested (including verified adulterated or substituted drug test results);
- iv. Other violations of DOT agency drug and alcohol testing regulations; and
- v. Documentation of the driver's successful completion of return-to-duty requirements (for those drivers who have violated a drug or alcohol regulation). If the previous employer does not have this documentation, the school district shall request that the driver produce it.

A driver may not perform safety-sensitive functions if s/he refuses to consent in writing to the release of the above information.

Drivers are responsible for furnishing the district with accurate information regarding their employment history, including accurate identification of all former DOT-regulated employers.

The school district shall maintain a written, confidential record of the information obtained or of the good faith efforts made to obtain the information. This record shall be maintained for three years from the date of the driver's first performance of safety-sensitive functions.

Prior to the driver's first performance of safety-sensitive functions, the school district shall ask the driver whether s/he has tested positive, or refused to test, on any pre-employment drug or alcohol test (1) administered by a DOT-regulated employer, (2) in connection with a position for which the driver applied, (3) involving the driver's failure to obtain safety-sensitive transportation work, and (4) over the period of two years preceding the date of the employee's application for employment with the school district. If the driver admits to a positive test or a refusal to test within the past two years, the school district shall not allow the driver to perform safety-sensitive functions until and unless the driver documents successful completion of the return-to-duty process.

4. Consequences Associated with Preemployment Testing

The school district may decline to employ an applicant who fails drug testing, provides false information, or who fails to cooperate with the district in procuring testing and test results. To the extent the applicant has been offered employment or placed in an alternate position pending the receipt of test results, the offer may be withdrawn and alternate employment terminated in accordance with the district's policies and procedures applicable to employee termination.

Post-Accident Testing

1. Alcohol

As soon as practical following an accident, an alcohol test will be administered to the following drivers:

- i. Each surviving driver who was performing safety-sensitive functions with respect to the vehicle, if the accident involves loss of life.
- ii. Each surviving driver who received a moving traffic violation arising from the accident within eight hours of the occurrence, if the accident involved:
 - a. bodily injury to any person that necessitated immediate medical treatment away from the scene of the accident; or
 - b. at least one vehicle incurred disabling damage as a result of the accident that required the vehicle to be transported away from the scene by a tow truck or other vehicle.

If the test is not administered within two hours of the accident, the employer must prepare and maintain a record of why the test was not administered. If the test is not administered within eight hours of the accident, the driver's supervisor shall cease attempts to administer an alcohol test and shall prepare a written report explaining why a test was not given.

Drivers shall remain readily available for testing. A driver leaving the scene of an accident without a valid reason prior to submission to the test may be deemed to have refused to submit to testing.

A breath or blood alcohol test conducted by a law enforcement agency will be considered to meet these requirements if the test meets the requirements of the Federal Act and the test results are obtained by the school district.

2. Controlled Substances

As soon as practical following an accident, a test for controlled substances will be administered to the following drivers:

- i. Each surviving driver who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life.

- ii. Each surviving driver who received a moving traffic violation arising from the accident, if the accident involved:
 - a. bodily injury to any person that necessitated immediate medical treatment away from the scene of the accident; or
 - b. at least one vehicle incurred disabling damage as a result of the accident that required the vehicle to be transported away from the scene by a tow truck or other vehicle.

The test is to be administered within thirty-two (32) hours of the accident. If no test is made within that time period, then no test will be made and the driver's supervisor will prepare a written report stating the reasons for not administering a prompt test.

Drivers shall remain readily available for testing. A driver leaving the scene of an accident without a valid reason prior to submission to the test may be deemed to have refused to submit to testing.

A urine test for controlled substances administered by a law enforcement agency will be considered to meet these requirements if the test meets the requirements of the Federal Act and the results are obtained by the school district.

Random Testing

Random alcohol and controlled substances testing of drivers will be conducted throughout the year. Selection of the drivers to be tested will be made by a scientifically valid method, such as random-number table or a computer based random-generator matched with drivers' social security numbers, payroll identification numbers or other comparable identifying numbers. Dates for administering unannounced testing shall be unpredictable and spread reasonably throughout the calendar year.

Drivers are to be tested while performing safety-sensitive functions, just before performing those functions, or just after ceasing those functions. A driver who is notified of selection for random alcohol or controlled substances testing must proceed to the test site immediately, unless the driver is performing a safety-sensitive function other than driving, in which case the driver must cease performing the safety-sensitive function and proceed to the test site as soon as possible.

The minimum annual percentage rate for random alcohol testing will be ten percent (10%) of the average number of driver positions, subject to adjustment of the percentage by the Federal Highway Administration. The minimum annual percentage rate for random testing for controlled substances will be fifty percent (50%) of the average number of driver positions.

Reasonable Suspicion Testing

Alcohol and controlled substance testing will be conducted when there is reasonable suspicion to believe that a driver has violated a provision in this policy. Reasonable suspicion shall be based on specific, contemporaneous, articulable observations concerning the appearance, behavior, speech or body odors of the driver. Reasonable suspicion for controlled substance use may also be based on indications of the chronic and withdrawal effects of controlled substances.

Alcohol testing is authorized only if the observations are made during, just preceding, or just after the period of the work day that the driver is performing a safety-sensitive function. A written record must be made as to why an alcohol test was not made within two hours following a determination of reasonable suspicion of misuse. No test is to be made if eight hours passed after the determination.

Persons designated to determine whether reasonable suspicion exists shall receive at least sixty (60) minutes of training on performance indicators of probable alcohol misuse. The required observations shall be made by a supervisor who has received training in detecting the symptoms of alcohol/controlled substance misuse. The supervisor who makes the determination that reasonable suspicion exists shall not conduct the alcohol test.

A written record will be made of the observations leading to a controlled substance reasonable suspicion test. The record will be signed by the supervisor who made the observations. The record will be made within twenty four (24) hours of the observed behavior or before the test results are received, whichever is earlier.

Return to Duty Testing

1. Returning after Reasonable Suspicion of Alcohol Abuse Determination

A driver suspected of being under the influence of or impaired by alcohol will not be permitted to perform a safety-sensitive function until: (i) an alcohol test shows a concentration of less than 0.02; or (ii) 24 hours have elapsed following a determination that there was reasonable suspicion to believe the driver has violated the rules in this policy against alcohol misuse.

2. Returning after Violation of Prohibitions in this policy

A driver who has engaged in conduct prohibited by this policy shall not be permitted to perform safety-sensitive functions until s/he first passes a controlled substance test and/or an alcohol test with an alcohol concentration of less than 0.02.

A driver who has violated a provision in this policy cannot again perform any safety-sensitive duties for any employer until and unless the driver completes the SAP evaluation, referral, and education/treatment process.

Follow-up Testing

A driver who has been identified by a SAP as needing assistance in resolving problems with alcohol misuse or controlled substance use and who has returned to duty involving the performance of a safety-sensitive function will be subject to a minimum of six (6) unannounced follow-up alcohol and/or controlled substance tests over the following twelve (12) months. The SAP is the sole determiner of the number and frequency of follow-up tests, as well as whether the tests will be for drugs, alcohol or both. The SAP can direct additional testing during this period or for an additional period up to a maximum of sixty (60) months. The school district must carry out the SAP's follow-up testing requirements.

Test Procedures

Testing methodology will comply with the requirements of the Oklahoma Act, except that the requirements of the Federal Act stated in this policy supersede the provisions of the Oklahoma Act. Alcohol testing must be conducted in a location that provides visual and aural privacy to the driver, sufficient to prevent unauthorized persons from seeing or hearing the test.

Alcohol Testing Procedures

1. Initial Alcohol Screening Tests
 - i. Procedures for an Alcohol Screening Test Using an EBT or Non-Evidential Breath ASD
 - a. When the driver enters the testing location, the BAT or STT will require the driver to provide positive identification. If the driver requests, the BAT or STT will provide positive identification. The BAT or STT will explain the testing procedure. An individually-sealed mouthpiece is opened in the view of the driver and attached to the EBT. The driver will then blow into the mouthpiece for at least six (6) seconds or until the device indicates that an adequate amount of breath has been obtained. The BAT or STT will show the driver the displayed test result. If the EBT does not provide a printed result, the BAT or STT will record the test number, date, technician's name, location and test result in a log book. The driver will initial the log book. If the EBT provides a printed result, the result is either: (i) printed on the testing form; or (ii) affixed to the form with tamper-evident tape.
 - b. If the screening test result is less than 0.02, the BAT or STT will transmit the result in a confidential manner to the school district's DER, who is designated by the board of education or the school superintendent to receive and handle alcohol test results in a confidential manner.
 - c. If the breath test is 0.02 or higher, a confirmation test is required.
 - ii. Procedure for an Alcohol Screening Test Using Saliva ASD
 - a. When the driver enters the testing location, the STT will require the driver to provide positive identification. If the driver requests, the STT will provide positive identification. The STT will explain the testing procedure. The STT will check the expiration date on the device and show it to the driver. An individually wrapped package containing the device will be opened in the presence of the driver, and the driver will be instructed to insert the device into his or her mouth and use it in the manner described by the manufacturer. If the driver chooses not to use the device, the STT must insert the device into the driver's mouth and gather saliva.

- b. If the screening test result is less than 0.02, the STT will transmit the result in a confidential manner to the school district's DER, who is designated by the board of education or the school superintendent to receive and handle alcohol test results in a confidential manner.
- c. If the test result is an alcohol concentration of 0.02 or higher, a confirmation test is required.

2. Alcohol Confirmation Tests

- i. All confirmation tests must be conducted using an EBT. The confirmation test must occur no less than fifteen (15) minutes after the completion of the screening test and should occur no more than thirty (30) minutes after the completion of the screening test.
- ii. Before a confirmation test is given, the BAT must conduct a "blank" test on the EBT to obtain a reading of 0.00. The remainder of the confirmation test is identical to the screening test for EBTs described in section 1.i.a above.
- iii. If the confirmation test result is lower than 0.02, nothing further is required of the driver.
- iv. If the confirmation test result is 0.02 or higher, the driver must sign and date the ATF. The BAT will immediately transmit the result to the DER in a confidential manner.
- v. Refusal to take a required test has the same consequences as if the driver had tested 0.04 or more. The following constitutes a refusal to take a test: (1) failure to appear for any test within a time required to appear; (2) failure to provide an adequate amount of saliva or breath for testing without a valid medical explanation; (3) failure to cooperate with any part of the testing process; (4) failure to sign the alcohol testing form or ATF certification; (5) failure to remain at the testing site until the testing process is complete, unless the test is a pre-employment test; (6) failure to undergo a medical examination or evaluation due to insufficient breath sampling; (7) leaving the scene of an accident before being tested, except when reasonably necessary to receive medical treatment.

Controlled Substances Testing Procedures

- 1. Procedures for Collection of Urine Specimens
 - i. All urine collections must be split specimen collections.
 - ii. The school district must direct an immediate urine collection under direct observation with no advance notice to the driver, if:
 - a. the laboratory reported to the Medical Review Officer ("MRO") that a specimen is invalid and the MRO has reported that there is not an adequate medical explanation for the result; or

- b. the MRO reported that the original positive, adulterated, or substituted test result had to be cancelled because the test of the split specimen could not be performed.
- c. The laboratory reported to the MRO that the specimen was negative-dilute with a creatinine concentration greater than or equal to 2 mg/dL but less than or equal to 5 mg/dL, and the MRO reported the specimen as negative-dilute and that a second collection must take place under direct observation
- iii. The school district must direct a collection under direct observation of a driver if the drug test is a return-to-duty test or a follow-up test.
- iv. A driver must receive an explanation of the reasons for a directly observed collection.
- v. If a driver declines to allow a directly observed collection, that driver will be considered to have refused to test.

2. Procedures for Testing of Urine Specimens

- i. Testing of urine samples for controlled substances shall be performed by a laboratory certified by the federal Department of Health and Human Services (“DHHS”) under the National Laboratory Certification Program.
- ii. Controlled substance testing may only be performed for the following five drugs or classes of drugs: (a) marijuana metabolites, (b) cocaine metabolites, (c) amphetamines, (d) opioid metabolites, and (e) phencyclidine (PCP).
- iii. If the driver requests a test of a split specimen, the first laboratory will ship the unopened split specimen to a second DHHS-approved laboratory for testing. If the test of the split specimen fails to confirm the presence of a controlled substance, the entire test is cancelled.
- iv. The driver must request a split specimen test verbally or in writing within 72 hours of being notified of a verified positive drug test or refusal to test because of adulteration or substitution.
- v. If a driver does not make a request within 72 hours, the driver may present information to the MRO documenting that serious injury, illness, lack of actual notice of the verified test result, inability to contact the MRO, or other circumstances unavoidably prevented the driver from making a timely request.
- vi. If a driver makes a timely request for a split specimen test, the school district must ensure that the MRO, first laboratory and second laboratory perform the split-specimen testing functions in a timely manner. If necessary, the school district must pay for the split specimen testing and seek reimbursement from the driver.

- vii. The MRO will report split specimen test results to the DER and driver.
- viii. The laboratory will report results directly to the MRO. The laboratory will not report the results to anyone else.
- ix. When the MRO receives a confirmed positive, adulterated, substituted, or invalid test result from the laboratory, the MRO will attempt to contact the driver to determine whether the driver wants to discuss the test result. If the MRO cannot reach the driver after reasonable efforts to do so, the MRO must contact the DER but cannot tell the DER that the driver has a confirmed positive, adulterated, substituted, or invalid test result. The DER must then attempt to contact the driver. If the DER makes contact with the driver, the DER should simply direct the driver to contact the MRO immediately and inform the driver of the consequences of failing to contact the MRO within the next 72 hours. If the DER is unable to reach the driver after making three (3) attempts, spaced reasonably, over a 24-hour period, then the DER may place the driver on temporary medically unqualified status or medical leave. Documentation must be kept by the DER of any actual and/or attempted contacts with the driver, including the dates and times of the contacts. If the DER is unable to contact the driver within the 24-hour period, the DER must leave a message for the driver by voice mail, e-mail or letter to contact the MRO and inform the MRO of the date and time of this message.
- x. Confirmation testing for controlled substances will be performed in accordance with the Oklahoma Act, except when the Oklahoma Act conflicts with Federal law.
- xi. The MRO may conduct additional testing of a specimen as authorized by the DOT if doing so is necessary to verify a test result
- xii. The MRO must verify a confirmed positive test result for marijuana, cocaine, amphetamines, semi-synthetic opioids (*i.e.* hydrocodone, hydromorphone, oxycodone, and oxymorphone) and/or PCP unless the driver presents a legitimate medical explanation for the presence of the drug(s)/metabolite(s) in her or his system. In determining whether an employee's legally valid prescription consistent with the Controlled Substance Act for a substance in the categories constitutes a legitimate medical explanation, the MRO must not question whether the prescribing physician should have prescribed the substance.
- xiii. The MRO must verify a confirmed positive test result for opiates in the following circumstances:
 - a. The MRO must verify the test result positive if the laboratory confirms the presence of 6-acetylmorphine (6-AM in the specimen)
 - b. In the absence of 6-AM, if the laboratory confirms the presence of either morphine or codeine at 15,000 ng/mL or above, the MRO must verify the test result positive unless the employee presents a legitimate medical explanation for the presence of the drug(s)/metabolite(s) in her or his system.

- c. For all other opiate positive results, the MRO must verify a confirmed positive test result for opiates only if they determine that there is clinical evidence, in addition to the urine test, of unauthorized use of any opium, opiate or opium derivate.
- xiv. As part of the verification decision, the MRO must conduct a medical interview that includes reviewing the driver's medical history and any other relevant biomedical factors presented by the driver, as well as directing the driver to undergo further medical evaluation.
- xv. DOT tests must be completely separate from non-DOT tests in all respects, and DOT tests must take priority over non-DOT tests. DOT tests must be completed before a non-DOT test is begun. The results of a DOT test shall not be disregarded or changed based on the results of a non-DOT test.

Prohibitions

A driver will not be permitted to report to duty or to remain on duty requiring the performance of a safety-sensitive function if:

Alcohol

- i. The driver has an alcohol concentration of 0.04 or higher as measured on a breath test.
- ii. The driver displays behavior or appearance characteristics of alcohol misuse.
- iii. The driver is under the influence of or is impaired by alcohol, as shown by behavioral, speech, and performance indicators of alcohol misuse.
- iv. The driver possesses alcohol while on duty.
- v. The driver uses alcohol during duty performance.
- vi. The driver has used alcohol within the four hours prior to performing duties.
- vii. The driver has had an accident within the last eight hours and has not taken a breath test showing clearance from prohibited alcohol levels.
- viii. The driver has refused to take a breath test for alcohol use.
- ix. The driver is taking any prescription or non-prescription medication containing alcohol, even if the driver has notified the driver's supervisor of the medication use.

Controlled Substances

- i. The driver uses any controlled substance, unless the use is pursuant to a physician's written certification stating that the use does not adversely affect the driver's ability to safely operate a motor vehicle.
- ii. A supervisor or administrative employee has actual knowledge that a driver has used a controlled substance.

- iii. The driver has a verified positive test for a controlled substance.
- iv. The driver displays behavior or appearance characteristics of controlled substance use.
- v. The driver has refused to take a controlled substance test.

Refusal to Test

A driver has refused to take an alcohol or controlled substance test if s/he:

- i. Fails to appear for any test as directed by the school district.
- ii. Fails to remain at the testing site until the testing is complete.
- iii. Fails to provide a urine specimen.
- iv. Fails to provide a sufficient amount of urine when there is no adequate medical explanation for the failure.
- v. Fails to permit a directly observed or monitored collection.
- vi. Fails or declines to take a second test the school district or collector has directed.
- vii. Fails to undergo a medical examination or evaluation as directed by the MRO as part of the verification process or as directed by the DER when the urine sample was insufficient.
- viii. Fails to cooperate with any part of the testing process (e.g. refuses to empty pockets when directed to do so, behaves in a confrontational way that disrupts the collection process).
- ix. Has a verified adulterated or substituted test result.

Standing Down Employees

Stand-down is “the practice of temporarily removing an employee from the performance of safety-sensitive functions based only on a report from a laboratory to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test, before the MRO has completed verification of the test result.”

- i. DOT regulations prohibit employers from standing employees down, before the MRO has completed verification of the test result.
- ii. A verified test is a drug test result or validity testing result from an HHS-certified laboratory that has undergone review and final determination by the MRO.
- iii. The district may assign a driver non-driving duties pending the receipt of a verified test result when the district has reasonable suspicion to believe the employee is impaired.

- iv. When the district does remove an employee from service, following verification of the drug test result, it will do so consistent with the confidentiality requirements, within its control, imposed by law.

Referral and Treatment

A driver who violates any of the prohibitions in this policy shall be advised of the resources available to the driver for evaluating and resolving problems associated with the misuse of alcohol or use of controlled substances, including the names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs.

A driver who violates any of the prohibitions in this policy must be evaluated by a SAP who shall determine what assistance, if any, the driver needs in resolving problems associated with alcohol misuse or controlled substance use. The driver will not be permitted to perform safety-sensitive duties for any employer until and unless he or she completes the SAP evaluation, referral, and education/treatment process.

If the driver is identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, the driver must be evaluated by a SAP to determine if the driver has properly followed the prescribed rehabilitation program. The driver must be subject to unannounced follow-up alcohol and/or controlled substance tests upon return-to-duty.

The SAP will provide a written report directly to the DER highlighting the SAP's specific recommendations for a course of education and treatment with which the driver must comply prior to returning to the performance of safety-sensitive functions. Neither the driver nor the school district shall seek a second SAP's evaluation in order to obtain another recommendation. Only the SAP who made the initial evaluation may modify his or her initial recommendations.

If the SAP recommends that the driver continue treatment, aftercare or support group services after returning to safety-sensitive duties, the school district may require the driver to participate in the recommended treatment or services as part of the return-to-duty agreement.

These requirements do not apply to drivers refusing to be tested or drivers having a preemployment test of 0.04 or more.

The school district is not required to return a driver to safety-sensitive duties just because the driver complies with the SAP's recommendations.

Educational Materials

Each driver shall receive educational materials that explain: (1) the alcohol misuse prevention requirements; (2) the school district's policies and procedures; (3) the identity of a contact person knowledgeable about the materials; (4) factual information on the effects of controlled substance use and alcohol misuse on personal life, health and safety; (5) where help can be obtained, including information regarding the school district's Employee Assistance Program; (6) categories of employees subject to testing; (7) a description of prohibited conduct and the circumstances that trigger testing; (8) testing procedures and safeguards; (9) what constitutes a refusal to submit to testing and the consequences; (10) signs and symptoms of an alcohol or controlled substance problem; (11) consequences for drivers with an alcohol test level of 0.02 or more but less than 0.04; and (12) the consequences of violating the rules in this policy. The district's staff will prepare and distribute appropriate educational materials as provided for in this section.

Maintenance of Records

Upon written request, a driver is entitled to obtain copies of any school district records concerning the driver's use of alcohol or controlled substances, including test results.

The school district shall not release individual test results or medical information about a driver to third parties without the employee's specific written consent to the release of a particular piece of information to a particular person or organization. Notwithstanding this prohibition, the school district may release information pertaining to a driver's drug or alcohol test without the employee's consent in certain legal proceedings.

Disciplinary Action

Employees who violate any prohibition in this policy will be subject to disciplinary measures, including employment termination. Likewise, employees whose test results are positive for alcohol or controlled substances are subject to disciplinary actions, including employment termination. The same disciplinary consequences face individuals who provide false information in connection with the testing process or who fail to cooperate with the district's efforts to fulfill its testing obligations.

Other Policies

This policy does not supersede any other school district policy pertaining to alcohol misuse or controlled substance use by school district employees, except to the extent that this policy is specific to drivers performing safety-sensitive functions. To the extent permitted by federal law, this policy is to be interpreted consistent with Oklahoma's Act regarding drug and alcohol testing of personnel.

TUTORING FOR PAY

PURPOSE: To establish the parameters for teachers to charge a fee for tutoring.

The District Board of Education encourages teachers to give assistance to their students for the purposes of remediation and/or enrichment provided they do not use school time (teacher contract time) or their position to influence and/or persuade such individuals to engage, purchase or contract with the individual, agency or company for whom they work. Teachers engaged in tutoring or providing other educational services for a fee with principal approval will be expected to pay prevailing facilities use charge when the use of the classroom extends beyond the regular school day. Teachers using school facilities for tutoring or nonschool sponsored group instruction will be responsible for the supervision of the participating students.

EMPLOYEE ETHICS

PURPOSE: To establish expectations for ethical behavior.

The Board of Education expects employees to adhere at all times to recognized standards of professional ethical behavior. Teachers, administrators, and support employees are role models and must exemplify ethical and establish an example of acceptable behavior for students. Employees must not engage in conduct detracting from a positive learning environment.

Inappropriate exploitation of employee/student relationships will not be tolerated. Commercial dealings between students and employees are not acceptable. Additionally, an employee may not use a teacher/administrator relationship with a student for personal gain. Exploitation of a student may result from an improper personal relationship encouraged by the teacher/administrator. Employees should be aware gestures and physical conduct, even though innocent and properly motivated, may be misinterpreted by students and parents/guardians. Therefore, teachers/administrators/support employees must avoid any conduct that might be characterized as evidencing an improper and unprofessional personal involvement with a student.

In their capacity as role models, employees are expected to establish an example of acceptable behavior standards for students. Employees are expected to encourage respect for the law and the institutions of our democratic society.

Employees are expected to refrain from comments or statements, even in jest, reflecting adversely on any person or group with reference to race, creed, national origin, gender, gender expression, gender identity, marital status, political or religious beliefs, family, social or cultural background, sexual orientation, or disability. Use of ethnic slurs constitutes unprofessional conduct.

Adopted: October 1990

Revised: March 2016

Cross Reference: 4409 Employee Conflict of Interest
5706, Student Donations, Gifts, and Solicitations

EMPLOYEE CONFLICT OF INTEREST

PURPOSE: To establish what constitutes a conflict of interest for District employees.

No employee should have any outside business interests that might, in fact or appearance, interfere with the employee's loyalty to the District. No employee should have any interest or association that interferes with, or appears to impair, the independent exercise of the employee's judgment in the best interests of the District. This policy applies to all employees of the District. Failure of any employee to abide by this policy could result in discipline, including suspension and/or employment termination. In addition, any potential conflict of interest pertaining to federal funding must be disclosed in writing to the Oklahoma State Department of Education or the United States Department of Education, as appropriate.

The integrity of the District's purchasing/contracting procedure must be above reproach. The acceptance or solicitation of gifts or favors by employees will not be tolerated.

The Superintendent or designee shall monitor all employment and assignment activities to assure compliance with this policy. Exceptions may be granted when in the best interest of the District and to avoid unfairness to an employee, but only with written permission of the Superintendent or designee.

Conflicting Business Situations

Employees shall not be concurrently employed by or otherwise seek or accept concurrent employment or compensation with a business organization that does business, or is seeking to do business, with the District unless the engagement is for the District employee's duty free time (i.e., nights, vacations, holidays, weekends); the District employee's compensation does not vary directly or indirectly depending on the amount of business the organization does with the District; the District employee, as a practical matter, does not have the ability to influence or recommend purchases by the District from the organization; and the District employee does not own or control in excess of three percent of the ownership of the business organization.

The District will not do business with any business organization or entity in which a District employee, or member of the District employee's immediate family or household, has an equity ownership except for a minority interest of three percent or less in a publicly-owned corporation.

Types of organizations that are examples of those that should be considered business organizations doing business with the District are: an office or equipment supplier; vendors of computer hardware, software or automation services; fund-raising organizations; insurance or annuity brokers; building contractors; management services, etc.

Inappropriate Transactions

No employee shall seek or offer any gift, payment, fee, service, rebate, valuable privilege, hospitality, meal, entertainment, admission tickets, flowers, discount, travel, sporting event (including golf and other social athletic events), vacation, use of vacation property, loan (other than a conventional loan from a lending institution), or other favor from any person or business organization that does, or seeks to do business, with the District. No employee shall accept, offer, or convert anything of value in exchange for referral of third parties to any such person or business organization.

No employee shall accept or offer gifts or favors (including those described above) from any person or business organization where these might tend, or appear to tend, in any way to impair independent judgment concerning District business operations. Employees may offer common courtesies, gifts, or meals with an individual value not greater than \$50 that are usually associated with accepted business practices. Employees may accept common courtesies, gifts or meals with an individual value not greater than \$125 that are usually associated with accepted business practices. Additionally, promotional and advertising novelties and tickets specifically used for advertising purposes are allowable. If an unsolicited gift of more than nominal value is offered or received, it must be declined or returned.

Any offer of a gift or favor of more than nominal value shall be reported promptly in writing to the employee's supervisor, or in the case of the Superintendent, by the Superintendent to the Board president.

Under no circumstances is it permissible to accept or offer a gift of cash or cash equivalents (for example, gift certificates, stocks or other forms of marketable securities).

Travel

Employees will not accept or participate in travel that is paid or provided by a vendor or prospective vendor, even if the travel is deemed to benefit the District. Vendors or prospective vendors who extend travel opportunities to District employees are to be advised of this policy. Employees who have developed a specialized or particular expertise in their field may attend industry-sponsored conferences or conferences sponsored by a vendor or prospective vendor, with travel and other expenses paid by the sponsor if: (1) the employee is attending as a representative of the District; (2) similar employees from other entities are invited to attend; and (3) the employee notifies the Superintendent, in writing, and receives written permission from the Superintendent in advance of the travel.

Unlawful or Unethical Payments

It is in the best interests of the District to avoid even the appearance of impropriety. The District's concern is not only whether activity is technically legal or customary, but also whether or not the public might reasonably view such an act as improper or unethical if all the circumstances were fairly disclosed. The District intends to follow a uniform practice in all areas of its operations consistent with its basic policy.

Employee Annual Statement

Annually the following employees will complete, sign and submit an appropriate statement attesting to compliance with this policy: the Superintendent, members of the Superintendent's cabinet, executive directors, directors, principals, and coordinators. The annual statements will be circulated and reviewed by the Human Resources Department. All employees who are new to their respective positions will be notified of this requirement in connection with training/orientation sessions.

Negotiations and Competition

Representation of the District in a transaction in which the employee, officer, agent, or any close relative has a substantial interest is prohibited. Competition with the District, directly or indirectly, in the purchase or sale of property or interests in property is prohibited.

Outside Employment and Directorships

Employees are expected to devote their full working time to the duties of their positions for the sole benefit of the District. Exceptions must be approved in advance by the responsible Cabinet member. Outside directorships in business corporations must be approved in advance by counsel.

District Property

Materials developed by employees of the District during the course of their employment such as software, hardware devices, products, patents, advertising materials, manuals, etc., are the exclusive property of the District. Such materials may not be used for any purpose other than District business.

The removal of any food, supplies, equipment or other District property, including official records, is prohibited. Individual sales by any school employee of District property, except for District property which has been declared surplus according to District policy, to an outside business interest or other school employee is prohibited.

Sales By/Purchases from Employees

Employees and immediate family members may not solicit the District or other employees concerning sales for personal benefit, political or charitable causes. It is generally deemed inappropriate for an employee, during the course of employment, to solicit students, parents, or patrons for personal benefit, political or charitable causes.

Additionally, purchases by the District from employees should be severely restricted to special circumstances where the product or service is not available from other sources.

Any employee who believes a violation of this policy has occurred should immediately report the observation to the Superintendent or designee. The Superintendent or designee will investigate the allegations and take appropriate action.

Adopted: March 1994
Revised: March 2016
Cross Reference: 4103, Hiring of Employees
4408, Employee Ethics

EMPLOYEE CONDUCT

PURPOSE: To establish parameters for employee conduct.

Although the personal life of an employee should be exemplary at all times, it shall only be of concern to the District if it violates Board policy; local, state or national laws; or contractual agreements. The Administration expects all employees to exhibit behavior not adversely affecting the operation of the District.

In the event an employee violates District regulations concerning employee conduct, the employee shall be subject to appropriate disciplinary action inclusive of suspension, termination, or criminal prosecution if warranted. Employees should adhere to the following; however, it is important to note these are not all inclusive.

Employees shall not:

1. Possess, purchase, sell, distribute, or use illegal chemical substances.
2. Engage in immoral conduct of any kind.
3. Refuse to follow a supervisor's instructions.
4. Smoke in restricted areas.
5. Misuse District leave regulations and unauthorized absences.
6. Falsify any school record or employment application.
7. Carry firearms or other weapons on District property.
8. Fight or intentionally cause physical harm to another employee.
9. Use vulgar or obscene language.
10. Destroy or deface District property.
11. Threaten, intimidate, harass, or in any way coerce or abuse, either physically or verbally, another employee, patron or student.
12. Violate Board policy, local, state or national laws.
13. Convert property of the District, other employees, students or vendors for personal use.
14. Misuse District funds.
15. Behave in a manner considered as a conflict of interest.

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS

PURPOSE: To establish performance standards and conduct for teachers.

Teachers are expected to behave in a professional manner that supports a quality learning environment.

Commitment to Students

In fulfillment of their obligation to the students, teachers:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, creed, gender, gender expression, gender identity, national origin, marital status, political or religious beliefs, family, social or cultural background, sexual orientation, or disability unfairly:
 - a. Exclude any student from participation in any program.
 - b. Deny benefits to any student.
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

Commitment to the Profession

In order to ensure the quality of services to the teaching profession meets the expectations of the state and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate encouraging the exercise of professional judgment, achieve conditions attracting persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of their obligation to the profession, teachers shall not:

1. Make false statements or fail to disclose a material fact related to competency and qualifications, in an application for a professional position.
2. Misrepresent their professional qualifications.
3. Assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attributes.

4. Knowingly make a false statement concerning the qualifications of a candidate for the professional position.
5. Assist an unqualified person in the unauthorized practice of the profession.
6. Disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Knowingly make false or malicious statements about a colleague.
8. Accept any gratuity, gift or favor that might impair or appear to influence professional decisions or actions.

Teacher Due Process Act of 1990

Subject to the provisions of the Teacher Due Process Act, a probationary teacher may be dismissed or not reemployed for cause.

Subject to the provisions of the Teacher Due Process Act, a career teacher may be dismissed or not reemployed for:

1. Willful neglect of duty.
2. Repeated negligence in performance of duty.
3. Mental or physical abuse to a child.
4. Incompetence.
5. Instructional ineffectiveness.
6. Unsatisfactory teaching performance.
7. Any reason involving moral turpitude.

A teacher convicted of a felony shall be dismissed or not reemployed, unless a presidential or gubernatorial pardon has been issued.

A teacher may be dismissed, refused employment or reemployment after a finding that such person has engaged in criminal sexual activity or sexual misconduct impeding the effectiveness of the individual's performance of school duties.

As used in this policy:

Criminal sexual activity means the commission of an act as defined in Section 886 of Title 21 of the Oklahoma statutes, which is the act of sodomy.

Sexual misconduct means the soliciting or imposing of criminal sexual activity.

Established by Law

Adopted: June 1994

Revised: March 2016

Legal Reference: Title 70 O.S., 6-101.22, House Bill 1017, Section 76

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WHISTLEBLOWER PROTECTION/ANTI-RETALIATION

PURPOSE: To ensure Board members and employees observe high standards of business and personal ethics and comply with all applicable laws, District regulations and policies in the conduct of their duties and responsibilities; and to encourage open and honest communication relevant to the District's governance, finances and compliance with applicable laws and regulations.

This Whistleblower Protection/Anti-Retaliation Policy is intended to encourage and enable employees to make good faith reports within the District of unlawful or improper conduct and reflects the practices and principles of behavior that support this commitment.

It is important that the District be promptly notified of unlawful or improper behavior including, but not limited to, any of the following conduct:

- * Harm or potential harm to students¹
- * Theft of property or embezzlement or misuse of funds
- * Financial reporting that is fraudulent, intentionally misleading, or negligent in any manner
- * Improper or undocumented financial transactions
- * Forgery or alteration of documents
- * Unauthorized alteration or manipulation of computer files
- * Fraudulent destruction of records
- * Improper use or sale of District assets, including but not limited to its funds, supplies, intellectual property, and other assets
- * Improper access or use of confidential employee, student or donor information
- * Authorizing or receiving compensation for goods not received or services not performed
- * Violation of the District's conflict of interest policy
- * Any other improper occurrence regarding cash, property, financial procedures or reporting
- * Any abuse of or discrimination against a District employee, student, parent, vendor or person connected with any of the foregoing
- * Failure by the District to provide a reasonable accommodation for disability or religious belief
- * Retaliation against a whistleblower

Any employee of the District who has a reasonable, good faith belief or suspicion about any of the above conduct shall promptly report the conduct to the District. The District values this input and each employee should feel free to make such reports without fear of retaliation. Therefore, the Board directs the Superintendent of Schools to provide regulations that instruct employees on the procedures and personnel responsible for implementing this Whistleblower Protection/Anti-Retaliation Policy.

CONFIDENTIALITY: To assure the reporting of any activity that threatens the efficient administration of the District, reports that disclose improper activities shall be handled with sensitivity, discretion and confidentiality to the extent allowed by the circumstances and the law.

NON-RETALIATION: Employees will not be unlawfully retaliated against for making good faith reports under this policy. While the District has separate policies that cover harassment and employment discrimination (see 4901, 4901-R and 4902), this Whistleblower Protection/Anti-Retaliation Policy also applies to these situations to encourage the reporting of such wrongful actions against the District's interest.

DEFINITIONS:

Good Faith Report - a report of misconduct of the type identified in this policy which is made without malice or consideration of personal benefit and which the person making the report has reasonable cause to believe is true. Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously, or with reckless disregard for the truth or falsity, is a serious offense and may lead to disciplinary action, up to and including termination.

Whistleblower - a person who witnesses or has evidence of misconduct of the type identified in this policy while employed by the District and who makes a good faith report of the suspected fraud, financial improprieties, irregularities, or conflicts of interest, verbally or in writing, to one of the person's superiors, to an agent of the employer or to an appropriate authority.

¹ Pursuant to Tulsa Public Schools Policy 2110, Reporting Child Abuse, and to Oklahoma law, any District employee who suspects that a child under the age of eighteen (18) years is a victim of abuse or neglect must promptly report directly to the Department of Human Services.

WHISTLEBLOWER PROTECTION/ANTI-RETALIATION

Tulsa Public Schools Board members and employees are expected to observe high standards of business and personal ethics and comply with all applicable laws, District regulations and policies in the conduct of their duties and responsibilities.

REPORTING PROCEDURES: Pursuant to Tulsa Public Schools Policy 2110, *Reporting Child Abuse*, and to Oklahoma law, any District employee who suspects that a child under the age of eighteen (18) years is a victim of abuse or neglect must promptly report directly to the Department of Human Services.

Any other complaint that deals with immediate issues of public safety or criminal activity should be reported to the Tulsa Public Schools Campus Police Department.

The Whistleblower Protection/Anti-Retaliation Policy adheres to Tulsa Public Schools' open door culture and suggests that employees share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, an employee's supervisor is in the best position to address an area of concern. However, if a complainant is not comfortable speaking with a supervisor or is not satisfied with the supervisor's response, the complainant is encouraged to submit the complaint in writing to the Chief of Staff or the Chief of Staff's designee. Such complaints may be submitted either directly or anonymously.

Chief of Staff
3027 S. New Haven Ave.
Tulsa, OK 74114
(918) 746- 6800

RETALIATION: Employees will not be disciplined, demoted, terminated, or be retaliated against for asking questions or voicing concerns about inappropriate or improper conduct. While the District has separate policies that cover harassment and employment discrimination (see 4901, 4901-R and 4902), this Whistleblower Protection/Anti-Retaliation Policy applies to these situations to encourage the reporting of such wrongful actions against the District's interest.

Employees and other interested persons are encouraged to report any such improprieties without fear of retaliation or intimidation, threats of physical harm, loss of job, punitive work assignments, or impact on salary or wages. No punishment for reporting issues will be allowed, even if the claims are unfounded. A reasonable belief or suspicion that unlawful or improper workplace behavior has occurred is enough to create a protected status for the whistleblower. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including termination of employment. Whistleblowers who believe that they have been retaliated against may file a written complaint with the Chief of Staff. Any complaint of allegations of retaliation will be promptly investigated and appropriate corrective measures taken if allegations of retaliation are substantiated.

CONFIDENTIALITY: To assure the reporting of any activity that threatens the efficient administration of District, reports that disclose improper governmental activities shall be handled with sensitivity, discretion and confidentiality to the extent allowed by the circumstances and the law.¹ Generally this means that whistleblower concerns will only be shared with those who have a need to know in order to conduct an effective investigation. This protection from retaliation does not prohibit managers or supervisors from taking action, including disciplinary action, in the usual scope of their duties and based on valid performance-related factors.

An employee whose conduct may be the subject of the complaint of retaliation, reprisal, interference, threats, coercion or intimidation shall be given all due process rights in any disciplinary action that may result, pursuant to existing and applicable School District personnel policies and collective bargaining agreements and relevant procedures established by the Board policy, state and federal laws.

Whistleblowers must be cautious to avoid baseless allegations, which are allegations made with reckless disregard for their truth or falsity. People making such allegations may be subject to disciplinary action by the District, and/or legal claims by individuals accused of such conduct.

Reporting Responsibility

Each employee of the District has an obligation to report, in accordance with the Whistleblower Policy, (a) questionable or improper accounting, financial, or auditing matters, and (b) violations and suspected violations of the District's policies or any unlawful or improper workplace conduct.

Reporting Concerns

Employees should first discuss their concerns with their Department Head. In addition, if the individual is uncomfortable speaking with the Department Head or the Department Head is a subject of the complaint; the individual should report his/her Concern directly to the Department Head's supervisor. In addition if the individual is uncomfortable speaking with the Department Head's supervisor or the Department Head's supervisor is a subject of concern; the individual should report his/her concern directly to the Chief of Staff or the Chief of Staff's designee.

If the concern was reported orally to the Department Head, the reporting individual, with the assistance of the Department Head, shall put the concern in writing. The Department Head is required to promptly report the concern to his or her immediate supervisor, who has specific responsibility to preliminarily investigate all concerns. If the concern, for any reason, is not promptly forwarded to the Chief of Staff or the Chief of Staff's designee, the reporting individual should directly report the Chief of Staff or the Chief of Staff's designee.

Concerns may also be submitted anonymously. Such anonymous Concerns should be in writing and sent directly to the Chief of Staff or the Chief of Staff's designee.

Supervisors and Department Heads should submit concerns in writing directly to the Chief of Staff or the Chief of Staff's designee.

Supervisors and Department Heads are required to report suspected violations of ethics, board policy, regulation or law to the Chief of Staff or the Chief of Staff's designee, who have specific and exclusive responsibility to investigate all reported violations. The Chief of Staff's office will notify the complainant and acknowledge receipt of the reported violation or suspected violation within 10 business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation. If the complainant has provided a means of communicating after the initial complaint, he or she will be notified, to the extent legal and ethical, of the results of the investigation.

Handling of Reported Violations

The Chief of Staff's office shall address all reported concerns. The Chief of Staff's office shall immediately notify the Board of Education, the Superintendent and Executive Staff of any such report within five business days, if possible. All reports will be promptly investigated by the Chief of Staff or the Chief of Staff's designee, or any other appropriate Committee of the Board of Education and appropriate corrective action will be recommended to the Superintendent, if warranted by the investigation. In addition, action taken must include conclusion and/or follow-up with the Board of Education for the resolution of the concern.

The Chief of Staff or the Chief of Staff's designee has the authority to consult with and utilize outside legal counsel, accountants, private investigators, any other resource, or refer to another appropriate Committee of the Board of Education, as deemed necessary to conduct a full and complete investigation of the allegation(s). Should the investigation reveal a violation of Federal criminal law involving fraud, bribery, or gratuity violation affecting a Federal award of funds, the District must disclose such information, in a timely manner, in writing to the Oklahoma State Department of Education or United States Department of Education, as appropriate.

Acting in Good Faith

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the information disclosed indicates an improper accounting or auditing practice, or a violation of the District's policies. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

¹Should disciplinary or legal action be taken against a person or persons as a result of a whistleblower complaint, such persons may also have a right to know the identity of the whistleblower.

Issued: November 2010

Revised: January 2016

Cross Reference: Policy 4412 Whistleblower Protection/Anti-Retaliation
Whistleblower Protection/Anti-Retaliation Complaint Form

TULSA PUBLIC SCHOOLS

OFFICE OF THE CHIEF OF STAFF

WHISTLEBLOWER PROTECTION/ANTI-RETALIATION COMPLAINT FORM

If you are an employee of the Tulsa School District and hold a reasonable, good faith belief that another employee or person has engaged or is engaging in unlawful or improper conduct of the type identified in the Tulsa Public Schools Whistleblower Protection / Anti-Retaliation Policy, you are required to promptly report that information to the District. Reports may be made via the telephone or in writing using the attached form. Please direct all reports to:

Tulsa Public Schools
Attention: Chief of Staff
3027 S. New Haven Ave.
Tulsa, OK 74114
918-746- 6800

If you have questions regarding the complaint process or the District's Whistleblower Protection/Anti-Retaliation Policy, please call the Chief of Staff at 746-6.6800

WHISTLEBLOWER COMPLAINT FORM
Please print or type

I Person making complaint:

Name: _____

Address: _____

Place of Employment: _____

Job Title: _____

Telephone Number: (Home) _____ (Work) _____

II Person or Entity That You Reported Engaged In Improper Governmental Activity:

Name and Title of Person/Entity _____

Place of Employment (department, office or school): _____

Telephone Number: _____

Nature of Report of Improper Governmental Activity (please include dates, names, etc.):

(Attach additional sheets if necessary. In addition, please attach copies of any supporting documentation regarding the alleged improper activity.)

To the best of your ability, describe the law(s) or the School District policy that you allege was violated:

Date of this report: _____

Name of person/department the report was submitted to: _____

Names, addresses and telephone numbers of witnesses or persons with information:

III Person you claim has or has attempted acts of interference, intimidation, retaliation, threats or similar acts against you for providing or attempting to provide information of improper governmental activity:

Name and Title of Person: _____

Place of Employment (include department, office or school): _____

Telephone Number: _____

Nature of complaint of retaliation, reprisal, threats or other acts (include dates, names, etc.):

(Attach additional sheets if necessary. In addition, please attach copies of any supporting documentation regarding the alleged retaliation, reprisal, etc.)

Names, Addresses and Telephone numbers of witnesses or persons with information:

IV DECLARATION OF COMPLAINANT: I declare under penalty of perjury under the laws of the State of Oklahoma that the foregoing is true and correct.

Signature: _____

Name (please print): _____

Date: _____

SCHOOL BOARD NEGOTIATING AGENTS

PURPOSE: To establish guidelines for school board negotiating agents.

The Superintendent or designee will serve as chief negotiator for the Board. The chief negotiator will be assisted by other team members selected by the Superintendent or designee. No individual represented by a professional organization with whom employment negotiations are conducted will be eligible to serve on the Board's negotiations team.

SCHOOL BOARD NEGOTIATING AGENTS

The chief negotiator and other members of the District's team will abide by the duties and responsibilities listed below. The District's representatives will:

- Negotiate in good faith with the employee organizations' representatives in order to arrive at a mutually acceptable agreement in matters pertaining to wages, hours, fringe benefits and other terms and conditions of employment.
- Accumulate data necessary for negotiations and identify Board items for negotiation.
- Follow guidelines set forth by the Superintendent or designee and/or Board involving parameters for potential negotiation and agreement.
- Report on the progress of negotiations to the Superintendent or designee and/or Board, and at such time as appropriate, present tentative agreements reached.
- Make recommendations to the Superintendent or designee and/or Board as to prudent agreements.
- Plan, organize, direct and represent the District in fact-finding in the event of impasse.

SALARY SCHEDULES

PURPOSE: To annually adopt the pay schedules for District employees.

Salary schedules for employees, other than the Superintendent, will be adopted annually.

Adopted: November 1982

Revised: February 2005

EMPLOYEE FRINGE BENEFITS

PURPOSE: To establish benefits offered by the District.

The benefits extended to employees are as follows:

- Life insurance.
- Medical, dental, and vision insurance.
- Long Term disability insurance.
- Vacation (12-month employees).
- Sick days.
- Credit on salary schedule for previous experience and military service.
- Teacher retirement.
- Social Security.
- Leaves of absence for further study, illness, child care, military service.
- Payment for unused sick days.
- Payroll deductions for professional dues, salary protection insurance, United Way contributions, credit union, 403b and 457b deferred compensation plans.

PROFESSIONAL DAYS FOR NATIONAL BOARD CERTIFICATION APPLICANTS

PURPOSE: To provide use of professional days by teachers working on National Board Certification.

Teachers who have submitted an application for National Board Certification shall either be allowed to utilize two of their seven professional days for National Board Certification portfolio development or be provided two additional professional days if needed during which a substitute teacher will be provided by the District at no cost to the teacher.

Adopted: January 1999

Revised: February 2005

Legal Reference: Title 70, Section 1-109A

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

PURPOSE: To establish guidelines for reimbursement of membership fees and organization expenses.

Memberships in organizations deemed necessary to the District may be held as institutional memberships in the name of the District. An employee representative(s) may be named as the District representative.

Employees who incur reasonable expenses while participating in or attending organization functions with an educational component that benefits the District may seek reimbursement. See policy 5204, "Expense reimbursement" to determine eligible expenses.

Memberships and reimbursements must be approved by the Superintendent or designee.

COMPENSATORY TIME

PURPOSE: To establish procedures for compensatory time.

Exempt employees are not entitled to compensatory time or overtime payment. Compensatory time for nonexempt employees may be accrued, used, or cashed out in accordance with provisions of the Fair Labor Standards Act and the negotiated agreements.

Adopted: April 1986

Revised: February 2005

Legal Reference: Fair Labor Standards Act Amendments of 1985

EMPLOYEE COST SAVINGS SUGGESTION PROGRAM

PURPOSE: To provide rules for managing the Employee Cost Savings Suggestion Program.

The Superintendent will form a committee to review employee cost savings suggestions. Employees are encouraged to submit written cost savings suggestions to the committee. The suggestion must be on an approved form. Implementation of the suggestion should not require a reduction in the services to be provided by the District. Cash awards may be made to employees for the ideas implemented successfully. The committee has the final decision concerning the implementation of the suggestion. The committee's decision may not be appealed.

See regulation 4606-R, "Employee Cost Savings Suggestion Program," for suggestions/rules, ineligible suggestions and evaluation procedures.

EMPLOYEE COST SAVINGS SUGGESTION PROGRAM

The Superintendent's committee will follow the following procedures for receiving and evaluation of employee suggestions.

Suggestions/Program Rules

- Suggestions can be submitted only by employees of the District and may be made by individual employees or teams of two or more employees. The District's Leadership Team members (principals, directors, and above) are not eligible for the program.
- Suggestions must be in writing, on the approved form, signed, and include a description of the current procedure with specific recommendations for improvement.
- The suggestion must be the idea of the employee or employees signing the form. By signing the official suggestion form, the employee agrees to be governed by the rules and procedures of the program. All suggestions become the sole property of the District.
- Suggestions must provide for a quantifiable, true cost savings to the District that results in a reduction of the appropriation to the department(s) implementing the suggestion for at least a three-year period.
- Committee members will determine the cost savings associated with a suggestion. The committee may choose to request input and review of suggestions by the employee(s) or other individuals as the committee determines necessary. Decisions made by the review committee will be final and there will be no appeal of the committee's decisions. Decisions of the committee shall be final and binding on the employee(s). The acceptance or denial of an award will be based on the criteria listed and, therefore, is not a grievable matter. The review committee chairperson will interpret rules and decisions.
- Cash awards will be paid in the school year following the year the suggestions are approved by the Board for implementation provided the person receiving the award is still employed by the District. Awards will be calculated as ten percent of expected cost savings over a 12-month period, not to exceed \$10,000 for each implemented suggestion, adjusted for actual results achieved between when the suggestion is implemented and the date of the cash award. Awards will be paid through the District payroll system and applicable taxes and other employment-related deductions will be withheld.
- The District has the exclusive right to determine award policy and structure, and retains the right to revise the terms and conditions of the program at any time without prior notice.

Ineligible Suggestions

A suggestion will be considered ineligible for this program if the suggestion:

- Is made by a member of the District's Leadership Team (principals, directors, and above). The Leadership Team members are expected to identify and implement cost saving ideas as a part of their job description.
- Would require a reduction in services provided by or to the District.
- Is under active consideration by the committee or other District work groups.
- Is a duplicate of a suggestion previously submitted or considered by District management in prior years.
- Is one that expresses personal grievances, job classifications or salary/compensation recommendations.
- Does not include a proposed method or way to implement the suggested improvement.
- Is a policy, procedure or practice that is currently in effect.
- Corrects a condition that exists only because established policies or procedures are not being followed.
- Is unsigned or anonymous.
- Concerns work hours or other terms of employment subject to negotiations with recognized employee organizations.
- Cannot be implemented within three years.
- Involves development of a more cost effective methodology that is determined by review to already involve the normal responsibilities of the employee/manager.
- Is technically or financially unfeasible.
- Cannot be implemented due to legal or procedural requirements.
- Arises as part of the employee's job expectations or accountabilities, as within the employee's span of control.
- Appears to duplicate an idea or suggestion already implemented in another area of the District.
- Is believed to be impractical at the time based on management response.
- Would result in an unsafe condition or hazard to employees or citizens.
- Would require resources that are not under the control of the District.

Procedures for Evaluating Suggestions

All suggestions should be sent to the attention of the committee chairperson or other individual designated by the chairperson. The suggestions will be time-and-date-stamped when received. In case of duplication, only the first suggestion received will be accepted for evaluation.

The suggestion will be reviewed for general eligibility criteria. The chairperson will assign a suggestion number to each idea and forward a letter of acknowledgement to the employee that will contain the number that has been assigned.

Suggestions will be referred to by number until the evaluation process is completed. Although it may be necessary for the committee chairperson to know the identity of the person making the suggestion in order to establish the facts and circumstances relating to the suggestion, the committee will not be informed of the employee's identity without permission from the employee.

Eligible suggestions will be presented to the review committee and to the departments or work groups as necessary to evaluate the feasibility of implementation of the idea. After the review committee has completed their evaluation and reviewed the implementation plan, suggestions will be submitted to the Board for approval.

Cash awards for implemented suggestions will be made when deemed appropriate by the Superintendent or designee. If a suggestion is not chosen for implementation, the employee will be notified, including an explanation of the reason the idea was not chosen.

Suggestions that are not adopted will be protected for a three-year period. If it is subsequently adopted, the employee will become eligible for a cash award provided the person receiving the award is still employed by the District.

RETIREMENT PROGRAM

PURPOSE: To specify the retirement program.

All certificated teachers and administrators are required by law to join the Teachers' Retirement System of Oklahoma except for those beyond age 55 years at the time of employment. Fulltime support employees are eligible to join the Teachers' Retirement System of Oklahoma; however, their participation in the program is optional.

Upon request, further details regarding Oklahoma teachers' retirement laws may be secured through the executive secretary of the Teachers' Retirement System of Oklahoma.

Issued (as regulation): November 1982

Adopted (as policy): February 2005

Legal Reference: Title 70 O.S., 17-105

VACATIONS AND HOLIDAYS

PURPOSE: To establish eligibility requirements for paid vacations and holidays.

All full-time, 12-month employees and all hourly and daily rate employees whose period of service is continuous (90 percent of the working days throughout the year) are entitled to annual vacation and holidays with pay.

Employees will be eligible for vacation days based on an established schedule adopted by the Board of Education.

The annually adopted school calendar establishes the school holidays for employees. All 12-month employees will be expected to work when school is not in session unless holidays have been declared or vacation days have been scheduled.

More detailed information is provided in the personnel handbooks.

EMPLOYEE LEAVES AND ABSENCES

PURPOSE: To establish guidelines for leaves and absences.

All leaves and absences will be granted in accordance with the regulations outlined in the personnel handbooks. The administration and supervision of these regulations will be the responsibility of the Superintendent or designee.

Adopted: November 1982

Revised: February 2005

PROFESSIONAL DEVELOPMENT

PURPOSE: To define the expectations for professional development of all District employees.

The Professional Development Program will promote professional competence of all certified, licensed, and support employees. Educators will acquire and enhance their knowledge, skills, attitudes, and beliefs necessary to implement the Tulsa Model for School Improvement and thus create high levels of learning for all students. In addition, the program will promote the growth and training of all support employees. All employees will acquire and enhance their knowledge, skills, attitudes, and beliefs necessary to support the mission of the District.

As defined by law, the District will establish a professional development committee. The committee, the Tulsa Professional Development Committee (TPDC), will make recommendations to the Superintendent and Board for administration of the Professional Development Program. Such recommendations will include administration of state monies allocated for professional development.

The Professional Development Program will be composed of focused opportunities for professional growth while helping individuals to meet District expectations. Activities offered will be based on identified District needs. The Professional Development Program will include District, building, and individual activities and will also include activities provided by outside resources.

The District will offer, and all certified employees will participate in, on a periodic basis, professional development for all topics as may be required by law. Whether or not required by law, the District will offer and all certified employees will participate in, on a periodic basis, training that includes but is not limited to the following topics: classroom management and student discipline strategies; outreach to parents/guardians or custodians of students; diversity and multicultural education, and all other components of the Tulsa Model for School Improvement.

All certified/licensed employees in the District will earn at least the minimum number of professional development points as required by law. All participation in professional development activities will be voluntary unless such activities are held during the contractual day.

Regulations governing the Professional Development Program and the composition of the Tulsa Professional Development Committee may be found in the *Master Plan for Professional Development*.

All support employees are also expected to participate in staff development to expand their skills. Specific training opportunities, tied to the Tulsa Model for School Improvement, are provided for different groups of support employees. Other training to assist employees with meeting federal job requirements of being highly qualified for classroom assistance is provided on an ongoing basis.

Adopted: November 1982

Revised: May 2005

Legal Reference: Title 70 O.S., 6-158

House Bill 1706

School Law of Oklahoma 2003, Sec. 180.14

State Department of Education Regulations

Oklahoma State Plan for Professional Development

INSTRUCTIONAL STAFF ORIENTATION AND
TECHNICAL ASSISTANCE FOR TEACHERS

PURPOSE: To ensure that the District will provide teachers new to the District with an orientation program and assign an experienced teacher to provide them advice and guidance.

A program will be conducted for the introduction of new teachers into the District. This program provides orientation before the reporting date for all teachers. Each new teacher will be invited to participate.

All teachers new to the District will be assigned to an experienced member of the school's staff to whom the new teacher may turn for advice and guidance during the school year.

SUPPORT STAFF CAREER DEVELOPMENT

PURPOSE: To establish guidelines for support career development.

It is be the responsibility of all building principals to assist in the training of custodians, clerks, and other support employees assigned to their buildings.

Permission to attend meetings, conventions, conferences, or workshops of local, state, or national associations serving to advance the welfare of the District through the upgrading and strengthening of support services may be granted by the Superintendent or designee without loss of pay to the employee.

Adopted: November 1982

Revised: May 2005

TEACHER LEADER EFFECTIVENESS (TLE) EVALUATION
OTHER ACADEMIC MEASURES

Purpose: To establish a written policy of evaluation for teachers and administrators consistent with the requirements of state law.

It is the policy of the Board of Education to maintain and annually review, following consultation with or involvement of representatives selected by local teachers, a written policy of evaluation for all teachers and administrators. The procedure for evaluating members of the Tulsa Classroom Teachers Association (TCTA) and any standards of performance and conduct proposed for adoption beyond those established by the State Board of Education are negotiable items under the District's collective bargaining agreement. Nothing in this section shall be construed to annul, modify or to preclude the renewal or continuing of any existing agreement heretofore entered into between the District and TCTA.

This policy has limited application and pertains solely to the state-mandated pilot of Other Academic Measures (OAM) in 2013-2014. It pertains to all 2013-2014 Tulsa Public School principal and assistant principals. It also applies to all 2013-2014 teachers at ECDC Porter, Remington Elementary, Memorial Junior High, and Washington High School, but no others. The policy regarding the pilot's implementation for these select teachers and leaders shall be as follows:

Other Academic Measures Pilot 2013-2014

All certified teachers and leaders will comply with the requirements of the District's Teacher and Leader Effectiveness evaluation models. In the 2013-2014 school year, qualitative components of the evaluation will count for 100 percent of the employee's total score. Specifically, teachers' evaluation scores will be derived from the procedures as described in the Tulsa Model for the Observation and Evaluation of Teachers, and leaders' evaluations will be derived from the use of the McREL instructional leader evaluation model.

In the 2013-2014 school year, the District will conduct a pilot with respect to other academic measures (OAMs) as defined and required by state law, but OAM scores will not be a part of the employee's final evaluation score. This pilot will involve a representative sample of the District's teachers and leaders. All teachers and leaders identified for participation in the pilot by the Office of Teacher and Leader Effectiveness (TLE) are required to participate in the pilot OAM program. (As noted above such teachers and leaders are: all principals and assistant principals in the District, plus all teachers at ECDC Porter, Remington Elementary School, Memorial Junior High School, and Washington High School.) This policy pertains to

the 2013-2014 piloting of the OAMs and shall be reviewed and revised after the pilot to ensure the optimum OAM policy in the 2014-2015 school year when all teachers and leaders will participate. The Office of Teacher and Leader Effectiveness will work with the leadership of Tulsa Classroom Teachers Association (TCTA) and the officers of the Tulsa Association of Elementary School Principals (TAESP) and Tulsa Association of Secondary School Principals (TASSP) to adopt any necessary regulations providing greater detail to the procedures and requirements of the pilot year implementation, including, but not limited to, the scaling of OAMs, the procedures for collecting the teacher and leaders' OAM selections and the reporting of this information.

Board Approved Other Academic Measures

The Board of Education adopts the attached list of OAMs as its Preferred OAM List. These OAMs, selected from the options approved by the State Board of Education with the input from the District's working groups of teachers and leaders, are deemed to be the most valid, reliable, fair and workable options for the District's teachers and leaders. The Preferred OAM List is intended to provide maximum flexibility for the District's teachers and leaders and high quality feedback.

Each employee is entitled to select one (1) OAM from the Preferred OAM List relating to the teacher or leader's position. The Preferred OAM List is intended to include at least two (2) OAMs for each type of teacher and leader on the list. To the extent that the Preferred OAM List fails to include at least two (2) OAM options, the Superintendent shall make a recommendation to the Board of Education for approval of additional OAMs. The Superintendent will not make recommendations to the Board regarding adopting additional OAMs if two (2) approved, appropriate OAMs are already on the Preferred OAM List.

Because of the difficulty in amassing, reviewing and analyzing data regarding OAMs, no employee will be permitted to use more than one OAM per school year.

For the pilot implementation of OAMs in 2013-2014, the scale details applicable to each OAM will be determined in consultation with the leadership of TCTA, TAESP and TASSP after OAM performance data has been collected at the end of the 2013-2014 school year, or the fall of 2014, as relevant. To aid teachers in selecting an OAM, the general attributes of the scale are described on the Preferred OAM List as well as the teachers/leaders for whom the OAM options pertain.

Selection of Other Academic Measures

Each teacher and leader, in conjunction with their supervisors, will select an OAM from the Preferred OAM List. The OAM selected must meet the following criteria:

- be specific to the employee's job assignment (for employees teaching multiple subjects, the employee may select an OAM which is relevant to any of the subjects);
- reflect student performance that is impacted by the teacher/leader; and
- be objectively quantifiable.

Selection and Approval of OAM and Related Processes

For the 2013-2014 pilot of the OAM policy, teachers and leaders shall have until the last work day before winter break to submit their OAM selections to the Office of Teacher and Leader Effectiveness. The Office of Teacher and Leader Effectiveness shall provide advance notice to all teachers and leaders participating in the pilot of the start date of the selection period and the required procedures and forms for submitting their selected OAMs. If the OAM selected requires a SMART plan, the employee must also submit the SMART plan on the template provided by the Office of Teacher and Leader Effectiveness at the time of the selection.

The Office of Teacher and Leader Effectiveness shall provide supervisors with five (5) working days to verify that the teacher or leader selected an OAM relating to his or her job assignment; that the assessment or data collection relating to the OAM is readily available and will not require unanticipated testing or expenditures at the school; and with regard to all OAMs requiring a SMART plan, that the goals are challenging yet attainable.

The Board respects each individual employee's right to select an appropriate OAM. The metrics on the Preferred OAM List provide ample choice to teachers while maintaining the District's need for workability and consistency. The Preferred OAM List items are also deemed to be the most reliable and valid options of those approved by the State Board of Education.

Upon written request to the Office of Teacher and Leader Effectiveness, a teacher or leader may request to use an OAM metric approved by the State Board of Education that is not on the Preferred OAM List relating to his or her job assignment. The written request must be received within ten (10) days of the first day of the selection period. The request shall describe in detail (1) the rationale for why the items on the Preferred OAM List are not appropriate; (2) how the item identified by the teacher will be a valid, reliable and workable option for the teacher/leader and their supervisor; (3) how the OAM metric relates to an assessment or activity already deployed at his or her school; (4) how the item meets all of the other required criterion described above in "Selection of Other Academic Measures;" and (5) a proposed complete, challenging and reasonable scale for assessing the teacher's performance on the OAM with an accompanying SMART goal relating to the OAM.

The Office of Teacher and Leader Effectiveness, in consultation with TCTA, TAESP and TASSP will review the OAM proposal and notify the teacher or leader making the request of whether the proposed OAM is approved within fourteen (14) calendar days.

Employees Who Teach Multiple Grades / Subjects

In the event an employee teaches multiple grades/subjects, the employee will not select an OAM for each grade/subject. Employees teaching multiple grades/subjects are only guaranteed two (2) OAM choices total, not two (2) choices per grade/subject.

Employees and supervisors are expected to work together collegially through this process. If an impasse develops at any point during this process, the employee and the supervisor will begin a mediation process.

Mediation Process

If an employee and supervisor are unable to agree on the appropriateness of the OAM, data sources and/or SMART plan, either party can request that the Executive Director of Teacher and Leader Effectiveness meet with the parties to determine an appropriate outcome. In order to request mediation, either party may email burkja@tulsaschools.org to request mediation. The Executive Director will promptly schedule a meeting with both parties and at the conclusion of the conference if the parties still have not reached an agreement the Executive Director will make a determination. The Executive Director will provide a written report of the agreement reached or decision made within two (2) school days of the meeting. The Executive Director's decision is final and non-appealable.

Extenuating Circumstances

In the event an extenuating circumstance (e.g., student teacher, extended illness, natural disaster, etc.) impacts student achievement after approval of the OAM, a reflective analysis will be used in lieu of the OAM score. The analysis must be in depth and provide information regarding the data which is available, the factors which contributed to the data, and the employee's assessment of all factors surrounding the OAM.

Evaluation Timing

Because it is impossible to obtain all necessary OAM assessment data before the end of the 2013-2014 school year, OAM scores will be released to employees, for information only, in the fall of 2014 as the data becomes available.

Board Approved

Preferred List of Other Academic Measures

Teachers and Leaders

Most Common Teacher Positions (Non-Enrichment, non-special ed, etc.)	Approved Measures	Time Period Measured/Compared
PK classroom teachers	<ul style="list-style-type: none"> ▪ SMART goal related to one or more academic standards (growth or attainment) ▪ Currently administered “off the shelf” test (growth or attainment) 	<ul style="list-style-type: none"> ▪ If Growth: Fall 2013- Spring 2014, or Spring 2013 to Spring 2014. ▪ If Attainment: Spring 2014 results
K-6 classroom teachers	<ul style="list-style-type: none"> ▪ Tripod Student Survey <ul style="list-style-type: none"> ○ Growth or Attainment 	<ul style="list-style-type: none"> ▪ If Growth: Fall 2013 to Spring 2014 ▪ If Attainment: Spring 2014 results
	<ul style="list-style-type: none"> ▪ Growth in relevant NWEA MAP/MPG assessment 	<ul style="list-style-type: none"> ▪ Fall 2013 to Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in SRI Results, as appropriate 	<ul style="list-style-type: none"> ▪ Spring 2013 to Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in School Attendance 	<ul style="list-style-type: none"> ▪ Spring 2013 to Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in relevant OCCT scores 	<ul style="list-style-type: none"> ▪ Spring 2013 to Spring 2014
7-8 classroom teachers	<ul style="list-style-type: none"> ▪ Tripod Student Survey <ul style="list-style-type: none"> ○ Growth or Attainment 	<ul style="list-style-type: none"> ▪ If Growth: Fall 2013 to Spring 2014 ▪ If Attainment: Spring 2014 results
	<ul style="list-style-type: none"> ▪ Growth in SRI results, as appropriate 	<ul style="list-style-type: none"> ▪ Fall 2013 to Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in School Attendance 	<ul style="list-style-type: none"> ▪ Spring 2013 to Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in relevant OCCT/EOI results 	<ul style="list-style-type: none"> ▪ Spring 2013 to Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in relevant EXPLORE results 	<ul style="list-style-type: none"> ▪ Fall 2013 to Fall 2014
9-12 classroom teachers	<ul style="list-style-type: none"> ▪ Tripod Student Survey <ul style="list-style-type: none"> ○ Growth or Attainment 	<ul style="list-style-type: none"> ▪ If Growth: Fall 2013 to Spring 2014 ▪ If Attainment: Spring 2014 results
	<ul style="list-style-type: none"> ▪ Growth in SRI results, as appropriate 	<ul style="list-style-type: none"> ▪ Fall 2013 to Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in School Attendance 	<ul style="list-style-type: none"> ▪ Spring 2013 to Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in relevant OCCT/EOI scores 	<ul style="list-style-type: none"> ▪ Spring 2013 to Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in relevant PLAN/ACT results 	<ul style="list-style-type: none"> ▪ Fall 2013 to Fall 2014
	<ul style="list-style-type: none"> ▪ Growth in relevant ACT Workkeys results 	<ul style="list-style-type: none"> ▪ Fall 2013 to Fall 2014

Less Common Types of Teacher Positions	Approved Measures	Time Period Measured/Compared
Arts/Music	<ul style="list-style-type: none"> ▪ Tripod Student Survey ▪ Portfolio with SMART Goals (relating to teacher's contribution to student academic growth) ▪ Growth in School-Wide Attendance ▪ Growth in Fine Arts Assessment (existing, standardized test) 	<ul style="list-style-type: none"> ▪ Growth/Attainment over 2013-2014
AVID	<ul style="list-style-type: none"> ▪ Same as all teachers grades 7-12 ▪ SMART Goal work (relating to teacher's contribution to student academic growth relating to pre-AP) 	<ul style="list-style-type: none"> ▪ See timeframes above relating to OAMs for teachers grades 7-12 ▪ Growth/Attainment over 2013-2014
Career Tech	<ul style="list-style-type: none"> ▪ Same as all teachers grades 7-12 ▪ SMART Goal work (relating to teacher's contribution to student academic growth or project based learning modules) 	<ul style="list-style-type: none"> ▪ See timeframes above relating to OAMs for teachers grades K-12 ▪ Growth/Attainment over 2013-2014
Counselor	<ul style="list-style-type: none"> ▪ Oscar Goals (an existing SMART goal-type process) ▪ Portfolio with SMART Goals (relating to teacher's contribution to student academic growth) ▪ Growth in School-Wide Attendance 	<ul style="list-style-type: none"> ▪ Growth/Attainment over 2013-2014
Dean	<ul style="list-style-type: none"> ▪ Portfolio with SMART Goals (relating to discipline and/or attendance) ▪ Growth in School-Wide Attendance 	<ul style="list-style-type: none"> ▪ Growth/Attainment over 2013-2014
ELL	<ul style="list-style-type: none"> ▪ Tripod Student Survey (if self-contained class with 10 or more students) ▪ Growth in Access Objectives ▪ SMART Goal work (relating to teacher's contribution to student academic growth) 	<ul style="list-style-type: none"> ▪ Growth/Attainment over 2013-2014
Gifted and Talented	<ul style="list-style-type: none"> ▪ Same as all teachers grades K-12 ▪ Portfolio with SMART Goals (relating to teacher's contribution to student academic growth) 	<ul style="list-style-type: none"> ▪ See timeframes above relating to OAMs for teachers grades K-12 <p>Growth/Attainment over 2013-2014</p>

Less Common Types of Teacher Positions	Approved Measures	Time Period Measured/Compared
Librarian	<ul style="list-style-type: none"> ▪ Survey (to be developed by working group; a single-item portfolio) ▪ Growth in SRI results, as appropriate ▪ SMART Goal work (relating to teacher's contribution to student academic growth) ▪ Portfolio with SMART goals (relating to teacher's contribution to student academic growth) ▪ Growth in School-Wide Attendance 	<ul style="list-style-type: none"> ▪ Growth/Attainment over 2013-2014
Nurse	<ul style="list-style-type: none"> ▪ SMART Goal work (relating to teacher's contribution to student academic growth) ▪ Portfolio (relating to teacher's contribution to student academic growth) 	<ul style="list-style-type: none"> ▪ Growth/Attainment over 2013-2014
Physical Education	<ul style="list-style-type: none"> ▪ Tripod Student Survey ▪ Fitness Gram ▪ Growth in School-Wide Attendance 	<ul style="list-style-type: none"> ▪ Growth/Attainment over 2013-2014
Read 180	<ul style="list-style-type: none"> ▪ Same as all teachers grades K-12, as appropriate 	<ul style="list-style-type: none"> ▪ See timeframes above relating to OAMs for teachers grades K-12
ROTC	<ul style="list-style-type: none"> ▪ Tripod Student Survey ▪ SMART goal relating to Superintendent Review 	<ul style="list-style-type: none"> ▪
Staff Development Teacher	<ul style="list-style-type: none"> ▪ Teacher Survey (to be developed by working group, a single-item portfolio) ▪ SMART Goal work (relating to teacher's contribution to student academic growth) 	<ul style="list-style-type: none"> ▪ Growth/Attainment over 2013-2014
Special Ed	<ul style="list-style-type: none"> ▪ Same as teachers grades K-12, as appropriate ▪ SMART Goal work (relating to teacher's contribution to student academic growth) ▪ Portfolio (if class is comprised of students for whom the other OAMs are not appropriate; relating to teacher's contribution to student academic growth) 	<ul style="list-style-type: none"> ▪ See timeframes above relating to OAMs for teachers grades K-12 ▪ Growth/Attainment over 2013-2014
Speech Path/Psych	<ul style="list-style-type: none"> ▪ Survey (to be developed by working group, a single-item portfolio) ▪ SMART Goal work (relating to teacher's contribution to student academic growth) 	<ul style="list-style-type: none"> ▪ Growth/Attainment over 2013-2014
TRAICE	<ul style="list-style-type: none"> ▪ SMART Goal work (relating to teacher's contribution to student academic growth) ▪ Portfolio (relating to teacher's contribution to student academic growth) 	<ul style="list-style-type: none"> ▪ Growth/Attainment over 2013-2014

Leader Positions	Approved Measures	Time Period Measured/Compared
Principals	<ul style="list-style-type: none"> ▪ District-Approved Teacher Perception Survey (a single item portfolio) <ul style="list-style-type: none"> ○ Growth or Attainment 	<ul style="list-style-type: none"> ▪ If Growth: Fall 2013- Spring 2014, or Spring 2013 to Spring 2014. ▪ If Attainment: Spring 2014 results
	<ul style="list-style-type: none"> ▪ Growth in NWEA MAP/MPG results (all subjects) 	<ul style="list-style-type: none"> ▪ Fall 2013 to Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in relevant PLAN/EXPLORE/ACT results 	<ul style="list-style-type: none"> ▪ Fall 2013 to Fall 2014
	<ul style="list-style-type: none"> ▪ OCCT/EOI growth (all relevant subjects) 	<ul style="list-style-type: none"> ▪ Spring 2013-Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in SRI Results 	<ul style="list-style-type: none"> ▪ Spring 2013 to Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in relevant ACT Workkeys results 	<ul style="list-style-type: none"> ▪ Fall 2013 to Fall 2014
	<ul style="list-style-type: none"> ▪ Growth in School Attendance 	<ul style="list-style-type: none"> ▪ Spring 2013 to Spring 2014
Assistant Principals	<ul style="list-style-type: none"> ▪ District-Approved Teacher Perception Survey Modified for APs (a single-item portfolio) <ul style="list-style-type: none"> ○ Growth or Attainment 	<ul style="list-style-type: none"> ▪ If Growth: Fall 2013 to Spring 2014 ▪ If Attainment: Spring 2014 results
	<ul style="list-style-type: none"> ▪ Growth in NWEA MAP/MPG (all subjects) 	<ul style="list-style-type: none"> ▪ Fall 2013 to Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in relevant PLAN/EXPLORE/ACT results 	<ul style="list-style-type: none"> ▪ Fall 2013 to Fall 2014
	<ul style="list-style-type: none"> ▪ OCCT/EOI growth (all relevant subjects) 	<ul style="list-style-type: none"> ▪ Spring 2013-Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in SRI Results, as appropriate 	<ul style="list-style-type: none"> ▪ Spring 2013 to Spring 2014
	<ul style="list-style-type: none"> ▪ Growth in relevant ACT Workkeys results 	<ul style="list-style-type: none"> ▪ Fall 2013 to Fall 2014
	<ul style="list-style-type: none"> ▪ Growth in School Attendance 	<ul style="list-style-type: none"> ▪ Spring 2013 to Spring 2014

Policy 4901

NONDISCRIMINATION

Tulsa Public Schools does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, disability, genetic information, veteran status, marital status, age or any other classification protected by applicable law with respect to employment, programs and activities. The District also provides equal access to the Boy Scouts of America and other designated youth groups.

The District prohibits discrimination. The district also prohibits retaliation, intimidation, threats, or coercion against any individual who complains about discrimination or participates in the District's discrimination complaint process.

The District's Title IX and Human Rights Coordinator is the position currently designated to receive discrimination complaints and inquiries regarding the District's nondiscrimination policies. The Coordinator may be contacted as follows:

Human Rights and Title IX Coordinator
3027 South New Haven Avenue
Tulsa, Oklahoma 74114-6131
(918) 746-6517

Equal employment opportunity is key to fostering a culture of equity, excellence, character and respect throughout the District and is one aspect of the District's overall commitment to nondiscrimination. The Board and the District are committed to a policy of nondiscrimination/equal opportunity in employment in all job classifications of the District. The District will also make reasonable accommodations for qualified job applicants and employees with disabilities in accordance with the requirements of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act. All District personnel involved with recruitment, hiring, training, assignments, promotion, transfer, compensation, dismissal, and all other employment practices are expressly directed to make decisions and carry out their duties in accordance with the intent of the District's nondiscrimination policies, as well as federal and state anti-discrimination laws. The policies and principles of this policy also apply to the selection and treatment of contractors, personnel working on the District's premises who are employed by temporary agencies and any other persons or firms doing business for or with the District.

The District's commitment to nondiscrimination extends to students as well. In keeping with the District's policies and requirements of state and federal law, the District will strive to prevent any discrimination in educational opportunities and services offered to students in the District's programs and activities. The District will also provide reasonable accommodations to students with disabilities in accordance with the requirements of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act. All District personnel involved with students are expressly directed to make decisions and carry out their duties in accordance with the intent of the district's nondiscrimination policies, as well as federal and state anti-discrimination laws.

The District will continually review its personnel practices and procedures to ensure employees, supervisors, and managers are adhering to the District's commitment to equal employment opportunity.

District students, parents, guardians, employees, contractors and members of the public are encouraged to report violations or suspected violations of the District's nondiscrimination policies. The District's policies and procedures for identifying and reporting discrimination, harassment and retaliation, including to whom such reports should be made, are contained in Regulation 4901-R.

Adopted: November 1982

Revised: November 1984, April 1992, November 1996, May 2005, June 2005, November 2015, March 2016, February 2018. (*Updated policy 4901 and regulation 4901-R of February 2018 replace 4901, 4901-R, 4902, 4903 and 4903-R.*)

Regulation 4901-R

DISCRIMINATION, HARASSMENT AND RETALIATION AND RELATED COMPLAINT PROCEDURES

The District is committed to providing all students, employees and members of the public with a safe and respectful school and workplace environment. The District prohibits discrimination, harassment, or retaliation based on real or perceived race, religion, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, disability, genetic information, veteran status, marital status, age or any other classification protected by applicable laws. This prohibition applies to students, employees, vendors and board members in any aspect of the District's programs, including during school hours, extracurricular activities, District sponsored events, or outside of school hours if the conduct affects the education or working environment.

Definitions of Prohibited Discrimination

"Discrimination" means inequitable treatment based on real or perceived race, religion, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, disability, genetic information, veteran status, marital status, age or any other classification protected by applicable laws ("protected characteristics").

Examples of discrimination include, but are not limited to: refusing to consider or refusing to hire a person for a position or declining to enroll a student in a program based on one or more protected characteristics. Harassment can be a specific form of legally prohibited discrimination.

"Harassment" means unwelcome conduct that is severe, persistent or pervasive that is based on one or more protected characteristics. Harassment includes behavior that may not be directed at a particular person, but may instead consist of harassing conduct (e.g. physical, verbal, graphic, or written) that creates a hostile environment for students or employees.

Examples of the kind of conduct that may constitute harassment include, but are not limited to: slurs, epithets, insults, jokes or derogatory comments; verbal or physical abuse; intimidation (physical, verbal or psychological); impeding or blocking a person's movement; unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual or other protected characteristics, pressure for sexual activity whether written, verbal or through physical gestures, display or sending of pornographic or racially-charged pictures or objects, obscene graffiti, and spreading rumors related to a person's alleged sexual activities. Demeaning comments about a student's ability to excel in a class historically considered a "boy's" or a "girl's" subject may also constitute harassment.

"Hostile environment" with respect to students exists when harassment is sufficiently severe, persistent or pervasive to interfere with or limit one or more students' abilities to participate in or benefit from the education program. With respect to District employees, a "hostile environment" exists when harassment is sufficiently severe or pervasive that it alters the conditions of the victim's employment and creates an abusive working environment.

"Sexual harassment" is a type of harassment that includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature that:

- is made an explicit or implicit term or condition of an employee's employment or a student's ability to obtain an education; or

- is used as a basis for decisions impacting either an employee's employment or a student's education; or
- has the purpose or effect of creating a hostile environment as defined above.

To constitute sexual harassment, the conduct at issue must be unwelcome. Sexual conduct between students and employees will always be considered unwelcome. Sexual harassment also includes conduct such as rape, sexual assault, stalking, and any other form of sexual violence.

Sexual harassment may occur between persons of the same gender or sex.

Nothing in this policy precludes legitimate, nonsexual physical contact to avoid physical harm to persons or property.

"Retaliation" is adverse action that is taken in response to an individual's good-faith complaint or reporting of harassment or discrimination, or good-faith participation in any related investigation. Retaliation may include, but is not limited to, acts of intimidation, threats, harassment, poor performance reviews, and changes in working conditions or other terms and conditions of employment. Any adverse conduct that would discourage a reasonable person from complaining about or reporting harassment or discrimination, or from participating in an investigation, may constitute retaliation.

Definitions Relating to Complaint Procedures

Complaint: A verbal or written complaint alleging discrimination or harassment by a District student, employee or contractor based on one or more protected characteristics, or retaliation for making a good faith report of discrimination or harassment or participating in good faith in a harassment or discrimination investigation. It is a violation of this policy to knowingly report false allegations of harassment, retaliation or discrimination or to knowingly provide false information in an investigation in an effort to hamper the District's investigation of any allegation of harassment, retaliation or discrimination. Persons found to have engaged in such conduct will be subject to appropriate discipline.

Complainant: Any person enrolled in or employed by the District or a parent, guardian, or member of the public who submits a complaint alleging discrimination, harassment or retaliation. For purposes of this policy, a parent or guardian's complaint shall be handled in the same manner as a student's complaint would be handled.

Coordinator: The position currently designated to process complaints and coordinate efforts to comply with and carry out responsibilities under Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972 (complaints based on sex, pregnancy, gender expression or identity), Title II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act and any other state and federal laws addressing equal educational and employment opportunity. The contact information for the Coordinator is:

Human Rights and Title IX Coordinator
3027 South New Haven Avenue
Tulsa, Oklahoma 74114-6131
(918) 746-6517

Respondent: The person(s) alleged to be responsible for the alleged discrimination, harassment or retaliation contained in a complaint. The term may be used to designate persons who personally perpetrated the action complained of or those supervisors with responsibility for procedures or practices alleged to be discriminatory in the complaint.

Day: Day means a working day when the District's main administrative offices are open. The calculation of days in complaint processing shall exclude Saturdays, Sundays and legal holidays and any other day the District's offices are not open.

Filing a Complaint

Students who have experienced or witnessed discrimination, harassment or retaliation, or who become aware that others have been or may have been subjected to such conduct, are encouraged to report the matter to any teacher, counselor, or administrator. Any teacher, counselor or administrator who receives such a report shall immediately inform the Coordinator of the allegations, unless the Coordinator is involved in the alleged misconduct, in which case the Deputy Superintendent should be informed of the allegations.

Employees or contractors who have experienced or witnessed harassment, discrimination, or retaliation, or who become aware that others have been or may have been subjected to such conduct, must promptly report the matter to the Coordinator, unless the Coordinator is involved in the alleged misconduct, in which case the employee must report the matter to the Deputy Superintendent. Alternatively, employees may contact their supervisor, who must report the allegations to the Coordinator, or the Deputy Superintendent if applicable. If an employee or contractor brings a complaint to a District supervisor and the matter is not resolved to the employee's satisfaction, the employee must report the matter to the Coordinator or the Deputy Superintendent, as applicable. A principal or supervisor's obligation to report allegations to the Coordinator or Deputy Superintendent, if applicable, exists even if the supervisor is reviewing the alleged discrimination as part of the District's student or employee disciplinary process.

Individuals are encouraged, but not required, to put their complaint in writing. The complaint should describe the nature and date(s) of the alleged discrimination, harassment or retaliation, the names of person(s) responsible (if known) and the relief requested. Complaint forms are not required, but are available from the Coordinator's office. Parents and students may also use the District's online school safety reporting system (TIPS) available on the District's website.

Confidentiality shall be maintained during and after the investigation to the extent reasonably possible; however, if a complainant wishes to remain anonymous, the District's ability to respond to the complaint may be limited.

Investigation and Appeal Procedures

The Coordinator (or Deputy Superintendent, if applicable) shall document all complaints of discrimination, harassment or retaliation received by them. The Coordinator or other investigator approved by the District's legal counsel, will conduct a timely, thorough, reliable, and impartial investigation of the complaint. The District, at its discretion, may take immediate steps, based on the severity of the allegations, to protect the parties involved in the complaint process pending completion of an investigation. As practical, respondents should not communicate directly or indirectly with the complainant regarding the complaint while the investigation is pending.

The investigator will obtain, review and analyze information from the complainant, the respondent, witnesses, and relevant documents and records. The decision of the investigator will be based on a preponderance of evidence standard (i.e., it is more likely than not that the alleged discrimination occurred). The investigator will provide the complainant and respondent a written summary of the investigation decision within 15 days of the receipt of the complaint unless extenuating circumstances exist. This communication will also describe the right to appeal the investigation decision.

Appeals must be made, in writing, to the Deputy Superintendent within 5 days of the issuance of the investigator's decision and notice of appeal rights. If the complaint involves the Deputy Superintendent, the complaint shall be appealed to the Superintendent. The Deputy Superintendent or Superintendent, as applicable, will review the initial investigation and determine if additional investigation is necessary and appropriate. The Deputy Superintendent or Superintendent, as applicable, will issue a written decision within 10 days of receipt of the appeal unless extenuating circumstances exist, and his or her decision is final.

General Provisions Relating to Complaints

At each step in the complaint and investigation procedure, the decision maker will take or recommend the taking of appropriate measures based on the facts, as revealed by the investigation and hearing, taken as a whole, and the totality of the circumstances, such as the nature, extent, context and gravity of the activities or incidents.

The District prohibits retaliation, intimidation, threats, or coercion of any person for opposing discrimination or for participating in the District's discrimination complaint process or making a good faith complaint, testifying, assisting, appealing, or participating in any other discrimination complaint proceeding or hearing. The District will take steps to prevent the alleged perpetrator or anyone else at the District from retaliating against the alleged victim or any person who acts to oppose discrimination or participates in the complaint process. These steps include notifying students and employees that they are protected from retaliation and making sure that victims know how to report future problems. If retaliation occurs, the District will take strong responsive action.

Complaint records will remain confidential, to the extent allowed by law, unless permission is given by the parties involved to release such information. All complaint records will be kept separate from any other records of the District. No complaint record shall be entered in any personnel file unless adverse employment action is taken against an employee.

Individuals seeking outside assistance may submit questions and file complaints alleging discrimination, harassment or retaliation with the Office of Civil Rights. The OCR may be contacted at:

U.S. Department of Education
Office for Civil Rights
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, MO 64106
(816) 268-0550
(816) 268-0599 (Fax)
(877) 521-2172 (TTY)
E-mail: OCR.KansasCity@ed.gov

Consequences for Violation of Non-Discrimination Policy

After all facts and circumstances are reviewed, the District shall take any and all disciplinary actions to respond to and prevent further harassment, discrimination or retaliation. Possible disciplinary or remedial actions include, but are not limited to: education, training and counseling, transfer, and/or suspension of a student, and education, training, counseling, transfer, suspension and/or termination of an employee.

Consequences shall be imposed based on the facts taken as a whole and the totality of the circumstances such as the nature, extent, context and gravity of such activities or incidents. Any employee or student engaging in harassment, discrimination or retaliation will be subject to any and all disciplinary action allowed by school policy and applicable laws.

Adopted: November 1982

Revised: November 1984, April 1992, November 1996, May 2005, June 2005, November 2015, March 2016, February 2018. (*Updated policy 4901 and regulation 4901-R of February 2018 replace 4901, 4901-R, 4902, 4903 and 4903-R.*)

ACCOUNTING SYSTEM

PURPOSE: To define the Oklahoma Cost Accounting System and its required compatibility with the budgetary control system.

The District's accounting system will meet the Oklahoma Cost Accounting System (OCAS) standards required by state statute. This system is designed to ensure accuracy and a reasonable degree of internal control, in addition to providing financial and related operational information for all interested parties.

The District's annual report may be a Comprehensive Annual Financial Report (CAFR) as prescribed by the Governmental Accounting Standards Board (GASB). The report may be prepared in conformity with Generally Accepted Accounting Principles (GAAP) for governments.

Because the District's annual appropriations are created as cash basis appropriations, the District's general ledger records will be posted and maintained on "the statutory basis of accounting." The statutory basis of accounting differs from GAAP because revenues are recognized when they are received rather than earned and expenditures are recognized when encumbered/received rather than at the time the related fund liability is incurred.

Adjusting journal entries or other bookkeeping entries (not a cash item or encumbrance) must be approved in accordance with regulation 5101-R, Accounting System – Approval Rules for Adjusting and Other Non-Routine Bookkeeping Entries.

The District's general ledger system will be used to maintain budgetary control over appropriations. The posting of the ledger will be designed and maintained to facilitate the budgetary control system.

Adopted: November 1982

Revised: October 2004

Legal Reference: Title 62 O.S., 310.1

Cross Reference: 5503 Statement of Income and Expenditures and the Related Budget Process
5501 Budget Transfer Authority

ACCOUNTING SYSTEM
APPROVAL RULES FOR ADJUSTING AND OTHER
NON-ROUTINE BOOKKEEPING ENTRIES

Adjusting and bookkeeping entries are necessary to make changes to the District's accounting ledgers and records. These entries are those which do not record cash transactions, such as the receipt of revenue or the expenditure of money via warrant or check. Following are the approval rules for various types of entries:

- Non-routine entries which will cause the recorded encumbrances or the fund balance to increase or decrease by \$25,000 or more must be approved by the Chief Financial Officer or designee.
- Entries which are essentially operational and result in the reclassification or clearing of balance sheet accounts, but without regard to dollar amounts, must be approved only by a Financial Services Department director. Examples of these type entries are those which clear intra or inter fund accounts, entries which accomplish payment of payroll, entries which accomplish payment of ACH items, etc.
- Entries over \$25,000, which result in the netting of revenue and expense items, must be approved by the treasurer or the assistant treasurer and an additional Financial Services director.
- Entries over \$10,000, which reclassify expenses to accounts other than where they were initially charged and which result in changes in the available budget balance of any of the accounts, must be approved by the budget director and an additional Financial Services director.
- Any entry deemed necessary and approved by the Chief Financial Officer shall be posted.

FINANCIAL REPORTS AND STATEMENTS

PURPOSE: To define the periodic financial reporting requirements.

Budgetary control is maintained as specified by the Board. All encumbrances against appropriations are authorized by the Board and are expended only for the purpose of the appropriations charged. Financial Services will submit to the Board monthly reports and year-to-date reports (as requested) showing the current revenue, expenditure and encumbrances in the General Fund and all other funds operated by the District.

All financial reports required by action of law or any supervising agency shall be prepared or reviewed by Financial Services before submission.

TYPES OF FUNDS

PURPOSE: To establish separate funds for purposes of accounting.

Funds have been established, as provided in Oklahoma statutes, to handle reporting needs. These funds are:

General Fund	Budgeted Appropriation Fund
Building Fund	Budgeted Appropriation Fund
Child Nutrition Fund	Budgeted Appropriation Fund
Bond Funds	Budgeted Appropriation Fund
Sinking Fund	Budgeted Appropriation Fund
Gifts and Endowments Fund	Trust and Agency Fund
School Activity Fund	Statutory SAF Fund
Workers' Compensation Fund	Trust and Agency Fund
Rebate Fund	Trust and Agency Fund
Payroll Account (sub account of General Fund)	

Others may also be established for special programs funded by federal or state sources, or other purposes, as needed.

DEPOSITORY OF FUNDS / BANKING SERVICES

PURPOSE: To require banking and investment services be solicited through the bidding process.

Selection of official depository banks will be determined by a Request for Proposal for investment and banking services every five years or more frequently if deemed necessary by the Superintendent or Designee. The staff shall recommend, and the Board shall select, the investment and depository bank(s) based on replies submitted to the Request for Proposal. To be considered in the selection process, a bank must be located in the District and must have been conducting business for at least one year. Such banks must meet all legal requirements made by the state of Oklahoma.

Banks used for convenience in depositing cafeteria or special receipts may be selected by the treasurer without request for proposals provided such banks are insured by the FDIC. All receipts deposited will periodically be transferred to the District's depository bank.

Adopted: November 1982

Revised: November 2006

Legal Reference: Title 62 O.S., 516.5

Cross Reference: 5801, Investments

PURCHASING

PURPOSE: To define Purchasing responsibilities and source of authority.

Delegation of Authority

The Board endorses the concept of centralized purchasing and authorizes the Purchasing Office to supervise the purchase of all materials, supplies, equipment, and services for the District.

It is the responsibility of the Purchasing Office to aid and advise administrators in the proper selection of materials and services and to ensure compliance with all aspects of law in the purchasing process. The purchase of materials will be made by designated buyers, authorized by the Board, utilizing properly executed purchase contracts. These will be supported by requisitions bearing the approvals of the appropriate personnel. This procedure will apply throughout the District, except when petty cash or the District Procurement Card is used to purchase materials. School Activity Funds are governed by Policy 5703.

The Director of Materials Management is responsible for all solicitations (quotes, bids and proposals) and awarding of resulting business. The Director of Materials Management is responsible for approving standard operating procedures to which the Chief Operations Officer and the Executive Director of Bond Projects must adhere.

Competitive Purchasing

Competition shall be solicited for professional services (i.e. physical therapists, maintenance services, insurance/risk management brokers, and auditors) unless specifically waived by the Superintendent.

Cooperative Purchasing

The Board will join in cooperative purchasing with other school districts and governmental agencies, or participate in national cooperatives, provided such purchasing is beneficial to the District.

Adopted: November 1982

Revised: February 2016

Legal References: Title 62 O.S., 310.1, 310.1a, 310.1b, 310.2 and 310.3

PURCHASING
ASSUMPTION OF RESPONSIBILITY FOR
IRREGULAR PROCUREMENT TRANSACTIONS

The Director of Materials Management is responsible for establishing the necessary procurement procedures and processes.

“Confirming” Purchase Requisitions are defined as Purchase Requisitions that are processed, initiated and/or approved after the purchase has been made. A Purchase Requisition is considered “confirming” if the order is placed BEFORE the Purchase Order is issued from the Purchasing Department. The day of shipping or receipt of goods is not relevant.

“Confirming” Purchase Requisitions represent an unauthorized and unrecorded liability and thereby liabilities are incurred without the Purchase Order being issued in advance of the commitment and without proper approvals. Site/Department Managers who make a purchase commitment prior to the issuance of a Purchase Order may become personally liable to the vendor.

The State Auditor and Inspector’s Office frequently identifies violations of Title 70 O.S. 1991, Section 5-135 (D). The statute provides that the school district administration should establish procedures to ensure that all encumbrances are approved PRIOR to the purchase of goods and services. TPS has developed the “Assumption of Responsibility” form (AOR) to educate sites/departments and document responsibility for transactions in this category.

State law requires the District to have an adequate encumbrance on the accounting system **before** a purchase is made. This means a purchase order has been assigned, **not** that a) the budget has been approved; b) the plan has been approved; c) the requisition has been submitted; or d) the school board has approved it. Any one or all of these essential steps alone does not satisfy the law.

The AOR form is required to be completed by site/department personnel and returned to the Purchasing Department **BEFORE** a Purchase Order is created based upon a “Confirming” Purchase Requisition. No payment shall be made without a fully executed AOR form. Employees involved in multiple AOR transactions shall be subject to disciplinary action.

SOLICITATION REQUIREMENTS

PURPOSE: To define requirements for solicitations and a competitive environment.

Administration

The Director of Materials Management for the District develops necessary procedures and forms for the requisition and purchase of materials, supplies and equipment. Federal law, state law and Board policy will be followed at all times. Full and open competition will be invited and encouraged. Competitive solicitation will be practiced by the Purchasing Office; however, competitive solicitation for School Activity Fund purchases under \$10,000 may be handled at the site level (see policy 5703 School Activity Fund Management). Lease/purchase agreements are specifically covered by this policy and regulation 5202-R, "Solicitation Requirements, Lease/Purchase Contracts."

Quotes/Requests for Proposals:

- Less than \$3,000 Shall be secured verbally.
- \$3,000 to \$50,000 Shall be obtained in written form from the supplier. (Three competitive written, faxed, telephone responses or e-mails are recommended to adequately review markets.)

- \$50,000 and over Shall be secured by formal requests for proposals (RFPs) or sealed bids handled in accordance with specific procedures established by the Director of Materials Management. Must be submitted to the Board for approval before the award is made; however, during emergency situations, the Superintendent may approve items costing above \$50,000.

Bids

The Public Competitive Bidding Act of 1974 and its supplements require "bids" as the method of solicitation for construction. Also, 70 O.S. 9-109 requires sealed "bids" for school bus purchases.

Exemptions

Tulsa Public Schools' competitive solicitation requirements are waived for the following:

- Expenditures for school activity fund-raisers.
- Expenditures for legal settlements.
- Books, films, manuscripts, research references, publication subscriptions and library materials that are available only from the sources holding exclusive distribution rights to the materials.
- Items available from only one source because of patents, copyrights, or natural monopolies, including proprietary replacement parts or components for equipment.
- Software upgrades and specialized source software.
- Institutional memberships in professional, trade and other similar associations.
- Utility services and postage.
- Items available for purchase on an existing state contract, or through the cooperative solicitation of another municipality/school district/government agency, when this is determined to be the best method of purchase.
- A procurement made necessary because of unforeseen disaster or acts of God that requires immediate acquisition to preserve District property or to protect public health (see additional Board requirements as defined by state statute). In an emergency, the Chief Financial Officer is authorized to approve procurement card use by key district personnel to expedite support response.
- Items for which a "Sole Source Affidavit" is authorized by the Director of Materials Management.
- Expenditures for professional services provided by uniquely qualified or talented persons (i.e. speakers, performing artists, specialized attorneys) are waived. Competition shall be solicited for other professional services (i.e. physical therapists, maintenance services, insurance/risk management brokers, and auditors) unless specifically waived by the Superintendent.

Distribution

Opportunity will be provided for all responsible suppliers to do business with the District. The Director of Materials Management will develop and maintain information from potential vendors for the various types of materials, equipment, and supplies. Any supplier may be included on the list upon request. Solicitation requests will be publicized in a manner to encourage and foster fair and open competition.

Receiving and Opening of Responses

Designated staff will receive documents until the specified deadline, date stamp them, and keep them properly secured until the publicized opening time. All documents will then be delivered to the Director of Materials Management or designee to be opened. Results of bids and quotes will be read aloud. Details of responses to Requests for Proposals will remain confidential pending further evaluation and negotiation.

Awards

No award will be made at a bid or proposal opening. An announcement will be made that the staff will analyze all responses and respond to all inquiries from vendors after the award is made.

- Quotes/Proposals
The award to the best and most responsible vendor(s) will be made within a reasonable time period, based, in the sole opinion of the District, upon the “best value” taking into consideration the total cost of ownership including purchase price, quality, ability to deliver, maintenance and service, and durability and longevity.
- Bids
The award will be made pursuant to the terms of the Public Competitive Bidding Act of 1974 and its supplements and/or other applicable state law.
- Awards – Local Preference
It is the Board intent to purchase locally whenever equal goods and services are offered. In cases where two or more responsible suppliers at the local, state or out-of-state level offer equal materials, supplies, services, and equipment, preference will be granted in the following order:
 - Local Supplier*
 - State Supplier
 - Out-of-State Supplier

*A local supplier is defined as one who “maintains a distributing, manufacturing, or processing facility within the confines of the District” with real property or taxable personal property appearing on the ad valorem tax rolls.

Adopted: November 1982

Revised: February 2016

Cross Reference: 5202-R, Solicitation Requirements-Lease/Purchase Contracts
5203, Payment Procedures

5202 Page 3 of 3

SOLICITATION REQUIREMENTS
LEASE / PURCHASE CONTRACTS

The Board is the only legal entity that may enter into a valid lease/purchase contract committing District revenue. A school site is not a legal entity with the authority of entering into a contract. Each lease/purchase contract must be approved by the Board and the District's attorney, and be signed by the President of the Board, regardless of the dollar value. Contracts signed or authorized by anyone else could result in personal liability for that person and may not be recognized by the District as valid in the event of a dispute.

The lease/purchase contract must be limited to equipment and land only. State law prohibits financing normal operating expenses, such as toner, developer, and maintenance fees.

All District purchasing policies must be followed. If not a sole source, the policy specifically dictates written competitive proposals must be documented for purchases exceeding \$1,000. Sealed proposals are required if the value exceeds \$10,000.

No more than 20 percent of a site's current year discretionary site budget allocation may be committed for subsequent year payments. Lease/purchase contracts may not be structured to impact more than ten consecutive fiscal years. The Superintendent or designee must approve the requisition because of the long-term nature of the commitment.

For equipment, the site will prepare a requisition in the amount of the current year's expected expenditures and attach the original proposed lease/purchase agreement for Board approval and the Board President's signature. A memo detailing the financial justification, explaining the source of future funding, amount, and dates of future payments, expected total cumulative price, interest rate, and reason for request must accompany the requisition.

The lease/purchase contract must state the purchase price and shall not require the payment of more than the purchase price plus 10 percent simple interest per year.* Whenever possible, the interest rate charged shall be competitively established to assure the District obtains a favorable rate.

The Financial Services Department will prepare and submit the initial Board agenda recommendation when the following requirements have been satisfied:

- The Purchasing Office is assured proper policy has been followed;
- The Financial Services Department has evaluated the proposals submitted and has selected the most advantageous proposal;

- Financial Services has determined the necessity to obtain opinions of the District's financial consultants and/or bond counsel for purposes of evaluating the terms of the lease/purchase financing contract. **
- The responsible Superintendent's staff member has approved the financial justification, approved the requisition, approved the memo attached, and has written the Board agenda rationale.
- The District's attorney has approved the vendor's lease/purchase contract or in case a purchase order is used it must state in the following language that the District has a "positive right for nonrenewal." This means that the District has the option at the end of the fiscal year to not renew the contract for any reason whatsoever. A "funding out" or "nonappropriation" clause is not an acceptable substitute for the District's annual cancellation right. However, the District should enter into all agreements with the good faith intent to renew.

Current year money will be encumbered utilizing a master purchase order created in the Accounting Office upon annual Board approval of the contract. Accounting will notify the site of the master purchase order assigned. The Treasurer's Office shall make all installment payments. The budget allocation identified to make these payments will be transferred to the Treasurer's Office through the life of the lease term.

Before the beginning of each fiscal year, or portion thereof, that the lease is to be in effect, the site will create a requisition to reaffirm the lease for the total amount of money to be expended during the ensuing fiscal year (1-12 payments). This documentation must detail the periodic payment amounts.

- An agenda item for annual renewal of the lease/purchase contract must be submitted to and approved by the Board annually prior to payment due date.
- Periodically, in accordance with each lease agreement, the vendor will be required to mail a payment invoice to the site. The site will approve and note the master purchase order number for that fiscal year and forward the invoice to the Treasurer's Office for payment.

When the total purchase price and the interest have been paid, the District shall receive a Bill of Sale for the equipment, free and clear of all liens and encumbrances.

School Activity Funds may not be used for lease/purchase arrangements.

*Lease/purchase contracts calling for more than ten percent simple interest violate the state law for political subdivisions.

** Many lease/purchase financing agreements are structured as tax-exempt financings and have interconnecting implications with the District's bond financing programs and arbitrage rebate rules of the IRS.

Issued (as DJBA-R): November 1993

Revised: April 2002

Cross Reference: 5202, Solicitation Requirements
5203, Payment Procedures

PAYMENT PROCEDURES

PURPOSE: To define the procedures to be followed for all District payments.

All claims for payment will be processed by the Accounting Office. Payment will be authorized against invoices properly supported by approved purchase orders, requisitions, and properly submitted documentation approved by the Purchasing or Accounting offices, and in accordance with salary schedules approved by the Board.

The Director of Accounting will specify documentation procedures for payments. The respective employee designated by the Superintendent or designee to be responsible for the transaction will ensure that specified documentation procedures have been followed. See the applicable regulation for documentation procedures.

Employees and contractors seeking expense reimbursement will be under guidelines outlined in policy 5204, "Expense Reimbursement." Student Activity Fund payment procedures are defined in policy 5703, "School Activities Funds Management."

PAYMENT PROCEDURES

The following documentation procedures apply for as-needed or unit-price construction work with an expected value in excess of \$1,000 to be performed by an outside contractor.

If the request for work originates at the site, a work order request shall be completed and faxed or mailed to the Bond or General Services Office. If the work order request is approved by the respective construction administrator and funds are available, or if the appropriate construction administrator identifies a need, the contractor is then identified. Where there is a unit-price construction contract in place to take care of the request or need, a detailed quote will be obtained from the appropriate contractor. If no unit-price agreement is in place, quotes/bids will be obtained as required by Board policy and a contractor will be selected and appropriate Board authorization will be obtained.

Once the job is defined, a contractor is identified, and authorization is obtained, an encumbrance request will be completed and submitted to the Accounting Office with appropriate documentation and identification of the representative responsible for onsite verification of completion of the work. The Accounting Office will verify the documentation for the commitment and encumber the funds. The approved encumbrance request will be provided to the contractor, which will serve as the official notice to the contractor to begin the work described. No work should begin prior to receipt of this authorization.

After completion of the job, the contractor will obtain signatures from the identified District representative and the site manager on the payment request and forward the completed form with the invoice and any required additional documentation for the charges to the Bond or General Services Office. If approved, the appropriate construction administrator will sign the payment request and forward to the Accounting Office, with appropriate documentation, for payment.

If hourly services are billed on the construction project invoice, timesheets shall be attached for all work completed at the worksite including employee name, date, hours, location, and nature of work. This includes labor that was included in a unit-price item if additional hours are being billed on an hourly basis. The nature of work description shall indicate if it was included in a unit-price item or is being billed based on a pre-approved additional project scope and the additional project scope should agree with the original work order.

If materials and/or supplies are being billed that were not previously included in a unit-price agreement or contract at the time it was bid, original source invoices for the materials and/or supplies shall be provided. The amounts billed in this category should be an immaterial element in the overall scope of the project work.

TRAVEL EXPENSE REIMBURSEMENT POLICY

PURPOSE: To establish authority for the district to reimburse employees for travel-related expenses.

The administration realizes that not all travel can be planned in advance and costs for travel may vary widely depending on the travel destination and season. Therefore, all travel claims will be reviewed by the approving officer and significant deviations from the schedule will be evaluated. The travel claim should include documentation for all costs, even those that have been prepaid. Employees will be reimbursed for all reasonable and necessary expenses incurred as a result of approved travel. All claims for reimbursement should be submitted on the Out-of-District Travel Expense reimbursement form within 10 days of completion of travel.

A procurement card (credit card) may be issued to the employee for payment of permissible travel expenses to include hotel, ground transportation, and/or per diem. All procurement card receipts must be kept and attached to the out-of-district expense reimbursement form and submitted through the employee's supervisor for processing by the accounting/SAF office.

REIMBURSABLE TRAVEL EXPENSES

Conference or convention registration fees including workshops, breakfasts, luncheons, and dinners to be sponsored by the conference or convention. The District will pay the registration fee at the advance registration rate when feasible. Any exception to this procedure must be authorized in advance by the Superintendent or designee.

Round-trip coach rate airfare from Tulsa to the conference city. Every effort should be made to make travel plans as far in advance of the trip as possible so discount fares may be arranged. The District will pay up to the cost of a 14-day advance ticket. If the cost exceeds that amount, the employee will be responsible for the balance at the time of ticketing. Any exception to this procedure must be authorized in advance of ticketing by the Superintendent or designee.

Lodging will be reimbursed up to a rate not to exceed the published single rate for the convention or conference, plus tax. Lodging will be reimbursed for the same number of nights as the conference is in session. For example, if a conference begins Friday morning and concludes at noon on Sunday, the reimbursement will be made for a maximum of three nights lodging. If additional night(s) are necessary because of unusual circumstances, or particularly remote locations, arrangements should be approved in advance by the responsible member of the Superintendent's cabinet, not to exceed one additional night. The traveler is required to book the hotel room, typically by using a personal credit card. In the event that the hotel requires a deposit to hold a room, the District cannot reimburse the charge until after the travel has occurred. This may result in an interest charge to accrue on the credit card used to reserve the room; unfortunately, any such charges are not reimbursable.

EMPLOYEE REIMBURSABLE OUT-OF-POCKET EXPENSES

Meals and Incidental Expenses for employees on official District travel will be reimbursed on a per diem basis at the rates for continental United States travel as provided for by the Internal Revenue Service Code of 1986, as amended, for deductibility of expenses for travel away from home without additional documentation. An overnight stay is required in order to receive reimbursement for per diem. Incidental expenses include luggage storage, porter/bellhop tips, and safe arrival calls.

Mileage for use of a personal vehicle for out-of-district travel will be reimbursed at the standard fixed rate per mile allowed by the Internal Revenue Service for business purposes. Employees are encouraged to travel by car for any meetings within 200 miles of Tulsa. Toll fees and parking fees are reimbursable with receipts. No receipt is required when the traveler is utilizing the PikePass automated payment process. If an employee drives a personal vehicle for out-of-state meetings, mileage will be reimbursed up to the cost of the average round-trip coach rate airfare to that city.

Ground transportation or rental car costs to/from the airport and to/from the hotel to the conference location (if the conference is not located at the hotel) are reimbursable with receipts. Mileage reimbursement for use of a personal vehicle at the convention site is also permitted. **All rental cars must have specific, documented prior approval** from the appropriate approving officer.

Other Out-of-Pocket Expenses include airline checked baggage fee, taxi fares, parking charges, airport parking fees, hotel room Wi-Fi access (only if free Wi-Fi access is not available).

NON-ALLOWABLE EXPENSES

Change/Cancellation Fees: Should the traveler change or cancel the hotel, airline, or registration reservation and incur a change or cancellation fee, the district will not pay this fee.

Non-employee travel companion expenses are not allowable for reimbursement.

Temporary dependent care costs are not allowable for reimbursement.

AUDIT

PURPOSE: To require an independent annual audit be performed in accordance with Governmental Auditing Standards.

All financial records the District will be subject to audit at the close of each fiscal year. The audit will be conducted in accordance with the auditing standards generally accepted in the United States standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States.

This annual audit report will be presented to the Board for its acceptance.

Adopted: November 1982

Revised: October 2005

Legal Reference: Title 70 O.S., 22-103, 70 O.S. 22-107

INTERNAL AUDIT

PURPOSE: To require an annual audit of all site funds.

The site funds at each school will be subject to an internal audit at least once during each school year. The internal audit report will be furnished to the principal of the audited site. The term "site funds" will include site school activity funds as well as all other site-managed funds.

The report will be evaluated by the Site Audit Committee, which will be chaired by the Chief Financial Officer. The committee will assign a rating of superior, excellent, good, or needs improvement to each audit. The evaluation results will be provided to the respective principal and Superintendent or designee.

INVENTORIES

PURPOSE: To require an annual inventory of District assets.

Annual inventory counts will be conducted throughout the District. In general, all “attractable” assets with a replacement value over \$100, as determined by the Superintendent or designee, and all other moveable assets with a replacement value over \$2,500 will be included. Implementation of this activity will be the responsibility of the administrator exercising authority over the particular area involved. This includes the following:

- District facilities and land to include building acquisitions, replacements, additions, and betterments with a project cost greater than \$10,000
- Furniture, equipment, and musical instruments in classrooms and offices.
- Cafeteria equipment in the schools.
- Foods in storage.
- Warehouse stock.
- Tools and equipment in maintenance shop areas.
- Heavy equipment and vehicles for maintenance.
- Transportation vehicles and repair parts.
- Historical treasures

Inventory records of all departments will be subject to examination and review by the District auditor to assure proper accounting control and accuracy.

INVENTORY

At the beginning of each fiscal year, the principal or site manager for each district site location will assign a “site asset manager” to be responsible for equipment inventory at that site. The site asset manager shall not be the person responsible for initiating requisitions and receiving against those requisitions in the financial system, unless an exception is authorized by the Superintendent or his designee.

By October 1 of each school year, every district site will report the following information to the Accounting office:

- The name of the designated site asset manager.
- A description of the control policies and procedures at the site that demonstrate adequate safeguard of equipment from loss due to fire, theft, or misplacement.

The site asset manager shall:

- Assure that each fixed asset is assigned to an employee at the site and that the employee is aware they are responsible for that asset. A report can be printed from the asset system by employee to assist in communicating this responsibility.
- Tag all equipment purchased from any funding source and/or donated to the site which meet the district criteria for asset tracking.
- Be sure that personal property brought on site has been approved by the principal or site manager and that all personal property is clearly marked as ‘personal.’
- Maintain complete asset record information on the fixed asset tracking system (FACET) to include:
 - Purchase Order number for the asset (or other source identification)
 - Room Location
 - Asset Caretaker (person directly responsible for the asset)
 - Tag number, serial number model number and description.
- Maintain FACET to reflect the nature and details of any dispositions.
- Assure that if equipment must leave District property the “check-out” procedures are adhered to by district personnel. Students checking out musical instruments must also follow these procedures.
 - Obtain completed “borrowing agreement for District-owned equipment” from the requesting borrower. See 8501-R
 - Complete the check-out and check-in process on-line using FACET.
 - Obtain approval of the principal or site manager.

- Ensure that all checked-out assets are returned and checked-in prior to any on-site inventory or audit.
- Assure that all checked-out assets are returned at the beginning of the school year.
- Monitor established plans and procedures to assure that all equipment is adequately safeguarded from loss due to fire, theft, or misplacement.
- Review a financial system report on-line, as needed, to assure that all newly purchased assets have been properly recorded in the fixed asset tracking system.
- Act as site liaison for audits from the internal audit team or physical inventories performed by the accounting office.
- Verify that all assets are accounted for any time an employee transfers to another site or leaves District employment.
- Notify the Fixed Asset Supervisor when the principal or site manager resigns or transfers.

Exceptions

As exception exists any time an asset can not be found at its current active location as listed in FACET.

- To clear exceptions for misplaced items, the employee responsible for the missing asset must complete a 'Lost or Stolen Property Affidavit.'
- To clear exceptions for stolen items, a police report must be filed and the case number indicated in the FACET system.
- All exceptions shall be cleared within 30 days of receiving the exception report. After that time, RQs will not be authorized on the Walker financial system until all exceptions are cleared.

Surplus Property

When District property is no longer needed at the site it may be transferred to another site or be declared surplus. In either case, the following procedure must be followed to transfer accountability to the asset transfer team (maintenance):

- The asset manager will:
 - Enter the work order on the fixed asset system
 - Print the work order
 - Obtain the name and signature of the person picking up the assets as well as the date and time that the assets were picked up.
- The asset transfer team will check the list and verify that all assets on the list are loaded for transfer.
- The receiver will verify that all items on the list are received and notify the sending site if items are missing.

DISPOSITION OF DISTRICT SURPLUS REAL AND
SURPLUS PERSONAL PROPERTY

PURPOSE: To provide rules for declaring District real and personal properties as surplus, and appropriate disposition processes.

The following are definitions used to describe real property held by the District:

Active Use Property: All property being used for their intended purposes are included in this category. Examples: school building, administration building, support services building, etc.

Excess Property: Any property no longer classified as Active Use Property shall be classified as Excess Property. If the administration determines the property may be needed for future District needs, the property will be held as an Excess Property. When it is determined that a property is no longer needed for future District use, the property shall be declared surplus property.

Surplus Property: All real property that is no longer necessary for the operation of the District. Refer to regulation 5401-R1, "Disposition of District Surplus Real Property," for proper handling of surplus property.

The following definitions apply to Personal Property owned by the District:

District Personal Property includes District-owned equipment, vehicles, furniture, etc.

Surplus Personal Property includes Personal property items, described above, which are not economical to repair, obsolete or which are no longer necessary for the current or anticipated future needs of the District.

The efficient and effective administration of the District requires on-going review of the properties owned by the District. When it is determined that District-owned real estate or real property is no longer needed for public school purposes, the Board may declare the property to be surplus to the needs of the District and may be disposed of by sale, exchange, lease, lease-purchase, sale, and partial leaseback in accordance with state statutes.

Similarly, District personal property, as defined above, may be declared surplus to the needs of the District and disposed of in accordance with the provisions of regulation 5401-R2, "Disposition of District Surplus Personal Property."

Adopted: April 1983

Revised: February 2006

Reference: 5401-R1, Disposition of District Surplus Real Property

5401-R2, Disposition of District Surplus Personal Property

Legal Reference: Title 70 O.S. 5-117-11

Title 59 O.S. 858-700

DISPOSITION OF DISTRICT SURPLUS REAL PROPERTY

The procedures for disposing of the District's surplus real property are as follows:

Before requesting bids for a property, the Superintendent's designee will have the property appraised by an appraiser who holds a current, valid certificate as a certified appraiser, issued pursuant to the Oklahoma Certified Real Estate Appraisers' Act. The appraisal will be confidential until after the property is sold. When the property is sold, the appraisal will be made available for public inspection.

Staff will prepare a notice to bidders advising that sealed bids for the disposition of a property will be received by the District at a time and place designated in the bid notice. The bid notice will require each bidder to state, in the bid, the intended use of the property.

The bid notice will be published at least 20 days before the bid opening in at least one issue of a general circulation newspaper in Tulsa. The bid notice may be published in additional newspapers at the discretion of the staff. Copies of the notice will be mailed to anyone who has filed a written indication of interest in the property with the Facilities Utilization Office.

Bids will be opened at the time and place specified in the bid notice. The bids will be referred to staff for review and they will make a recommendation to the Board. The Board reserves the right to reject any and all bids and to accept any bid deemed to be in the best interest of the District.

Surplus real estate will not be conveyed by private sale unless the real estate has been first offered for sale by public sale or public bid.

Any conveyance of real estate by private sale to a non-profit organization, association, or corporation to be used for public purposes, unless for exchange, shall contain a reversionary clause. This will return the real estate to the District upon cessation of the use without profit or for public purposes by the purchaser or the assignee of the purchaser.

Issued: July 2003

Revised: June 2004

Legal Reference: Title 70 O.S. 5-117-11
Title 59 O.S. 858-700

DISPOSITION OF DISTRICT SURPLUS PERSONAL PROPERTY

The procedures for disposing of District's surplus real property are as follows:

A department which identifies items that become surplus to its use may initiate disposition of the items by completing a fixed asset disposition form.

The Purchasing office will review items received for surplus disposition and if the Director of Materials Management concurs that the items are no longer needed for the present or anticipated future needs of the District, the items may be disposed of in any of the following methods:

- The Director of Materials Management may prepare and generally circulate a notice to bidders advising sealed bids for the surplus items will be received by the District at the time and place designated in the bid notice. Additionally, the Director of Materials Management will mail copies of the notice to persons or business entities with a known interest in bidding on the items.
- Any time a large quantity and/or assortment of surplus items has been accumulated, the Director of Materials Management may give public notice and administer a public auction to dispose of the surplus items.
- The surplus items may be sold to the public at fair market prices established by the Purchasing Office.
- Obsolete or worn-out textbooks and library books may only be sold or given to students, parents/guardians, or other public school systems.

Surplus items not disposed of in one of the above methods, or in the opinion of the Director of Materials Management, are in a condition that does not justify a public sale may be either sold for scrap or discarded at the direction of the Director of Materials Management. The District employee (or member of his immediate family) who initiated the recommendation to the Director of Materials Management for the disposition of the surplus property will not be permitted to bid upon or buy the surplus property.

The Director of Materials Management will maintain records for disposition of surplus items and actions taken on those recommendations for a minimum period of five years.

BUDGET TRANSFER AUTHORITY

PURPOSE: To define the budget transfers that require Board approval.

General

Periodically during the fiscal year, managers may reconcile General Fund budgets through transfer of funds from one line item to another. The Superintendent or designee will alert the Board for the need of such transfers. The Board will consider and take action on the recommendations utilizing the following procedure.

Budget transfers over \$25,000 that are not original budget line items will require Board approval. When the Superintendent or designee requests approval, a rationale will include source of fund and a listing of other line items reduced to fund such expenditures.

All funds required for the purchase or lease of goods, equipment and services represent expenditures identified in this policy. Expenditures include salaries for new positions; stipends; special projects; contract services; computer hardware and software; training; machinery; office equipment; maintenance equipment; general maintenance projects; supplies; professional development seminars; travel and any other item that exceeds \$25,000.

Exemptions

Several areas are exempt from the above policy. These include school site budgets if expenditures are within the total approved budget; utilities; legal fees; salary transfers or adjustments, and the related benefits for existing allocations; transportation allocations to schools; and transfers within a restricted project. Managers in charge of these areas should follow the procedure below.

- It is the department head's responsibility to move budget dollars between the accounts within the department as needed. The only exception to this rule is salary allocations. The District does not allow a department to move full-time salary allocations from salary to non-salary allocations.
- Each department head must approve a budgetary revision form when wishing to transfer money from one account to another. If the department head wishes to transfer a budget allocation between departments, both the sending and receiving department heads must approve the transfer.
- In the event that a department runs short of funds, the first source of additional funds is the department head's supervisor. Each division head has the authority to transfer funds within the division. If the division is short of funds, an appeal may be made to the Superintendent requesting funds from the Reserve for Estimates Account.

Timing

The legally adopted budget, effective July 1 of a fiscal year, becomes subject to this policy after Board approval of the first amendment. Before that amendment, any changes are deemed budget-building items, not budget transfers.

Adopted: December 1994

Revised: October 2006

PAYROLL PROCEDURES

PURPOSE: To define the payroll payment procedures to be followed for all employees.

Salaries and wages will be paid to all certified and support personnel through the Accounting Office. Proper payroll procedures are dependent on accurate reporting (to the Accounting Office) of absences and time worked, in sufficient detail to meet the requirements imposed by the Fair Labor Standards Act, from individual schools and other work centers. Actual time worked by non-exempt employees will be reported and all compensatory accrual records will be maintained centrally by the Accounting Office.

Adopted: November 1982

Revised: November 2004

STATEMENT OF INCOME AND EXPENDITURES
AND THE
RELATED BUDGET PROCESS

PURPOSE: To establish a timeline for preparing and posting the Annual Statement of Income and Expenditures and for preparing the Annual School District Budget Plan.

The District budget shall represent a complete plan for the District and shall present information necessary and proper to disclose the financial position and condition of the District and the revenues and expenditures thereof, both past and anticipated.

The District budget is prepared on a fiscal year basis. The District's fiscal year begins on July 1 and ends on June 30.

The School District Budget Plan shall contain a budget summary. It shall also be accompanied by a budget message, which shall explain the budget and describe its important features. It shall contain at least the following in tabular form for each fund:

- Actual revenues and expenditures for the immediate prior fiscal year;
- Revenues and expenditures for the current fiscal year as shown by the budget for the current year as adopted or amended; and
- Estimates of revenues and expenditures for the budget year.

The Board shall hold a public hearing on the proposed budget within 45 days preceding the beginning of the budget year. The purpose of the hearing is to receive public comment on financial matters of the District, including past and future expenditures. The hearing shall be conducted at a regular Board meeting or at a special Board meeting called for that purpose. Notice of the date, time and place of the hearing, together with the proposed budget summary, shall be published in a newspaper of general circulation in the District not less than five days before the date of the hearing. The Clerk of the Board shall make available a sufficient number of copies of the proposed budget as the Board shall determine and shall have them available for review or for distribution at the office of the District's Chief Financial Officer. At the public hearing on the budget, any person may present to the Board comments, recommendations or information on any part of the proposed budget.

The adopted budget shall be in effect no later than the first day of the fiscal year to which it applies. The budget, as adopted and filed with the state auditor and inspector and local excise board, shall constitute an appropriation for each fund, and the appropriation thus made shall not be used for any other purpose except as provided by law.

The District shall amend the original budget after June 30 of each year after the June financial activity has been recorded, the annual Foundation and Salary Incentive Aid allocation has been released, and the property tax valuations have been certified for all affected counties within the District. *The amended budget shall include all of the following information that is applicable:

- Valuation of the District by county and classification, excluding homestead exemptions;
- Bonded debt and judgments outstanding, including interest rates by maturity;
- Matured debt and judgments;
- Sinking fund balance, including cash and investments;
- Sinking fund levy calculations, including surplus/deficit, principal accrual, annual interest, judgment installment and interest, total net levy and delinquency;
- Levies in millage for general fund, building fund and sinking fund;
- Millage adjustment factor, if applicable;
- Previous year sinking fund collections, including total proceeds as certified, additions or deductions, reserve for delinquent tax, reserve for protest pending, tax apportioned, net balance in process of collection, and excess collections; and
- Sinking fund surplus analysis, including itemized sources of excess and deductions.

FUND BALANCE

PURPOSE: To provide guidelines during the preparation and execution of the annual budget to ensure that sufficient reserves are maintained for unanticipated expenditures or revenue shortfalls. The Policy is based upon a long-term perspective recognizing that fluctuations from year to year are to be expected. The main objective of establishing and maintaining the Policy is for the District to be in a stable fiscal position that will provide financial sustainability during negative economic cycles.

The Policy shall only apply to the District's governmental funds which include, but are not limited to, the following:

- General Fund
- Building Fund
- Child Nutrition Fund
- Capital Projects Fund
- Debt Service Fund (Sinking Fund)
- Arbitrage Rebate Fund
- Gifts Fund
- Endowments Fund
- Flexible Benefit Fund

Fund balance refers to the difference between assets and liabilities in the governmental funds balance sheet. Fund balance consists of five categories, defined in Governmental Accounting Standards Board Statement No. 54, as follows:

- Nonspendable Fund Balance: The nonspendable fund balance classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact. This would include items not expected to be converted to cash including inventories, long-term receivables, and prepaid amounts. It may also include the long-term amount of loans and receivables, as well as property acquired for resale and the corpus (principal) of a permanent fund.

It will be the responsibility of the District's Chief Financial Officer to identify and report all nonspendable funds appropriately in the District's financial statements.

- Restricted Fund Balance: The restricted fund balance classification should be reported when constraints placed on the use of resources are either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation.

It will be the responsibility of the District's Chief Financial Officer to identify and report all restricted funds appropriately in the District's financial statements.

- Committed Fund Balance: The committed fund balance classification reflects specific purposes pursuant to constraints imposed by formal action of the District's Board of Education. Also, such constraints can only be removed or changed by the same form of formal action.

Funds set aside by the Board as Committed Fund Balance require the passage of a resolution by a majority vote of the members of the Board. The passage of such a resolution must take place prior to June 30th in order for it to be applicable to the District's fiscal year-end, although it is permitted for the specific amount of the commitment to be determined after the fiscal year-end if additional information is required in order to determine the exact amount to be committed. The Board has the authority to remove or change the commitment of funds with a majority vote.

- Assigned Fund Balance: The assigned fund balance classification reflects amounts that are constrained by the government's intent to be used for specific purposes, but meet neither the restricted nor committed forms of constraint. Assigned funds cannot cause a deficit in unassigned fund balance.

For purposes of Assigned Fund Balance, the Board of Education has given authority to its Chief Financial Officer to assign funds for specific purposes. Any funds that the Chief Financial Officer assigns for specific purposes must be reported to the Superintendent.

- Unassigned Fund Balance: The unassigned fund balance classification is the residual classification for the General Fund only. It is also where *negative residual amounts for all other* governmental funds would be reported. Unassigned fund balance essentially consists of excess funds that have not been classified in the four above fund balance categories.

Unassigned Fund Balance may be accessed in the event of unexpected expenditures up to the minimum established level upon approval of a budget revision by the Board. In the event of projected revenue shortfalls, it is the responsibility of the Chief Financial Officer to report the projections to the Board. Any budget revision that would result in the Unassigned Fund Balance to drop below the minimum level will require the approval of a majority vote of the Board.

When expenditures are incurred for purposes for which both restricted and unrestricted fund balance is available, restricted fund balance is considered to have been spent first.

When expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications can be used, amounts classified as committed should be reduced first, followed by amounts classified as assigned and then amounts classified as unassigned.

BONDED EMPLOYEES AND OFFICERS

PURPOSE: To define the required Bond coverage for District Employees.

Employees responsible for handling and control of District monies, purchase and control of equipment and materials, and safeguarding of District assets in the warehouse, schools and other buildings will be bonded in such amounts as deemed appropriate by the Board. These include the following:

Individual Bond Coverage

Treasurer

Assistant Treasurer

Encumbrance Clerk

Clerk of the Board

Deputy Clerk of the Board

Blanket Fidelity Insurance Coverage

All employees of Independent School District Number One

In addition to the above, School Activity treasurers for all schools will be bonded according to law.

Adopted: November 1982

Revised: October 2004

Legal Reference: Title 70 O.S., 5-129

AUTHORIZED SIGNATURES

PURPOSE: To define check and warrant signing authority.

Officers authorized to sign checks on bank accounts are the treasurer and assistant treasurer. Checks drawn on bank accounts are written to pay for District warrants and to transfer funds into investments. The Board President and Board Clerk shall sign their approval of all warrants.

Machines are used to sign warrants using facsimile signatures of the Board President, Treasurer and Clerk. (The signature plates and stamps will be kept in a secure place and signing is controlled by the Treasurer's Office.) Payroll checks (warrants) will be signed with the above signatures by the computer, which prints the checks by printing the signatures with a laser printer. The Accounting Office is charged with establishing internal control and security acceptable to the District auditors over the production and distribution of signed payroll checks.

Adopted: November 1982

Revised: August 2004

PETTY CASH ACCOUNTS

PURPOSE: To define petty cash accounts.

Oklahoma statutes provide operational guidelines for the establishment and use of petty cash accounts. Such accounts will be funded from the District's General Fund for making small cash expenditures such as postage, freight, or other express charges. Only one petty cash account per building is allowed. Child Nutrition change accounts are not petty cash accounts.

The use of petty cash will be controlled by the regulations found in the *School Activity Fund Handbook*. The petty cash account will be initiated by the school activity fund treasurer, or by the District treasurer, by filing a Special Claim form for the amount authorized, but not to exceed \$200. The General Fund warrant in payment of said claim will be made payable to the school.

The site treasurer will be the custodian and maintain records of the petty cash account. Reimbursement of the petty cash account may be requested by additional Special Claims within the limits set by statutes and the *School Activity Fund Handbook*.

Adopted: November 1982

Revised: November 2004

Legal Reference: Title 70 O.S., 5-129

Cross Reference: 5703, School Activity Funds Management

PETTY CASH ACCOUNTS

State law provides for the establishment of and guidelines for regulating the use of a petty cash account for school districts. It is important to understand the Oklahoma School Code recognizes the District's General Fund as the only source of petty cash; therefore, the expenditure of cash originating from any other source, including School Activity Funds, is considered a violation of state law and is expressly forbidden. Petty cash must be administered and controlled in accordance with guidelines governing General Fund. Petty cash is not to be used for expenditures for fund-raisers.

Account limitations are as follows:

	Allotted Amount*	Maximum Annual Cash Expenditure	Maximum Single Expenditure
Elementary School	\$ 200.00	\$ 2500.00	\$ 75.00
Middle School	250.00	2500.00	75.00
High School or ESC	250.00	2500.00	75.00

NOTE: State law prohibits petty cash claims against District funds for amounts in excess of \$200.00. Therefore, you should request only \$200.00 initially. The remaining amounts may be requisitioned later, as needed.

* Although the petty cash custodian is authorized to have up to \$200.00 on hand, it is recommended a lesser amount be kept on hand, unless there is a very secure place to store it.

Petty Cash Procedures

To receive original Petty Cash

- Send a completed Special Claims form to Accounts Payable.
- Send SAF Contract for Purchase and Board of Control minutes to SAF Office.
- A District check made out to the school will be sent to your site.
- When received, complete an SAF Treasurer's receipt, send it and validated deposit slip to SAF Office. (If not completed earlier, send SAF Contract for Purchase and BOC minutes to the SAF Office.)
- A SAF check made out to site SAF treasurer will be sent to your site.
- Cash the check and use for petty cash as needed.

To replenish Petty Cash:

- Send receipts, voucher sheet and completed Special Claims form to SAF Office. Receipts and SAF Contract for Purchase must be the same.

Example: The original claim to the District was \$200.00, the current balance is \$20.00, and a Special Claims form and all receipts for \$180.00 are submitted to the SAF Office to replenish petty cash. All receipts and supporting evidence of expenditures totaling \$180.00 must accompany the Special Claims form:

Original Claim	\$200.00
Amount in Petty Cash	<u>20.00</u>
Amount Requisitioned	\$180.00

In no case will the Petty Cash Account ever reflect a deficit balance.

- Send SAF Contract for Purchase and Board of Control minutes to SAF Office.
- A District check made out to the school will be sent to your site.
- When received, complete an SAF Treasurer's receipt; send it and a validated deposit slip to the SAF Office. (If not completed earlier, send SAF Contract for Purchase and BOC minutes to SAF Office.)
- An SAF check, made out to the site SAF treasurer, will be sent to your site.
- Cash the check and use for Petty Cash as needed.

NOTE: Please do not put a Walker RQ on the system – it is not needed for the initial Petty Cash payment or Petty Cash reimbursement. A Special Claim form and an SAF Contract for Purchase is all that is needed.

PETTY CASH CAN ONLY BE REIMBURSED FOR LEGAL GENERAL FUND EXPENDITURES (NO FOOD, GIFTS, ETC.)

To expend Petty Cash:

- Employees desiring the use of petty cash must get approval from the approving officer. This approval is validated by the approving officer's signature on a pre-numbered receipt designed for such purposes. Blank receipt forms may be obtained from the treasurer.
- The Petty Cash Receipt must then be presented to the treasurer for cash withdrawal. The receipt will show the date, amount withdrawn, purpose for withdrawal (project or material) and be signed by the person making the withdrawal. After the purchase is made, the original itemized support or invoice must be returned with all unexpended cash. The Petty Cash receipt is then adjusted accordingly and attached to the support material, including a list of all items purchased. The total of the Petty Cash receipts on hand, plus the remaining cash, must always equal the amount of cash originally authorized by the Board of Control. (Each Petty Cash account will be subject to periodic audits during the year without prior notice to the schools.) Petty Cash receipts should be organized in numerical order. If an error is made on a Petty Cash receipt, that receipt must be voided and included within the numerical sequence. Each receipt, including any that have been voided, is to be listed in numerical order on the Petty Cash Voucher.

- Petty Cash funds cannot pay for adult or student food items.
- Petty Cash funds cannot pay for materials used for employee receptions, meeting, etc.

Procedures for Closing Petty Cash Account

Before the close of school, the School Activity Fund treasurer must deposit all cash on hand in the School Activity Fund depository. The treasurer will then prepare a Petty Cash voucher in duplicate. One copy of the voucher should be submitted to the Board of Control and included with the official minutes. If the voucher indicates an unspent balance, it must be accompanied by a Contract for Purchase authorizing the issuance of a check to the Treasurer, Independent School District Number One. The other copy, together with all remaining petty cash receipts and supporting evidence of expenditures, will be included with School Activity Fund materials submitted to the S.A.F. Office for examination.

CASH IN SCHOOL BUILDINGS

PURPOSE: To define the amount of cash that can be maintained in District facilities.

No substantial amounts of money will be kept in the buildings overnight, except for petty cash funds, elementary cafeteria change, certain special events, and funds in the District Treasurer's Office.

When special events are scheduled that will generate cash after normal banking hours, arrangements should be made to take the money to a night depository at a District bank that same day. If depositing in a night depository is impractical or imprudent for safety or other reasons, the money may be held in a school vault, safe, or other suitably locked container overnight. The person responsible for the event is also responsible for setting up procedures to transport the money to the depository. Security officers may be used if needed. The cost must be paid from the event's budget.

Adopted: November 1982

Revised: November 2004

SCHOOL ACTIVITIES FUNDS MANAGEMENT

PURPOSE: To establish guidelines for School Activities Funds and the authority for management and control of those funds.

Oklahoma law requires the Board to exercise control over School Activity Funds. School Activity Funds consist of proceeds from fundraisers such as admissions to student events or programs, the sale of school activity tickets, concession sales, dues, fees, and donations to student clubs or other organizations. See 5703-R, "School Activities Funds Management," for school fundraiser guidelines. The operation of student organization or club projects and proceeds from the sale of student publications, pictures, and yearbooks are required to be accounted for by School Activity Funds.

The discharge of this legal responsibility is accomplished by the delegation of authority to a duly approved Board of Control consisting of at least three voting members including a parent/guardian of a child currently enrolled at that school or two persons from the community (one which will be the member and the other which will be the alternate), and the principal who will act as chairperson, and by establishing guidelines within which all Boards of Control must function. These guidelines are published in the *Administrative Handbook for School Activity Funds* and are intended to assure strict compliance with state law and established policy consistent with administrative philosophy. Board of Control members are expected to regulate and control the fiscal affairs of the school with the same diligence as is exercised by the Board in its control of the school system as a whole.

Funds collected by PTA, Junior Achievement, and booster organizations that are sanctioned by the District are exempt from the provisions of this policy. Fundraising activities and budgets for these types of organizations are independent of the District. Gifts from these organizations must be accepted and approved through established Board policy.

Adopted: November 1982

Revised: February 2005

Legal Reference: Title 70 O.S., 131.1

SCHOOL ACTIVITIES FUNDS MANAGEMENT

Financial Considerations

Fundraising activities are limited to projects contributing to the benefit or well-being of students, whether through the act of participation or by providing funds for other approved extra-curricular projects. Funds generated by student projects or activities must be deposited into the School Activity Fund to the credit of an account maintained for that purpose and cannot be used for any purpose other than that for which the account was originally created.

Sales Tax Exemption

Schools shall not allow students to engage in fundraising projects which will necessitate the collection of sales tax by the students. It is important vendors supplying material for such projects understand no sales tax will be paid to the company. All sales made to schools are tax exempt, regardless of purpose or use of merchandise. This procedure also applies to vendors outside the state of Oklahoma, even though they may have an Oklahoma Tax Commission number and file monthly tax reports with the Commission.

Restrictions

Only after administrative approval is received may arrangements be made for the activity to be conducted. Bingo and other games of chance are not allowable fundraisers. Raffles are only permitted when the contributions are voluntary. All elementary schools will be limited to three community fundraising activities annually. (School pictures and book fairs are not considered community fundraisers.)

Support Group Fundraising Activities

Fundraising activities for athletic booster clubs, instrumental and/or vocal music parent clubs and other parent groups do not require approval unless students become involved in the fundraising activities. According to the Attorney General, when students conduct fundraising projects under the direction of adults, all funds from such projects must be deposited in the school's School Activity Fund. However, PTAs chartered by the Oklahoma Congress of Parents and Teachers have been specifically excluded by law from this rule.

RECEIPTS FROM SCHOOL CLASS SALES AND SERVICES

PURPOSE: To recover costs of materials, services and equipment depreciation.

The Board recognizes in the course of ordinary procedures, it is sometimes desirable for students to provide services or products to outside consumers. These include, but are not limited to, auto mechanics and printing services. Charges for such services, while not intended as revenue-producing functions, must be adequate to cover the cost of materials and equipment used. This cost will be determined by the individual class instructor.

Payments received from customers will be handled in the same manner as funds collected from the student for class services and resale materials used. This requires the issuance of a receipt to each customer or student and a daily deposit of funds with the school treasurer.

Adopted: November 1982

Revised: August 2004

RECEIPTS FROM SCHOOL CLASS SALES AND SERVICES

The collection of funds in all classrooms requires the issuance of a receipt for monies received from various customers. Special three-part receipt books will be used for this purpose. The receipts will be totaled, balanced to the funds on hand, documented on a Sponsor Cash sheet, and then submitted to the school treasurer before the close of each school day. A school activity fund receipt will be issued by the school treasurer to the teacher or sponsor for the total amount deposited.

GATE RECEIPTS AND ADMISSIONS

PURPOSE: To require gate receipts and admissions to comply with established accounting controls.

Funds generated from school activities will be controlled in accordance with established school activity funds management. The principal or designee will be responsible for the collection and deposit of funds. Such funds must be deposited intact. No expenditures can be made from cash. Proper payroll procedures must be followed to compensate all workers at every event.

Adopted: November 1982

Revised: August 2004

Cross Reference: 5703, School Activities Funds Management

GATE RECEIPTS AND ADMISSIONS

Admission to Sporting Events

Funds from admissions to games will be handled in the following manner: Each ticket seller will prepare a report indicating the number and prices of tickets sold and compute the total ticket sales. The report shall be reconciled and signed by the ticket sellers and the game manager. The game manager or treasurer will count the money and prepare a deposit slip. The deposit slip and the money will be placed in an appropriate bank bag. The game manager will collect the bags from each seller and arrange for transportation and security to the night depository of the school activity fund bank or, if the money is stored in the school vault overnight, it shall be deposited the following business day at the school activity fund bank.

Advance ticket sales can be conducted from school banks/bookstores. Proceeds from such sales will be deposited in the same manner as other school activity fund receipts. Ticket numbers will be recorded for control purposes by the school treasurer.

Admissions to Other School Activities or Events

Gate receipts from other events, depending on the amount of money involved, will be counted by the manager or sponsor in the presence of another official and deposited in the night depository or in the school vault. Substantial amounts of money will not be kept in the school vault overnight. Money stored in the school vault overnight shall be deposited the following business day.

STUDENT DONATIONS, GIFTS, AND SOLICITATIONS

PURPOSE: To define the limits of solicitation of charitable donations and gifts by students.

The solicitation of charitable donations by students will be restricted to drives approved by the Superintendent or designee. If approved, students can raise private funds but teachers can not be involved during contract time. "Public assets" can not be used to raise "private funds."

Students will not give gifts of significant value to school personnel. Neither will school personnel give gifts of significant value to students. This procedure will be observed at all times.

SANCTIONING STUDENT ACHIEVEMENT PROGRAMS, PARENT-TEACHER
ASSOCIATIONS, AND BOOSTER CLUB ORGANIZATIONS

PURPOSE: To establish guidelines for District sanctioned programs and organizations.

Definitions as used in this policy:

Student Achievement Programs - Programs intended to operate and do operate to enhance student achievement.

Parent-Teacher Associations - Associations of parents and teachers operating to provide a basis for communication and interaction among parents and staff members.

Booster Club Organizations - Organizations composed of parents and interested persons, associating together to assist a student activity.

Oklahoma law authorizes the Board to adopt a policy to exempt student achievement programs, parent-teacher associations and booster club organizations from the statutory provisions relating to student activity funds. Only those organizations sanctioned in accordance with this policy will be exempt from the statutory controls over school activity funds found in the Oklahoma School Code.

The Board may sanction programs, associations and clubs, in the sole judgment of the Board, that advance the educational objectives of the District and are beneficial to students. The district shall incur no liability for the acts, errors or omissions of any sanctioned organization. In determining whether a program, association or club should be sanctioned, the Board of Education shall consider:

- If the program, association or club promotes activities representing an extension, expansion or application of the District's curriculum.
- If the program, association or club assists student government in activities carrying out special projects or responsibilities.
- If the program, association or club assists student clubs, organizations and other student groups in raising funds to promote activities approved by the Board.
- If the program, association or club assists with approved extra-curricular student activities.
- Supplemental information provided by the organization in support of its application.

The organization must comply with all state and federal laws as they pertain to equal opportunity and treatment of all students. The organization shall comply with applicable law, Board Policy, and applicable Administrative Regulations. If the organization refuses to comply with the applicable law, policies, or administrative regulations, it shall not be entitled to utilize the District's property or facilities for any purpose, or provide support to any district program.

Revocation: The Board reserves the right, in its sole discretion, to revoke the sanctioning of any organization if it is determined that its operation or purpose is not consistent with the policies or procedures adopted by the Board.

**SANCTIONING STUDENT ACHIEVEMENT PROGRAMS, PARENT-TEACHER
ASSOCIATIONS, AND BOOSTER CLUB ORGANIZATIONS**

The School District may sanction student achievement programs, parent-teacher associations and booster club organizations that, according to the Board's determination, advance the educational objectives of the School District are beneficial to students and meet the requirements of Board Policy 5707. The following provisions should be noted regarding the student achievement programs, parent-teacher associations and booster club organizations (herein known as the "organization") seeking to be sanctioned by the Board of Education.

Options for organizations:

All organizations must operate in accordance with one of the following classifications:

- 1) Not Sanctioned- Without Board of Education approval for sanctioning, an organization MUST operate (collect and deposit all revenues/make all expenditures) through the District's school activity fund.
- 2) Sanctioned- The organization, with or without a 501 (c) (3) designation, must request and receive a separate EIN (Employer Identification Number) and file appropriate forms for tax purposes. The organization must agree to NOT pay any District employee except through the District payroll. For those persons who are employees of the organization and perform services for the organization as an employee, but who ARE NOT employees of the District, the organization must agree to withhold applicable payroll taxes and report such earnings as required by law. The organization is advised to consult a tax professional.

Sanctioning Process:

1. As part of the initial application process, the organization will provide a copy of its by-laws and/or constitution. The organization must be managed or operated by adults, rather than students. The by-laws and/or constitution will differentiate the parent organization or booster club from any student organizations and will provide details of their structure including:
 - a statement of its purpose, goals, organizational structure, and membership requirements;
 - a detailed statement of how the District and its students will benefit if the organization is sanctioned;
 - the name of a District employee who has agreed to serve as voluntary student sponsor for the organization;
 - a statement of nondiscrimination consistent with all Oklahoma and federal laws;
 - a financial report or audit as defined by Board of Education regulations, which has been performed on the organization;

- the names, addresses, and duties of the officers;
 - details of the process to elect officers, the length of each officers term, and the time of year for such election;
 - a detailed breakdown of the dues structure and requirements for membership;
 - a statement from the president and treasurer that they will follow proper bookkeeping practices to ensure the safeguarding of all assets, file all necessary IRS forms including 1099's and W-2's;
 - the written application to obtain or renew is due no later than the timelines established by the District. A revised application must be filed annually within 30 days of any change in organization officers.
2. Annually, an application for sanctioning shall be submitted to the principal for preliminary review using the District's designated application form. Sanctioning shall be approved by the Board of Education on a one-year basis only (July 1 to June 30). The Board of Education will consider all previously approved sanctioning applications at the beginning of the fiscal year. Applications must be submitted to the office of the CFO by October 1. Applications for new organizations and associations not previously approved by the Board may be considered throughout the year as needed. The principal shall forward the application with his or her approval to the Chief Financial Officer. After the organization's application has been reviewed by the Chief Financial Officer, the Superintendent or designee shall make a recommendation to the Board of Education. The Board of Education shall sanction or decline to sanction the applicant. The decision of the Board of Education is final and non-appealable.

Each year, representatives and officers from booster clubs will be required to complete mandatory in-service training. This training will address the requirements and expectations for a sanctioned organization.

3. In order to maintain the status of a sanctioned organization in accordance with District policy, the Superintendent of Schools or the Board of Education may require from any such organization, on an annual basis, that a financial audit be performed on the organization by an independent accounting firm at the expense of the sanctioned organization. If required the audit shall be submitted within 90 days of the Superintendent's request. The Superintendent will recommend to the Board of Education if the organization is entitled to continue to be sanctioned in accordance with this policy and if its funds should continue to be exempt from the statutory controls over student activity funds found in the Oklahoma School Code. Additionally, the District reserves the right to conduct periodic random audits of the organization's financial records.

Otherwise, an annual financial report in a format developed by the District will be required. If requested, the organization will also provide the District with a complete set of financial records including bank statements, copies of check registers and each detailed treasurer's report for the period of the annual financial report. The financial report shall be submitted as a part of the application process.

4. The Superintendent or the Board of Education may, at any time they deem warranted, request copies of any and all records maintained by the program, organization or association. Copies of records must be promptly provided upon request of the Board or Superintendent.

Banking:

1. The organization may not deposit any check, warrant or money order made payable to the District or any individual school into the organization's private bank account.
2. The organization must maintain a bank account separate from the District. Sanctioned groups may not use the District's Tax ID number.

Contributions:

1. All funds raised will be used to achieve the stated purposes and goals of the organization. No monetary bonuses, stipends, non-cash assets such as gift cards or administrative fees will be permitted to the officers, members, or employees of the organization. If the organization is abolished or ceases to exist, all remaining funds after the financial responsibilities are satisfied shall be deposited into the General SAF Account of the School the organization serves.

2. Contributions from the organization will not be accepted unless approved by the Superintendent or designee. An organization shall not make any monetary payments (mileage, bonuses, stipends, etc.) or in kind contributions to District employees directly without prior written approval of the Superintendent or designee. **Approved** monetary contributions may be made to a District employee through the District's payroll. The District reserves the right to withhold employment or other taxes, to deduct any legally required contributions, and deduct all associated payroll costs from any contribution to a District employee. An organization may not make gifts of assets that easily convert to cash (gifts cards, etc) in any amount to any District employee.

If a sanctioned organization fails to comply with Board policy and regulations concerning contributions to the District, and if such failure results in an increased tax or legal obligation on the part of the District, the sanctioned organization shall indemnify the District for such obligation. The organization is responsible for filing all appropriate tax forms and withholding all applicable amounts for its own employees and vendors.

Limitations:

1. Any plan, project, or movement instituted to expand, modernize, renovate, or render maintenance to school controlled and/or owned properties, or provide academic achievement awards and other educational recognition to students or student bodies will be presented to the Superintendent or his designee for review and approval/denial. This must be done before any public announcement is made.

2. The organization may not use school materials or supplies in advertising its activities. Use of school property by the organization for its activities will meet all policy and regulations established by the Board for that purpose. The organization cannot use District copyrighted or trademarked materials without prior written approval of the Superintendent or designee.
3. The Board may, at its discretion, withdraw sanctioning at any time it determines that the operation and purposes are not consistent with the District's policies and regulations. Any decision of the Board of Education to withdraw sanctioning is final and non-appealable.
4. No fundraising activities will be conducted within the school site for sanctioned organizations during school hours without proper notification to and approval from the principal or Superintendent. Students will not participate during regular class periods unless approved by the principal or Superintendent.

INVESTMENTS

PURPOSE: To define the District's investment decisions and to comply with state and federal statutes.

This investment policy is adopted in accordance with the provisions of applicable law by the Board of the District. This policy sets forth the investment policy for the management of the public funds of the District. The policy is designed to ensure prudent management of public funds, the availability of funds when needed, and reasonable investment returns.

Investment Authority

The District treasurer is required by the Board to invest District monies in the custody of the treasurer in those investments permitted by law. The treasurer shall, to the extent practicable, use competitive bids when purchasing direct obligations of the United States Government or other obligations of the United States Government, its agencies, or instrumentalities.

The District treasurer shall limit investments to:

- Direct obligations of the United States Government to the payment of which the full faith and credit of the Government of the United States is pledged; provided the District treasurer, after completion of an investment education program in compliance with applicable law, may invest funds in the investment account in other obligations of the United States Government, its agencies or instrumentalities;
- Obligations to the payment of which the full faith and credit of the state is pledged;
- Certificates of deposits of banks when such certificates of deposits are secured by acceptable collateral as defined in this policy.
- Savings accounts or savings certificates of savings and loan associations to the extent that such accounts or certificates are fully insured by the Federal Savings and Loan Insurance Corporation;
- Repurchase agreements that have underlying collateral consisting of those items specified above including obligations of the United States, its agencies and instrumentalities, and where the collateral has been deposited with a trustee or custodian bank in an irrevocable trust or escrow account established for such purposes;

- County, municipal or school district direct debt obligations for which an ad valorem tax may be levied or bond and revenue anticipation notes, money judgments against such county, municipality or school district ordered by a court of record or bonds, or bond and revenue anticipation notes issued by a public trust for which such county, municipality or school district is a beneficiary thereof. All collateral pledged to secure public funds shall be valued as defined in this policy.
- Money market mutual funds regulated by the Securities and Exchange Commission and which investments consist of obligations of the United States, its agencies and instrumentalities, and investments in those items and those restrictions specified in this policy;
- Warrants, bonds or judgments of the District;
- Qualified pooled investment programs through an interlocal cooperative agreement formed pursuant to applicable law and to which the Board has voted to be a member, the investments of which consist of those items specified in this policy, as well as obligations of the United States agencies and instrumentalities; or
- Any other investment that is authorized by law.

Investment Philosophy

This policy shall be based upon a “prudent investor” standard. The Board recognizes that those charged with the investment of public funds act as fiduciaries for the public, and, therefore the treasurer is directed to exercise the judgment and care that persons of ordinary prudence, discretion, and intelligence exercise in the management of their own affairs as to the permanent nonspeculative disposition of their funds, with due consideration of probable income earnings and probable safety of capital. In investing the District’s funds, the treasurer shall place primary emphasis, first, on safety and liquidity of principal, and then on earnings.

- Liquidity: Available funds will be invested to the fullest extent practicable in interest-bearing investments or accounts, with the investment portfolio remaining sufficiently liquid to meet reasonably anticipated operating requirements.
- Diversification: The investment portfolio will be diversified to avoid one class of investment causing a disproportionate risk of loss to the portfolio. Provided this restriction will not apply to direct obligations of the United States Government, its agencies or instrumentalities, or Certificates of Deposit secured by diversified pledges of collateral as provided this policy.
- Safety of Principal: Although investments are made to produce income for the District, investments will be made in a manner that preserves principal and liquidity.
- Prohibition of Speculation: The purchase of an investment to be sold before its maturity will normally result in either a gain or loss for the District and is therefore “speculative” by definition. This practice is prohibited.

- Yield: The portfolio will be designed to attain maximum yield within each class of investment instrument, consistent with the safety of the funds invested and taking into account investment risk and liquidity needs.
- Maturity: Investments will be purchased with expectation that they will be held to maturity. Investments in the Sinking Fund may have maturities extending to 60 months. Investments in all other funds may have maturities extending to 36 months, provided sufficient liquidity is available to meet major outlays, and except that General Fund investments may not exceed 18 months. Any investment collateralized by a pledge of a surety bond or letter of credit as permitted by OAC 735, Chapter 20, may not have a maturity date after the expiration of the surety bond or letter of credit.
- Capability of Investment Management: The Superintendent shall be responsible for seeing that the treasurer and any assistant treasurer are qualified and capable of managing the investment portfolio and satisfactorily complete any investment education programs required by state law or by the Board.
- Collateral: Securities pledged to the District to secure investments shall be limited to the type and terms acceptable to the Treasurer of the state of Oklahoma under the Oklahoma Administrative Code Title 735, Chapter 20. Such securities shall be diversified as to type and maturity. Such securities shall be valued at no more than market value and such pledged value shall be at least 110 percent of the investment principal being secured on the date of the pledge. Changes in the market value of the pledged securities occurring during the life of the pledge that would cause the value of the pledge to be less than 110 percent of the principal being secured shall be supplemented by the pledgor with additional securities. The treasurer shall have the authority to sign forms and contracts with financial institutions or the Federal Reserve to enter into agreements for the safekeeping of collateral.

Safekeeping and Custody

The treasurer will maintain a list of the financial institutions and pooled investment programs, if any, governed by an interlocal cooperative agreement formed pursuant to Title 70, Section 5-117B of the Oklahoma Statute which are authorized to provide investment services, and will maintain a separate list of financial institutions with collateral pledged in the name of the District.

- Securities purchased from a bank or dealer, including any collateral required by state law for a particular investment, shall be placed under an independent third party custodial agreement.
- All securities will be in book-entry form, and physical delivery of securities will be avoided.
- Telephone transactions may be conducted, but such transactions must be supported by written confirmation, which may be made by way of a facsimile on letterhead with authorized signatures of the safekeeping institution.
- Written transactions and confirmations of transactions by computer connections will be kept in the treasurer's office.

Reporting and Review of Investments

The treasurer will prepare an investment report to be submitted to the Board on at least a monthly basis. The report will include:

- A list of individual securities held at the end of the reporting period.
- The purchase and maturity dates of these securities.
- The name and fund for these securities.
- The yield rate of these securities.
- Any collateral pledged by a custodian.

The Board shall review the treasurer's investment performance on a regular basis that is no less frequent than monthly.

Depositing of Interest:

Unless otherwise directed by the Board through policy or by special directive by the Oklahoma Constitution or the Federal government, income earned from the investment of the General Fund, and Workers' Compensation Fund investments shall be deposited in the General Fund to be used for General Fund operations. The interest earned by the investment of the Debt Service Fund (Sinking Fund) will be deposited into the General Fund and used for General Fund operations; except the treasurer may deposit any portion of interest earned on the Debt Service Fund into the Rebate Fund, if the treasurer has determined that an arbitrage rebate will have to be paid to the Internal Revenue Service by the District. Income earned on Bond Funds shall be deposited into either the Building Fund, the Rebate Fund, or the General Fund and income earned from the investment of all other fund investments shall be deposited in the fund for which the investment is made.

Investment Education Program

The treasurer and assistant treasurer shall satisfactorily complete the Investment Education program specified by O.S. 70-5-115-H, and shall periodically complete appropriate continuing education programs.

TAXING AND BORROWING AUTHORITY / LIMITATIONS

PURPOSE: To define the ad valorem taxes apportioned to the District and the statutory indebtedness available on the taxable property within the District.

Ad valorem taxes on the dollar valuation of all taxable property apportioned in the District may be identified as follows:

- Five mills allocated by the County Excise Board.
- Upon certification of need by the Board, an additional tax, not to exceed fifteen mills, levied for schools.
- An emergency levy, not to exceed five mills, when approved by a majority vote of the voters of the District.
- A local support tax, not to exceed ten mills, when approved by a majority of the voters at an election for each fiscal year called for this purpose.
- A tax of four mills on the dollar valuation of all taxable property in the county, levied annually for school purposes.
- A Building Fund levy of five mills, when approved by a majority of the voters.
- A Debt Service Fund levy of the millage required to service bonded indebtedness and judgments in the amounts allowed by law and according to the terms of the debt.

The thirty-five General Fund mills and the five-mill Building Fund levy will have added a revenue equalization adjustment to compensate for the loss of ad valorem tax revenue in counties excluding personal property of individuals from the taxable property base, pursuant to statutory authority. In February 2001, by a vote of the District voters, it was decided that the District would no longer need to conduct an annual millage levy vote to obtain voter approval for the mills listed in this policy. While the taxpayers have the right to call for a millage election under certain statutory conditions, unless such an election has been called, no vote to approve the millage is required.

The District may borrow funds by issuing bonds on approval of voters at an election called for such purpose. The issue must pass by three-fifths majority of votes cast. The limitation of indebtedness will not exceed ten percent of the valuation of taxable property within the District ascertained from the last assessment.

Adopted: November 1982

Revised: February 2006

Legal References: Article X, Section 9, Oklahoma Constitution
Title 70, O.S., 15-103

GIFTS, GRANTS, OR ENDOWMENTS FROM PRIVATE SOURCES

PURPOSE: To define guidelines for accepting and managing gifts to the District.

The District is committed to encouraging appropriate gifts to the District from patrons. Gifts, grants or endowments from private sources are usually given for certain schools or particular projects of the District. These gifts shall be reviewed by an appropriate administrative official for the purpose of accepting or rejecting such an offer. As a rule, a gift of funds to the District carries with it a responsibility for the District to impose the same standards of care when spending those funds as when spending funds received from other sources. Additionally, a gift of funds to the District imposes an obligation on the District to honor the wishes of the donor of the gift when spending the funds. Donor instructions setting out how the funds are to be spent automatically make the gift a "Conditional Gift" and therefore, "Restricted." In every instance of a gift of funds to the District, the District employee or patron obtaining the gift must obtain the intentions of the donor (in writing, if at all possible), so our compliance with those intentions may be documented.

Solicitation of Grants from Private Sources

Private source donors are extremely important sources of funding for the District and development of these relationships is encouraged by the District. Solicitations for grants from foundations, corporations, and other private sources to finance particular programs and projects of the District should be pre-approved by an appropriate administrative official. Care should be exercised to solicit only those donors who can reasonably be expected to welcome the receipt of the grant request. Grant requests should be appropriate for the solicited donor. All donors must be thanked by the requestor and in most cases also by the principal or Superintendent. Requestors of grants should, upon receipt of the grant, prepare a "thank you" letter for the signature of the principal or the Superintendent in addition to a separate thank you letter of their own.

Cash gifts or grants can be receipted as to the amount received and deposited.

Allowable Expenditures from Gifts, Grants or Endowments made from the or Gifts and Endowments Funds.

In order for an expenditure to be made from a Gifts and Endowments fund, it must qualify as either a valid General Fund expense or an expenditure for the purpose authorized by the donor of the gift. If the item is not a valid General Fund expenditure, but it is specifically authorized by the donor, documentation providing proof of the donor's intent must be submitted with the requisition.

Examples of expenditures not valid from the General Fund are:

- Meals for employees who are not on an out-of-town trip.
- Employee refreshments.
- Purchase of flowers and plants.
- Donations to the PTA.
- Personal dues and memberships.
- Tuition reimbursement.
- Purchase of gifts, awards and plaques

Exemption from Purchasing Policies for Restricted Gifts

In some instances, the intentions of the donor of the gift may be in conflict with the established purchasing policies of the District. For example, a donor may require his money be used to buy a specific brand of product from a specific vendor that may violate the District policy of bidding items before buying. It may not be acceptable to the donor to make an "in-kind" gift to the schools to avoid violating District policy, because they then must pay sales tax on the goods, whereas the school does not.

The District hereby exempts the spending of restricted, donated funds from the bidding and Board approval requirements of purchasing policy provided:

- The gift is desired by the District as evidenced by the approval and acceptance of the gift by an appropriate principal, director, or higher administration official.
- The instructions are not in violation of statutory law. It is the responsibility of the approving party to assure this requirement is met.
- The donor has given the District specific spending instructions in writing on the donor's letterhead. If the donor will not provide the written instructions, the approving party must write his or her understanding of the instructions and certify the information provided represents the donor's instructions. (see exemption form)
- A copy of the exemption form is provided to the Purchasing Office.
- A District purchase order is delivered to the vendor at the time of the purchase.

In-Kind (non-cash) Gifts

It is recognized the acceptance of some in-kind gifts to schools can enhance the educational process for students. In-kind gifts will be accepted on occasion from individuals or organizations in the community; however, such gifts shall include the cost of installation and maintenance, if any. All gifts of any kind given to the school become District property.

In-Kind Gifts to Schools

Once an appropriate administrative official has determined and approved the condition of the property, compatibility with other District property, maintainability licensing requirements, availability of current and future budgets to maintain the property and the usefulness of the property, the gift may be accepted.

Donated Computer Equipment

To ensure that all hardware can be adequately supported and integrated into the District's current environment, the Systems Architecture Office will establish and maintain minimum standards that all computer hardware shall meet in order to be accepted by the District.

The chief officer of the receiving division, department or office is responsible for making the appropriate investigation and approving or declining the gift. If approval is granted, the officer is responsible for issuing a "thank you" letter to the organization or individual who donated the gift.

PUBLIC GIFTS/DONATIONS TO THE DISTRICT

PURPOSE: To establish guidelines for the acceptance of public gifts and donations.

The acceptance of some gifts to schools can enhance the educational process for students. Gifts will be accepted on occasion from individuals or organizations in the community; however, such gifts must include all associated costs including installation. All gifts given to the school become District property.

Issued (as regulation): November 1982

Adopted (as policy): May 2005

Revised: November 2005

Cross Reference: 5803, Gifts, Grants, or Endowments from Private Sources

RENTAL AND SERVICE CHARGES

PURPOSE: To define revenue distribution derived from the rental of District facilities.

Definitions

Long-term is defined as a term of more than one year and short-term is one year or less. *Net rental* is defined as that portion of the rental not designated as reimbursement for custodial or utilities expenses.

When District property is not in use for school purposes, it may be rented or leased to organizations with missions not in conflict with the educational objectives of the District.

When entering into rental or leasing transactions, the Board seeks revenue for the purpose of advancing the educational opportunity of students. All such transactions will be carried out according to state law.

The revenue from long-term real estate leases and cellular tower leases will be deposited in the Building Fund, unless otherwise directed by the Board. Revenue from short-term rental or lease of real estate will be deposited in the General Fund. Proceeds from the sale, lease, or rental of surplus equipment will be deposited into the General Fund. An exception is the Child Nutrition Services' equipment sales and service revenue that is deposited in the Child Nutrition Fund.

For school sites only, in the year following the year of the receipt of the revenue, an amount equal to 60 percent of the net rental revenue will be budgeted for spending by the site responsible for obtaining the revenue and rental revenue shall be used to directly benefit the students of that school. Forty percent of the net rental will be retained in the District's budget as an offset to repairs and other building maintenance expenses.

Adopted: November 1982

Revised: October 2006

Legal Reference: Title 62 O.S., 335

Cross Reference: 8401, Community Use of School Facilities

ADVERTISING IN DISTRICT PUBLICATIONS AND AT DISTRICT FACILITIES

PURPOSE: To align advertising in school-sponsored or District-sponsored publications, or school or District facilities with the District's educational mission.

Tulsa Public Schools encourages the use of advertising revenue from businesses or individuals to advance or enhance the educational mission of the District. The District reserves the right to deny advertising space to any business and/or individual that seeks to promote activities or products contrary to the District's mission. Advertising is prohibited in classrooms and on buses.

Publications

School-sponsored publications include, but are not limited to, school newspapers, news-magazines, and yearbooks. The purpose for accepting commercial advertising in school-sponsored publications is to raise revenue in order to finance the publications, and to impart journalistic management skills to the District's students.

District-sponsored publications include, but are not limited to, the Superintendent's Bulletin and athletic event programs, which are distributed as a service to inform school employees and/or patrons of the District's educational mission and school-related sporting events. The purpose for accepting advertising in District-sponsored publications is to raise revenue to defray the costs in publishing these school-related publications.

School-sponsored or District-sponsored publications do not create a public forum or a designated public forum available to anyone as an advertising or speech forum. It is the intention of the District to maintain advertising space in school-sponsored or District-sponsored publications as nonpublic forums.

ADVERTISING IN DISTRICT PUBLICATIONS AND AT DISTRICT FACILITIES

All advertising must be approved prior to the publication's printing. Advertising submitted for District-sponsored publications must be approved by the supervising District administrator. Advertising submitted for school-sponsored publications must be approved by the supervising school administrator.

The following advertisements will NOT be accepted for District-sponsored or school-sponsored publications:

- Advertisements which can reasonably be construed as pornographic, as defined by local community standards, or which are obscene, vulgar, or lewd.
- Advertisements which are libelous, racially offensive, religiously offensive, or discriminatory, demeaning or harassing on the basis of gender, or any protected category.
- Advertisements that promote hostility, disorder, or violence.
- Advertisements that are contrary to the educational mission of the District.
- In an effort to maintain neutrality on controversial issues, advertisements that promote, favor, or oppose controversial political or societal issues.
- Advertisements that promote a partisan position on a candidate for public office, or promote a partisan position on a bond or budget issue or any public question to be submitted at any election.
- Advertisements which promote any religious or political organization.
- Advertisements which use any District or school logo without prior approval.
- Advertisements which interfere with existing District marketing programs or any existing contracts.

Advertisements for any of the following products will not be accepted:

- X-or R-rated movies
- Tobacco products
- Alcohol beverage products, including low point beer
- Drugs and drug paraphernalia
- Firearms or other dangerous weapons
- Birth control products or information
- Gambling aids

Fees to be charged for commercial advertising in school-sponsored and District-sponsored publications are within the discretion of the supervising school administrators and the supervising District administrators, respectively. Similarly, advertising copy deadlines, restrictions on advertisement size, total advertising space, etc., are within the discretion of the supervising administrators.

Advertising on Athletic Facilities

Individual schools (in consultation with the District's Director of Athletics/Activities) may allow advertising on signs on available space at District athletic facilities. All signs at a particular location will be of uniform size, and uniform rates will be charged according to the size of the sign. If the school provides the materials for the sign, the painting of the advertisement language and designs, the sign installation, and sign maintenance, the sign revenue shall be used to defray the operational expense of the school Athletic Department. If the sign materials, painting, installation, and sign maintenance is provided by a booster club, the sign revenue shall be used by the booster club for its school support activities.

The school will determine the locations at a facility where signs will be displayed. The school will establish a maximum number of signs at each location.

Each proposed advertiser will submit a sign design, color, and the language of the advertisement. No sign will be prepared until it is approved by the advertiser and the school.

The posting of signs does not create an advertising or speech forum available to anyone.

Because spectators may perceive a sign on school property to bear the school's or the District's approval of the advertised product or service and associate the school or the District with a particular advertisement and because children of young age attend school athletic events, signs must conform to the requirements and restrictions for advertising in District-sponsored or school-sponsored publications, as stated in the publications section of this policy.

Advertising on other facilities or property not specified in this regulation shall be subject to approval by the Superintendent.

TRADEMARK AND LICENSING

PURPOSE: To ensure the name of Tulsa Public Schools is used in an appropriate and authorized manner.

All of the trademarks, service marks, logos and/or symbols of Tulsa Public Schools and its sites are entitled to protection under the common law. It is the policy of the Board to defend the trademark status. Any use of a Tulsa Public Schools trademark must have prior written approval from Tulsa Public Schools and be produced, manufactured or sold under license by Tulsa Public Schools.

The trademark licensing program shall be developed and implemented by the Superintendent or designee. The program shall include licensing merchandise bearing school trademarks, an approved form of license agreement and terms of payment of royalties. The Board retains the exclusive authority to enter into contracts for licensing of trademarks and logos. Funds generated through royalties on the sale of licensed merchandise shall be distributed as may be determined by the Board.

FEDERAL GRANTS ADMINISTRATION

PURPOSE: To require monitoring of all Federal programs and expenditures through a single office.

The Director of Federal Programs and Special Projects is responsible for coordinating federally-funded programs, administering grants, and ensuring the various departments operating these programs do so within the rules published by the Federal program.

COMPUTING RESOURCES

PURPOSE: To establish requirements for the appropriate and acceptable use of computing resources.

It is the intent of the Board that District computer usage complies with federal and state laws and regulations, Internet policies and procedures, and other related Board policies. The use of the District system, whether by students or employees must be in support of education and consistent with the educational objectives of the District.

District computing resources are intended for administration, education, training, research, and planning purposes. The computing resources shall not be used for unauthorized purposes such as, but not limited to, transmission of commercial or personal advertisements, solicitations, promotions, destructive programs, and/or distribution of political or religious material or material considered offensive.

To protect the integrity of the systems, workstations, networks, and instructional facilities, the District reserves the right to monitor and restrict access to District computing resources and the Internet.

The District makes no warranty of any kind, whether expressed or implied, for the services it provides through District computing resources.

The use of District computing resources is a privilege, not a right, afforded to students and employees of the District. Violation of District policies and procedures may result in cancellation of computer-use privileges and/or other disciplinary action.

COMPUTING RESOURCES

General Computer Use

The District's policy describes the proper use of the District's computer systems by all its employees, consultants, contractors, students, and patrons. The following list, while not exhaustive, provides guidelines for acceptable behavior and characterizes unacceptable behavior that may subject individuals to disciplinary action.

- Individuals shall only utilize authorized accounts, files, software, and computer resources.
- Individuals may not misrepresent their identity in any type of electronic communication.
- Individuals shall not violate the privacy of others. Violations of privacy include, but are not limited to, the access of accounts and files without consent and the monitoring of network communications explicitly meant for another.
- Offensive or objectionable material, e-mail, worldwide web pages, usenet news articles, etc. are prohibited and are not within the intended use of the system and network services. Furthermore, profane, offensive, and inflammatory speech and messages are also prohibited.
- Chain letters, broadcasting messages to individuals or lists of users, and other large distribution of personal messages interfere with the work of others and are not allowed.
- Individuals must not attempt to modify system configurations or account restrictions, or attempt to breach the District's computer security systems, regardless of intent. This includes the unauthorized installation or modification of software, firmware, etc.
- Individuals must not misuse the District's computing resources so as to reduce their efficiency or affect access to the detriment of others.
- The District's computer systems may not be used for commercial or profit making purposes without the prior written authorization of the Superintendent or designee.
- Computing resources may only be used with the restrictions of software access, license, and usage agreements. Individuals must not make or distribute unauthorized copies of copyrighted software.
- Individuals must take all reasonable precautions to prevent unauthorized access to accounts of data by others, both inside and outside the District.
- Individuals may be held liable for any/all costs that the District may incur as a result of their unauthorized system use.
- Computer accounts, passwords, and other types of authorization that are assigned to individual users should not be shared with others.
- Users should assign obscure password accounts and change them frequently.
- Users should be aware of computer viruses and other destructive computer programs, and take steps to avoid becoming victim or unwitting distributor.
- Non-instructional related computer games may not be played on District time.

- Violations of this policy will be handled in a manner consistent with comparable situations requiring disciplinary action. A system administrator may suspend or restrict a user's computing privileges during the investigation of a problem.
- A system administrator is authorized to access employees' computer files.
- If uncertain about a specific situation, individuals should consult Information Technology or Human Capital.
- Individuals are expected to report any violations, flaws, or other deficiencies in the security of the District's computer systems.

Security

The security of the District's computing assets and data is extremely important. To ensure the security of computing assets and data, the District has established the following guidelines:

- All reasonably available physical security measures will be taken to safeguard District computing resources.
- District computing resources should be secured by the user when not in use or when unattended.
- A computer logged into the District Wide Area Network (WAN) or the Internet should not be left unattended. Users are responsible for all transactions made under their user ID and password.
- All users having access to the District WAN or Internet will be assigned a user ID and a password. Safeguarding of the password will be the responsibility of the individual user. Individual users will be held responsible for safeguarding their passwords.
- The District has the right to restrict a user's access to the District WAN or the Internet by restricting the locations and workstations from which the user may log on, or by denying or limiting access to programs and files.
- The District administration may deny, revoke, or suspend specific user accounts for violation of these policies or procedures.

Electronic Mail (e-mail)

Ease of communication is extremely important in today's fast-paced environment. To ensure appropriate use of electronic mail (e-mail), the District has established the following guidelines:

- E-mail hardware and software are considered to be District property. Additionally, all messages composed, sent or received on e-mail are and remain the property of the District. They are not the private property of any employee. Accordingly, employees should have no expectation of privacy with respect to such materials and information.
- The use of the e-mail is for the conduct of instruction and business on behalf of the District. Use of the system for reasons other than District business and instruction will be subject to scrutiny and corrective action if such use is deemed to be inappropriate or abusive.
- E-mail may not be used to solicit for commercial ventures, religious or political causes, outside organizations, or other non-job/class-related purposes.

- The e-mail system is not to be used to create offensive or disruptive messages. Among those considered offensive are messages which contain sexual implications, racial slurs, gender-specific comments, or any other comments that ridicule a person's age, gender, sexual orientation, gender expression, gender identity, race, religious or political beliefs, national origin, and/or disability.
- The e-mail systems shall not be used to send or receive copyrighted materials, trade secrets, proprietary financial information, or similar material without appropriate authorization.
- The District reserves and intends to exercise the right to review, audit, intercept, access, and disclose all messages created, received, or sent over the e-mail system for any purpose. The contents of e-mail properly obtained for legitimate business/instructional purposes may be utilized within the District without the permission of the employee or student.
- The confidentiality of any message should not be assumed. Even when a message is erased, it can still be retrieved and read. Further, the use of passwords for security does not guarantee confidentiality.
- Notwithstanding the District's right to retrieve and read any/all e-mail messages, such messages should be treated as confidential by other employees/students and accessed only by the intended recipient. Employees/students are not authorized to retrieve or read e-mail messages that are not sent to them. Any exception to these guidelines must be approved by the employee/student whose messages are being retrieved or read.
- Employees/students shall not use a code, access a file, or retrieve any stored information unless authorized to do so. Employees/students should not attempt to gain access to another employee's/student's messages without permission.
- Employees/students who discover a violation of this policy should notify Information Technology, their supervisor or Human Capital.
- Employees/students who violates this policy or uses the e-mail system for improper purposes shall be subject to corrective action, up to and including discharge/suspension.

District Standards

Computer hardware or software utilized within the District must comply with District standards. Information Technology will maintain standards for hardware and software and will update these as necessary.

Internet

Internet usage will be subject to the same General Computer Use policies and guidelines listed above. Additionally, a separate policy exists for Internet Protection.

PRINTING AND MAIL SERVICES

PURPOSE: To prescribe printing/duplicating and mail/delivery services.

The District shall provide printing, duplicating, mail, and delivery services for District entities.

All materials published by the District must be of the highest possible quality. The District expends significant resources to publish said materials and, therefore, must utilize the most cost effective method of printing/copying. Procedures shall be developed to ensure that materials published by the District are cost effective.

School mail services will be established to expedite the distribution of materials and communications between schools and the Education Service Center, provide a central mailing service for school-related purposes, and organize mail delivery through the United States Postal Service in accordance with District regulations.

PRINTING AND MAIL SERVICES
MAIL AND DELIVERY

School mail service has been established to: expedite the distribution of materials and professional communications between schools and the Education Service Center, and provide for a central mailing service for school-related purposes.

- Materials or personal letters should be delivered by some other means.
- In no case should money be placed in the school mail.
- All mail should be properly addressed with the name and building or department of the addressee on the front of the material.
- Mail being sent to several schools should reach the mailroom alphabetized, elementary and secondary separately, with envelopes sealed or the flaps turned inside.
- Packages of printed materials must be limited to the volume contained in a 9" x 12" envelope, closed and fastened.
- Books should be delivered through warehouse facilities whenever possible. When necessary, a single copy of one book, no larger than 9" x 12" and weighing less than 3 pounds may be placed in mail sacks.
- Care should be exercised to ensure materials intended for the school mailbag are not mixed with letters intended for the United States Postal Service mail carrier.
- The principal should designate a member of the office staff to be responsible for placing all mail in the school mailbag.

In reference to the United States Postal Service mail, the District will abide by the following policies.

- The principal or designee must approve all mail for postage metering.
- Envelopes should be received unsealed with flaps outside and overlapped. All envelopes received tucked in will be metered as is.
- Letter size, OCR readable, mail will be metered at presort rates. Accounts will be charged with a four percent surcharge to cover cost of barcoding and presort services.
- Flat and chunk mail will be metered at prevailing priority/first-class rates unless otherwise designated.
- Postage reports will be available periodically from Mail Services. Reports of individual site activity will be available on request.
- Schools will be allotted funds for first-class metered postage. Postage costs above allotted funds must be covered by the school.
- Schools submitting bulk or newsletter mailings must arrange for payment at time of mailing.

PRINTING AND MAIL SERVICES
PRINTING AND DUPLICATING

Printing service is available to the schools through a well-equipped, modern printing department. The printing of curriculum materials such as handbooks for teachers and students, maps, diagrams, bulletins, and workbooks exemplify the type of service rendered.

To obtain services, a printing requisition should be initiated and sent through the proper channels. Requests are to be approved by the principal/supervisor and by the appropriate area supervisor, director and/or cabinet member.

INTERNET PROTECTION AND SAFETY

PURPOSE: To comply with requirements of the Children's Internet Protection Act (CIPA) and the Protecting Children in the 21st Century Act.

Definitions

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual descriptions that are:

Obscene, as that term is defined in Section 1460 of Title 18, United States Code; or

Child pornography, as that term is defined in Section 2256 of Title 18, United States Code; or harmful to minors, as that term is defined herein.

- Any picture, image, graphic image file or other visual depiction that, taken as a whole and with respect to minors, appeals to a prurient interest in nudity or sex; or
- Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual conduct, actual or simulated normal or perverted sexual acts; or
- Taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

The District provides its students and employees with access to the District's computer network system, including Internet access, in an effort to expand the informational and communication resources in furtherance of the District's goal of promoting educational excellence. The Board recognizes that the use of the Internet can be a valuable tool for student learning. It is hoped that the expanded use of these resources will enhance student research capabilities, increase faculty and employee productivity and result in better communication between the District and its patrons. At the same time, the Board recognizes that there is a vast amount of material available on the Internet which students should not be permitted to access.

The Board adopts this policy of Internet protection that protects against access, through computers with Internet access, to visual depictions that are contrary to this policy. This policy includes measures to block or filter Internet access for both minors and adults to certain visual depictions and provides for monitoring the on-line activities of minors. This policy also includes educating minors about appropriate on-line behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

The Superintendent or designee(s) are authorized to certify that the District is in compliance with all legal requirements. Further the Superintendent or designee(s) shall adopt procedures to enforce this policy.

Adopted: October 2001

Revised: October 2012

Legal Reference: Children's Internet Protection Act (2001 Public Law 106-554)

47 United States Code 254(h)(5); 47 CFR 54.520 Protecting Children in the 21st
Century Act, 15 United States Code § 6551

INTERNET PROTECTION

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The Internet has often been described as the information super-highway and over time has expanded worldwide, permitting access and communication with a vast number of resources and individuals. Through the Internet, the District will provide students, faculty, and staff access to:

- electronic mail providing communication with people throughout the world;
- information and news, including the opportunity to correspond with scientists at research institutions in the public and private sector, including NASA;
- public domain software and shareware of all types;
- news groups, or discussion groups, covering a wide range of topics appropriate to the educational purposes of the District;
- access to university libraries, the Library of Congress, and other repositories of information;
- World Wide Web access to information containing text, graphics, and photographs, as well as sound on literally millions of topics

With access to such vast storehouses of information and instant communication with millions of people from all over the world, material will be available that may not be considered to be of educational value by the District or which is inappropriate for distribution to students. The District has taken available precautions including, but not limited to, enforcing the use of filters that block access to obscenity, child pornography, and other materials harmful to minors. However, on a global network, it is impossible to control all material, and an industrious user may obtain access to inappropriate information or material. The District firmly believes that the value of the information and interaction available on the Internet far outweighs the possibility that students and employees may procure material which is not consistent with our educational goals.

Internet access is coordinated through a complex association of government agencies and regional and state networks. The smooth operation of these networks relies upon the proper conduct of the end users and the users' adherence to generally accepted guidelines. The guidelines provided in this policy are designed to promote the efficient, ethical, and legal utilization of network resources. If a District user violates any of these provisions, his or her account may be terminated, and future access could be denied.

Students' use of the District's system will also be governed by the School Behavior Response Plan.

Internet Access - Terms and Conditions.

Acceptable Use. The use of the District's system, whether by students, faculty, or staff, must be in support of education and consistent with the educational objectives of the District. The use of any other organizations' network or computing resources must comply with the rules and regulations appropriate for that network. The transmission or receipt of any material in violation of any United States or state law or regulation and the transmission or receipt of any material inconsistent with the educational objectives of the District is prohibited. This includes, but is not limited to: copyrighted material, threatening, indecent, lewd, or obscene material, or material protected by trade secret. Use of the District system for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited.

Parental Oversight. In order for a student to gain access to the District system, the student's parent or guardian must be provided a copy of the Internet Protection and Safety Policy. There is a wide range of information available through the Internet which is not appropriate for access by minors, has no educational value or does not meet with the particular values of the families of the student. The District system and Internet Protection and Safety Policy contain devices and restrictions on use intended to prevent access to inappropriate material or information. However, it is impossible for the District to guarantee that students will not be exposed to inappropriate material through their use of the Internet. The District believes that parents bear primary responsibility for communicating acceptable behavior and family values to their children. The District encourages parents to discuss with their children what material is and is not acceptable for their children to access through the District system.

Privilege of Use. The District system and its Internet access is a privilege afforded to students and staff of the District. Use of these resources is not a right, and inappropriate use may result in a cancellation of those privileges. Inappropriate use is any use prohibited by the terms of this policy or use determined by the District's system administrators to be inappropriate under particular facts and circumstances. Prior to receiving Internet access, all users will be required to successfully complete an Internet training program administered by the District.

Inappropriate Use. Each system user is expected to comply with all District policies governing Internet access and to abide by generally-accepted rules of network etiquette. These general rules include, but are not limited to, the following:

- a. **Appropriate language** - Do not use abusive language in messages to others. Be polite. Do not use obscene, indecent, lewd or profane language, vulgarities, rude or disrespectful language. Do not engage in personal attacks or activities intended to distress, harass, or annoy another user.
- b. **Safety** - Do not reveal personal contact information about yourself or any other person. This information includes telephone numbers and addresses. Do not use the Internet access to arrange meetings with persons you have met on-line. Users will promptly disclose to the teacher, District system administrator, or to some other member of the faculty or staff any message they consider to be inappropriate or which makes them feel uncomfortable.

- c. Electronic mail - Users should be aware that electronic mail (E-Mail) may not be assumed or expected to be a private communication. The District and system administrators do have access to E-Mail. Messages relating to, in support of, or in furtherance of illegal activities will be reported to the authorities. System users should not post any message which is intended to be private.
- d. Network resources - System users should not use the network in a way that will disrupt the use of the network by other users. The network should be used for educational, professional, and career development activities only. System users should refrain from downloading large files unless absolutely necessary, and then only when the system is not being heavily used. Such files should be removed from the system when no longer needed.
- e. Intellectual property - Do not plagiarize works obtained from the Internet. Users must respect the rights of copyright owners and comply with all limitations imposed upon use of copyrighted material.

Limitation of Liability. The District makes no warranties of any kind, whether express or implied, for the services provided and will not be responsible for any damages which you may suffer through use of the District system or the Internet, including, but not limited to, the loss of information or files or the interruption of service. The District is not responsible for the accuracy or quality of information obtained through use of the District system or the Internet. The District is not responsible for any financial obligations which may be incurred through use of the District system.

Security. Security on any computer system is a high priority, especially when the system involves multiple users. Users are responsible for their individual account and should take precautions to prevent others from accessing that account. Under no conditions should a user provide their personal password to another person. If you identify a potential security problem on the District system or the Internet, you must notify the Information Systems Services department immediately. You should not demonstrate the problem to others, nor should you intentionally attempt to identify potential security problems. In either instance, your actions may be misinterpreted as an illegal attempt to gain unauthorized access. Any attempt to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with the District system or any other computer system may be denied further access.

Vandalism. Vandalism of District hardware, software, or the system itself will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy the property or data of the District, of another user, or of any other network connected to the Internet or all or any portion of the District's computer network system or any other network or system connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses or any actions that disrupt, "crash," or otherwise interfere with the operation of all or any portion of the District's computer system. All system users shall avoid the accidental spread of computer viruses by strict adherence to District policies governing the downloading of software. No system user may use the system to "hack" or attempt to gain unauthorized access to any other computer system, network, or site, or any unauthorized portion of the District's system.

Inappropriate Material. Access to information shall not be restricted or denied solely because of the political, religious, or philosophical content of the material. However, system users must realize that rights go hand-in-hand with responsibilities and agree not to use the District system to access information or to distribute information or material which is:

- a. Obscene to minors, meaning material which, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors and, when an average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to an obsessive interest in sex by minors.
- b. Libelous, meaning a false and unprivileged statement about a specific individual which tends to harm the individual's reputation.
- c. Vulgar, lewd, or indecent, meaning material which, taken as a whole, an average person would deem improper for access by or distribution to minors because of sexual connotations or profane language.
- d. Displaying or promoting unlawful products or services, meaning material which advertises or advocates the use of products or services prohibited by law from being sold or provided to minors.
- e. Group defamation or hate literature, meaning material which disparages a group or a member of a group on the basis of race, color, sex, gender expression, gender identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information or advocates illegal conduct or violence or discrimination toward any particular group of people. This includes racial and religious epithets, "slurs," insults, and abuse.
- f. Disruptive to school operations, meaning material which, on the basis of past experience or based upon specific instances of actual or threatened disruptions relating to the information or material in question, is likely to cause a material and substantial disruption of the proper and orderly operation of school activities or school discipline.

Employee Access. In order for any employee of the District to gain access to the District system, the employee must sign the *Employee Internet and Computer Network Usage Agreement*.

Application and Enforceability. The terms and conditions set forth in this policy shall be deemed to be incorporated in their entirety in the Employee Internet and Computer Network Usage Agreement executed by each system user. By executing the Employee Internet and Computer Network Usage Agreement, the system user agrees to abide by the terms and conditions contained in this policy. The system user acknowledges that any violation of this policy may result in access privileges being revoked, disciplinary action being taken, including, as to students, disciplinary action under the District's Student Discipline Policy and, as to employees, any such discipline as may be allowed by law, including termination of employment.

Education of Students Regarding Appropriate On-Line Behavior. In compliance with the Protecting Children in the 21st Century Act, Section 254(h)(5), the District is educating minors about appropriate on-line behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Faculty and staff are required to monitor the on-line activities of minors. As part of this education, the

following information on cyberbullying and Internet Safety is distributed with this Policy to all students and parents.

Cyberbullying and Internet Safety

As young people embrace the Internet and other mobile communication technologies, bullying has manifested itself in a new and potentially more dangerous way – through cyberbullying. Cyberbullying can generally be defined as sending or posting harmful, harassing, intimidating, threatening, or malicious messages or images through e-mail, instant messages, cell phones, and websites. It is emerging as one of the more challenging issues facing educators since it has a direct impact on students but often occurs away from school property.

Examples of cyberbullying include, but are not limited to:

- Sending cruel, vicious, and sometimes threatening messages;
- Creating websites that contain stories, cartoons, pictures, and jokes ridiculing others;
- Posting pictures of classmates on-line with intent to embarrass them;
- Breaking into an e-mail account and sending vicious or embarrassing material to others;
- Engaging in IM (instant messaging) to trick another person into revealing sensitive or personal information and forwarding that information to others; and
- Taking a picture of a person using a digital phone camera and sending that picture electronically to others without consent, or the equivalent of that.

Social Networking

Most teenagers visit websites to communicate with friends and meet new people. Social networking sites, have become increasingly popular with students. Many social networking sites allow students to create a personal website (for free), post pictures, add comments, and use it to meet “on-line friends.” The website often includes their full name, telephone number, address, school name, and a picture.

YouTube is a similar site dedicated to hosting video clips.

Hundreds of millions of people reportedly use social networking sites, including, but not limited to, myspace.com, twitter.com, friendster.com; livejournal.com; nexopia.com; and facebook.com. A significant number of users are younger than 18. The danger lies in that the Internet is vast, public, and constantly expanding. And, if students have not developed critical thinking skills, are unsupervised, or create websites that are not monitored, they can be at risk of unknowingly communicating with predators, spammers, or pornographers.

As such sites proliferate, students should be warned not to post identifying information to the site and never to meet someone in person they have met through the site unless an adult accompanies them. And parents should conduct frequent reviews of the site to ensure that identifying information or pictures have not been posted.

Some social networking sites will cooperate in shutting down a site created solely to harass another individual.

Internet Safety

No action is foolproof, but there are steps students can take to protect themselves on-line and lessen the chance of becoming the victim of unsolicited messages:

- Never give out personal information, passwords, PIN numbers, etc.
- Remember that personal information includes your name, age, e-mail address, the names of family or friends, your home address, phone number (cell or home), or school name.
- Choose a user name that your friends will recognize but strangers will not recognize (such as a nickname used at school). This will help you to identify yourself to friends and lets you know who is trying to communicate with you.
- Do not submit or post pictures of yourself to any website, including your own. These can easily be copied and posted to any other website.
- Passwords are secret. Never tell anyone your password except your parents or guardians.
- Do not respond to “spam” or unsolicited e-mail.
- Set up e-mail and instant messenger accounts with your parents.
- Do not respond to, or engage in, cyber abuse.

If you are the victim of a cyberbully:

- Do not reply to messages from cyberbullies.
- Tell an adult you know and trust. Just as with any other kind of bullying, ignoring it often leads to escalation.
- If the bullying is occurring through text messaging, use “call display” or dial *69 to identify the phone number and have it tracked through your cell phone/pager service provider.
- Instant messages (e.g. Yahoo instant messenger; Microsoft Messenger) are best handled by blocking messages from certain senders.
- Bullies are likely to register for an anonymous e-mail account, such as Hotmail, Yahoo, or G-Mail, using a fake name. If you receive threatening e-mail messages, instruct your e-mail program to block messages from that address. Then, inform your Internet Service Provider (ISP).
- If physical threats are made or the bullying escalates, inform your local police.
- Do not erase or delete messages from cyberbullies. You do not have to read them; but keep them as evidence. You may get similar messages from other accounts. The police, your ISP, and/or your telephone company can use these messages to help you.
- If necessary, get a new phone number, account, or e-mail address and give it out to only one (1) person at a time.
- If the bullying occurs at school or on District property, or is the act of another student, report the bullying to the appropriate official and refer to the District’s bullying policy.

Suggestions for Parents

- Make sure your children understand how vast and public the Internet is. Remind them that anything they post or send in a message is virtually available to be seen or read by anyone in the world.
- Talk to your children about cyberbullying. Make sure they understand what it is. Let them know that cyberbullying is no less serious and unacceptable than other forms of bullying.
- Set up the family computer (how do parents deal with iPad, cell phones and other devices which have data plans?) in an open, common area so that you can monitor what your child is sending and receiving. And or due diligence.
- Inform your ISP or cell phone service provider of any abuse. Although it can take a lot of time and effort to get Providers to respond and deal with your complaints about cyberbullying, it is necessary in order to try to stop it from reoccurring.
- Purchase software that can help track activity. There are parental controls that filter both IM and chat rooms.

Revised: November 2015

Issued: October 2014

Cross Reference: 2607 Student Discipline

Legal Reference: Children's Internet Protection Act (2001 Public Law 106-554)

47 United States Code 254(h)(5); 47 CFR 54.520

Protecting Children in the 21st Century Act, 15 United States Code § 6551

COPYRIGHT COMPLIANCE

PURPOSE: To require District employees to follow copyright laws.

The Superintendent or designee will develop and disseminate informational materials to ensure all employees are adequately informed about and comply with copyright law.

COPYRIGHT COMPLIANCE

All employees should become familiar and comply with provisions of the Copyright Act of 1976 and Digital Millennium Copyright Act of 1998. Teachers posting content online should also be familiar with the TEACH Act of 2002. Employees should also be aware that while there are some "fair use" provisions, especially those that apply to educational use, there are also specific restrictions on the reproduction, distribution, performance, or display of copyrighted materials. Employees should also be aware that a specific copyright statement attached to a work supersedes copyright law for that work.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:

- A. THE PURPOSE AND CHARACTER OF THE USE. The use must be for such purposes as teaching or scholarship.
- B. THE NATURE OF THE COPYRIGHTED WORK. Staff may make single copies of: book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.
- C. THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED. Copying the whole of a work cannot be considered fair use; copying a small portion may be allowed within certain limits.
- D. THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK. If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and distributing multiple copies presents the danger of greater penalties.

While the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the requirements of the law. It is unethical to ask any employee, student or school volunteer to copy or reproduce copyrighted materials without written permission of the copyright owner. District equipment is not to be used for making illegal copies.

Following are some of the most notable restrictions on the use of copyrighted materials when permission has not been granted.

Television/Video and Audio

A videotape marked "For Home Use Only" may be used in school only in a regular instructional situation by a classroom teacher in a face-to-face setting to meet an instructional objective. It may not be used for entertainment, filler, or any other purpose without prior permission of the copyright owner. Off-air recording of a broadcast program available to the general public without charge is permissible only if used by a classroom teacher for classroom instructional purposes. Taping from "pay" channels, e.g., HBO, Cinemax, etc., is prohibited.

It is permissible to record broadcast programs and retain them for up to 45 days under the following specific "Fair Use Guidelines." A recording may be shown to students in an instructional situation two times within ten school days of the broadcast date. The second showing must be for reinforcement only. If you are seeking written permission from the copyright owner to keep and use the program in teaching/learning activities, the recording may be retained an additional 35 days. If permission is not granted, the tape must be erased. Schools may not build library collections of off-air recordings without permission of copyright owners.

Off-air recordings may be made only at the request of and for use by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program is broadcast.

It is not legal to make a "shelf" or archival copy of any video or audiovisual material or duplicate any material on another format without written permission from the copyright owner.

Computer Software

- The use of illegally copied computer software in schools or offices is prohibited.
- Software licensing agreements of copyright holders must be observed.
- Multiple loading of software is prohibited, unless written permission has been obtained or the software is advertised as multiload.
- Use of software on a networked computer system is prohibited, unless written permission is obtained or the networked version is used.
- All software purchased for classroom and office use must remain on school premises.

Print/Graphics

- The reproduction of copyrighted, consumable materials such as workbooks, activity sheets, etc., is specifically prohibited by the copyright law.
- One copy only may be made for a transparency for classroom instructional use.
- For research use only, a single copy may be made of copyrighted materials, including out-of-print materials, such as a poem, a chapter from a book or a periodical article.
- Copyrighted comic strip or cartoon characters may not be reproduced or altered for use on bulletin boards, hallways, cafeteria walls, publications, etc.

- A student may use a computer scanned, copyrighted image in a report, but the student must retain ownership of the report once it is graded. The teacher may not make a copy, nor retain the student copy. If it is used in a multi-media presentation, it may only be used for the one class for which it was made, unless permission is sought and granted.

Music/Theatre

- Copyrighted music recordings may not be reproduced from any source. This includes, but is not limited to, downloading copyrighted material from the Internet to individual computers or compact discs.
- Copyrighted music recordings may be used as background for a media presentation only if the presentation is required for instructional purposes, and not for entertainment.
- Sheet music or plays may be copied only if a purchase order for the materials has been issued, but the materials have not yet been received. Once the purchased materials are received, all other copies must be destroyed.
- Music or plays may not be recorded from a broadcast.
- Royalties must be paid, as specified by the publisher, for the public performance of copyrighted plays or music.

Employees are expected to comply with copyright law and to impress upon students the importance of observing copyright provisions. Each library media specialist has received a copy of Copyright for Schools; A Practical Guide, 4th Edition by Carol Mann Simpson, Worthington, Ohio: Linworth Publishing, 2005. If there are questions concerning use of copyrighted materials, this reference or other authoritative sources should be consulted.

DISTRICT VEHICLES

PURPOSE: To authorize employee use of District vehicles.

The District may provide vehicles for use in the performance of an employee's duty. Employees may not operate District vehicles without proper licenses as required by state law for the type of vehicle being operated. Employees are responsible for the care of assigned vehicles as outlined by District procedures. With written notice to the Board President, the Superintendent may authorize vehicle take-home privileges to employees whose job responsibilities demand such privileges. Employees assigned vehicle take-home privileges are required to comply with regulations outlined in IRS code.

TRANSPORTATION SERVICES

PURPOSE: To provide for student and District transportation services.

Student Bus Services

All elementary students living within the legal boundaries of the District legally enrolled and living 1½ miles from their home school and all secondary students living within the legal boundaries of the District legally enrolled and living 2 miles from their home school may be transported from their home designated bus stops to school and returned. School transportation will be subject to all federal and state laws and local ordinances. Eligibility for transportation will be determined according to policy by the Transportation Office.

The District may provide transportation for specifically designated schools and programs as determined by the Superintendent or designee.

Federal law requires the District to provide transportation for special needs students and students transferring from home schools through the “No Child Left Behind Act” (NCLB). Bus service for a student transferring from one school attendance area to a “school of choice” in another school attendance area will not be provided. In accordance with the regulations of the State Board of Education, school bus usage will be restricted to the transportation of students, except that a sponsoring adult or adult supervisor(s), where necessary, may be transported with such students.

A student may become ineligible for bus service by violating conduct regulations. A list of student conduct regulations will be posted on each bus. Some offenses could result in disciplinary action as outlined in the *Behavior Response Plan*. All revocations and reinstatements for bus service will be handled through the school principal.

The Transportation Office will conduct a study of bus routes in each school area to determine the fastest, most economical route to transport students. Bus routes in each school area will be arranged so as to equalize, as nearly as possible, the length of routes and busloads, and to provide for the full use of buses. Centralized stops will be utilized so that each eligible elementary student will have a stop within 1½ miles walking distance from the student’s home and each eligible secondary student will have a stop within 2 miles walking distance from the student’s home. Transfers may be made from one bus to another to provide the best overall transportation system when safe and economical. Once the official route has begun, stops shall be made only to take on, discharge or transfer students. Students will not be put off the bus until they reach their destination.

Students transferring from one school attendance area to another school attendance area will furnish their own transportation.

Courtesy Transportation

Courtesy transportation may be provided in certain situations such as determined by the Superintendent or designee. One example of courtesy transportation may include unusual hazards that make walking to school unsafe. Hazards include, but are not limited to: no sidewalks, no crosswalks, railroad crossings, no crossing guards, drainage ditches, and dense traffic/arterial streets. Also, specifically designated schools and programs will have transportation provided in the same manner as a home school when designated by the Superintendent or designee.

Special Use of School Buses

School buses may be used by class groups for field trips where transportation is required and properly authorized. School buses may also be used for transporting kindergarten children and vocational-technical students to and from school, and for transporting athletic teams, band members and some small band instruments used in games, parades and other school-related functions. Trips will be arranged so as not to interfere with regular daily bus routes.

Nonschool Use of Buses

School buses may be used for nonschool purposes but will only be considered if the use does not interfere with school uses.

TRANSPORTATION SERVICES
STUDENT CONDUCT ON SCHOOL BUSES

Permission for any student to ride a bus is conditioned on good behavior and observance of the following regulations. A student violating any of these regulations will be reported to the school principal and may be denied permission to ride a bus to and from school.

- The emergency door will not be opened except at the direction of the bus driver. If the door is open, it could endanger the lives of the passengers.
- All students will be seated while the bus is in motion.
- All students are under direct supervision of the bus driver while on the bus. They should also obey the driver's instructions promptly.
- Students may not talk to the bus driver while the bus is in motion.
- Students will keep all parts of their bodies inside the bus at all times after entering and until leaving the bus.
- No food or drink may be consumed on the bus.
- Students may not reserve seats.
- Students who must cross the street after leaving the bus should pass in front of bus and not behind it. The driver should ensure that the way is clear before the student is permitted to cross the street.
- Complaints by drivers, students or parents/guardians should be reported promptly to the principal and/or the Director of Transportation or his/her designee.
- Students may be denied permission to ride a bus to and from school for any of the following types of misbehavior:
 - Littering.
 - Smoking.
 - Improper language--use of profanity.
 - Being disrespectful to the bus driver.
 - Throwing any object in or off the bus.
 - Fighting.
 - Spitting or throwing objects out the bus windows.
 - Loud talking or unnecessary confusion.
 - Destruction of public property (damage to seats, etc., must be paid by the offender).
 - Putting hands, feet or head out of bus windows.

Some of the above offenses could result in disciplinary action as outlined in the Behavior Response Plan. For safety and protection of students, staff and property, district school

buses are equipped with cameras with video and audio capability. Oral communications in the bus may be intercepted and recorded. School buses are considered common areas with no reasonable expectation of privacy by bus occupants. Video and audio recordings may be used by the Superintendent or designee to assist in the management of student behavior.

TRANSPORTATION SERVICES
BUS DRIVER EXAMINATION, TRAINING, AND RESPONSIBILITIES

- School bus drivers must meet all requirements for a valid certificate issued by the State Board of Education. Requirements for a standard school bus driver certificate are that the applicant will:
 - Be at least 18 years of age.
 - Have successfully completed a 25-hour special school bus driver's course offered by the State Department of Education and Department of Public Safety and training course as designated by the District.
 - Hold a valid Oklahoma Commercial Driver's License Class B with passenger endorsement.
 - Pass the District's employee criminal background check requirements for employees and prospective employees, as set forth in Board policies 4102 and 4205.
 - Present State Board of Education Form FT-16A signed by a licensed physician certifying good health. Evidence that these requirements have been met must be presented to the designee of the Executive Director of Transportation prior to employment.
 - Must have social security card for second form of I.D.
- They must be physically fit and mentally able to understand state and local regulations and capable of carrying out the work and responsibilities of their position. Bus drivers must not have less than 20-50 vision in each eye and not less than 20-30 vision in both eyes, except those holding Oklahoma School Bus Driver Certificates.
- They must pass a physical examination as prescribed by the District.
- Bus drivers are responsible for the safe handling of equipment.
- Each bus driver will be responsible for checking all safety equipment on the bus before each run, and for immediately reporting to the Transportation Office any apparent weakness or malfunction of same.
- Bus drivers will be neat in appearance, courteous to parents/guardians and students, and cooperate with teachers and all school officials.
- Bus drivers will be expected to maintain their schedule and cannot be expected to wait on students.
- Bus drivers will not use tobacco in any form while transporting students.
- Bus drivers will not use profanity.
- Bus drivers will obey all state and local traffic regulations.

- Bus drivers are not to pick up any elementary students who live less than 1½ mile from school or any secondary students who live less than 2 miles from school unless written authorization to do so is given by the Director of Transportation or designee.
- No bus driver is to use intoxicating beverages or controlled dangerous substances prior to or while transporting students. Any driver guilty of operating a school bus while under such intoxicants will be dismissed.
- Bus drivers are not to visit with students on buses after transporting them to school. Students will leave the bus upon arrival at school.

USE OF PRIVATE VEHICLES ON SCHOOL BUSINESS

PURPOSE: To establish insurance regulations while using private vehicles on school business.

Private vehicles may be used to conduct school business; however, use of such vehicles will be consistent with the requirements of the assignment and the efficient and economic conduct of official business.

In the event a District employee is involved in an accident while conducting business in a personal vehicle, the employee's personal insurance is considered the primary insurance carrier, while the District's coverage is considered excess to the primary-coverage.

CHILD NUTRITION SERVICES

PURPOSE: To prescribe food services for District students.

The District will provide procedures for the operation of a food service program in each school. The food service program shall participate in the National School Lunch Program and at a minimum comply with all federal and state regulations pertaining to the program.

The Child Nutrition Services program will provide adequate, appetizing, nutritious meals to all students uniformly throughout the system. The program is subject to centralized control and regulation. While not intended as a profit-making operation, the District's cafeterias are expected to be self-supporting.

Funds derived from the sale of meals, and reimbursement from the Child Nutrition programs should be adequate to pay most direct cafeteria expenses including salaries, maintenance and replacement of equipment, food and supply purchases, but not building utilities and support provided by other departments, e.g., Treasurer, Warehouse, and Information Technology. The price of meals must be reviewed annually and approved by the Board to assure adequate funding for the program. The operation is to be administered as efficiently as possible to minimize the cost to parents/guardians and students.

Food Purchasing/Selection

The Director of Child Nutrition Services, working cooperatively with the Director of Materials Management, will establish standards of quality for the foods purchased and detailed specifications of equipment items required to meet the needs of the program. Sampling and comparing of foods from various suppliers will be undertaken to determine costs, quality, and appropriateness for school use.

The purchase of food and supplies will be made in conformity with bidding requirements as established by law. Central purchasing and warehousing procedures will be exercised to promote efficiency of operations.

Records and Reports

The Child Nutrition Services will establish and maintain proper accounting procedures, and provide records and reports as required by law. Controls will assure proper collection and money handling procedures; timely payment of salaries and suppliers; the safeguarding of assets; and accurate, timely reports of the operation.

Food Service Sanitation Program

All cafeterias will maintain sanitation standards in compliance with federal, state, and local health codes. Basic requirements for sanitation include: daily cleaning of work areas and equipment; food handlers' permits for all cafeteria employees; monthly inspections by the City Health Department; daily garbage service by city or private refuse haulers; bimonthly service of a licensed, bonded exterminating company; and training classes for employees emphasizing cleanliness and good housekeeping habits.

Free and Reduced-Price Food Services

Students attending schools within the District classified as economically deprived will be provided free or reduced-cost meals. The procedure used for establishing economic deprivation will be determined by the Family Applications section of the Child Nutrition Office, based upon criteria provided by the Director of Child Nutrition Services, and in accordance with regulations of the Oklahoma State Department of Education and the U.S. Department of Agriculture.

CHILD NUTRITION SERVICES
CATERING AND FOOD SERVICE AT SCHOOL ACTIVITIES / EVENTS

To protect the health and safety of the school community, the following guidelines are to be observed whenever food is served to children at any school sponsored function.

- All foods and beverages served to children must be prepared in a licensed kitchen by a commercial vendor or by the school cafeteria. All commercial vendor items must be delivered to the school in unopened containers. If food is prepared on site it must be a commercially prepared item and any additional needed preparation at the school site must be done in the school cafeteria kitchen. All adults involved in the preparation of the food item in the school cafeteria kitchen must have a food handler card and there must be a Child Nutrition employee present. No raw products from outside vendors can be delivered to school for food preparation or food storage.
- The Child Nutrition Catering Department maintains a price list of available items that are available for District sanctioned organizations to purchase for events.
- All food items are to be stored and handled properly before serving.
- Parents/guardians may decorate cookies or cakes in the cafeteria dining area using commercially prepared frosting.
- Cooking experiences in the classroom must be under the supervision of the teacher or other designated school employee.
- Any ice used must be from a licensed and approved source. Ice is to be stored in a bin or self-draining ice chest that is smooth and easily cleaned. Styrofoam ice chests are prohibited. Ice must be served with a scoop.
- Popcorn poppers must be thoroughly cleaned after each use. This is best accomplished by first wiping all parts thoroughly with a dry paper towel and then washing with a mild soap solution.
- Hands must be washed thoroughly with soap and warm water before serving foods or beverages at any function.

Foods or beverages prepared for adults are exempt from this regulation.

Issued: February 1989

Revised: January 2015

Legal Reference: Title 63 O.S., Section 1-1118 as amended by House Bill No. 2002.

SAFETY PROGRAM

PURPOSE: To ensure development of a comprehensive safety program for Tulsa Public Schools.

The Board recognizes a well-planned safety program aids in providing a safe environment throughout the District for all employees and students. Therefore, the Superintendent or designee will develop and implement a safety program that complies with all state and federal laws, rules, and regulations. Such an activity should be entitled *Employee Safety Assurance Program* (ESAP).

Elements of the ESAP include training; First Responder Safety Teams (FRST); evaluation procedures; emergency shelter, fire evacuation, atmospheric chemical release, and IOC (Intruder on Campus) procedures; material safety data sheets (MSDS); minimum equipment list; protective equipment; safety auditing; accident investigation; involvement of government agencies; and unsafe condition reporting process.

Adopted: July 1994

Revised: July 2004

Legal Reference: Senate Bill 622
Occupational Safety and Health Act of 1970

STUDENT SAFETY

PURPOSE: To support student safety at school sites.

On an annual basis, the building principal, with assistance from appropriate staff members, will inspect the playground(s), potentially hazardous equipment, and the school building to determine if there are unnecessary hazards in any area. If unnecessary hazards exist, the principal or designee will make arrangements to eliminate them. Areas/activities that tend to be the most hazardous in and around the school plant include: playground, gym, shop, science classrooms, and athletic activities.

The principal should ensure there are clear guidelines/rules regarding the use of the school's facilities and equipment and those guidelines are communicated to students using that portion of the facility or the equipment.

The principal or designee will inform parents/guardians of the procedures to be followed in case of an accident or an injury and will communicate this information to parents/guardians through appropriate communication channels.

If a student is injured and first aid of any kind is required, parents/guardians will be contacted at the discretion of the building principal. An exception to this involves minor scratches requiring a simple bandage.

Student safety patrols may be established in schools, at the discretion of the school principal, to assist in the total school student safety program.

BUILDINGS AND GROUNDS SECURITY

PURPOSE: To provide for the establishment of procedures for the security of District property in order to preserve the safety and welfare of students, employees, and patrons.

The Board recognizes school buildings constitute one of the greatest investments of this community. In the interest of protecting this investment and preserving the safety and welfare of students, employees and patrons, the Superintendent or designee will develop regulations that will:

- Protect students, employees, and patrons on District property.
- Protect against vandalism and burglary and provide for prosecution of offenders.
- Encourage employees to be responsible for all furniture, textbooks, materials, equipment, and supplies assigned to the employee's care.
- Minimize fire hazards.
- Ensure buildings have a controlled access system/plan and are secured during and after school hours.

The Superintendent has employed Campus Police Officers to provide a safe and orderly environment for employees and students and for protection of school property during the regular school day or during special events held at night.

BUILDINGS AND GROUNDS SECURITY
USE OF FIREARMS/PERSONAL DEFENSE UNITS BY SCHOOL SECURITY OFFICERS

School security officers are defined as those employees hired directly by the District or contracted through independent security agencies.

School security officers will be properly trained to carry a personal defense unit and will complete prescribed firearms training and other courses required for state certification to carry side arms. In addition, other courses will be required pertaining to human relations. School security officers will maintain their skills by annually qualifying at a police firing range. Security officers will carry only approved personal defense units.

The rules of firearm safety/personal defense unit safety will be adhered to at all times. Officers will not unholster their weapons or remove the personal defense unit from the holder unless it is necessary for inspection, safety, security or some other valid reason. Officers will not display or brandish as a threat any weapon or personal defense unit unless its actual use in the situation is necessary.

Use of a personal defense unit is not meant to replace tactics and should be viewed as an additional tool to be used only as a last resort. Firearms/personal defense units will not be used when the use constitutes a greater threat to innocent persons. School security officers may use their firearms in the following situations and when no other alternatives are feasible:

- To defend themselves from death or serious injury.
- To defend other persons from death or serious injury when they are being feloniously attacked.
- To arrest a felon when a violent crime has been committed in their presence.
- To prevent property damage only when the damage presents a clear and immediate threat to the lives of others.

School security officers will not discharge firearms for warning shots; officers will, when feasible, give verbal warning to an offender before discharging any firearm. School security officers will carry only approved firearms and ammunition in the line of duty. The discharge of firearms toward a moving vehicle or from a moving vehicle is authorized only in accordance with the above provisions. All such force, though permitted in extreme circumstances, is discouraged.

All incidents involving discharge of firearms will be reported to the police and to the officer's supervisor. All incidents involving discharge of a personal defense unit will be reported to the officer's supervisor. The supervisor will investigate and report the incident to the Chief General Services Officer. The Chief General Services Officer will notify the Superintendent.

BUILDINGS AND GROUNDS INSPECTIONS

PURPOSE: To ensure safety issues are addressed on a weekly basis.

The principal or designee will be responsible for weekly inspections of the school buildings and grounds. Such inspections will identify unsafe conditions and suggest corrections via the Weekly Inspection Report. A copy of this report should be kept on file in the principal's office.

BOMB THREATS

PURPOSE: To develop guidelines for response to bomb threats.

To ensure the safety of all employees and students, the Superintendent or designee, in cooperation with appropriate law enforcement agencies, will develop procedures for responding to bomb threats.

BOMB THREATS
(PROCEDURE FOR HANDLING BOMB THREATS)

Consider and treat all threats as real.

Each employee should be made aware of the predetermined code and the procedure for handling a bomb threat. Only employees familiar with their surroundings can spot an item out of place. All principals should establish and post a clear "chain of command" to eliminate confusion as to who is in authority in their absence.

If a telephone threat is made, obtain as many details as possible using the Bomb Threat Information Checklist while the caller is on the telephone.

- Call 911.
Exception: If the threat indicates an "immediate" time for the explosion (ten minutes or less), evacuate the building before calling the police department.
- Be prepared to give the police department all information collected on the Bomb Threat Information Checklist.
- Use a systemic, rapid, thorough approach to search the building and surrounding area. Upon hearing the code, employees immediately inspect the area in which they work.
 - Teachers inspect their classrooms
 - Food service employees inspect the kitchen and cafeteria
 - Building engineers inspect their closets, the restrooms, and mechanical areas
 - Designated employees inspect halls and common areas

Notify the principal after each area is searched.

If anything is found, DO NOT TOUCH OR ATTEMPT TO OPEN OR REMOVE IT. NOTIFY THE PRINCIPAL IMMEDIATELY. The principal will notify the bomb squad using 911.

- Call the appropriate supervisor.
- With assistance from the supervisor and the responding police officer, the principal will evaluate the threat and determine whether to evacuate the building.
- Call the Safe and Drug-Free Schools Office advising them of the bomb threat and the action taken. Complete the Bomb Threat Report and send to the appropriate supervisor.

FIRE DRILLS/EVACUATIONS

PURPOSE: To develop procedures for fire drills/evacuations.

To ensure the safety of all employees and students, the Superintendent or designee, in cooperation with the Tulsa Fire Department, will develop procedures for fire drills/evacuations.

FIRE DRILLS/EVACUATION

Special drill activities related to fire safety will be planned and implemented by each principal in accordance with the District and civil authorities to ensure orderly movement of students to the safest available space. The following procedures will be used at all sites.

- The fire signal will sound.
- Every fire drill will be regarded as a real fire.
- Do not stop to gather personal items.
- Each person in the school will respond to the alarm signal by leaving the building.
- Student monitors occupying rooms near exits will be appointed to hold the doors open until everyone has cleared the exits.
- Provisions will be made for assisting handicapped students.
- Employees will check to see that rest rooms, hallways and unoccupied rooms are clear.
- Lines will move in single file. Pushing, talking or any kind of horseplay will not be tolerated.
- Move to a safe area at least 100 feet from the building, clear of emergency vehicle access; *avoid smoke*.
- The school building will not be re-entered until the proper "all clear" signal is given.
- Periodically, personnel will be stationed to prohibit students from using a particular exit in order to train students to meet this type of emergency.
- Drills will be planned so that students are trained to execute a fire drill effectively at any time during the school day.
- Each teacher will keep an attendance record up-to-date and secure it immediately when the fire signal sounds. After exiting the building, the teacher will immediately account for all students.
- Exit fire drill regulations will be displayed in each classroom in a noticeable place. These regulations will show the number of exits and alternative exits to be used in an emergency situation. This information will be placed in the upper right-hand corner of the regulations. The principal will make a master copy of the plan of exit for the building and place a copy on file in the central office.

In the event of a fire, evacuation shall be implemented as follows:

- Call 911.
- If time permits, an intercom announcement will be made describing where the fire is located.
- Alarm shall sound.
- Employees and students must evacuate the building via posted "primary exit" or "alternative exit" if safe. If unsafe, use the nearest safe exit to clear the building.

- Student monitors occupying rooms near exits will be appointed to hold the doors open until everyone has cleared the exit.
- Close all windows and doors (do not lock doors) to contain the fire.
- Do not stop to gather personal items.
- Pushing, talking, or any kind of horseplay will not be tolerated.
- Employees will check restrooms, hallways, and unoccupied rooms.
- Move to a safe area at least 100 feet from the building, clear of emergency vehicle access.
- Teachers will immediately account for all students
- The building will not be re-entered until the proper “all clear” signal is given.

EMERGENCY PROCEDURES PLAN

PURPOSE: To define guidelines to respond to natural or man-made disasters and emergencies.

These guidelines, will be reviewed annually and revised as needed and will be placed in the current Emergency Procedures Plan maintained by each site.

The guidelines will address incidents that include, but not limited to, the following:

Accident/Serious Illness	Intruder/Lock-Down
Atmospheric Chemical Release	Student Endangerment
Bomb Threats	Student Runaway/Abduction
Child Abuse	Suicide Intervention
Death of a Student or Staff Member	Tornados/Severe Weather
Fire	

Issued (as regulation): November 1982

Adopted (as policy): July 2004

Revised: June 2013

EMERGENCY PROCEDURE PLANS

Each school site and District facility will have written plans and procedures in place for protecting students, faculty, administrators and visitors from natural and man-made disasters and emergencies.

Plans will be reviewed and updated annually as appropriate by each school site and District facility. The plans will be filed at the school site or District facility and the Emergency Management Office by October 15 of each year. The Emergency Management Coordinator will provide a copy of the Emergency Procedure Plans, along with applicable floor and site plans (the "Plans") to each local emergency response organization within the District, which includes police, fire, emergency medical services, sheriff and emergency management. The Plans shall be submitted in a format acceptable to the emergency agencies no later than November 1 of each year.

EMERGENCY CLOSINGS

PURPOSE: To prescribe a plan of action for the emergency closing of schools.

The Superintendent or designee shall make decisions relative to the safety of conducting classes or closing schools during emergency situations, whether a single school or the entire District is affected. Situations shall be dealt with in accordance with Regulation 7308-R, "Emergency Closings."

EMERGENCY CLOSINGS

Emergency situation that affects only one school -- If situations develop within a building indicating students must be evacuated or emergency preparations must be taken, the following procedures will be utilized:

- Emergency Preparations -- The building principal will contact the Chief Information and Operations Officer who, in turn, will confer with the Director of Maintenance and Plant Operation and the Director of Child Nutrition Services to ascertain the possibilities of handling the emergency with students remaining in the building. This report will be given to the Superintendent so that a decision may be made relative to the closing of school.
- Closing of the School -- If the Superintendent decides to close the school, the Chief Information and Operations Officer will be notified. The Chief Information and Operations Officer or designee will notify the principal and assist by providing the necessary buses. The Communications Office will notify television and radio stations, if necessary. It is important to keep the welfare and safety of the students in mind. Particularly at the elementary level, the principal will make every effort to provide for students until contact has been made with parents/guardians.
- Bomb Threats -- See Regulation 7305-R, "Procedure for Handling Bomb Threats."

Emergency situation that affects all schools in the District - Inclement weather -- If inclement weather exists or is expected to occur during the early morning hours of the following day, the following procedures will be followed:

- When Inclement Weather Conditions Already Exist
Transportation field coordinators will check road conditions between 8:00 p.m. and 9:00 p.m. and report their findings to the Director of Transportation by 9:25 p.m. The Director will notify the Emergency Management Coordinator by 9:30 p.m. and will make a recommendation to the Chief Information and Operations Officer and Superintendent so an announcement may be made to the public through the local news media no later than 10:00 p.m.
- If Inclement Weather Conditions Are Expected
Field coordinators will check road conditions beginning at 3:00 a.m. Once hazardous road conditions are verified, Field coordinators will report this information to the Director of Transportation by 4:15 a.m. The Director will contact the Chief Information and Operations Officer by 4:45 a.m. The Chief Information and Operations Officer will make a recommendation to the Superintendent, so an announcement may be made to the public through the local news media no later than 6:00 a.m.

The Education Service Center will remain open unless weather conditions dictate otherwise, as determined by the Superintendent or designee. Twelve-month employees at other District facilities will report to their regularly assigned positions unless weather conditions dictate otherwise, as determined by the Superintendent or designee.

ACCIDENT REPORTS

PURPOSE: To require that accidents be reported.

The Superintendent will insure that an adequate procedure exists to report accidents, identify hazardous areas and activities, develop in employees a greater awareness of hazards, and require a permanent record of action taken by the District in regard to accidents.

ACCIDENT REPORTS

Reports of accidents experienced by students, patrons and employees serve several functions including identifying hazardous areas or activities, developing a greater awareness of hazards on the part of students, patrons and employees, and having a record of action taken in reference to accidents should complications develop or questions arise. All accidents must be reported on District approved forms.

Student

A reportable accident is any incident that causes a student to be absent from school one-half day or more, or one that requires a physician's services even though absence is not required. The accident may occur at school, on the way to and from school, or during any school-sponsored activity. Students will report to the nurse when returning to school after an accident.

The student accident report will be made in duplicate and signed by the principal and teacher or school nurse. The school nurse will complete parts six and seven of the report. When parts six and seven are complete, the nurse will return the report to the principal. The principal will then send the original copy of the report to the Staff Attorney, and keep a copy on file in the school.

Employee

Employee injuries will be reported to the nurse, health assistant, or other designated employee at the school/site at the time of occurrence. The nurse (health assistant or other designee) will notify the employee's supervisor and forward appropriate paperwork.

Every employee who becomes aware of any incident that causes an injury to any person must report such injury to the principal or the nurse or other appropriate administrator.

Patron

All individuals who are not employees or students will report their injury to the principal or site administrator and will complete the top portion of the patron accident report. The designated school employee will complete the bottom part of the report. The original copy of the report will be sent to the **Staff Attorney** and a copy will be kept on file at the school/site.

TRAFFIC AND PARKING CONTROLS

PURPOSE: To promote District safety in relation to traffic and parking conditions.

The Superintendent or designee will develop and implement safety procedures for traffic and parking on all District properties.

USE OF METAL DETECTORS

PURPOSE: To establish a procedure for the use of metal detectors.

The District authorizes use of metal detectors, including but not limited to, wands, hand-held detectors or scanners, and magnetometers for the purpose of prohibiting weapons brought to school in violation of the District policies, procedures and Behavior Response Plan. Metal detectors may be utilized in any of the District schools or facilities. This will include the use of metal detectors at school-sponsored athletic events involving both students and the general public.

Signs will be posted outside school buildings and other District facilities to notify students/persons they are subject to scanning by a metal detector in order to enter the building.

Adopted: December 1997

Revised: December 2013

Cross Reference: 2602, Student Searches

USE OF METAL DETECTORS

The principal or designee will be present during the use of metal detectors and will confiscate any weapon found as a result of the use of metal detectors. The principal or designee will take charge of the student in the event a student is in violation of the District policies by possession of a weapon. Disciplinary action will be handled in accordance with the *Behavior Response Plan*.

Any student attempting to evade a metal detector or refusing to open a bag or parcel, or otherwise refusing to cooperate in the use of the metal detector, will not be allowed to enter and will be deemed in violation of this policy and the Behavior Response Plan and will be disciplined accordingly.

For the safety and security of students and patrons, the general public may be subject to metal detector scanning when entering a district facility.

Discovery of weapons or illegal contraband may result in law enforcement officers being notified.

Signs must be posted outside school buildings and other District facilities to notify persons that they are subject to scanning by a metal detector in order to enter the building.

Persons entering a school building or other District facility are subject to metal detector scanning; however, the person operating the metal detector may limit the use by a random formula. For example: if the lines become too long, the operator may decide to scan every second or third person. Metal detectors may also be used in classrooms or other building areas. The use of a metal detector to scan a particular person may be based on individualized reasonable suspicion. "Individualized reasonable suspicion" means a belief that a particular person is in possession of a weapon and in violation of the District policies and the Behavior Response Plan based on specific objective facts and reasonable inferences drawn from those facts in light of the experience. "Individualized reasonable suspicion," among other things, may be based upon observance of behavior indicating weapon possession or a report of weapon possession provided by reliable and credible sources.

Persons entering a school or other District facility may be required to pass through a metal detector or be scanned. Prior to the initial metal detector scan, the person will be requested to remove metal objects from pockets or clothing. If the device activates, the operator will make a second request for the person to remove metal objects from pockets or clothing. A second scan will then be conducted beginning at the person's toes and continuing up to the head without actually touching the body. If the metal detector continues to activate, the operator will escort the person to a private area where a more thorough search will be

conducted. The private search will involve at least two adults other than the person who is the subject of the search. At least one of the adults must be of the same sex as that person. Prior to the private search, the operator will ask the person for the third time to remove any metal objects. A "pat-down" search will be conducted for the purpose of locating the item(s) that triggered the scanning device. The "pat-down" will begin near the place where the metal detector was activated. If the operator feels an object during the "pat-down," the person will be given the opportunity to remove the object before the operator does. If the object appears to be the item that activated the metal detector, the search will cease. The search will continue only if a subsequent scan continues to activate the metal detector.

If a person has documentation from a doctor that states they should not be scanned by a metal detector, a pat down search as described above, shall be conducted before the person will be granted permission to enter the facility.

In the event weapons are discovered, the appropriate administrator will make a recommendation related to the disciplinary consequences of the discovery of weapons prohibited by District policy. If a person refuses to cooperate or attempts to evade the use of the metal detector, the appropriate administrator will recommend discipline in accordance with the District policy based on the facts of the individual incident.

POSSESSION/USE OF DANGEROUS WEAPONS OR INSTRUMENTS

PURPOSE: To prohibit the possession and/or use of dangerous weapons or instruments.

Definitions

Possession of a dangerous weapon -- includes, but is not limited to, any person having a dangerous weapon on his person, in his locker, in his vehicle, held by another person for his benefit, or at any place on school property, a school bus or vehicle, or at a school activity.

Dangerous weapon -- includes, but is not limited to, a pistol, revolver, rifle, shotgun, air gun or spring gun, BB gun, hand grenades, fireworks, slingshot, bludgeon, blackjack, brass knuckles or artificial knuckles of any kind, nun-chucks, dagger, bowie knife, dirk knife, butterfly knife, any knife regardless of the length or sharpness of the blade, any knife that the blade can be opened by a flick of a button or pressure on the handle, any pocketknife regardless of the length or sharpness of the blade, any pen knife, "credit card" knife, razor, dart, ice pick, explosive smoke bomb, incendiary device, sword cane, hand chains, firearm shells or bullets, garrotes, choking devices, mace, pepper spray or similar spray, stun gun, laser pointer, and any item that the principal purpose is for use as a weapon, and replica or facsimiles of any of the foregoing items, or any item or instrumentality that is used to threaten harm or is used to harm any person. The foregoing list of dangerous weapons is descriptive and by way of example only and is not to be considered an exclusive or limiting list of dangerous weapons. It will not be a defense to any disciplinary action under this policy that the student/employee possessing the dangerous weapon did not know that it was a dangerous weapon, but such a claim of a lack of knowledge may be considered in mitigation of any disciplinary penalty.

Assault – An assault is any willful and unlawful attempt to offer with force or violence to do a corporal hurt to another.

Battery – A battery is any willful and unlawful use of force or violence upon the person of another.

Assault, Battery, or Assault and Battery with a Dangerous Weapon – Every person who, with intent to do bodily harm and without justifiable or excusable cause, commits any assault, battery or assault and battery upon the person of another with any sharp or dangerous weapon, or who, without such cause, shoots at another, with any kind of firearm or air gun or other means whatever, with intent to injure any person, although without the intent to kill such person or to commit any felony, upon conviction is guilty of a felony.

Except as provided for in regulations, possession or use of the following items are prohibited on District property, at any school-sponsored activity, on any school bus or school-owned vehicle:

- Any dangerous weapon.
- Any replica or facsimile of a dangerous weapon including toy weapons used to harm or threaten harm against any person.
- Any other item or instrument used to harm or threaten harm against any person.

Adopted: November 1982

Revised: June 2005

Legal Reference: Title 21 O.S., 1272,
Title 70 O.S., 24-102
Negotiated Agreement, Summer 1986
The Gun Free School Zone Act of 1990

PROHIBITING STUDENT POSSESSION/USE OF
DANGEROUS WEAPONS OR INSTRUMENTS

Any student in possession of a dangerous weapon or instrument in violation of District policy or who uses any item or instrument to threaten harm to any person or is used to harm any person may be placed under emergency suspension from school, pending an investigation of the incident by the appropriate school authorities. Appropriate law enforcement agencies will be called. Students who violate this policy may be suspended from school, barred from school property and all school activities for any period of time up to the maximum period authorized by law. Additionally, appropriate school staff members may seek to file criminal charges against the student.

If a teacher or other school employee has reasonable suspicion to believe that a student is in possession of a dangerous weapon or instrument in violation of District policy, the teacher or employee shall immediately investigate the matter and shall confiscate any such weapon found if this can be accomplished without placing any students or employee in jeopardy, and shall immediately notify the principal or the principal's designee. If the teacher or employee does not believe that the weapon can be confiscated safely, the teacher or employee shall immediately notify the principal or the principal's designee of the situation.

If the principal or designee learns that a student is believed to be in possession of a dangerous weapon or instrument in violation of District policy thereof, the principal or designee shall observe the following procedure:

- Immediately investigate the matter and contact the police or campus security, if appropriate.
- If not already confiscated by an employee of the District and if it can be accomplished without risk of injury, the principal or designee should take possession of the dangerous weapon or instrument in violation of District policy.
- Notify the Superintendent or designee.
- Notify the student's parent/guardian.
- Cooperate fully with the police.
- Attempt to transfer confiscated weapon to the police department, if feasible.

The inadvertent or unintentional possession of a dangerous weapon or instrument in violation of District policy thereof on school property, a school bus or vehicle or at a school activity, is no defense or excuse to compliance to this policy, but may be considered in determining the length or severity of any punishment for violation of this policy.

Notwithstanding any of the foregoing provisions, rights of due process for all students and rights of disabled students must be observed in accordance with applicable law and Board policies.

Assault and/or Battery with a Dangerous Weapon

If a student commits assault and/or battery with a dangerous weapon as defined in Board policy and this regulation, the following procedures are to be followed by school personnel:

- Contact the police immediately.
- Control the evidence.
 - The fewer people handling the weapon, the better.
 - Make a list of people having knowledge of the incident for the police.
- If the weapon is a gun, secure the gun and turn over to the police.
- Full cooperation with the police is mandatory.

A student who has been suspended from another school district because of the possession of a dangerous weapon, or replica or facsimile of a dangerous weapon shall not be accepted as a transfer student into the District.

An exception to this policy may be granted for students participating in an authorized curricular or extracurricular activity or team involving the use or demonstration of a dangerous weapon, or replica or facsimile of a dangerous weapon. For this exception, prior written approval by the principal, in consultation with the Superintendent or designee, is required.

Adopted: November 1982

Revised: November 2004

Legal Reference: Title 21 O.S., 1272,
Title 70 O.S., 24-102
Negotiated Agreement, Summer 1986
The Gun Free School Zone Act of 1990

PROHIBITING EMPLOYEE POSSESSION OF DANGEROUS WEAPONS

The possession and/or use of dangerous weapons, replicas or facsimiles of dangerous weapons (including a toy gun) and items or instrumentalities that are used to threaten harm or are used to harm any person is prohibited. This policy is applicable to all employees, including certified, administrative, and support personnel.

Any employee in possession of a dangerous weapon, or replica or facsimile of a dangerous weapon, in violation of District policy or who uses any item or instrumentality to threaten harm to any person or is used to harm any person may be placed under emergency suspension, pending an investigation of the incident by the appropriate school authorities. Appropriate law enforcement agencies will be called. Employees who violate District policy may be suspended for any period of time up to the maximum period authorized by law. Additionally, school staff members may seek to file criminal charges.

If another school employee has a reasonable suspicion to believe that an employee is in possession of a dangerous weapon, or a replica or facsimile of a dangerous weapon, the employee shall immediately notify the principal or designee.

If the principal or designee learns that an employee is believed to be in possession of a dangerous weapon or replica or facsimile thereof, the principal or designee shall observe the following procedure:

- a. Immediately investigate the matter and contact the police or campus security, if appropriate.
- b. If it can be accomplished without risk of injury, the principal or designee should take possession of the dangerous weapon or replica or facsimile.
- c. Notify the Superintendent of Schools or designee.
- d. Cooperate fully with the police.
- e. Attempt to transfer confiscated weapon to the police department, if feasible.

An exception to District policy may be granted for employees participating in an authorized curricular or extracurricular activity or team involving the use or demonstration of a dangerous weapon, or replica or facsimile of a dangerous weapon. For this exception, prior written approval by the principal, in consultation with the Superintendent or designee, is required. Additional exceptions to this policy will apply for the following: an employee whose job duties require the employee to be in possession of a weapon; for example, a security guard who carries a gun; an employee who is in possession of an item which the

employee routinely uses in the performance of the employee's duties; for example, a pocket knife which the employee uses to open or unwrap packages or equipment; and an employee who is in possession of a dangerous weapon which has been confiscated from a student or other employee.

As to support employees, violation of this policy will be deemed to be a basis for disciplinary action under the District's rules and regulations pertaining to suspension, demotion or termination of support employees. As to certified personnel, violation of this policy will be deemed to constitute willful neglect of duty as a basis for disciplinary action.

The inadvertent or unintentional possession of a dangerous weapon, replica or facsimile in violation of District policy thereof on school property, a school bus or vehicle or at a school activity, is no defense or excuse to compliance to District policy, but may be considered in determining the length or severity of any punishment for violation of this policy.

Adopted: May 1999

Legal Reference: Title 21 O.S., 1272,
Title 70 O.S., 24-102
Negotiated Agreement, Summer 1986
The Gun Free School Zone Act of 1990

Cross Reference: 7312, Possession/Use of Dangerous Weapons or Instruments 7312-R2 Page 2 of 2

CIVILITY
(CONDUCT OF PARENTS, VISITORS AND DISTRICT EMPLOYEES)

PURPOSE: To promote a positive, safe, and secure work environment.

Mutual respect, civility and orderly conduct among District employees, parents and the public are expected. A safe, harassment-free workplace for teachers, students, administrators, employees, parents and other members of the community is to be maintained to the greatest extent possible. Teachers and other employees are to serve as positive role models. Positive communication is encouraged. Volatile, hostile or aggressive communications or actions are discouraged.

Adopted: October 2001

Revised: April 2005

Legal Reference: 21 O.S. Section 1376
70 O.S. Section 24-131
70 O.S. Section 24-131.1
70 O.S. Section 24-131.2

CIVILITY
(CONDUCT OF PARENTS, VISITORS AND DISTRICT EMPLOYEES)

Definition

“Interferes with the peaceful conduct” includes actions that directly interfere with classes, study, student or faculty safety, parking areas or extracurricular activities; threatening or stalking any person; damaging or causing waste to any property belonging to another person or the school; or direct interference with the administration, maintenance or security of property belonging to the school.

Expected Level of Behavior

- School personnel will treat parents/guardians and other members of the public with courtesy and respect.
- Parents/guardians and visitors will treat teachers, administrators and other District employees with courtesy and respect.

Unacceptable/Disruptive Behavior

- Disruptive behavior includes, but is not necessarily limited to, behavior that interferes with or threatens to interfere with the operation of a classroom, an employee’s office or office area, areas of a school or facility open to parents/guardians, and the general public. It also covers areas of a school or facility that are not open to parent/guardians and the general public.
- Using loud and/or offensive language, swearing, cursing or display of temper.
- Threatening to do bodily or physical harm to a teacher, school administrator, school employee or student, regardless of whether or not the behavior constitutes or may constitute a criminal violation.
- Damaging or destroying school property.
- Abusive, threatening or obscene e-mail or voice mail messages.
- Any other behavior that disrupts the orderly operation of a school, classroom or any other school facility.

Authority of School Personnel to Direct Persons to Leave School Facility Premises/Property

Any individual who:

- interferes with the peaceful conduct of activities at a school or at a school facility; or
- commits an act which interferes with the peaceful conduct of activities at a school or at a school facility; or

- enters the school or school facility for the purpose of committing an act that may interfere with the peaceful conduct of activities at the school or school facility;

may be directed by the school principal, assistant principal, or a person who is lawfully in charge of the school, to promptly leave the school or school facility. If the person refuses to leave the school premises as directed, the administrator (or other authorized personnel) shall seek the assistance of law enforcement officers and request that law enforcement officers take such action as is deemed necessary.

If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the employee to whom the remarks are directed shall calmly and politely warn the speaker to communicate civilly. If the verbal abuse continues, the employee to whom the remarks are directed may, after giving appropriate notice to the speaker, terminate the meeting, conference or telephone conversation. If the meeting or conference is on school/facility premises, the employee may request that an administrator or other authorized person direct the speaker to promptly leave the premises. If the person refuses to leave the school premises or school facility as directed, the authorized personnel shall seek the assistance of law enforcement officers and request that law enforcement officers take such action as is deemed necessary. If the employee is threatened with personal harm, the employee may contact law enforcement officers.

Misdemeanor

Any person to whom this Policy applies and who fails to leave the school or school facility as directed or returns within six months thereafter without first obtaining written permission from the Superintendent, or anyone designated by the Superintendent or the governing board of the District, is guilty of an offense classified as a misdemeanor under Oklahoma law.

Notification Procedure

Should a school principal or District administrator decide to ban an individual from school property or school events, the individual must be provided with written notice. In addition, the principal or District administrator issuing the ban must also provide the individual with a Notice of Appeal Rights and information relative to the appeal procedure and send the information to the individual via U.S. Certified Mail, Return Receipt Requested.

Appeal Procedure

Any person who has been required to leave school property or has been removed from school property pursuant to this regulation shall be given written notice of the following procedure for requesting a hearing and filing an appeal.

Any person who desires to appeal from an order requiring a person to leave the school property, or any person who has been removed from the school property, who desires to appeal, shall notify the Clerk of the Board in writing within ten days after the removal event that the person desires an appeal hearing. The Clerk of the Board shall promptly forward the request for an appeal hearing to the Superintendent or designee. The Superintendent or

designee shall schedule an appeal hearing as soon as reasonably convenient to the Superintendent's or designee's schedule. The Superintendent or designee shall notify the person appealing, in writing, by certified U.S. mail, return receipt requested, of the time and place of the appeal hearing. The Superintendent or designee shall also notify the appropriate personnel at the school. At the hearing, the appellant shall present a statement, in person or in writing, concerning the appellant's side of the story, and the school personnel shall also present a statement, in person or in writing, of the school personnel's side of the story. The Superintendent or designee, as the hearing officer, shall make a decision based upon the statements. The decision of the Superintendent or designee will be in writing and will be mailed by Certified U.S. Mail, Return Receipt Requested, to the person appealing within ten days after the date of hearing. The Superintendent or designee shall also notify the appropriate personnel at the school of the decision within ten days after the date of hearing. Until the appeal is decided, the direction to leave the school property shall remain in full force and effect.

The decision of the Superintendent or designee will be final and there will be no right of appeal from the decision.

Issued: March 2005

Legal Reference: 21 O.S. Section 1376
70 O.S. Section 24-131
70 O.S. Section 24-131.1
70 O.S. Section 24-131.2

PRESENCE OF SEX OFFENDERS ON SCHOOL PROPERTY

PURPOSE: To identify circumstances and establish guidelines under which registered sex offenders are permitted by law to be on school property.

By law, a person who has been convicted of a crime that requires the person to register pursuant to the Oklahoma Sex Offenders Registration Act and when the victim was a child under the age of 13 at the time of the offense is prohibited from loitering within 300 feet of any school in this District. The same prohibition applies to a person who has been convicted of an offense in another jurisdiction, which offense if committed or attempted in Oklahoma, would have been punishable as an offense listed in Okl. Stat. tit. 57, § 582 and the victim was a child under the age of 13 at the time of the offense. Persons convicted of sex offenses in the State of Oklahoma prior to the effective date of the Oklahoma Sex Offenders Registration Act, which is November 1, 1989, are not subject to this prohibition.

The only exemption to this prohibition occurs when:

- The person is the custodial parent or legal guardian of a child enrolled in the school and
- The person is enrolling, delivering or retrieving that child at the school during regular school hours or for school-sanctioned extracurricular activities.

PRESENCE OF SEX OFFENDERS ON SCHOOL PROPERTY

The District intends to enforce the legal prohibition and to strictly construe the exemption. The legal prohibition does not apply to sex offenses committed against children 13 and over.

To enter a school building to enroll his or her child, the person must first confer with the building principal. The person must comply with the principal's instructions for the child's enrollment.

To deliver or retrieve his or her enrolled child from school during regular school hours or for a school-sanctioned extracurricular activity, the person must remain in his or her vehicle at all times unless the person has obtained prior written approval from the principal to leave the vehicle to deliver or retrieve the child at a designated location.

If the person desires to enter a District school for a matter concerning his or her enrolled child that is not covered by the legal exemption, he or she must first confer with the building principal. Some examples might be to review records, to attend a parent-teacher conference or to attend an IEP team meeting for the child. The building principal will attempt to work with the person to provide the desired information at a non-school site, via telephone or through some other medium.

Any person who violates this policy may be barred from all District property. Violators may also be subject to arrest and the consequences of criminal statutes.

RECEIVING AND WAREHOUSING

PURPOSE: To establish guidelines for receiving and disbursing warehouse inventory.

The District maintains receiving and warehousing to ensure proper care in the handling and storage of supplies and equipment inventory (instruction, custodial, maintenance, and District Child Nutrition items). Items needed from warehouse stock are obtained by requisition through the proper channels. For example, no employee will go in person to the warehouse to obtain stock items unless by specific approval of the proper administrative official, and then only upon the presentation of a requisition. Such practice is followed in the interest of efficient and systematic distribution and accounting. Each building will have an established material receiving location and personnel designated to receive materials.

SCHOOL ATTENDANCE BOUNDARIES

PURPOSE: To define criteria for school attendance boundaries.

School attendance boundaries are established in accordance with the neighborhood concept, coupled, where possible, with natural boundaries, such as railroads, expressways, waterways, and highways.

When existing school buildings become overcrowded, and new schools are put into operation, or a school is closed, new attendance boundaries will be defined with consideration given to the two above factors, plus growth of the areas in relation to the size of the school.

NAMING OF FACILITIES

The names of the district's schools and other facilities should inspire and challenge our community to pursue the highest standards of human ideals, citizenship, scholarship and community service. The naming of a facility has significant ramifications for current and future members of the school and district communities. As such, the names of facilities should reflect the district's values and withstand the passage of time.

This policy sets forth the board's expectations regarding the naming of its facilities. It shall apply to the naming of new facilities, renaming of facilities, and includes direction regarding other formal recognitions of individuals on district facilities.

For the purpose of this policy, "facility" refers to a district-owned site, school, or a portion of a school or site. Examples of a portion of a facility may include, but not be limited to, auditoriums, theaters, conference areas, cafeterias, media centers/libraries, gymnasiums, athletic fields/structures, etc.

Rescission of Existing Facility Names:

At any time, the Board of Education may consider actions to rescind an approved name of a facility and authorize its renaming. Sufficient cause to rescind the name of a facility exists when the board determines, in its sole discretion, that the individual or organization for which the facility is named is in direct conflict with the values, beliefs or best interests of the district. Such reasons include, but are not limited to, when the person or organization for which a facility is named has been convicted of a felony, engages in acts involving moral turpitude, has engaged in behavior which has brought the name into dishonor for any reason, or for any other good cause as determined by the board. School names may also be rescinded if they become obsolete or inappropriate because of the community it serves or the programming it provides. A recommendation to rescind a name must be put on a regularly scheduled board agenda as an information item prior to be considered for final action by the board.

Requirements for the Naming or Renaming of Facilities:

The naming or renaming of a facility must be approved by the Board of Education, which has sole discretion in determining the name of a facility. A new facility will be subject to naming as soon as feasible and appropriate; for example, after its construction has been approved, the site has been selected, and the architect appointed.

When a new physical facility is to replace an existing facility on the same or on a different site, the facility shall keep the name of the school facility it replaces unless the name is rescinded by the board. Likewise, when an existing school moves from one site to another, the name of the school shall follow that move unless the board rescinds the existing name.

As noted above, names selected for facilities should reflect the district's values and be worthy of longstanding recognition. The names of the district's facilities should reflect the richness and diversity of the district's student body.

When selecting a name, the board shall seek formal input from both the school community and the wider district/Tulsa community according to the process described in the regulation relating to this policy. The regulation shall require that the board be presented with at least one, and no more than three, recommended names to act upon by a committee of the school community. Formal input from the school community shall be a primary tool for determining the recommendation(s) presented to the board. So that members of the public may provide public comment, and to ensure time to thoughtfully consider the recommendation presented to the board, the board shall provide an opportunity for public comment at three or more public meetings before taking final action on the recommendation. Exceptions may be made to the timing of final board action if it serves the best interests of the district. Personal prejudice, favoritism, political pressure, or temporary popularity should not be an influence in the board's decisions.

Facilities shall be named or renamed to reflect one or more of the following criteria:

- a. to honor a person, as outlined below,
- b. to recognize the geographic section of the city in which the facility is located,
- c. to recognize the academic theme of the school, or the function of the facility in the case of non-instructional facilities, or
- d. to reflect a fundamental and enduring value of the district

Facilities Named After Individuals:

For a facility to be named after a person, the individual shall have made an outstanding contribution to the education of children, to the district's community, or to greater humanity. Individuals shall be of exemplary personal character. In particular, the individual for whom a school is named shall be of the highest character and reflect one or more of the following characteristics:

- a. an individual whose life or work reflect an unyielding commitment to the education of children,
- b. an individual whose name readily inspires others and reflects the most honorable characteristics of humanity,
- c. an individual who has provided significant and long-standing service or contributions to the school, district, city, state, nation or society as a whole.

Prior to naming a facility after an individual, the credentials, character and reputation of the individual shall be carefully scrutinized and evaluated according to the regulation accompanying this policy.

Except for compelling reasons, the facility shall be named after an individual who has been deceased for at least five years. District facilities will not be named after a current employee of the district or an elected official while serving in office.

Formal Recognitions Such as Plaques, Statutes and Similar Acknowledgements:

The board must approve all decisions relative to formal recognition plaques or any other forms of formal recognition for the donation of real property, equipment, or furnishings by private sources, including those items acquired by the district from donated funds. While the precise standards of facility naming do not apply to formal recognitions, the board shall make recognition decisions that reflect the values of the district and that do not conflict with the general intentions of this policy.

NAMING OF FACILITIES

Purpose:

This regulation and the actions taken in its operation shall support the board's intention that the names of its facilities inspire and challenge our community to pursue the highest standards of human ideals, citizenship, scholarship and community service. The district shall ensure that the process used to select a facility's name serves the goal of producing one or more recommended names that reflect the district's values and withstand the passage of time—ensuring meaningful and formal input from a school community, if applicable, and providing opportunities for input from the district's community at large.

The process of receiving nominations, submitting nominations for public input, role of ad hoc committee, making recommendations to the board, and board action:

As described in board policy, the process of naming or renaming a facility (hereinafter referred to as "naming") may occur in several different contexts, for example, when a new facility is being built, when a name of an existing facility has been rescinded, or when the board decides to change the name of a school when it is moved to a new location. At a regularly scheduled board meeting, the superintendent shall announce the initiation of the naming or renaming process and inform the public that the superintendent will be accepting nominations for the facility's name. This announcement shall be repeated at the next regularly scheduled meeting as well. Any individual may present one or more nominations so long as each nomination includes a written rationale explaining how the name meets the board's criteria for a facility's name. All good faith nominations meeting this criteria will be provided by the superintendent to an ad hoc committee, which will consider those nominations as well as similarly qualified nominations presented directly to the ad hoc committee and any committee nominations. The committee shall specify a deadline by which all nominations should be received that allows for full and broad participation from the school community (school staff and families).

The board president shall identify the members of the ad hoc committee, which should reflect the diversity of the student body. The members of the committee shall include, at a minimum:

- The principal; or in the case of a non-school facility, a person named by the superintendent
- The superintendent, or their designee.
- In the case of schools, two teachers at the facility designated by the faculty; or in the case of non-school facilities, two district employees designated by the superintendent
- Two parents of the school designated by the board president; or in the case of a non-school facility, two parents designated by the board's president
- Two individuals outside of the school community recommended by the superintendent because of the individuals' engagement with the district's mission
- The board member of the district in which the facility resides

The superintendent will designate which committee member shall chair the committee. The board president is encouraged to include one or more students on the committee, if appropriate.

The role of the ad hoc committee is to vet good faith nominations and solicit formal input from the school community so that the committee may provide the board with up to three recommended names upon the completion of their work. The superintendent shall designate an employee or contractor to help facilitate ad hoc committee meetings, including the work of vetting nominations, establishing process timelines, and designing meeting agendas. This employee or contractor shall also assist the committee in its efforts to obtain formal input from the school community, if applicable. Though the precise methods of soliciting formal input from the school community shall be determined by the ad hoc committee, the committee must ensure that all members of the school community have adequate opportunity for feedback and input, for example, by written/online surveys, grade level parent meetings, or forums. In particular, the expectation is that input be solicited from all current parents and staff in a manner that removes barriers relating to work schedules, socio-economic status and language.

After soliciting and reviewing feedback from the school community, the ad hoc committee shall determine at least three, and no more than five, possible recommendations for wider community input and present those names to the superintendent in writing. Barring any inconsistencies with the possible recommendations and the board's policy, the superintendent shall ensure that the wider district and Tulsa community has meaningful opportunity to provide feedback on all of the possible recommendations through a survey, through comment during public meetings or through another similar method(s).

Members of the ad hoc committee shall carefully receive, review and consider the larger community's input when determining their final recommendation, which may include one to three names for consideration. If the committee decides to recommend more than one name, it may choose to designate their order of preference. Prior to submitting the final recommendation to the board, the superintendent shall review the recommendation with the committee to ensure it complies with the policy's requirements.

After consultation with and the approval of the district's leadership committee, the superintendent shall present the recommendation to the board as an information item at a regularly scheduled board meeting. Unless the board president deems it necessary to take action earlier, the board shall not take final action on the recommendation any sooner than the third regularly scheduled board meeting following the recommendation. The board may approve a recommended name or reject the recommendation. If a name is rejected, the matter is sent back to the superintendent and committee for a new recommendation. Unless stated otherwise by the board, the approved name shall be effective immediately with regard to new facilities, and with regard to facilities whose names were rescinded, upon the effective date of the rescension.

ENERGY MANAGEMENT AND CONSERVATION

PURPOSE: The Board embraces energy conservation and believes it to be our responsibility to ensure that every reasonable effort is made to conserve energy and natural resources while exercising sound financial management.

In order to meet this responsibility, the Board has employed Energy Education, Inc. to implement a comprehensive, people-based energy management and conservation program throughout the District consistent with this Energy Management and Conservation Policy.

The implementation of this policy will be the joint responsibility of Energy Education, Inc., and every member of the administration, faculty, staff, student body, and support personnel.

The success of the energy management program will depend upon the cooperation of everyone at all levels throughout the District.

BOND CAMPAIGNS

PURPOSE: To clarify the District's involvement in levy or bond campaigns.

Any news releases or other informative material concerning a levy or bond issue ballot proposal will be factual in nature. District funds will not be used to advocate "yes" or "no" votes.

SELECTION OF ARCHITECTS, CONSTRUCTION MANAGERS,
AND CONSULTANTS

PURPOSE: To establish the District's criteria for selecting architects, construction managers, and consultants when professional fees exceed \$50,000.

When a new school facility or a major addition to or renovation of an existing facility is needed within the District and when professional fees exceed \$50,000, the Board recognizes the need to follow this policy related to working with architects, construction managers, and other consultants.

The Board therefore directs the Superintendent or designee to develop appropriate regulations including the Superintendent to establish a committee comprised of five (5) representatives from the Bond Project/Energy Management Office (2), the Support Services/Organizational Performance Office (1), and the Financial Services Office (2). The Superintendent shall appoint a committee chair who will establish a process and timeline for completion of the committee's work. The committee's work shall consist of the following:

- post Request for Quotes (RFQ) on District website and notify construction managers who are registered with the Construction and Properties Division of the Department of Central Services of the State of Oklahoma that the RFQ is posted on the website.
- review the RFQ responses and ensure that the selection process for the architect and construction manager/consultant meets legal requirements.
- review the project delivery method to ensure consistency with construction requirements and timelines.
- ensure that two or more candidates receive interviews.
- ensure that the candidate is selected on the basis of professional qualifications, fee structure and technical experience.

SELECTION OF ARCHITECTS, CONSTRUCTION MANAGERS, AND CONSULTANTS

Each item listed below will guide the construction planning process and the offering of contracts in order to ensure quality performance in construction across the District.

Committee Procedures

The committee chair will be responsible for creating an agenda for each meeting and recording the minutes of the proceedings. Each committee member shall identify an alternate person from their respective department to attend meetings and participate in committee deliberations and decisions in the event the appointed member is unable to attend. The committee may request the attendance of individuals within or outside the District to attend meetings as guests for the purpose of providing additional knowledge, information, or expertise that will add value to the decision-making process. In the event that the committee is unable to reach a consensus on decisions involving the committee's work, a voice vote will be taken and recorded in the meeting minutes. A simple majority will be required to recommend further action to the superintendent for his/her approval.

Selecting an Architect

An architectural firm that can best design a building to provide facilities to meet the educational program specified for that particular building will be given prime consideration in the selection process. Criteria considered in the final selection of an architectural firm include business capacity, experience in design of school buildings or similar construction, good judgment and ability to cooperate with all those involved in the building project, technical assistance, integrity, creative and artistic ability, history of producing quality work on past projects.

Use of Construction Management Project Delivery Method

The District may use construction management as the project delivery method on construction projects where it is determined by the Superintendent or the Board of Education that there is a need for compressed construction time in order to respond to a natural disaster or other emergency situation affecting public health and safety or where the need exists for specialized or complex construction methods due to the unique nature of the project. The Board specifically finds, for purposes of this regulation, that the construction of new classroom buildings and the addition to existing classroom buildings are unique projects requiring specialized construction knowledge and methods.

Selecting a Construction Manager or Consultant

The District shall select a construction manager based on the candidate's professional qualifications and technical experience. Selection criteria shall include the business capacity of the candidates, total cost to the District, experience in the construction of school buildings or similar construction, past performance on District projects or projects of a similar nature, and candidate certification, where applicable, of their knowledge of recognized standards of construction, construction management and project management. A Request for Qualifications (RFQ) will be posted on the District website describing the projects for which

such services are sought and the criteria to be considered in selecting in selecting the construction manager or consultant. Only firms recognized as qualified construction managers by the Construction and Properties Division of the Department of Central Services of the State of Oklahoma will be considered for selection as a construction manager by the District. The District will negotiate a contract with the candidate determined to be the highest qualified construction manager or consultant, provided that a fee can be negotiated that is fair and reasonable to both parties. In the event a reasonable fee cannot be negotiated with the selected construction manager or consultant, the District may negotiate with other construction managers or consultants in order of their qualifications.

FACILITIES RENOVATIONS AND IMPROVEMENTS

PURPOSE: To prescribe the need for renovations and/or improvements of District facilities.

A survey form developed by the Director of Maintenance and Plant Operation will be utilized to help building principals determine their needs for building improvements and renovations. Each principal will work with the appropriate school official to establish the rationale and priority classification of proposed changes.

BOND DEVELOPMENT COMMITTEE SELECTION

PURPOSE: To define the procedures for the appointment of members to the Citizens Bond Development Committee to act in an advisory capacity to the Superintendent and School Board for the development of capital improvement bond program proposals.

The Superintendent recognizes the importance of citizen involvement in the development of the District's Bond program to be presented to the voters.

A committee will be selected by the Superintendent prior to the development of each bond proposal and will consist of 30-35 members reflecting the community's geographic, ethnic, economic and racial diversity. Each School Board member may recommend an individual to represent their district with the balance of the membership composed of representatives recommended by city organizations, citizen groups, and members of the existing oversight committee that have demonstrated a commitment to serve and are interested in participating in the development of future bond programs. The committee will be dissolved after the successful conclusion of the bond campaign. If a vacancy occurs within three months of the election, the committee will notify the Superintendent. The Superintendent will request recommendations from the Board and the committee for a replacement.

A chair will be selected by the committee. The chair may appoint subcommittees and subcommittee chairs to facilitate the work of the Bond Development Committee.

BOND OVERSIGHT COMMITTEE SELECTION

PURPOSE: To define the procedures for the appointment of members to the Citizens Bond Oversight Committee to report to the Superintendent and School Board relating to progress in the expenditure of capital improvement bonds.

The Superintendent recognizes the importance of citizen involvement in the District's Bond program to provide oversight of the expenditures identified in the Bond and to report to the Superintendent that the progress of bond expenditures is consistent with the plan presented and approved by the voters of the District.

A new committee will be selected by the Superintendent after each successful bond referendum consisting of 30-35 members reflecting the community's geographic, ethnic, economic and racial diversity. Each School Board member may recommend two individuals to represent the Board member's district with the balance of the membership composed of representatives recommended by city organizations, citizen groups, and members of the previous oversight committee that have demonstrated a commitment to serve and have expressed a desire to continue to serve on the committee. The committee will notify the Superintendent of members who have notified the chairman of their desire to leave the committee. The Superintendent will request recommendations from the Board and the committee for a replacement.

A chair will be selected by the committee. The chair may appoint subcommittees and subcommittee chairs to facilitate the work of the Bond Oversight Committee. The committee will meet bimonthly to review reports submitted by District staff.

CLOSING SCHOOLS / TRANSFER OF MATERIALS AND EQUIPMENT

PURPOSE: To direct transfer of equipment and materials from schools that are being closed and their students redistributed to other sites.

When it becomes necessary to close a school because of enrollment decline, the Superintendent or designee will authorize the transfer of materials and equipment to other schools within the District.

CLOSING SCHOOLS / TRANSFER OF MATERIALS AND EQUIPMENT

When it becomes necessary to close a school because of enrollment decline, the following procedure will be utilized in transferring materials and equipment to other schools of the District.

Equipment, Materials, and Supplies

All equipment, materials, and supplies will be moved from a building by requisition (RQ-2) only.

Within ten working days after action has been taken to close a building or to initiate grade reorganization between or among buildings, the appropriate school official will call a meeting to discuss the mechanics of disposing of contents of the building according to the following plan:

- The appropriate school official will initiate a meeting of the principals of the sending and receiving schools, the department chairpersons or team leaders or selected faculty representatives, librarians, and appropriate coordinator in order that each may see the instructional materials, textbooks, equipment, and furniture available.
- Agreement should be reached by the staff members in receiving schools on what textbooks, library books, and instructional materials will be requested by each receiving school.
- Each person should make a request list and take it back to the building principal.
- The building principal will then initiate a requisition (RQ-2) for books and materials. (As a rule, materials will be sent to receiving schools according to percentage of students being sent to that school.)
- In case two requisitions are issued for the same books or instructional materials, the books or materials will be sent to the school receiving the highest percentage of the students. The exception would be if a teacher from the closed school or school having a grade moved under grade reorganization is assigned to a school receiving the students, the books and materials would go by approved requisition with the teacher to the receiving school.
- All furniture and equipment will be treated as warehouse stock.
 - After teachers from the receiving schools and coordinators have seen furniture and equipment, they may request furniture and equipment through the building principal or through the Chief General Services Officer who will initiate the requisition (RQ-2).
 - The appropriate school official will work with the Director of Maintenance and Plant Operation to determine disposition of all furniture and equipment according to greatest need.

- No books, materials, equipment, or furniture will be moved until after the last day that classes are in session in the building being closed.
- The principal, teachers, and clerical staff in the building(s) being closed (or teachers involved in grade reorganization), and the appropriate assistants will be employed up to five days after the last day students are in the building to finish boxing and labeling textbooks, library books, and materials to be shipped to other buildings according to requisitions on hand.
- All textbooks, library books, and instructional materials will be boxed and labeled within five working days after classes are dismissed.
- The Chief General Services Office or designee, and the Director of Maintenance and Plant Operation, will approve all requisitions that involve moving materials and equipment from buildings designated to be closed, or from buildings involved in grade reorganization.

School Activity Funds

After all bills have been paid, the balance in School Activity Funds will be disbursed to the receiving schools on a per pupil basis according to forecast. The Board of Control of the All-City School Activity Fund will authorize all transactions following the closing day of school.

Memorabilia

Memorabilia may be sent to the receiving school(s) if both the sending and receiving principals agree, or such items may be sold to students or patrons and receipts placed in the School Activity Fund.

Library Materials

- Librarians should pull cards from card catalog and place in books.
- Receiving schools should be given the first chance at books needed in their collection. (Space and need to be considered.)
- Other schools should then be given an opportunity to select according to need and space.
- Software materials should be redistributed under the same regulations.
- All library supplies should be sent to the Library Office and redistributed as needed.
- Selections of books and materials should be made while librarians are on duty.
- Requisitions should be written indicating the number of boxes to be transferred to each library.
- Materials should not be transferred to any school unless a librarian is assigned or some arrangements are made to process the materials during the next year.

COMMUNITY USE OF SCHOOL FACILITIES

PURPOSE: To establish guidelines for community use of school facilities.

The use of school facilities by educational, political, literary, cultural, religious, scientific, civic, or recreational community organizations is permissible provided that:

- The intended use of the facility by the organization is consistent with the permitted use described in regulation 8401-R, "Community Use of School Facilities." By opening its facilities for use by community organizations, the District intends to create a limited forum.
- A previously established fee is paid by the organization.

The District reserves the right to exercise control over access to District facilities in order to avoid interruptions to the performance of the duties of District employees as long as the regulations are nondiscriminatory and are viewpoint-neutral. The District does not intend to deny access to suppress the point of view advanced by the organization.

School-related functions will be given priority over community use of school facilities.

The Superintendent or designee will develop appropriate regulations governing the use of school facilities by non-school organizations whose purposes and activities are compatible with the main goals of the District. The regulations are subject to amendment when deemed necessary by the Board.

COMMUNITY USE OF SCHOOL FACILITIES

Application

All organizations or individuals will make application in writing on a provided application form to the Facilities Utilization Office, Box 470208, Education Service Center, 3027 South New Haven, Tulsa, Oklahoma 74147-0208, at least ten days before the date the use of the facility is requested.

If the request is one with regularly occurring usage dates, approval may be given for the entire schedule. Should a conflict develop with a school activity, the District reserves the right to cancel the permission granted, or to suggest a change to a mutually satisfactory date and time.

Although application by a minor is not acceptable, this does not prohibit the use of school premises by them, provided the application is made by a competent adult who will supervise and be responsible for the group.

Permitted Use

Permission for use of school facilities belonging to the District may be granted to community organizations or individuals whose function is educational, political, literary, cultural, religious, scientific, civic, or recreational for purposes and programs that:

- Are beneficial to the youth of the community, community at large, or the program(s) of the District.
- Are acceptable to the Superintendent or designee.
- Do not result in an increased tax burden on the citizens of the District.

Priority Use

A process should be defined by the principal in each building to involve appropriate faculty members in determining whether the proposed rental of the building will conflict with scheduled school programs and in monitoring the building for signs of misuse or abuse.

Prohibited Use

School facilities will not be used for:

- Meetings promoting subversive teachings and doctrines contrary to the spirit of American institutions.
- Any activity violating the patterns of good taste, manners or morals, or is destructive or injurious to the buildings, grounds or equipment.

- Activities tending to cause unrest in the community or reflecting upon or promote discrimination against citizens of the United States because of race, creed, or gender.
- Any purpose in conflict with school objectives or not approved by the Superintendent or designee.

Payment in Advance

Some payments for the use of school facilities are required in advance and must be received at the Education Service Center at least 72 hours before the scheduled time. The Facilities Utilization Office will inform the applying party of payment requirements at the time the application approval is communicated.

Responsibility of Applicant

The applicant and the organization will be held responsible for the proper use of the building, for the conduct of persons attending the meeting. They will see to it that activities are confined to the areas requested and to the hours agreed upon in the application. The consumer will indemnify the District for any theft, loss or damage to school property over and above the normal wear expected from the use thereof, and will make prompt payment for such theft, loss or damage. An indemnity bond or a deposit may be required if circumstances warrant. It is required that users of school facilities will see that the activities are conducted at all times under competent adult supervision. The Chief General Services Officer or designee will be the judge of unwarranted damages to the school property.

All rooms or areas will be left in as good condition as they were found, except the usual accumulation resulting from normal building use. No applicant may sublet any part of the building area named in the application request. All applications for repetitious use of school facilities will be renewed annually and subject to review by the Administration.

Users of school property must assume responsibility for the safety and protection of the audience, workers, and participants to the extent required by law. The Superintendent or designee reserves the right to require minimum limits of public liability and property damage insurance for all groups using any school facility, and to require there be evidence presented to the Facilities Utilization Office in the form of a certificate of insurance, showing Independent School District Number One of Tulsa County, Oklahoma, as an additional named insured.

Time Limits

Permission for non-school afternoon meetings, before 3:30 p.m., or extended beyond 10:00 p.m. on regular school days may not be granted. Evening meetings may not extend beyond 10:00 p.m. on regular school days and may not extend beyond 12:00 midnight on weekends unless permission is granted for an extension of time by the Facilities Utilization Office. Admission to school facilities will not be permitted more than 30 minutes before the time stated on the application. All facilities must be cleared within 30 minutes after the closing time stated on the application.

Requests for morning, afternoon, and/or evening use all on the same day will be approved at a rate that is quoted.

Cancellations

Failure to cancel a request to use school facilities at least 24 hours in advance of the meeting will obligate the applicant and the organization to pay for all custodial and other expenses incurred in opening the building for use.

Cancellation of permission may be ordered whenever such action is deemed in the best interest of the District. However, such cancellations will not be made except when unforeseen emergencies arise, and then with as much advance notice as possible. Permission may be canceled by the Superintendent or designee if conduct or infraction of regulations warrants.

Holidays

As a rule, school properties will be unavailable for use by outside organizations on school holidays with the exception to daycares with prior approval. All facilities are unavailable on national holidays. Should one or more meetings approved as a series of meetings fall on such days, meeting dates will be automatically canceled for these days only.

Non-school Days

School facilities will be available on non-school days, such as weekends and summer months, provided proper application is made and approved by the Facilities Utilization Office, and provided such use does not conflict with use of the facilities by school organizations or students.

Charges

Charges made for the use of school facilities are based on the cost of operating expenses not otherwise incurred such as utilities, supplies, maintenance of facilities, security, custodial services, cafeteria services, District personnel or administration services necessary to process each application, as well as a charge for the use of the space. Such reimbursement charges are subject to change as the Administration may deem necessary.

Charges collected by the District will be allocated first to the recovery of direct expenses associated with the use of the facilities (i.e., custodial overtime, etc.) with 60 percent of the remainder accruing to the school site's next school-year budget and the remainder to the District for recovery of indirect expense.

Building Use without Charge

School organizations such as student organizations, school employee groups, District alumni groups, and educational organizations such as OEA, School Board organizations, and groups providing information for the good of the community, such as homeowners' associations, the City of Tulsa, etc., are granted building use without charge as long as such use does not conflict with other scheduled activities.

Except in special situations, building use charges are not usually assessed against the following school-affiliated and youth-serving organizations for their regularly scheduled meetings occurring before 10:00 p.m. on school days:

- Parent-Teacher Association, Booster Club, Band Parents, monthly meetings (afternoon or night).
- Cub Scouts, weekly pack and committee meetings (nights).
- Girl Scouts, weekly afternoon meetings and one monthly night meeting.
- Camp Fire Girls, weekly afternoon meetings and one monthly night meeting.
- District Cheerleading groups.
- Tulsa Parks Department.
- Partners in Education.
- District students with adult supervision.
- Others approved by the Superintendent or designee.

If the hours of usage should extend beyond the regularly scheduled hours of the District staff members(s) present for the meeting, the group may be charged the incurred overtime expenses for custodial, stagecraft, security, and/or cafeteria services as required, according to the pay scale as determined by the Superintendent or designee.

Organizations qualifying for use of meeting space without charge on school days may be charged regular or special rates for meetings held on non-school days and for meetings held on school days that extend beyond 10:00 p.m., for use of recreational facilities such as gymnasiums, and for all fundraising activity meetings.

Custodial Care

A school custodian is assigned for continuous duty during the time the group will be using the school facility. The custodian will return to open the building before the time set for the meeting, arrange the requested facilities and serve as the official representative of the District. No one except the qualified custodian will be allowed to operate or adjust equipment in the building. Upon conclusion of the meeting, the custodian will clean, properly arrange the facilities, and carefully inspect premises before locking the building.

For situations in which the meeting does not materialize and has not been previously canceled, the custodian will remain on duty for one hour after the requested starting time of the meeting and, if no word is received within that period indicating a later starting time, the custodian will lock the building.

Custodians are instructed not to open any areas other than those approved in the application. Additional space may be arranged by filing another application. Emergency needs may be requested by telephone to the Facilities Utilization Office.

For certain approved groups using school (school affiliated or cooperative) facilities between 3:30 p.m. and 10:00 p.m. on days when school is in session, no charge will be made for

custodial services provided the amount of building area used is limited so it does not interfere with the custodian's regular clean-up work. The custodian will be asked to work around the areas in use.

Police Guards

Uniformed officers must be on duty when so directed by the site Administration and/or the Facilities Utilization Office. All charges are the responsibility of the user.

Drinking, Smoking, and Weapons

The use of intoxicating liquor, tobacco, and possession of weapons will not be permitted on school property.

Athletic Activities

Permission for athletic activities involving the use of school facilities by non-school groups will be granted through the application process. Such use does not include automatic permission to use the apparatus and other special athletic equipment belonging to the school. Special permission from the site athletic director must be given. Practice sessions will be allowed to non-school groups provided such sessions do not involve the presence of spectators.

In those instances where team competition is involved, it must be clearly understood no team sponsored by an organization other than the schools will be identified by name as representing any school in the District.

Athletic Practice Sessions, Special Rate Qualification

To encourage use of gymnasiums by community groups for basketball, wrestling and other sports, a special rate is applicable to those who meet the following requirements:

- Group agrees to provide at least two building supervisors for continuous patrolling of building during entire period of usage by the group and one to two doormen for control of building entrances when spectators are present. Group is responsible for any damage.
- Group agrees locker room and shower room will not be used.
- Group agrees to carry general liability insurance in the amount of \$500,000 per occurrence of bodily injury and property damage. The District must be added as "Additional Insured" under the policy.
- Group agrees that building supervisors will:
 - Maintain continuous patrolling of facilities to prevent loitering in the halls and rest rooms.
 - Maintain discipline and order throughout the period of building usage.
 - Provide protection against entrance of school building by unauthorized person or persons.
 - Prevent use of any part of the building facility other than those indicated in the request.

The custodian in charge will permit no admission to the building until both building supervisors and coaches are present.

Intersession Educational Programs, Camps, Clinics, or Lessons Using District Facilities

Staff of the District may conduct approved programs benefiting youth and furthering the objectives of the District during the intersession between their normal contract assigned working schedules. If those programs require a fee from students, the staff member is required to complete the Application for Use of School Buildings and the following conditions may apply:

- If the sessions are structured as a School Activity Fund (SAF) fundraiser, the staff member may receive pre-approved stipends as an expense of the project. The revenues will be deposited into the SAF account, and no rental fees will be charged to the staff member.
- If the sessions are structured for the staff member to charge the students a fee (and the program is not a SAF fundraiser), then because the staff member is unpaid by the District and is conducting the intersession program for youth in the public interest, then reasonable facilities use fees will be charged to the staff member (as determined in 3 below), and the staff member may retain the student fees as compensation.
- The Facilities Utilization Office will conduct surveys each year of surrounding school districts and, after consulting with the District's Chief Facilities Officer and Athletic Director, will set reasonable, similar, and competitive District facilities use rates for this purpose.

If those programs do not require a fee from students or program sponsors, then the program will be treated as if it were a similar program being conducted while school is in session and normally no fees will be charged.

Apparatus and Equipment

Request to use public address systems, projection equipment and screens, spotlights, stage scenery, pianos and so forth will be included in the application. The costs of transparencies, gelatins, special scenery, technicians, and special lighting effects are to be paid by the using groups. All such equipment and properties will be operated, moved and controlled only by the stagecraft director or authorized student helpers. In schools without a stagecraft department, all equipment and properties will be handled only by persons specifically designated by the principal or designee.

As a precaution against fire, no request will be granted for the use of lighted candles or other actual flame equipment in connection with building usage.

Classroom apparatus, such as shop, science, physical education, homemaking, music, business education, art laboratory, data processing equipment and athletic equipment regularly used for school instruction will not be available for use by non-school groups.

School equipment is not available for use off school premises unless it is beneficial to the District in carrying forward its programs.

Cafeterias

Use of cafeterias will be granted with or without use of kitchen facilities. No organization will have access to the cafeteria kitchen area unless the cafeteria manager is present and in charge, together with such additional paid help from the cafeteria manager's own staff as may be required. In planning an event to use the cafeteria kitchen equipment, the area dietitian, the cafeteria manager, and whatever number of helpers they deem necessary, must all be involved in the planning, operation and supervision of such project. Because of the food supplies and expensive equipment, and because of the rigid requirements of health and sanitation authorities, the use of cafeteria kitchen facilities must be under the direct control of the cafeteria department.

Refreshments will be served only in cafeterias, unless other areas have been approved by the principal or designee.

Swimming Pools

Swimming pools will be available to organized groups provided such use does not interfere with the needs of the school, and provided further that a lifeguard with a current Red Cross or YWCA Senior Life Saving Certificate, or a Red Cross Water Safety Instructor's Certificate, or a YWCA Leader-Examiner Certificate, or comparable certificate, be on active duty at all times.

The number permitted in the pool at one time shall be determined as follows:

$$\text{Number of persons} = \frac{NS}{15} = \frac{S}{30}$$

NS = Square footage of nonswim area

S = Square footage of swim area

That portion of the pool from the break point to the shallow end will be designated as "nonswim areas" and that portion of the pool from the break point to the deep end will be designated as "swim area."

An additional lifeguard is required whenever more than 60 persons are in the pool at one time.

Parking Lots

Parking lots are provided with the use of most school buildings. If use of only a parking lot is desired, application will be made as for use of any school facility. Parking areas are not reserved exclusively for groups using school buildings. Playgrounds will not be used for parking.

Use of School Buses

If District school buses are used, prior agreement with the District Transportation Office is required and charges for such use will be assessed in advance of their use. School buses may be used for "summer youth activities" as approved by the State Department of

Education, whenever such equipment is not available from commercial firms in the area, and is available from the District as determined by the District Transportation Office, and whenever such use is beneficial to the youth of the District. Such youth groups shall be adequately supervised by adults and all costs for such operations, including any damages to equipment and usual wear and tear, shall be defrayed by the using group.

School bus use for auxiliary activities during the regular school term will be confined to such uses as are prescribed and approved by the District Transportation Office, and the Board, as applicable.

Rental of school buses for non-school uses by outside individuals or organization shall be confined to such uses, times and conditions as are prescribed and approved by the District Transportation Office. All organizations and individuals will make application in writing on a provided application form to the District Transportation Office.

Use of School Grounds and Recreational Facilities

School grounds will be made available to the general public at times when they are not being used for school purposes. The general public has a responsibility not to cause damage to the property or become a nuisance to adjoining property owners and others in the neighborhood.

The following administrative regulations will be used as a guide:

- School playgrounds will be used by organized athletic leagues when not in conflict with school programs, upon approval of application to use such facilities.
- Approval of such application does not include uses of any building facilities. Application for use of rest rooms may be made subject to advance payment of the minimum standard charge.
- No automobiles, motor scooters, motor bikes, or other such licensed vehicles are to be driven onto the playgrounds.
- Baseball and other such sport activities will be permitted as long as there is no damage to neighboring or school property.
- No organized athletic leagues will be permitted on school grounds on Sundays.
- A certificate of insurance providing minimal limits of liability and property damage must be on file in the Facilities Utilization Office.

District and City Park and Recreation Board Agreement

On a year-to-year renewal basis, the District and the City Park and Recreation Board have entered into an agreement mutually granting to each other the free use of their respective recreational facilities, excluding golf courses, for use in recreational activities directly conducted by each organization. This agreement provides for reimbursement of damages caused and extra expenses (in particular, custodial overtime) created by either using party.

Community groups or organizations may participate in this agreement to use school facilities by contacting and getting approval of the Park and Recreation Board for time allocations, and subsequent referral to the District for approval and scheduling in various school facilities. Using organizations agree to furnish property damage and liability bond and provide two to four people for continuous supervision while building facilities are in use.

Church Services

Church services by established religious groups may be scheduled in school facilities in accordance with current District leasing policy.

Concessions

Concession rights at all school facilities are reserved for the District. These may be assigned to school organizations upon request or may be contracted with outside vendors.

Issued: November 1982

Revised: December 2012

Legal Reference: TCTA Administrative Negotiated Agreement, Summer, 1984

Cross Reference: 5805 Rental and Service Charges

7102

USE OF DISTRICT FACILITIES BY OUTSIDE STUDENT SERVICE PROVIDERS

PURPOSE: To define conditions under which outside student service providers may use District facilities.

An outside student service provider may access District facilities only under certain limited conditions.

The term “outside student service provider” means an individual or organization that seeks to provide services directly to one or more District students on District property at the request and expense of the student’s parents/guardians. The term does not include a nonschool employee or contractor performing an observation at a school site during the regular school day at parent/guardian request and expense. The term includes private tutors and therapists.

The term “outside student service provider” does not include persons or organizations under contract or formal agreement with the District to provide services at no cost to the parent/guardian.

The principal may grant an outside student service provider permission to provide services to a student on District property only under the following circumstances:

- The outside student service provider agrees to comply with Policy 8401, “Community Use of School Facilities.”
- The service sessions are scheduled outside of regular school hours.
- The outside student service provider provides its own apparatus or equipment to perform the services.
- The outside student service provider certifies that a felony record search has been conducted of any person assigned to conduct a service session on District property and that the person has not been convicted in this state, the United States or another state of any felony offense unless ten years have elapsed since the date of the criminal conviction or the person has received a pardon for the offense. The outside student service provider also certifies that any such person is not currently registered under the Oklahoma Sex Offenders Registration Act.

The services provided by an outside student service provider are not a substitute for services provided by the District. Therefore, the services of an outside student service provider may not be identified in a student’s IEP.

USE OF DISTRICT FACILITIES AS SCHOOL-BASED HEALTH CLINICS

PURPOSE: To define the conditions under which outside healthcare providers may use District facilities to provide approved on-campus health services.

The School-Based Health Clinic Program

The District may, if it identifies the need, provide space and facilities to outside healthcare providers to operate school-based health clinics to deliver healthcare services to students, employees and other community members. These clinics shall be operated, staffed and managed solely by the designated outside healthcare provider, and the District's involvement with the clinics shall be solely as a provider of facilities and space, not as a healthcare provider or as a contractor for healthcare services. The healthcare provider's use of the District's space and facilities shall be governed by a written agreement approved by the Board. The goals of this program are to reduce student and employee absenteeism, increase student ability to meet academic potential, and provide services that assist in improving and stabilizing the health of students, employees and the community.

Pursuant to a written agreement with the School District, the health services that may be provided at a school-based clinic by an outside healthcare provider include:

- Preventive medical services
- Acute medical services
- Diagnostic medical services, including early periodic screening and diagnostic testing
- Health education counseling and/or services
- Mental health counseling and/or behavioral services
- Immunizations
- First aid
- Dental services
- Drug and alcohol abuse counseling
- Prescription of medication
- Other medical services as authorized by the Board's agreement with the provider.

Parental/Legal guardian consent must be obtained prior to any examination or treatment of minors unless otherwise permitted by law. In no event may school-based health clinics conduct pelvic examinations or otherwise unclothed examinations of female students or comparable examinations of male students without a parent or legal guardian being present, nor may a school-based health clinic dispense or prescribe any form of contraceptive(s) to students without parent or legal guardian permission.

Tulsa Public Schools' Health Services' Department will facilitate the District's formal agreements with outside healthcare providers wishing to operate a school-based clinic on District property through the application process outlined in 8403-R.

USE OF DISTRICT FACILITIES AS SCHOOL-BASED HEALTH CLINICS

Providers of health services seeking approval to operate school-based health clinics must meet District established criteria.

A completed application must be submitted to Tulsa Public Schools' Health Services Department one semester prior to the desired opening date of the school-based clinic.

The application shall consist of the following:

- Proposed school site(s) for service
- Statement of qualifications and experience to operate a school-based health clinic
- Proposed activities to promote the school-based health clinic services in order to maximize participation in the program
- Letter of support from current principal
- Description of staff committed to the proposed project
- Proposed scope of services
- Proposed staffing and hours of operation
- Statement of insurance and liability coverage
- Proposed billing arrangements and billing capabilities
- Description of in-kind support requested of the District/school site to facilitate the operation of the proposed clinic
- Commitment to support 100% of the operational costs of the clinic

A school-based health clinic advisory committee shall be established by Tulsa Public Schools' Health Services Department. The Department shall annually select representatives from schools and the community who have experience with school-based health clinics. The Committee's goals and responsibilities shall be, but are not limited to, the following:

- Review, evaluate and recommend the approval or denial of applications for school-based health clinic providers to the Administrator in Charge or designee. The Administrator in Charge or designee shall provide recommendations to the Superintendent or designee for final consideration to approve or deny applications.
- Plan for and conduct appropriate evaluations of providers' performance under their agreements and present its findings to the Board annually
- Advise the Board, as necessary, regarding the ongoing operation of the school-based health clinics.
- Review, evaluate and recommend changes regarding school-based health care services. . The Administrator in Charge or designee shall provide recommendations for any changes to the Superintendent or designee for approval.

All school-based health clinic providers shall sign an agreement with the District regarding their specific use of District facilities and space to provide school-based health care services. In signing the agreement, the school-based health provider will consent to comply with all applicable District regulations and policies and other conditions which the District may require. In the event that there is a conflict between the internal procedures or policies of the provider and the District, the District's policies shall take precedence.

The services provided by the providers are not a substitute for services provided by the District.

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS AND EQUIPMENT

PURPOSE: To prescribe use of school-owned materials and equipment by employees and students.

School equipment may be loaned to employees if such use is directly related to their employment and approved by their immediate supervisor. Students may also borrow District-owned equipment when needed in connection with their studies or extra-curricular activities with approval by the appropriate administrator. Therefore, appropriate regulations specifying when and if equipment will be loaned and also proper controls assuring the borrower's responsibility for, and return of, all such equipment will be developed.

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS AND EQUIPMENT

All employees and students desiring to use District-owned equipment other than on school property will request such use through the appropriate administrator. However, employees and students must realize it may not be in the best interest of the District to loan such equipment if it is relatively expensive and/or presents a problem for maintenance and upkeep. The person requesting to use the equipment must complete and sign three copies of "Borrowing Agreement for District-Owned Equipment." The authorizing administrator will sign each of the three copies, retain one copy, give one copy to the borrower, and send one copy to the responsible department. A parent/guardian must cosign for all students.

The borrower must agree not to tamper with or attempt any type of repair or service.

The borrower must agree to assume full financial responsibility for loss or damage of the equipment. If the equipment is lost, the borrower must pay the District an amount equal to the original cost of such equipment less ten percent annual depreciation not to exceed five years. If the equipment is only damaged, the District will assume responsibility for repair and the borrower will pay the cost of replacement parts and labor.

COMMUNICATIONS / SCHOOL COMMUNICATIONS PROGRAM

PURPOSE: To define the responsibility to communicate with the public.

A climate of mutual understanding and cooperation between the schools and employees, students, parents, and community is essential if the education program is to best meet student and community needs and expectations.

An effective two-way communications program is vital to active and constructive participation of employees, students, parents, and community in the decision-making process. Employees, students, parents, and community are entitled to complete, accurate and continual information about school policies, regulations, programs, operations, finances, achievements, goals, problems, needs, and other information schools are required by federal and state laws, and regulations to make available.

All feasible forms of communications, including personal, print, and electronic, will be used to supply this information. Responsibility to develop the means to make this commitment effective is delegated by the Board to the Superintendent, as is the responsibility to maintain an on-going, systematic, two-way communication program.

RESEARCH BY INDIVIDUALS AND/OR INSTITUTIONS

PURPOSE: To establish a process to support educational research.

The Board recognizes the vital relationship between education and research and the benefit to its educational programs and services as a result of quality research endeavors. While recognizing the value of educational research, the Board also has the responsibility to prevent undue disruption to the educational process, to protect the privacy rights of students and staff, and to ensure compliance with state and federal law. Research conducted by researchers must occur in the context of the District's primary obligations of improving the educational process and student learning.

All internal and external research and surveys to be conducted within the Tulsa Public School District and/or request to receive and/or use student or staff data in research or for evaluation purposes must have prior written approval from the District's Research Review Board (RRB). The RRB shall, at a minimum, ensure that the following principles are adhered to:

1. The purpose of the research must be education related and directly linked to the mission of Tulsa Public Schools.
2. The research must demonstrate a tangible benefit to the District.
3. The research must comply with the regulations of this policy.

Research and researchers subject to this policy are defined as (1) Research and/or surveys required for fulfilling the responsibilities of a specific district department or office. (2) Independent research conducted by individuals, organizations, or agencies not affiliated with the District; (3) research conducted by District contractors in accordance with their contract with the District or a memorandum of understanding with a TPS department or school; (4) research conducted by District employees or contract staff for personal purposes outside of their work duties during non-work hours (e.g. research for the completion of a master's thesis or doctoral dissertation or for any other purposes); (5) educational product research conducted by a company or entity to study an educational product's effectiveness for potential sale to the District; and (6) research participation expressly required by federal or state law.

The RRB may establish reasonable fees to charge external researchers for the review and evaluation of proposals and the compilation of data requests as outlined in the regulation of this policy.

RESEARCH BY INDIVIDUALS AND/OR INSTITUTIONS

The District Research Review Board (RRB) is charged with the approval of research conducted within the District and the provision of research details to District personnel and the community at large.

Research includes various evaluations, measurement, and inquiry that include but are not limited to (1) systematic investigation, including research development, testing and/or evaluation, designed to develop or contribute to general knowledge; (2) collecting and analyzing information aimed at discovering new facts and their correct interpretation to draw conclusions; and (3) quantitative and qualitative study activities such as observations, interviews, case studies, ethnographic analysis, analysis of written material, secondary analysis of data, achievement testing, surveys, experimental designs to examine causal relationships, product testing and analysis of cost and management records.

The following standards shall guide the approval, deployment, and evaluation processes.

1. The RRB acts as the Superintendent's designee to review research proposed by external and internal sources. The Research Review Board is comprised of members from various District offices and is facilitated by the Program Management Office. To prevent undue disruption to the educational process, to protect the privacy rights of students and staff and to ensure compliance with state and federal law the Research Review Board shall establish rules and requirements for approval of all proposed projects.
2. The RRB shall be charged with:
 - a) approving, disapproving, or modifying research
 - b) conducting formative assessments, to include observing and verifying changes
 - c) suspending or terminating research that is not being conducted in accordance with the RRB's requirements or that has been associated with unexpected serious harm to subjects
 - d) observing the participant consent process and the research procedures
 - e) Reviewing, revising and approving proposed data collection plans and timelines submitted with each application.
3. Only District internally-generated proposals will undergo a full RRB review. All other applicants must submit an Institutional Review Board (IRB) approval letter from their sponsoring institutions. IRB approved proposals are reviewed by the RRB to determine whether the proposed research methods are compatible with a public school setting and that the research questions are of interest to the District. The IRB approval must be current during the time frame of the proposed research.

4. Approvals for implementation of a proposed research project will be based on the relevance, quality, merit, and whether the research and methodology are in the best interest of District students and staff. The standards for evaluation, as established by applicable federal, state, and local statute and the Joint Committee on Standards for Educational Evaluation, will be utilized by the RRB when considering research projects.
5. The application to conduct research shall be mailed to:
Program Management Officer
Tulsa Public Schools
3027 South New Haven
P.O. Box 470208
Tulsa, Ok 74147-0208
6. A non-refundable application fee will be charged to cover the administrative cost associated with processing the application. If the applicant is a student, the fee shall be \$35.00. If the applicant represents a professional organization or association including universities and colleges the fee shall be \$75.00. Application fees are payable by check, with proper photo identification, and/or money orders payable to the Tulsa Public Schools Independent School District One and must be submitted with the completed application. Applications submitted without the fee will not be processed and will be returned to the applicant. The Program Management Office (PMO) may waive the application fee for proposed research submitted by or on behalf of public entities, including, but not limited to, the United States Department of Education, institutions of higher education when the research proposal is officially sponsored by a district level authorized department. The sponsorship shall be verified in writing from the department head to the PMO specifically stating the level of sponsorship of the research project. A fee waiver, as described herein, will be for a one year period.
7. Requests for district data that are not already in the public domain are invoiced at \$75.00 per hour plus the cost of copies and/or electronic storage. This fee is applicable to only this policy. The Program Management Office will estimate the required number of hours to prepare the data in the format requested. Payment of the estimated cost (hourly rate times estimated hours required to prepare) must be made prior to the data being collected and released.
8. The District reserves the right to use the information in the research report or summary for educational programming or services, planning, solicitation of grants, staff development and any other purposes to improve instruction or services to students of the District.

INFORMATION DISTRIBUTION AND SALES ON DISTRICT PROPERTY

PURPOSE: To monitor and control distribution of outside materials and the attempt to sell goods or services on District property.

Distribution of materials produced by organizations or individuals external to Tulsa Public Schools is prohibited at District locations unless the material has been approved in writing by the Superintendent or designee. The material must meet the following criteria:

- Selected governmental agencies
- Approved charities
- Support organizations specifically incorporated for the direct benefit of the District, its schools and their students and foundations; or other approved organizations
- Institutions, agencies and/or individuals with common education as the known beneficiary of service and activities

Material may be placed on a counter or table in the office, hall, at faculty meetings, PTA meetings, etc. but quantities may be limited to prevent unwarranted clutter or litter. It is not necessary for the Superintendent or designee to approve the distribution of site-related materials such as PTA newsletters, etc. Such material is approved by the site administrator/principal.

The District's direct distribution system may not be used by external sources, including charter schools, without the approval of the Superintendent or designee.

Any person calling on the principal or other school employees for the purpose of selling some commodity or service, must present a "vendor's card" issued by the Public Information Office.

PUBLIC'S RIGHT TO KNOW

PURPOSE: To comply with the Oklahoma Open Records Act.

The public has a right to be fully informed concerning the District's operations under the Oklahoma Open Records Act (the "Act"). Informed citizens are vital to the successful functioning of the democratic process that the Board desires to exemplify to students attending school in the District. However, the Board also has an obligation to safeguard employees, students, and parents/guardians from invasions of personal privacy.

The Superintendent will develop appropriate guidelines governing implementation of the Act taking into consideration the concept of confidentiality. All administrative staff will strictly observe and implement these guidelines in good faith.

PUBLIC'S RIGHT TO KNOW

Records

All official records (as the term "records" is defined in the Act) will be open at all reasonable times during regular business hours for inspection, copying and/or mechanical reproduction, except for the following:

- Records designated as confidential records under the Act.
- Records designated as confidential records under other Oklahoma state law provisions.
- Records designated as confidential records under federal law, rules and regulations.

Records Access Officer

The Superintendent will designate a Records Access Officer and an Alternate Records Access Officer. The Alternate Records Access Officer will perform the functions and responsibilities of the Records Access Officer in the absence of the Records Access Officer. The Records Access Officer or the Alternate Records Officer will make a reasonable attempt to be available during regular business hours to authorize and facilitate the inspection and copying of official public records.

All requests for inspection/copying of official public records, including requests made at the building level, will be referred to the Records Access Officer, or in the absence of the Records Access Officer, to the Alternate Records Access Officer.

The Records Access Officer or the Alternate Records Access Officer, as the case may be, will grant or deny a request to inspect/copy official public records of the District within two days (non-working days excluded) after receipt of a request.

If the request is denied, the reason for the denial will be stated in writing. Any person whose request to inspect official public records is denied will have the right to appeal the denial by written request for review of the decision by the Superintendent. The Superintendent, or designee, will render a written decision within two working days (non-working days excluded) after receipt of the request.

A request for inspection/copying of official public records may be denied only in accordance with state and federal law.

Procedures

The Records Access Officer will develop a public records inspection/copying request form. A person desiring to inspect/copy official public records will be requested to complete the form, but a request will not be denied solely because the person refuses to use the request form or makes the request on a non-official form; however, the request must be submitted in writing to the Records Access Officer.

District personnel are not required to create official public records that do not exist in the form requested. For example, if the request involves classifying data in a manner that is not current practice within the district, the Records Access Officer will provide the raw, uncategorized data.

Official public records may not be removed from District premises for any reason and may be removed from the office where they are located only by District personnel for copying at another location in the same building.

A person designated by the Records Access Officer will be present at all times when official public records are being inspected and copied. Copies of official public records by any mechanical reproduction process will be made only by District personnel.

Under the Act, the District has a right to establish reasonable procedures to protect the integrity and organization of its records and to prevent excessive disruption of its essential functions.

Accordingly, the Records Access Officer will have the right in any particular instance to establish reasonable hours for the inspection/copying process consistent with the necessity of the affected school personnel to perform their regular duties. However, this will not be used to deny the rights under the Act of persons desiring to inspect/copy official public records.

If an official public record contains both confidential and non-confidential materials, the Records Access Officer will make a reasonable effort to redact the confidential material. Access to the record may be denied if it is not reasonably possible to redact the confidential material.

Fees

A reasonable fee may be charged for the direct cost of document copying and/or mechanical reproduction, to include the time of District personnel making the copies. The Records Access Officer will have the right to require payment of the copying fee or a reasonable deposit in advance of making the copies.

If it is necessary to search the District's records in order to locate the records requested, a reasonable fee to recover the direct cost of the document search may be charged if the request is solely for commercial purposes or clearly would cause excessive disruption of the District's essential functions. No search fee will be charged in any instance in which the release of the official public record is in the public interest, including, but not limited to, release to the news media, scholars, authors and taxpayers seeking to determine whether those persons entrusted with the affairs of the District are honestly, faithfully and competently performing their duties as public servants.

The staff will develop a schedule of fees as authorized and the schedule will be posted at the Education Service Center and with the Tulsa County Clerk.

MEDIA RELATIONS

PURPOSE: To inform and guide the media and District staff in the proper manner of informing the public of District business.

The District will comply with all state and federal laws and regulations regarding open meetings and open records and respond to all media inquiries in a prompt, cooperative manner. Media requests received by the Communications Office will be responded to in a timely manner.

The Director of Communications is the spokesperson for the District. All contacts and press releases concerning matters of District-wide interest and controversial topics should be conducted by Communications Staff. Any staff member, in addition to Communications staff, should respond to questions from news media with accurate information and within the scope of their jobs. Principals will inform the Director of Communications of existing or potential problems at their school.

Media on campus will be subject to all rules for visitors and should contact the Communications Office before going to a school site. Once on site, clearance from the principal and/or the main office is necessary. If principals have questions about releasing information, they will contact the Communications Office.

Parents/guardians may request in writing that no photographs or identifiable information of their child be obtained by the media. Photography of students in a classroom setting is permitted with parental consent and as long as the classroom is not disrupted.

Crises and emergency information will be coordinated between the Communications Office, Campus Police Chief and Emergency Management coordinator.

SCHOOL-SPONSORED PUBLICATIONS

PURPOSE: To promote school-sponsored publications.

The Board of Education encourages school-related publications as part of the education program and as a means of communicating with employees, students, parents/guardians, and community.

Employees are encouraged to submit items for publication for District, professional, or outside use. Employees may produce tapes, PowerPoint presentations, or films for distribution as job responsibilities allow. All submissions concerning policies or practices will be approved before publication by the Superintendent or designee.

Every person associated with school-sponsored publications share the responsibility for the contents. Those writing for and/or editing school publications will determine the acceptability of the material published. The publisher will decide whether to use questionable materials. A publications committee may be established to review the proposed content of student publications to ensure compliance with the law. School publications will contain the name of the faculty staff adviser and editor.

Editorials that mirror an individual writer's view will bear a byline (author's name). Editorials that reflect the official stand of the publication need not be bylined. Letters to the editor will be signed, but the name may be withheld on request. The letters will be kept on file for the duration of the school year.

All materials written or produced by employees during the time for which they are paid by the District become the property of the District and may be copyrighted. Employees will observe rules for limited reproductions of copyrighted material for classroom use.

Adopted: November 1982

Revised: June 2005

Cross Reference: 3103, Student Publications

SCHOOL-COMMUNITY RELATIONS OFFICER

PURPOSE: To ensure school-community relations are fostered and maintained.

The principal and the school are an integral part of the community and are an extension of the total school system operating under the executive leadership of the Superintendent. The principal serves as the primary school-community relations officer for the school.

Principals should use the various school and community meetings, as well as group and individual conferences, to work with the public while remaining focused on the school objectives and the objectives of the District.

CLASS VISITATION

PURPOSE: To allow class visitations and protect instructional time.

Except for emergencies, classroom visitation should be arranged in advance. In order to minimize classroom interruptions during instructional time, all visitors to the classroom must have prior approval of the principal and the teacher. Whenever practical, teachers will receive advance notice from the principal's office when visitors wish to visit the classroom. Classroom visits should not disrupt classroom activities.

Visits by parents/guardians and other citizens of the community may have a positive effect on the classroom environment. However, prolonged visits may detract from the educational process.

All visitors to schools must register in the school office and state the purpose of such a visitation. All visitors must wear an identification button or nametag while a guest in the school.

No visit shall be conducted in such a way as to detract from classroom activities. If, in the judgment of the school principal, the visitation is not in accordance with this procedure, the visitor(s) will be asked to leave the classroom and/or the building.

COMMUNITY INVOLVEMENT

PURPOSE: To establish guidelines for community involvement.

Individuals and groups are invited to voice their concerns and suggestions to appropriate staff members, individual Board members, or the total Board at any of its regular meetings. Citizens will periodically be asked to serve on advisory committees, to offer their services as volunteers or resource persons, or respond to questionnaires or surveys regarding school issues.

The Board endorses the organization of advisory groups and volunteer efforts, especially by parents/guardians, in each school. Any recommendation submitted to the Board by an advisory group should be based on careful study. Such recommendations will be given due consideration in the light of how their implementation might affect educational programs for all students in the District. Recommendations not consistent with Board policy, or state or federal law, that are not financially feasible, or that would be considered unethical, will not be considered. At the same time, this does not restrict the right of the principals to question Board policy and to recommend changes.

PARENT AND FAMILY ENGAGEMENT

PURPOSE: Tulsa Public Schools shall promote parent and family engagement in all schools and work as equal partners with parents and families in preparing every student for the greatest success in college, careers and life, as mandated by Title I, Part A, of the Elementary and Secondary Education Act of 1965, reauthorized by the Every Student Succeeds Act.

The Board believes and acknowledges that parent and family engagement raises the academic achievement level of students. Additionally, parents become empowered, teacher morale improves, and communities grow stronger when parents and families take an active role in educating their children. Schools shall involve parents and families in the education of their children at all grades levels.

The Superintendent or designee shall provide coordination, technical assistance, and other support necessary to assist all schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. Section 1116 of the Elementary and Secondary Education Act, Title I, Part A, Parent and Family Engagement, establishes that to build capacity for parent and family engagement within schools, a district is to “develop jointly with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy.” This policy and subsequent policies regarding building parents’ and families’ capacity for engagement will be implemented throughout Tulsa Public Schools.

Building Parents’ and Families’ Capacity for Engagement

The Board believes that empowering parents and families to insist on improvement, giving schools extra incentive to do so, and by giving parents and families options regarding their children’s education helps the district to realize its vision of “Destination Excellence” for patrons of the community. As a result of this belief, the Board shall create an environment of supportive and collaborative parent and family engagement.

1. **Program Information for parents and families:** Tulsa Public Schools shall provide assistance to parents and families of all children in understanding such topics as the state’s academic content, achievement standards, the assessments being used, the requirements of Title I, Part A, of the Elementary and Secondary Education Act, and how to monitor their children’s progress and work with educators to improve their achievement.
2. **Materials and Training:** Tulsa Public Schools shall provide materials and training as applicable, such as literacy training and training on how to use technology, to help parents and families work with their children to improve achievement.

3. Educate Educators: Tulsa Public Schools shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, in how to reach out to, communicate with, and work with parents and families as equal partners, implement and coordinate parent and family programs, and build ties between parents, families and the school.
4. Preschool Coordination: Tulsa Public Schools shall, “to the extent feasible and appropriate,” coordinate and integrate parent and family engagement programs with Head Start, Even Start, and other preschool programs, and conduct other activities, such as parent and family resource centers, which encourage and support parents and families in more fully participating in the education of their children.
5. Understandable Communication: Tulsa Public Schools shall ensure that information related to school and parent and family programs, meetings, and other activities is sent to the parents and families of all children in a format, and, to the extent practicable, in a language the parents and families can understand.
6. Other Requested Activities: Tulsa Public Schools shall provide such other reasonable support for parent and family engagement activities as parents and families may request.

INTERPRETATION AND TRANSLATION SERVICES
FOR DISTRICT PARENTS AND GUARDIANS

PURPOSE: To provide interpretation and translation services for parents and guardians of enrolled students of the District.

Communication with parents and guardians is integral to student success and can help them make well-informed decisions concerning their children's education. To improve parents and guardians and community participation in the educational process and to ensure equal educational opportunity for every student, the District shall develop procedures for communicating with parents and guardians in a language they can understand.

The Superintendent or designee will develop appropriate regulations which will include procedures for identifying the parents and guardians who are unable to communicate in English or who have limited English proficiency, and utilization of a variety of methods to ensure adequate communication with parents and guardians who do not understand English or who have limited English proficiency. The communication methods used will be tailored to the type of communication and may include written translations, oral interpretation, the use of community resources and other methods which will facilitate effective communication.

INTERPRETATION AND TRANSLATION SERVICES FOR
DISTRICT PARENTS AND GUARDIANS

PURPOSE: To clarify the process by which Tulsa Public Schools will identify primary languages understood by parents and guardians, state the responsibilities of site leaders and to outline the procedures for communication and accessing services to facilitate communication with parents and guardians who do not understand English or are limited English proficient.

Identification and Reporting

As part of initial enrollment, parents will complete a Home Language Survey for the student indicating if a language other than English is spoken in the home. Information from the Home Language Survey shall be entered into Power School by the designated site representative, such as the registrar.

Site staff, such as principals, assistant principals, counselors, registrars and others, shall have access to the home language information in Power School on the Oklahoma State Information page and will review it as needed to ensure appropriate interpretation and translation services are available to parents and guardians as needed.

Translation Services

The Title III Office shall identify a list of the most commonly used forms and letters used district-wide in all schools.

The Title III Office shall take steps to translate the forms and letters identified in the list mentioned above into the most common languages other than English understood by parents and guardians in Tulsa Public Schools as much as is feasible.

These forms and letters shall be available to schools and departments on the Title III Page in Federal Programs on the district intranet.

The District shall also provide district-wide access to a number of school documents translated into multiple languages through a subscription to TransAct, a web-based library of translations of general school documents, including general education documents, IDEA documents, 504 documents and NCLB compliance documents. Anyone with a tulsaschools.org email address can register for document access.

To ensure effective communication with every parent and guardian, site administrators are responsible for translation of all “essential communications” other than what is available on the Title III page on the District Intranet and/or through the translated documents available at www.transact.com.

“Essential communications” include, but are not limited to, emergency notices, progress reports, disciplinary actions, health information and other important issues relating to individual students.

In circumstances where written translation is not available for the above correspondence, the site administrator shall ensure communication through interpreted oral language.

Interpretation Services

The Title III Office shall coordinate requests for assistance in obtaining interpreters available to communicate with parents and guardians who require communication in a language other than English. If site administrators do not have access to interpreters, then the Title III Office shall be contacted.

The Title III Office shall identify and maintain a list of interpreters and translators, both in the community and district-staff, who are proficient in providing oral interpretation services. District and site staff shall also have access to Language Line Services (www.language.com) to provide phone interpretation services in a variety of languages. Procedures and usage reporting forms shall be posted on the Title III page of Federal Programs on the District Intranet. Individual access codes will be assigned to designated District and site level staff for access to Language Line Services.

The District shall establish accounts to provide for per minute usage of Language Line Service and fees and charges incurred for in-person interpretation and/or translation services.

Essential Meetings and Functions

Site administrators are responsible for ensuring that oral interpretations be available for parents and guardians at essential meetings and functions.

“Essential meetings and functions” include, but are not limited to, student orientations, parent-teacher conferences, disciplinary meetings or hearings, student evaluation and placement meetings, or other important meetings that relate directly to an individual student.

Review

Upon completion of services, the Title III Office shall send a short survey via email to the requesting party to complete and return. The survey results will be used to evaluate the quality and effectiveness of the services provided.