



2020-2021

STUDENT AND FAMILY

GUIDE TO SUCCESS

The mission of Tulsa Public Schools is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.



DESTINATION EXCELLENCE

www.tulsaschools.org



Tulsa Public Schools Plan for Student Success Destination Excellence

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918-746-6393**

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**Deborah A. Gist
Superintendent of Schools**

Vision

Tulsa Public Schools is 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.

Mission

Our mission is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.

This plan for student success focuses on the well-being and success of our students and schools by fostering safe, supportive, joyful learning environments and a student culture of care and respect. Our approach is based on building, maintaining and restoring relationships in the school community.

This family guide provides information you need to ensure your child's success at Tulsa Public Schools. Should you have questions or concerns, we have provided contact information throughout the guide. Any revision to this guide during the course of this school year can be found at www.tulsaschools.org.

Tulsa Public Schools does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender expression, gender identity, disability, genetic information, veteran status, marital status or age in tis employment, programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the Tulsa Public Schools' non-discrimination policies.

Human Rights and Title IX Coordinator
Tulsa Public Schools
3027 South New Haven
Tulsa, Oklahoma 74114-6131
918-746-6517

In addition, see Tulsa Schools Board Policy 4901, Nondiscrimination and 4902, Harassment, Intimidation and Bullying. Also see Regulation 4901-R, Nondiscrimination/Grievance Procedure for Discrimination Complaints.

OUR VALUES

EQUITY

All children deserve the opportunity to develop their full academic and social potential. Valuing equity means that we must provide resources and support 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 member have to their families and communities outside 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.

OUR BELIEFS

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.

Message from the Superintendent

Dear Tulsa Public School parents and families,

We are enthusiastic about [welcoming your children back to learning in the 2020-2021 school year!](#) While our school experiences will look and feel different this year, our teachers and school leaders will engage our students in rigorous learning, build and sustain meaningful teacher/student relationships, and keep children and families connected to their schools even, at times, from a safe distance.

Our school year will begin in distance learning, and we plan to continue with this model for our first nine weeks of school. As we have throughout this pandemic, we will work closely with local health professionals and medical experts to assess conditions around coronavirus spread in our city and will make decisions about the model of learning for future quarters on dates that balance time needed to plan and also have up-to-date data. Our website, www.tulsaschools.org, will **always** be your best resource for accurate information about our plans.

Team Tulsa has been working tirelessly during the last five months to put plans in place to keep our students, team, and families safe and healthy while ensuring that students have the support they need to be successful in college, careers, and life. You can also find more detailed information directly on our website from these links:

- 2020-2021 School Year Overview: www.tulsaschools.org/2021overview
- Distance learning: www.tulsaschools.org/distancelearning
- Health and safety: www.tulsaschools.org/safety
- Planning for 2020-2021: www.tulsaschools.org/back2school
- Student and Family Support Services: www.tulsaschools.org/SFSS

If you have any questions or need additional information, please email us at TPSinfo@tulsaschools.org E-Mail TPSinfo@tulsaschools.org.

These are unprecedented times, and we know you have choices about your child's education. We are confident that our focus on intense preparation and a commitment to quality will continue to earn your confidence in our district. [We are dedicated to increasing safety, maximizing learning, supporting our families, and communicating well.](#) We will get through this together.

With tremendous gratitude and love for everyone in our Tulsa Public Schools family,



Deborah A. Gist
Superintendent



Stacey R. Woolley
Board President

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Families: The most important component in a child’s education

Success in the classroom and life!

There is no one more important in helping a child succeed than you. What you do at home can make a big difference in how your children perform in school.

- Attend conferences to find out how well your child is performing
- Discuss the importance of going to school every day with your child.
- Make sure your child has a quiet place to study and that they complete all homework assignments.

You are your child’s greatest cheerleader!

Let your children know that school is important and that you are interested in their progress and

- What they did at school
- What homework must be finished for the next day
- What needs to be done on a future project

Reading and Writing

- Listen to your child read. Read stories aloud to them.
- Talk about what you and your child are reading.
- Ask questions and discuss words that are new or difficult.
- Encourage your child to write lists, notes, journals, recipes, short stories and other types of writing used in everyday life.
- Talk with your child about writing assignments.
- Set a limit on the amount of time your child watches television or uses electronic devices.

Mathematics

- Review homework every day with your children to make sure assignments are completed. Ask your child to explain some of their math problems and how they solved them.
- Have your child help solve “real” mathematical problems as you play games, cook a meal, or prepare to do a home project.
- Show your child how math is used in everyday life, including cooking, shopping, making crafts, sewing or doing home repairs.
- Help your child read charts or graphs in newspapers and magazines. Read maps when going on family trips.

State Tests

Tulsa Public Schools students take state mandated tests each year to determine their academic progress.

- Discuss upcoming tests with your children and reassure them that test results provide useful information about what they know and what they still need to learn.
- Make sure your children attend school on testing days.
- Make sure your children get a good night’s sleep and have a nutritious breakfast.

Power School Parent Portal

The Parent Portal keeps everyone connected – students stay on top of assignments, parents participate more fully in their students’ progress, and teachers share important information. You can access the Parent Portal at www.tulsaschools.org. Click on “Parents” and then click the Power School Parent Portal.

Parent Notice of Language Assistance Services

To request an interpreter of a spoken language or translation of a school document, **please contact the main office at your school.** School staff will use site-based resources (on site or over the phone interpreters) to fulfill the request and they will contact the Language Assistance Services team to provide additional services as requested.

Tulsa Public Schools is committed to providing quality and professional language assistance services including interpretation (oral) and translation (written) to families so that they can have an active role in their children’s education and to enable effective communication.

Language assistance services are available at no cost to parents and guardians who may have limited English proficiency. A parent or guardian does not have to be of limited English proficiency in speaking, reading, writing and comprehending English to be eligible, but rather, it is only necessary that a parent or guardian be limited in at least one of these areas to receive services.

If you have a question or concern in regards to Language Assistance, please contact us. We are here to help.

Email: languageassistance@tulsaschools.org

Phone: 918-746-6112 or 918-746-6701

It is crucial to pay attention to the development of the whole child, including their social and emotional well-being. Families are a child’s first teacher in demonstrating:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Building
- Responsible decision making

When families focus on creating an environment of trust, respect and support, their children are better equipped to reflect on their interactions and decisions. Modeling “emotionally intelligent” behavior at home is the first step in nurturing emotionally intelligent children. <https://www.tulsaschools.org/parents-students/student-and-family-support/restorative-practices>

Attendance Matters for Parents and Families

Your child's daily, on time attendance in school, whether in-person, distance or virtual learning, is critical to his or her academic and personal success. It is understandable that some challenges to your child's school attendance are unavoidable, such as an illness or a family emergency. However, it is important to understand the impact of absences from school, especially if they become frequent.

DID YOU KNOW?

Children can suffer academically even if they miss one or two days of school per month.



Take Action to Help Eliminate Chronic Absenteeism

Parents and Families:

- Make getting to school on time everyday a priority in your family.
- Talk with your child about the importance of school attendance from an early age and the negative effects of too many absences.
- When necessary, create a safe space for your child to share what is keeping him/her from participating in school on a regular basis. Communicate any concerns with your school's staff as soon as possible.
- Have a back-up plan for getting your child to school when there are difficulties with transportation, a family illness, or other challenges.
- Schedule appointments for after school hours whenever possible.
- Monitor student's school attendance to make sure your child is in class and on time every day.
- Contact your child's school to discuss supports and services that can help maintain regular school attendance.

Safety, Security and Health

Protecting Our Future

The mission of the Tulsa Public School Campus Police Department is to provide a safe environment. The department emphasizes improved quality of life within the school district for all students, faculty, staff and authorized visitors. We do so with pride, integrity and a commitment to quality services. Our success is measured by the success of our students.

Emergency Preparedness

Being prepared for emergencies is important to Tulsa Public Schools. The district's Safe Schools Plan, as required by Oklahoma Title 70§23-100 and 24-100.5, requires every school to have a Safe School Committee and a Healthy and Fit Committee. The committees include teachers, parents, students, administrators, health care professionals, community members, law enforcement, citizens, clergy and non-profit health organizations.

Each school's emergency management plan is reviewed and revised annually and after each emergency.

TPS Board Policy 7307 requires schools to have emergency plans for fires, bomb threats, suicide intervention, tornadic/severe weather, intruder on campus/lockdown, student endangerment, child abuse, accident/serious illness, student runaway, abduction and atmospheric chemical release.

Frequently Asked Questions

How does TPS respond in the case of an emergency?

When an emergency occurs, there are three possible plans of action:

1. **Go Home Plan:** Returns student to their homes as quickly and safely as possible. Each school maintains information for emergency contacts for each child. **It is very important that parents and legal guardians inform the school when emergency contact information changes.**

2. **Shelter in Place Plan:** Keeps students in their buildings. Specific areas with each building are identified as safety zones. **The shelter plan may include a partial or complete lockdown of the school.** In this case, students remain in their classroom until otherwise notified. Students in buildings who are not in a classroom will be escorted by staff to a supervised areas and remain there until otherwise notified. **No one will be allowed to enter or leave the school for any reason.**

3. **Evacuation Plan:** Requires that all building occupants exit the building and go to a previously identified, safe alternate location. Evacuation may mean only going outside and away from the building until an all-clear signal is given. In some circumstances, students and staff may need to be transported and housed temporarily in another location.

How will I know where to pick up my child if a school is evacuated?

In the event students must be moved to an alternate location, the school will use a number of communication tools to advise parents. (see "Where should I get accurate information during a school emergency?")

Schools have several alternative locations, depending on the severity of the emergency and the number of school buildings involved.

Police, fire, county and state authorities know of the alternate locations for each school. For security reasons TPS does not disclose alternate locations until an actual emergency occurs.

Does TPS have emergency practice drills?

Oklahoma law requires schools to have a minimum of two lock down drills each school year and two fire drills each semester. The first fire drill is conducted in the first 15 days of each semester.

Emergency drills are conducted at various times during the school day so students and staff can practice what to do regardless of where they are or what they are doing. Additional drills and simulations may be conducted several times throughout the year.

Should I pick up my child at school during an emergency?

NO. While every guardian's instinct in an emergency is to go to the school to safeguard their child, doing so may interfere with the school's ability to effectively respond to the situation. **We strongly encourage parents NOT to come to the school during an emergency unless directed to do so by the district.** In most cases, school district administration and district and local emergency responders are the only individuals allowed to enter or leave campus or buildings during emergencies.

In the event of an emergency, school staff will work to ensure the safety of students. In a fast moving situation that requires careful coordination and communication, extra vehicles and visitors to the school make the task of keeping track of students much more difficult.

What provisions are made during emergencies for students with disabilities?

Schools have a detailed plan of action that includes evacuation of students or staff who have special needs.

Where should I get accurate information during a school emergency?

You will likely not be able to reach your child’s school by telephone during a true emergency because staff members’ priority is ensuring student safety. They are often busy communication with their safety committee, students and emergency responders. School officials will send updates about the situation to the TPS communications department to advise parents and the public. School principals designate a single person to contact the district’s communications department with all of the pertinent information. The district spokesperson will communicate with the parents as early and often as possible.

Parents are asked to call the school as a last resort. Up-to-date information can be found at the following:

- www.tulsaschools.org
- www.facebook.com/tulsapublicschools
- [Twitter.com/Tulsaschools](https://twitter.com/Tulsaschools)
- SchoolWay app: www.tulsaschools.org/app
- Recorded messages and emails from the district’s automated message system using each student’s emergency contact information
- 918-746-6800 recorded message
- Major local media and their websites (Tulsa World, KJRH channel 2, KOTV channel 6, KTUL channel 8, FOX23, 740am radio KRMG and 1170 KFAQ)

News media will carry public information about certain emergency situations. In situations that impact the safety of a significant number of students, the media will be kept up to date on developments and will be asked to broadcast emergency information

What can I do to plan ahead?

The three most important things a parent or guardian can do to prepare are:

1. Make certain your child’s school has up to date emergency contact information.
2. Talk with your child about the importance of following the instructions of his or her school’s staff during emergencies.
3. Periodically review with your child alternative arrangements in case you cannot be reached in an emergency.

Where can I find more information about emergencies at my child’s school?

Communications Department 918-0746-6298
 TPS Campus Police 918-480-SAFE

See the following board policies regarding emergencies:

- Regulation 7308-R, Emergency Closings
- Regulation 7305-R, Procedure for Handling Bomb Threats
- Policy 7307, Disaster Plans

Contact Student and Family Support Services with school related concerns

918-746-6287 or 918-746-6868 Habla Espanol

| | |
|--|---|
| Interim Executive Director of Student and Family Support Services Stephanie Andrews 918-746-6449 | Director of Expanded Learning Debbie Medley 918-833-9571 |
| Director of Family Advocacy Dr. Oliver Wallace 918-746-6457 | Before and After Care Coordinator Becky Litterell 918-833-9574 |
| Parent Concerns, Complaints Dee Hendrix 918-746-6287 | Parent Involvement LaTina Busby 918-746-6372 |
| Manager of Mental Health Services Christy Spears 918-746-6322 | Suspensions, Appeals, Reviews, Bans Renee Weygandt 918-746-6457 |
| Homeless Education Kendall Huerta 918-746-6241 | Strong Tomorrows Program Manager Joya Cleveland 918-746-6307 |
| Manager of School Nursing Kendra Gill 918-746-6364 | |

Report a Student/School Safety Concern

Call 918-746-6868 or use TIPS, <https://edu.moatusers.com/> to report a student or school safety concern. Threat Assessment, Incident Management and Prevention Services (TIPS) is an online system for students and parents to report potential threats to the safety of students and staff including:

- Weapons possession
- Drug/alcohol use
- Bullying, harassment or intimidation
- School vandalism
- Physical assault
- Threats of violence
- Suicide risk
- Abuse or neglect
- Other incidents



Bullying

View these TPS policies concerning bullying:

- 2119: Student Bullying Prevention and Intervention
- 2119-R: Student Bullying Prevention and Intervention
- 2119: Prevencion E Intervencion De Intimidacion De Estudiantes
- 21190-R: Prevencion E Intervencion De Intimidacion De Estudiantes

Health Issues at Your Child’s Schools

How can I help make my child’s school a healthy place to learn?

Always inform the school nurse/health assistant about the following:

- Specific needs, limitations, restrictions, or concerns indicated by a doctor, dentist or other healthcare provider
- All immunizations, boosters or restrictions obtains from licensed health care providers
- Changes in eye exams and any restrictions, limitations or accommodations needed.
- Medications (prescription and non-prescription) your child routinely takes at home or school.
- Call the school office to report absences due to illness every day your child is out. If your child is absent three or more days, you may be asked for a note from your healthcare provider when your child returns to school.
- A phone number and emergency contact number where parent, guardian or person responsible for student’s care can be reached.

If you have questions or concerns related to your child’s health, contact the school health clinic.

When should I keep a sick child home from school?

- If your child’s temperature is 100.4 degrees or higher, the Centers for Disease Control recommends you keep your child home until 24 hours after the fever is gone (without the use of medications).
- A child with a severe or persistent cough should stay at home and possibly see a doctor.
- If your child has diarrhea or is vomiting, keep them at home until 24 hours after the last episode (without medication).
- If you have concerns about your child’s health, call your healthcare professional.

Should my child go to school if other children are sick?

It is not unusual for children to get sick during school. It is up to you to decide whether to send your child to school. You might want to check with your doctor, especially if your child has other health problems.

What should I do during flu season (October through May)?

According to the CDC, the flu (influenza) is an infectious illness of the nose, throat and lungs that is caused by the influenza virus. Most people with flu feel better after about a week of serious illness.

A flu vaccine is the best way to protect against the flu. Flu shots can be given to children six months and older. Nasal spray vaccines can be given to healthy children two years and older. Children under five years old who have had wheezing the past year, or any child with chronic health problems should get the flu shot.

Most people with the flu feel tired and have fever, headache, dry cough, sore throat, runny or stuffy nose and sore muscles. Some people, especially children, may also have upset stomachs and diarrhea. A cough can last two or more weeks. Call or take your child to a doctor right away if they:

- Have a high fever or fever that lasts a long time
- Have trouble breathing or breathes fast
- Have skin that looks blue
- Not drinking enough
- Confused, will not wake up, does not want to be held, or has seizures (uncontrollable shaking)
- Gets better but then worsens again; or has other conditions (like heart or lung disease, diabetes) that get worse
- People spread the flu by breathing in droplets from an infected person’s cough or sneeze or from germs spread from hand to mouth
- TPS Health and Wellness Department offers free flu vaccinations at school sites for students who qualify for the State Vaccine for Children’s Program. For details, contact your school health clinic or TPS.

Tulsa Health Department 918-582-WELL
www.tulsa-health.org

Tulsa Public Schools
 Health and Wellness 918-746-6364
www.tulsaschools.org

What happens if head lice or bed bugs are reported at my child’s school?

Lice can be found on persons of any age, race, gender or socioeconomic class. Having head lice is not an indication of

insufficient hygiene or poor living conditions. Lice do not jump or fly. They crawl from one person to another or use an object as a transmission vehicle.

As advised by the Oklahoma Health Department, TPS uses the following protocol, which focuses on prevention and treatment of identified cases.

Head Lice Screenings:

1. Classrooms are screened when a case is identified. Siblings and other students residing in the residence of an affected student are also screened, regardless of the TPS site. If affected, their classrooms are checked. Students can be referred to the clinic at any time staff or parents feel a screening is necessary.
2. Middle, junior and high schools are screened on an as needed basis.

Bed Bugs:

Bed bugs are usually active at night when people sleep. They are usually not seen during daylight hours. Although bed bugs are becoming a very common problem, they are not known to transmit diseases. The home of any person can be infested by bed bugs, regardless of gender, race or economic status. If a suspected bed bug is found on a student, the following protocol will be followed:

1. The student will not be sent home. The parent, legal guardian or person responsible for eth student’s care will be notified.

3. There will be positive identification of the bug by a pest management company. If positive identification, appropriate actions will be taken as outlined in the TPS Bed Bug Protocol.
4. The Bed Bug Protocol has helpful suggestions for the home when bed bugs are suspected or present.

The TPS protocol on head lice screenings and bed bugs can be found on the TPS website at www.tulsaschools.org under Parents: Health and Wellness. You can also contact your child’s school health clinic or TPS Health and Wellness at 918-746-6364.

Health Questions?

Contact your child’s school health clinic, TPS Health and Wellness Department at 918-746-6364 or Tulsa Health Department at 918-582-WELL(9355).

What immunizations does my child need for the 2020-2021 school year?

Immunizations help to prevent or lessen the severity of certain diseases and many health experts believe they are the key to promoting a healthier community. The Tulsa Health Department provides childhood immunizations following the CDC’s recommended childhood and adolescent immunization schedule.

If you have questions about immunizations, contact your child’s school health clinic; TPS Health and Wellness at 918-746-6364 or Tulsa Health Department at 918-582-WELL(9355).

Required immunization doses for the 2020-2021 school year

| Vaccines | Preschool/ | KG-6th | 7th-12th | |
|--|-------------|-------------|--------------------------|--|
| DTaP(diphtheria, tetanus, pertussis) | 4 DTaP | 5 DTaP* | 5 DTaP* & 1 Tdap booster | *If the 4th dose of DTaP is administered on or after the child’s 4 th birthday, then the 5th dose DTaP is not required. |
| IPV/OPV (inactivated polio/oral polio) | 3 IPV/OPV | 4 IPV/OPV | 4 IPV/OPV* | *If the 3rd dose of IPV/OPV is administered on or after the child’s 4th birthday, then the 4th dose of IPV/OPV is not required. |
| MMR (measles, mumps, rubella) | 1 MMR | 2 MMR | 2 MMR | |
| HepB (hepatitis B) | 3 HepB | 3 HepB* | 3 HepB* | *Students 11 through 15 years of age who have not received any HepB vaccine previously may receive a 2 dose series of Merck® Adult Hepatitis B vaccine to comply with this requirement. All other children (younger or older) must receive 3 doses of pediatric hepatitis B vaccine. |
| HepA (hepatitis A) | 2 HepA | 2 HepA | 2 HepA | |
| Varicella (chickenpox) | 1 Varicella | 1 Varicella | 1 Varicella | 2nd dose is recommended at KG entry. |

confidential and private area.

What is Coronavirus Disease 2019 (COVID-19)?

The 2019 Novel Coronavirus, officially named COVID-19 by the World Health Organization and declared a global pandemic on March 11, is a new respiratory virus first identified in Wuhan, Hubei Province, China. [Learn about COVID-19](#). Read [COVID-19 FAQs](#).

How does the virus spread?

The virus is thought to spread mainly from person-to-person.

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- COVID-19 may be spread by people who are not showing symptoms.
- Maintaining good social distance (about 6 feet) is very important in preventing the spread of COVID-19.

What are the symptoms and complications that COVID-19 can cause?

Current symptoms reported for patients with COVID-19 have included mild to severe respiratory illness with fever, cough and difficulty breathing. [Read about COVID-19 Symptoms](#).

Protection

How can I help protect myself?

Visit the [Prevention and Treatment](#) page to learn about how to protect yourself from respiratory illnesses, like COVID-19. As with any respiratory virus, you can protect yourself and others by taking every day preventative actions:

- Know how it spreads; COVID-19 is spread through respiratory droplets produced when an infected person coughs, sneezes or talks.
- Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer. Avoid touching your eyes, nose, and mouth with unwashed hands.
- Call before you get medical care. Be sure to get care if you have trouble breathing, or have any other emergency warning signs, or if you think it is an emergency.
- Avoid close contact with people; especially those who are sick. Put 6 feet of distance between yourself and people who don't live in your household.
- Cover your mouth and nose with a cloth face cover when around others even if you do not feel sick.
- Monitor your health daily; stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Clean and disinfect frequently touched objects and surfaces.

What should I do if I had close contact with someone who has COVID-19?

Stay home if you might have been exposed to COVID-19. Quarantine is used to keep someone who might have been exposed to COVID-19 away from others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms. People in quarantine should stay home, separate themselves from others and monitor their health for 14 days following last exposure.

What counts as close contact?

- You were within 6 feet of someone who has COVID-19 for at least 15 minutes
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact with the person (touched, hugged or kissed them)
- You shared eating or drinking utensils
- They sneezed, coughed or somehow got respiratory droplets on you

If you are a close contact of someone with COVID-19 or you develop symptoms of COVID-19, call your healthcare provider and tell them about your symptoms and your exposure.

Isolation is used to separate people infected with the virus from people who are not infected. People who are in isolation should stay home until it's safe for them to be around others. When you can be around others (end home isolation) depends on different factors for different situations. [Find CDC's recommendations for your situation](#).

Mental Health Assessment Providers

In many cases, an initial assessment/screening is provided at no cost to the family. Criteria for the free assessment varies from agency to agency. Please contact any agency for details and more information. Please contact Student and Family Support Services for an updated list of approved agencies.

| | |
|--|---|
| A New Way 918-599-7277 | Homebased Services & Resources 918-283-4681 |
| ANCHORED Behavioral Health Counseling 918-295-5055 | Improving Lives Counseling Services 918-960-7856 |
| Betty Jackson Counseling Services 918-794-6570 | J.A.M.E.S., Inc. 918-402-3547 |
| Breaking Cycles 918-409-0536 | Let's Talk, LLC 918-895-8044 |
| Brighter Dimensions 918-280-9104 | Life Management, Inc. 918-407-9809 |
| Calm Center 24/7 Crisis Care 918-394-2256 | Mental Health Association of OK 918-585-1213 |
| Centerpoint Behavioral Health System 918-207-2413 | Morton Comprehensive Health Services 918-439-3252 |
| Consolation Counseling 539-424-1903 | MTF Counseling 918-279-6565 |
| Counseling and Recovery Services 918-492-2554 | Palmer Continuum of Care 918-832-7763 |
| CREOKS 918-592-1622 | Parkside 918-588-8888 |
| Daybreak Family Services 918-561-6000 | Quest MHSA 580-298-3002 |
| Daysprings Community Services 918-712-0859 | Syd-Lyfe Counseling Services 918-949-4299 |
| Destiny Wellness Center 918-933-4097 | Tulsa Sunshine Center 918-615-6492 |
| Essence of Life Counseling Services 918-271-9624 | Youth Care of Oklahoma 866-926-6552 |
| Family and Children's Services 918-587-9471 | Youth Services of Tulsa 918-582-0061 |
| Family and Youth Intervention Services of Tulsa 918-779-4556 | |

Creating safe, supportive and joyful learning environments

Office of Student and Family Support Services in collaboration with the Tulsa Classroom Teachers Association, Tulsa Association of Elementary School Principals, Tulsa Association of Secondary School Principals

Students, teachers and leaders will work with families and community partners to foster safe, supportive and joyful learning environments that emphasize acceptance and inclusion for all. Students will positively contribute to their communities by respecting themselves and others, displaying empathy, acceptance and kindness, solving disagreements respectfully and peacefully. Educators and support staff will model the same care and respect.

Applicability

These policies, rules, regulations and procedures published in this booklet apply to the following:

- On school property – immediately before and after school hours as well as during the school day without regard to whether adults are present.
- On athletic fields, on school buses, in areas immediately adjacent to the school and in all other places where school functions occur or where school activities take place.
- Throughout the course of any school field trip or other officially sponsored school activity.
- To off-campus conduct where the student's continued attendance at school is a threat or would have an adverse impact on order, discipline or the educational process.

See also TPS School Board Policy 1202, Authority in the Absence of Policy – www.tulsaschools.org

Expectations for student behavior in Tulsa Public Schools

The Tulsa Board of Education, by its authority, established the following student behavioral expectations for in-school, distance and virtual class environments as a necessary part of the learning process. These behavioral expectations are critical to academic development.

All students will:

- **Show respect to others and for the rights of others**
- **Behave in a courteous manner**
- **Respect the authority of all school personnel**
- **Learn and demonstrate acceptable social behavior**
- **Bring necessary materials to all classes and actively participate in the learning process**
- **Contribute to a positive learning environment through appropriate personal hygiene habits and clothing consistent with the school dress code**
- **Adhere to all school rules and regulations**

The principal is authorized by law to recommend a change of student placement and suspend students for violation of public school regulations. The teacher has the authority to remove a student from the classroom to a designated authority when the student interferes with the teaching/learning environment of the class. At the time of removal, the teacher may request that the student not be returned to that classroom until a conference is held between the teacher and the designated authority.

Corporal punishment is prohibited. No student will be subject to corporal punishment by teachers, administrators, students or other school personnel. Physical restraint is permitted only if it is reasonable and necessary in order to protect people and property.

Discipline Reviews

Discipline reviews of all long term suspensions (11 days or more) and requests for assignment to alternative programs will be conducted by the Director of Family Advocacy. The review is to ensure fairness and equity in accordance with the established policies and procedures outlined in this Behavior Response Plan (BRP) and Board Policy.



We believe in building safe, equitable and engaging school communities in order for every student to have a positive learning experience that helps prepare them for success in higher education career, and life. This document will provide guidance and the implementation of guidance around digital citizenship responsibilities and the implementation of guidance around student behavior and the discipline process in the virtual classroom. We recognize effective teaching and learning take place in a safe, secure, and welcoming environment whether it is virtual or face-to-face. Safe learning environments contribute to improved engagement and increase student achievement.

Parents, teacher, and students themselves play a role in good digital citizenship. As we continue to use virtual classrooms, parents and teacher both need to support students in using our online learning platforms, (e.g. Zoom, Google Classroom, Canvas) and the internet in ways that are safe, responsible, and appropriate, and act in ways that lead to effective digital learning and engagement.

As an online resource to students, families, and staff, the Student and Family Guide to Success includes information to help navigate the school year. The online handbook includes links to policies and procedures, resources for families and important information on the rights of TPS students, families and staff to learn and work in safe and supportive environments.

The same expectations posted in the Student and Family Guide to Success will extend to our distance learning community. The guidance here provides information intended to be a support in the distance learning environment to include positive, proactive and restorative behavior strategies (see examples below).

Prevention First. Student discipline is accomplished by preventing misbehavior and using effective interventions if it occurs. Although our learning environments are virtual, the support from your allies in learning is still available to you, including school counselors, our Student and Family Support Services team members and other key faculty/staff members.

Relationships are essential. Building strong positive relationship between student and school faculty and staff members is essential even in the virtual classroom to support engagement in learning. Building positive relationships with parents can also help with managing student responsibilities in being a good digital citizen during virtual learning.

Discipline as learning. Equitable instruction and guidance by school faculty/staff when misbehavior occurs provides students with the opportunity to learn the interpersonal and problem-solving skills necessary to be successful, and avoid a disciplinary consequence. If a discipline consequence occurs, it must be timely, fair, age appropriate and match the severity of the misbehavior.

Early Learning Experiences. Positive school experiences for all students in the earliest grades create a positive perception of school and builds social and academic skills necessary for later school success.

Attendance (Distance Learning) – On days that students are on distance learning, attendance will be based on:

- A. completion of (not performance on) instruction activities for elementary and secondary distance learning and elementary Virtual Academy); or
- B. a pacing schedule and teacher-prepared learning plan for secondary Virtual Academy. Students are expected to participate in learning daily, with some flexibility to complete their work as they are able throughout the week, including weekends.

In method A, teachers will create instructional activities for students to complete, which may include activities such as participating in or viewing a recording of a Zoom call, submitting an assignment, or participating in a digital discussion. Elementary students will be expected to complete at least 10 per week to be considered present for every day that week, and secondary students will be expected to complete at least 5 per class period per week to be considered present for that class period (daily attendance will still be calculated by 2/3 of the day's periods, where a student is counted present for the day if they were present for at least 2/3 of their class periods).

In method B, teachers will set expectations for how much work a student needs to complete based on the course's pacing plan and the teacher-prepared learning plan. Attendance will be based on percentage of completion of the work.

FREQUENTLY ASKED QUESTIONS:

What is digital citizenship?

Digital citizenship is the responsible use of technology by anyone who uses computers, the internet and digital devices.

Are there virtual dress code requirements?

There is no standard school attire required for the distance setting. Students shall dress in an appropriate manner as not to distract or interfere with the operation of the school. (Example: Students will not wear any clothing that displays drugs/alcohol, paraphernalia, or is sexual in nature.) When we return to in-person teaching, the school dress code will be enforced.

When a student is dressed in a manner that is likely to cause disruption or interference with the operation of the school, the teacher should follow the distance response plan guidelines.

What does discipline look like in a distance learning model?

To maintain safe and supportive virtual learning environments, teachers will use these restorative steps should undesirable behaviors persist or become disruptive to teaching and learning:

1. Redirect undesired behavior
2. Issue verbal warning related to the behavior
3. Privately chats with student about behavior
4. Mute student displaying undesirable behavior (when necessary) but allow them to remain part of class
5. Notify parent/guardian at first chance
6. Initiate a wellness team response if needed
7. Generate referral learning to virtual counseling if needed
8. Schedule Restorative Conference meetings with parent/guardian, teacher and student
9. Students can be removed from the distance classroom setting due to behavior incidents. The length of time will be based on the level of infraction as outlined in the behavior response plan.

Do Discipline Codes still apply to distance learning?

Tulsa Public Schools believes in supporting the safe and responsible use of all online and digital technologies for teaching and learning. During this period of distance learning, all students are responsible for continuing to practice positive digital citizenship by protecting and respecting their peers and teachers. We all must understand, practice, and model positive and productive behaviors when we are online. Because a remote learning environment is still a classroom, school behavior norms are rules are to be followed just as expected in the regular educational setting/classroom.

Behavior Response Plan – Elementary

This BRP cannot cover every set of circumstances in the diverse and complex social setting of public schools. The administrator may find it necessary to use intervention or discipline options and procedures not covered specifically in these regulations.

Implementation of appropriate interventions and disciplinary responses take into account a number of factors including the nature and severity of the misconduct. In many cases, the use of primary responses and/or the use of school-based interventions may be most suitable. In other cases, a student’s misconduct may be appropriately addressed by a district disciplinary response along with interventions and student supports. Tulsa Public Schools will provide a comprehensive student support program including guidance services, opportunities for social emotional learning and student engagement opportunities. Each school has a system in place for early identification of students in need of intervention and/or support services.

- **Short term suspension is defined as 10 days or less**
- **Long term suspension is defined as 11 days or more**
- **Students in PK and K will not receive suspensions of more than 5 consecutive days at a time**

Repeated or persistent violation of Level 100 infractions can result in Level 200 or Level 300 disciplinary responses when Level 100 interventions are not effective.

| Level 100 infractions | Range of disciplinary responses/interventions |
|--|--|
| 101: Inappropriate dress | <ul style="list-style-type: none"> ● Student conference ● Student-teacher conference ● Parent/guardian conference ● Team conference ● Restorative conference ● Detention (teacher or site-based) ● Community service (with parent/guardian consent) ● In school disciplinary action (loss of privileges) ● Removal from class ● Review of schools rules and policies ● Student Success Plan and/or Behavior Intervention Plan |
| 102: Inappropriate personal property (including cell phones) | |
| 103: Gang symbols | |
| 104: Tardiness | |
| 105: Gambling | |
| 106: Insubordination | |
| 107: Verbal or non-verbal profanity | |
| 108: Disrespect | |
| 109: Failure to follow classroom rules | |
| 110: Academic dishonesty/cheating | |
| 111: Skipping or cutting class | |
| 112: Truancy | |

For Level 200 infractions, a range of interventions must be applied before considering out of school suspension. The disciplinary responses may range from a warning to a short-term (10 days or less) suspension. The disciplinary response/interventions applied in any case will depend on specific circumstances. Students with chronic level 200 infractions may be subject to level 300 interventions.

| Level 200 | Range of disciplinary responses and interventions |
|---|--|
| 201: Inappropriate use of technology/computers/cell phones See page 36 NOTE: If the electronic device is used to disrupt the learning environment or compromise the safety of the school, the student may be disciplined under other categories in the Behavior Response Plan as appropriate. | <ul style="list-style-type: none"> • Student conference • Student/teacher conference • Parent/guardian conference • Team conference • Restorative conference • Detention (teacher or site-based) • Community service (with parent/guardian consent) • In school disciplinary action (loss of privileges) • Removal from class by teacher (student goes to buddy teacher) or AET if available • Short term out of school suspension • Repeated infraction may lead to initiation of Project ACCEPT referral • Student Success Plan and/or Behavior Intervention Plan <p>Project ACCEPT (Alternative, Counseling, Coaching, Educator and Parent Professional Training) students are placed based on recommendation from the school site and review by Director of Family Advocacy. Program components are positive behavior, academic instruction, parent participation and successful transition.</p> |
| 202: Bullying/cyberbullying (documented investigation required) See page 26. See Board Policy 2119 and 2119R. School official must complete bullying investigation | |
| 203: Smoking, vaping, or use of smokeless tobacco or e-cigarettes. ABLE Commission ticket (not for e-cigarette) | |
| 205: Participation in prohibited clubs, street gangs, fraternities, sororities or similar organizations Immediate Campus Police notification required | |
| 206: Conspiracy; Notify Campus Police | |
| 207: Possession of stolen property (minor); Notify Campus Police | |
| 208: Petit larceny (theft <\$500) Immediate Campus Police notification required | |
| 209: Extortion; Immediate Campus Police notification required | |
| 210: Initiating or participating in an unacceptable minor physical contact. | |
| 213: Failure to follow bus rules/regulations; revocation of bus privileges may be made by the principal or Director of Transportation. Decision is not appealable | |
| 214: Disruptive conduct | |
| 216: Failure to identify | |
| 218: Leaving campus without permission | |
| 219: Harassment, intimidation or threatening behavior (see level 300; code 315 for discriminatory harassment) single incident | |
| 220: Refusal to serve minor sanctions | |
| 221: False reporting of bullying, intimidation or harassment | |
| 222: Inappropriate public displays of affection | |

For Level 300 infractions, interventions will be used along with disciplinary responses and can range from in-school discipline to long-term suspension. The disciplinary response to interventions applied in any case will depend on specific circumstances. Students with chronic level 300 infractions may be subject to level 400 interventions.

PARENT/GUARDIAN CONFERENCE IS REQUIRED FOR ALL 300 LEVEL INFRACTIONS

| Level 300 | Range of disciplinary responses and interventions |
|--|--|
| 300: Fighting | <ul style="list-style-type: none"> • Student conference • Student/teacher conference • Parent/guardian conference required • Team conference • Restorative conference • In school disciplinary action • Student required to complete Palmer Assessment (age 12 and over) • Repeated infraction may lead to initiation of Project ACCEPT referral • Long term suspension (not to exceed 45 days) based on totality of the circumstances and repetition of the behavior • Student Success Plan and/or Behavior Intervention Plan • Short term suspension <p>Supports for students transitioning from suspension:</p> <ul style="list-style-type: none"> • Schools are expected to provide support services to student returning from suspension to maximize their ability to meet social and academic standards within the community • Support services may include any of the range of interventions or a combination of services as best meets the need of the individual student • Upon re-entry from suspension, schools may implement Student Success Plans, Child Study Team interventions and Parent Communication Plans. <p>Project ACCEPT (Alternative, Counseling, Coaching, Educator and Parent Professional Training) students are placed based on recommendation from the school site and review by Director of Family Advocacy. Program components are positive behavior, academic instruction, restorative justice and successful transitions.</p> |
| 301: Possession of mace, chemical agents or similar materials or devices; Immediate Campus Police notification required | |
| 302: Disorderly conduct | |
| 303: Forgery or falsification of information | |
| 304: Falsely reporting a crime; Immediate Campus Police notification required | |
| 305: Verbal abuse of staff | |
| 306: Abusive behavior toward school personnel. Staff should not block egress unless to protect the health and safety of others or to protect property. Should evidence indicate staff inciting the response, counseling will be the extent of the consequence. Immediate Campus Police notification required | |
| 307: Trespassing (including during suspension) Immediate Campus Police notification required | |
| 308: Failure to permit a lawful search or inspection by a school official (SB Policy 2602 and 2602R) Immediate Campus Police notification required | |
| 310: Theft or receipt of stolen property Immediate Campus Police notification required | |
| 311: Breaking and entering/vandalism (\$500+) Immediate Campus Police notification required | |
| 312: Grand larceny (Theft >\$550) Immediate Campus Police notification required | |
| 313: Use, possession of alcohol, drugs or drug paraphernalia; or under the influence of alcohol and or drugs Immediate Campus Police notification required School will provide referral for screening and counseling | |
| 314: Assault | |
| 315: Discriminatory harassment; contact Title IX Coordinator; documented investigation required | |
| 316: Misconduct based on sex or gender; contact Title IX Coordinator; documented investigation required | |
| 317: Consensual sexual misconduct | |
| 318: Title IX sexual harassment | |

Some level 400 behavior violations yield criminal consequences that are not at the discretion of the school. Parent/guardian conference and TPS campus police notification is required for all level 400 behaviors.

For level 400 infractions, interventions will be used along with disciplinary responses and can range from short term to long term suspension. The disciplinary response/ intervention applied in any case will depend on specific circumstances of the case.

| Level 400 | Range of disciplinary responses and interventions |
|-----------|---|
|-----------|---|

| | |
|--|---|
| 401: Robbery | <p>Administration may refer to level 200 or level 300 responses and interventions when warranted by circumstances of the infraction</p> <ul style="list-style-type: none"> • Parent/guardian conference required • In school disciplinary action • Weapon report must be sent to DRC Short term out of school suspension based on the totality of the circumstances • Long term suspension based on totality of the circumstances • Student Success Plan <p>Supports for students transitioning from suspension:</p> <ul style="list-style-type: none"> • Schools are expected to provide support services to student returning from suspension to maximize their ability to meet social and academic standards within the community • Support services may include any of the range of interventions or a combination of services as best meets the need of the individual student • Upon re-entry from suspension, schools may implement Student Success Plans, Child Study Team interventions and Parent Communication Plans. • Conduct restorative conference with student and family |
| 402: Possession of weapon or facsimile; weapon report required for all weapons | |
| 403: Arson; Fire Marshall and Campus Police notification required | |
| 404: Inciting a riot | |
| 405: Threat with a dangerous weapon; report required | |
| 407: Battery | |
| 408: Assault or battery on staff (6 th grade student) *See 2014 School Protection Act below; mandatory suspension for the current semester and next semester | |
| 409: Threat with intent to kill | |
| 410: Aggravated assault and battery | |
| 411: Off campus conduct | |
| 412: Fighting/battery or riotous behavior at an extra-curricular activity | |
| 413: Reckless vehicle use | |
| 414: False alarms and 911 calls; Fire Marshall and Campus Police notification required | |
| 415: Shooting of fireworks; Fire Marshall and Campus Police notification required | |
| 416: Possession and/or use of explosives | |
| 417: Disregard for health or safety not otherwise defined | |
| 418: Possession of firearm; mandatory suspension for a minimum of one (1) calendar year ; weapon report required | |
| 419: Sexual related offenses; contact Title IX Coordinator; documented investigation required | |
| 420: Drug/alcohol sale or distribution; Immediate Campus Police notification required | |

*OSCN 2014 School Protection Act: No student enrolled in a school shall assault, attempt to cause physical bodily injury, or act in a manner that could reasonably cause bodily injury to an education employee or a person who is volunteering for the school. Any student grades six (6) through 12 who violates the provisions of this section shall be subject to out of school suspension as provided for in Section 24-101.3 of Title 70 of the Oklahoma Statutes. This section shall be in addition to and does not limit the criminal liability of a person who causes or commits an assault, battery, or assault and battery upon a school employee as provided for in Section 650.7 of Title 21 of the Oklahoma Statutes. 70 O.S.§6-149.7, School Protection Act.

The Director of Family Advocacy reserves the right to review and/or modify any long term suspensions mad make recommendations for alternative placement. **NOTE: The Superintendent reserves the right to review and/or modify any long term suspensions prior to an appeal to the Superintendent designee.**

Behavior Response Plan – Secondary

This BRP cannot cover every set of circumstances in the diverse and complex social setting of public schools. The administrator may find it necessary to use intervention or discipline options and procedures not covered specifically in these regulations.

Implementation of appropriate interventions and disciplinary responses take into account a number of factors including the nature and severity of the misconduct. In many cases, the use of primary responses and/or the use of school-based interventions may be most suitable. In other cases, a student’s misconduct may be appropriately addressed by a district disciplinary response along with interventions and student supports. Tulsa Public Schools will provide a comprehensive student support program including guidance services, opportunities for social emotional learning and student engagement opportunities. Each school has a system in place for early identification of students in need of intervention and/or support services.

- **Short term suspension is defined as 10 days or less**
- **Long term suspension is defined as 11 days or more**

Repeated or persistent violation of Level 100 infractions can result in Level 200 or Level 300 disciplinary responses when Level 100 interventions are not effective.

| Level 100 infractions | Range of disciplinary responses/interventions |
|--|--|
| 101: Inappropriate dress | <ul style="list-style-type: none"> • Student conference • Student/teacher conference • Parent/guardian conference • Team conference • Restorative conference • Detention (teacher or site-based) • Community service (with parent/guardian consent) • In school disciplinary action (loss of privileges) • Removal from class • Review of schools rules and policies • Student Success Plan |
| 102: Inappropriate personal property (including cell phones) | |
| 103: Gang symbols | |
| 104: Tardiness | |
| 105: Gambling | |
| 106: Insubordination | |
| 107: Verbal or non-verbal profanity | |
| 108: Disrespect | |
| 109: Failure to follow classroom rules | |
| 110: Academic dishonesty/cheating | |
| 111: Skipping or cutting class | |
| 112: Truancy | |

For Level 200 infractions, a range of interventions must be applied before considering out of school suspension. The disciplinary responses may range from a warning to a short-term (10 days or less) suspension. The disciplinary response/interventions applied in any case will depend on specific circumstances. Students with chronic level 200 infractions may be subject to level 300 interventions.

| Level 200 | Range of disciplinary responses and interventions |
|---|--|
| 201: Inappropriate use of technology/computers/cell phones See page 36 NOTE: If the electronic device is used to disrupt the learning environment or compromise the safety of the school, the student may be disciplined under other categories in the Behavior Response Plan as appropriate. | <ul style="list-style-type: none"> • Student conference • Student/teacher conference • Parent/guardian conference • Team conference • Restorative conference • Detention (teacher or site-based) • Community service (with parent/guardian consent) • In school disciplinary action (loss of privileges) • Behavior support/modification plan with interventions and consequences • TRAICE satellite • Student conduct contract • Student Success Plan • Bus suspension - denial of bus privileges may be made by the principal or Director of Transportation. Decision is not appealable • Short term out of school suspension • Referral to TRAICE Academy alternative school <p>TRAICE (Tulsa Resource and Adolescent Intervention Centers of Excellence) students are enrolled based on placement recommendations reviewed by the Director of Family Advocacy from the Discipline Review Committee. The required TRAICE Academy enrollment is for a minimum of nine weeks or a maximum of 18 weeks. TRAICE Academy focuses on building relationship, individualized/one-on-one instruction and providing a structured and secure environment.</p> |
| 202: Bullying/cyberbullying (documented investigation required) See page 26. See Board Policy 2119 and 2119R. School official must complete bullying investigation | |
| 203: Smoking, vaping, or use of smokeless tobacco or e-cigarettes. ABLE Commission ticket (not for e-cigarette) | |
| 205: Participation in prohibited clubs, street gangs, fraternities, sororities or similar organizations Immediate Campus Police notification required | |
| 206: Conspiracy; Notify Campus Police | |
| 207: Possession of stolen property (minor); Notify Campus Police | |
| 208: Petit larceny (theft <\$500) Immediate Campus Police notification required | |
| 209: Extortion; Immediate Campus Police notification required | |
| 210: Initiating or participating in an unacceptable minor physical contact. | |
| 213: Failure to follow bus rules/regulations; revocation of bus privileges may be made by the principal or Director of Transportation. Decision is not appealable | |
| 214: Disruptive conduct | |
| 216: Failure to identify | |
| 218: Leaving campus without permission | |
| 219: Harassment, intimidation or threatening behavior (see level 300; code 315 for discriminatory harassment) single incident | |
| 220: Refusal to serve minor sanctions | |
| 221: False reporting of bullying, intimidation or harassment | |
| 222: Inappropriate public displays of affection | |

For Level 300 infractions, interventions will be used along with disciplinary responses and can range from in-school discipline to long-term suspension. The disciplinary response to interventions applied in any case will depend on specific circumstances. Students with chronic level 300 infractions may be subject to level 400 interventions.

PARENT/GUARDIAN CONFERENCE IS REQUIRED FOR ALL 300 LEVEL INFRACTIONS

| Level 300 | Range of disciplinary responses and interventions |
|---|--|
| 300: Fighting | <ul style="list-style-type: none"> • Student conference • Student/teacher conference • Parent/guardian conference required • Team conference • Restorative conference • In school disciplinary action • TRAICE Satellite – limited use based on totality of circumstances • Student required to complete Palmer Assessment Short term out of school suspension (10 days or less) • Long term suspension (11 or more days not to exceed a semester plus one full semester) based on totality of the circumstances • Referral to TRAICE Academy • Student Success Plan • Palmer assessment <p>Supports for students transitioning from suspension:</p> <ul style="list-style-type: none"> • Schools are expected to provide support services to student returning from suspension to maximize their ability to meet social and academic standards within the community • Support services may include any of the range of interventions or a combination of services as best meets the need of the individual student • Upon re-entry from suspension, schools may implement Student Success Plans, Child Study Team interventions and Parent Communication Plans. <p>TRAICE (Tulsa Resource and Adolescent Intervention Centers of Excellence) students are enrolled based on placement recommendations reviewed by the Director of Family Advocacy from the Discipline Review Committee. The required TRAICE Academy enrollment is for a minimum of nine weeks or a maximum of 18 weeks. TRAICE Academy focuses on building relationship, individualized/one-on-one instruction and providing a structured and secure environment.</p> |
| 301: Possession of mace, chemical agents or similar materials or devices; Immediate Campus Police notification required | |
| 302: Disorderly conduct | |
| 303: Forgery or falsification of information | |
| 304: Falsely reporting a crime; Immediate Campus Police notification required | |
| 305: Verbal abuse of staff | |
| 306: Abusive behavior toward school personnel. Staff should not block egress unless to protect the health and safety of others or to protect property. Should evidence indicate staff inciting the response, counseling will be the extent of the consequence. Immediate Campus Police notification required | |
| 307: Trespassing (including during suspension) Immediate Campus Police notification required | |
| 308: Failure to permit a lawful search or inspection by a school official (SB Policy 2602 and 2602R) Immediate Campus Police notification required | |
| 310: Theft or receipt of stolen property Immediate Campus Police notification required | |
| 311: Breaking and entering/vandalism (\$500+) Immediate Campus Police notification required | |
| 312: Grand larceny (Theft >\$550) Immediate Campus Police notification required | |
| 313: Use, possession of alcohol, drugs or drug paraphernalia; or under the influence of alcohol and or drugs Immediate Campus Police notification required School will provide referral for drug screening and counseling; Palmer assessment required before re-admission to school | |
| 314: Assault | |
| 315: Discriminatory harassment; contact IX Coordinator; documented investigation required | |
| 316: Misconduct based on sex or gender; investigation report required. School must contact Human Rights Coordinator | |
| 317: Consensual sexual misconduct | |
| 318: Title IX sexual harassment | |

Some level 400 behavior violations yield criminal consequences that are not at the discretion of the school. Parent/guardian conference and TPS campus police notification is required for all level 400 behaviors.

For level 400 infractions, interventions will be used along with disciplinary responses and can range from short term to long term suspension. The disciplinary response/ intervention applied in any case will depend on specific circumstances of the case.

| Level 400 | Range of disciplinary responses and interventions |
|--|--|
| 401: Robbery | Administration may refer to level 200 or level 300 responses and interventions when warranted by circumstances of the infraction <ul style="list-style-type: none"> • Parent/guardian conference required • Short term out of school suspension based on the totality of the circumstances • Long term suspension based on totality of the circumstances • Referral to TRAICE Academy • Contact Campus Police <p>Mandatory all level 400 behaviors</p> <ul style="list-style-type: none"> • Student Success Plan • Weapon report form must be sent to Renee Weygandt <p>Supports for students transitioning from suspension:</p> <ul style="list-style-type: none"> • Schools are expected to provide support services to student returning from suspension to maximize their ability to meet social and academic standards within the community • Support services may include any of the range of interventions or a combination of services as best meets the need of the individual student • Upon re-entry from suspension, schools may implement Student Success Plans, Child Study Team interventions and Parent Communication Plans. • Conduct restorative conference with student and family • Students recommended for a suspension of a semester or more will be given the opportunity to participate in Odyssey Ware or E2020 classes without teacher assistance, except for suspensions involving firearms. Consideration may be given for the student to meet the criteria and enroll in an alternative setting. |
| 402: Possession of weapon or facsimile; weapon report required for all weapons | |
| 403: Arson; Fire Marshall and Campus Police notification required | |
| 404: Inciting a riot | |
| 405: Threat with a dangerous weapon; report required | |
| 407: Battery | |
| 408: Assault or battery on staff ; *See 2014 School Protection Act below; mandatory suspension for the current semester and next semester | |
| 409: Threat with intent to kill | |
| 410: Aggravated assault and battery | |
| 411: Off campus conduct | |
| 412: Fighting/battery or riotous behavior at an extra-curricular activity | |
| 413: Reckless vehicle use | |
| 414: False alarms and 911 calls; Fire Marshall and Campus Police notification required | |
| 415: Shooting of fireworks; Fire Marshall and Campus Police notification required | |
| 416: Possession and/or use of explosives | |
| 417: Disregard for health or safety not otherwise defined | |
| 418: Possession of firearm; mandatory suspension for a minimum of one (1) calendar year ; weapon report required | |
| 419: Sexual related offenses; contact Title IX Coordinator; documented investigation required | |
| 420: Drug/alcohol sale or distribution; Immediate Campus Police notification required | |

*OSCN 2014 School Protection Act: No student enrolled in a school shall assault, attempt to cause physical bodily injury, or act in a manner that could reasonably cause bodily injury to an education employee or a person who is volunteering for the school. Any student grades six (6) through 12 who violates the provisions of this section shall be subject to out of school suspension as provided for in Section 24-101.3 of Title 70 of the Oklahoma Statutes. This section shall be in addition to and does not limit the criminal liability of a person who causes or commits an assault, batter,, or assault and battery upon a school employee as provided for in Section 650.7 of Title 21 of the Oklahoma Statutes. 70 O.S.§6-149.7, School Protection Act.

The Director of Family Advocacy reserves the right to review and/or modify any long term suspensions mad make recommendations for alternative placement. **NOTE: The Superintendent reserves the right to review and/or modify any long term suspensions prior to an appeal to the Superintendent designee.**

Level 100- Classroom intervention codes and definitions of inappropriate behaviors

- 101 – Inappropriate Dress:** Dressing or grooming in a manner that violates the dress code or disrupts the educational process.
- 102 – Inappropriate personal property:** Possession of personal property prohibited by school rules or board policy or is otherwise disruptive to the education process; including but not limited to food, beverages, lighters, electronic equipment, laser pointers, paging devices, cameras, cell phones, and/or other electronic devices. (see Wireless Telecommunications Devices, p. 36) TPS IS NOT RESPONSIBLE FOR LOST, STOLEN OR DAMAGED ITEMS.
- 103 – Gang symbols:** Behavior such as the gesturing of gang signs, gang symbols, visible body markings/adornments or verbal or written language that connotes street gang affiliations or membership in other prohibited groups or organizations at school, on a school vehicle or at school related activities are prohibited and will be considered violations.
- 104 – Tardiness:** Failure to be in the place of instruction at the assigned time without a valid excuse.
- 105 – Gambling:** Playing a game of chance for something of tangible value. All property used in such activity will be confiscated, not returned and may be deposited in the School Activity Fund.
- 106 – Insubordination:** Failure to obey rules and regulations and/or reasonable instructions from teachers, administrators, teacher assistants or other district staff.
- 107 – Verbal or nonverbal profanity:** The use of profanity, verbally abusive, obscene or inflammatory language or racial epithets in the school environment.
- 108 – Disrespect:** Behaving in a rude and/or impertinent manner toward school personnel.
- 109 – Failure to follow classroom rules:** Not following oral or written classroom rules established by the teacher.
- 110 – Academic dishonesty/cheating:** Any type of cheating that occurs in relation to a formal academic exercise.
- 111 – Skipping or cutting class:** Leaving class without staff permission
- 112 – Truancy:** Failure to report to school or class without prior permission, knowledge or excuse by the school or the parent/guardian.

Level 200- Site based intervention codes and definitions of inappropriate behaviors

- 201 – Inappropriate use of technology/computers/cell phones:** Violation of the requirement regarding the use of computers, internet and wireless electronic telecommunication devices found on page 36. The use of technology, computer or cell phones to access, store or distribute obscene, pornographic, lewd, sexually explicit or otherwise similarly inappropriate material is prohibited. Any user who violates this code is subject to loss of network privileges as well as other district disciplinary actions. Any student who finds inappropriate material on a computer or internet site is to immediately inform the teacher.
- 202 – Bullying/Cyberbullying:** 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 reasonably 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.
- 203 – Smoking, vaping, or use of smokeless tobacco (e-cigarettes):** Smoking or possession of matches, vape, lighters, lighter fluids or tobacco products of any kind on district property, at a school related activity or on the school bus is prohibited. ABLE tickets may be issued (not for e-cigarettes).
- 205 – Participation in prohibited clubs, street gangs, fraternities, sororities or similar organizations:** Students will not participate in secret societies or organizations of any kind while on school property, at school sponsored activities or while on the way to or from school in school vehicles. Streets gangs, hate groups, cults or similar groups, whether organized in the community or in other setting are prohibited on school grounds, school vehicles or at any school sponsored activity. Campus police must be notified of gang activity.
- 206 – Conspiracy:** Any two or more persons mutually agreeing to do a prohibited action on school property or at a school activity.
- 207 – Possession of stolen property:** Having in one's possession property obtained without permission of the owner.
- 208 – Petit larceny (theft):** Taking of personal property with the intent to deprive another thereof (larceny where value of the property is under \$500).
- 209 – Extortion:** Obtaining or attempting to obtain money or property from an individual by threat, intimidation or false pretense.
- 210 – Initiating or participating in any unacceptable minor physical contact:** Deliberate and unwanted touching of a non-sexual nature upon another person done to annoy or intimidate.

213 – Failure to follow bus rules and regulations: All school rules and regulations and board policy governing student behavior apply to conduct on the school bus. Students who misbehave on a bus will receive a disciplinary sanction as outlined in the behavior response plan. All regulations and sanctions pertaining to student behavior and safety apply to students while they are riding until they would normally arrive at their bus stops.

214 – Disruptive conduct: Inappropriate and/or disrespectful behavior, including horseplay, offensive language and arguing that substantially disrupts, hinders or interferes with school activities.

216 – Failure to identify: Refusal to stop, provide name or other information when asked to do so by a staff member.

218 – Leaving campus without permission: Leaving campus without prior consent and authorization from school administration.

219 – Harassment, intimidation or threatening behavior: A single incident of harassment, intimidation or threatening behavior. Does not meet the definition of bullying. Document discriminatory harassment. See code 315 for discriminatory harassment.

220 – Refusal to serve minor sanctions: A student who fails to serve level 1 or level 2 sanctions when directed to do so by a school administrator or other authorized school personnel.

221 – False Reporting: Any person who knowingly makes false accusations against another person will be appropriately disciplined pursuant to district policy.

222 – Inappropriate public display of affection: Socially unacceptable displays of affection in a school setting. Specific examples include but are not limited to kissing, fondling, cuddling, inappropriate touching, rubbing/massaging, caressing/stroking/petting, excessive hugging or other expressions of affection not in keeping with the social expectations of the school setting.

If the behavior constitutes a health or safety risk, then an out of school suspension may be imposed. This BRP cannot cover every set of circumstances that may be encountered in the diverse and complex social setting of public schools. Administrators may find it necessary to use intervention or discipline options and procedures at any level not specifically covered in these regulations.

Level 300- District intervention codes and definitions of inappropriate behaviors

300 – Fighting: Mutual combat in which participants intentionally inflict bodily injury to another person. This is prohibited. All participants in a fight will be discipline according to their degree of involvement.

301 – Possession of mace, chemical agents or similar materials/devices: Possession by students of mace, pepper spray or other chemical agents that may cause irritation or physical discomfort or bodily harm on school district property, at a school related activity or on the school bus. Possession of fireworks is also prohibited. All such items will be confiscated by school district personnel.

302 – Disorderly conduct: Behaving in a violent or seriously inappropriate manner that disrupts the educational process. NOTE: This category is usually used when the police are called to cite a student for extreme disruption. It is not to be used when recording classroom disorders that result in student referrals to the office.

304 – Falsely reporting a crime: Knowingly providing false information to law enforcement or school authorities as to criminal conduct by another.

305 – Verbal abuse of staff: The use of violent, abusive or obscene language or gestures addressed to a teacher or staff person (including school resource officers and security personnel) in a threatening manner. These actions do not pose an immediate threat to school personnel, but are considered unacceptable in the educational setting and which may be interpreted as a threat to the safety of the person it is directed toward. This includes but is not limited to hand gestures, written communication, electronic communications, verbal statements and threats.

306 – Abusive behavior toward school personnel: Inappropriate physical contact with any school employee or volunteer where such physical contact does not rise to the level of an assault but is physical contact that reasonable could be expected to be injurious. This includes physical contact committed recklessly and without specific intent. NOTE: Staff should not block a student's egress or ingress unless to protect the health and safety of others or to protect property.

307 – Trespassing: Entering any school property or in to any school facility without proper authority (include any entry during a period of suspension).

308 – Failure to permit a lawful search or inspection by a school official: The act of preventing or impeding a school official from conducting a search or inspection authorized by board policy or the behavior response plan is prohibited. 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. (see student searches TPS board policy 2602 and 2602R)

310 – Theft or receipt of stolen property: The act of larceny will not be tolerated. To steal school property or property belonging to another person or to knowingly receive stolen property. Student and parent/guardian is responsible for making full restitution for any property stolen and for all damages to property caused by the student’s actions.

311 – Breaking and entering/vandalism (including computer hacking): The act of breaking into property belonging to another person or belonging to the school district; the act of intentionally destroying property, cutting defacing or otherwise damaging property belonging to another person, including class assignments, buses or property belonging to the district. Also, the act of physically damaging, modifying or abusing computer hardware, software or computer files or accessing or hacking into the computer files of others. The parent/guardian is responsible for all damages to property caused by his/her child. Law enforcement may be called if the circumstances warrant.

312 – Grand larceny: Grand larceny is defined as the taking of property of value exceeding \$500 or when such property, although not of value exceeding \$550, is taken from the physical possession of another person.

313 – Use, Possession of alcohol, drugs or drug paraphernalia; or under the influence of alcohol and/or drugs: The use or possession of drugs, drug paraphernalia, alcohol, hallucinogens, marijuana or any unauthorized drug or substance; or being at school or a school event while under the influence of alcohol, controlled/unauthorized substances. In addition to disciplinary action, students will be recommended to enroll in and complete an approved drug/alcohol counseling program prior to reinstatement to the home school. Police notification is required for possession of a controlled substance. Drug assessment is required by a district approved provider.

314 – Assault: An act initiated by one or more persons that purposely or recklessly creates apprehension of imminent physical injury to another person such as threatening or menacing gestures.

315 – Discriminatory harassment: Unwelcome remarks or behavior based on a student’s race, religion, disability, gender, sexual orientation, gender expression gender identity or ethnic heritage that is severe, persistent or pervasive enough to create an intimidating or hostile learning environment.

316 – Misconduct based on sex or gender: Unwelcome or otherwise unlawful sexual or gender based remarks, displays, advances, requests for favors or sexual contact that is severe, persistent or pervasive enough to interfere with, deny or limit another individual’s ability to participate in or benefit from the district’ education programs and/or activities.

317 – Consensual Sexual Misconduct: Consensual participation in sexual intercourse or other intentional sexual touching of another person’s genitals. NOTE: These activities are prohibited even though participants may perceive them as “consensual”. The district will consider the age and capacity of the student, the nature of the conduct involved and other relevant factors in determining whether a student had the capacity to consent to the sexual conduct.

318 – Title IX Sexual Harassment: Unwelcome conduct of a sexual nature or on the basis or sex that a reasonable person would determine is so severe and persistent and objectively offensive that it effectively denies a person equal access to the district’s education programs and/or activities; or a single incident of “sexual assault”, “dating violence”, “domestic violence”, or “stalking” as those terms are defined under the Clery Act or the Violence Against Women Act; or a single incident of an employee giving, offering, or conditioning a district benefit or service in exchange for sexual conduct.

If the behavior constitutes a health or safety risk, then an out of school suspension may be imposed. This BRP cannot cover every set of circumstances that may be encountered in the diverse and complex social setting of public schools. Administrators may find it necessary to use intervention or discipline options and procedures at any level not specifically covered in these regulations.

Level 400- Out of district intervention codes and definitions of inappropriate behaviors

TPS Campus Police notification is required for all Level 400 behaviors

401 – Robbery: The taking of any good, money or other valuable items from another person by force, threats or with a weapon.

402 – Possession of weapon (non-firearm) or facsimile weapon: The possession of a knife, box cutter, brass knuckle, martial arts implement, razor, ice pick, BB gun, pellet gun, pump gun, stun gun, blackjack, unauthorized tools, sword, spear in a cane, billy club, sap facsimile weapon or any other instrument that is specially designed, made or adapted, or is capable of inflicting physical injury to another person, including unused or unspent bullets or shells. (see also board policy 7312)

403 – Arson: The willful and deliberate burning of or attempting to burn school property.

404 – Inciting to riot: An act/conduct resulting in a riot or urging others to commit acts of force/violence or participation in a gang fight or disturbance at school, in school vehicles or at school activities.

405 – Threat with a dangerous weapon: Using a sharp or dangerous weapon to threaten another person with bodily injury.

407 – Battery: The act of purposely causing physical injury to another person by beating/striking.

408 – Assault or battery on staff: Assaulting or attempting to cause physical bodily injury or acts in a manner that could reasonable cause bodily injury to an employee or school volunteer. The length of elementary suspension will be determine based upon the totality of the situation.

409 – Threat with intent to kill: Any willful or unlawful offer to attempt with force or violence to kill another.

410 – Aggravated assault and battery: When bodily injury is inflicted to a person which normally requires the person's medical treatment, including but not limited to treatment for bone fractures, cuts requiring stitches, disfigurement, dislocations or any similar or greater injury or when a weapon is used or any instrument is used as a weapon directed toward another regardless of whether there is any injury or the degree of injury inflicted.

411 – Off-campus conduct: Any off-campus conduct by a student where the student's continued attendance at school would have an adverse impact on order, discipline or the education process, or could pose a threat of violence or disruption.

412 – Fighting/battery or riotous behavior at an extra-curricular event: Involves intentional physical contact (with or without injury) battery or inciting to riot, etc.

413 – Reckless vehicle use: Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or at a threat to health safety or as a disruption to the education process.

414 – False alarms and 911 calls: The act of pulling or attempting to pull or calling in an alarm of a fire, bomb threat or other emergency without a lawful purpose. The act of communicating a false alarm to or about a school, a school bus, a school sponsored or related activity or any public facility is a felony. Fire Marshall notification required.

415- Shooting of fireworks: The demonstration of fireworks is a misdemeanor offense. Shooting fireworks inside a building is also a fire hazard and violation of fire laws. A fine may be issued. Fire Marshall notification is required.

416 – Possession or use of explosives: The possession, use or threat to use any explosives or other suce devices capable of inflicting bodily harm, including fake devices or devices claimed to be explosive devices.

417 – Disregard for health or safety not otherwise defined: Engaging in conduct similar to the violent offenses mentioned in this document which are violent acts or acts showing deliberate disregard for health or safety and which are not specifically described in another item.

418 – Possession of firearm: The act of possessing a firearm, whether loaded or unloaded on school district property or at a school sponsored or school related event without written permission from a school authority. The term firearm is defined per board policy 2616, Gun-Free Schools.

419 – Sexual related offenses: An act or attempt of an act that is sexual battery, rape, lewd molestation of a child, indecent exposure, forced sexual contact or an act outraging public decency.

420 – Drug/Alcohol sale or distribution: The sale, giving away and/or distribution of alcohol, marijuana, prescription drugs, hallucinogens or similar substances including fake drugs/substances passed off as contraband. Student disciplined for this violation will be recommended to successfully complete an approved drug/alcohol counseling and/or treatment program to reinstatement to the home school.

If the behavior constitutes a health or safety risk, then an out of school suspension may be imposed. This BRP cannot cover every set of circumstances that may be encountered in the diverse and complex social setting of public schools. Administrators may find it necessary to use intervention or discipline options and procedures at any level not specifically covered in these regulations.

Rules, Regulations, Procedures, Rights and Responsibilities

ADULT VISITORS – All visitors must register immediately upon arrival at the school by reporting first to the school office to state the purpose of the visit. The principal or designee has the prerogative to approve or disapprove the visit. Authorized visitors will be required to wear identification while in a school. All school visitors must adhere to the district COVID-19 protocol for entrance into district buildings.

All persons on school property must identify themselves upon request by school personnel. This includes individuals who are present at school sponsored events and on or around school buses. If persons refuse to identify themselves and state an acceptable purpose for their presence, they may be guilty of trespassing and appropriate action will be taken.

ADVERTISING – Advertising may be permitted if it is for approved school related activities. Such activities may include school newspapers, yearbooks and other fund raising projects. Advertising material that promotes the use of alcohol, gaming or tobacco is strictly prohibited. No person may display, offer to sell or sell any item or service to student or school district personnel on school property, at school sponsored events or on school transportation unless they have the written permission of the school principal, the superintendent or authorized designee.

AGGRAVATED ASSAULT/BATTERY – Oklahoma state law provides that felony charges may be filed against any person(s) committing an aggravated assault or battery on any school employee.

ALCOHOL/DRUG USE/ABUSE – The Board of Education recognizes the complexity of problems associated with student alcohol/drug use or abuse. Concern for the well-being and best interest of the students requires teachers and administrators to report students who appear to be under the influence 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.

Rules and regulations regarding drugs/alcohol; illegal and illicit drugs and alcohol:

- Use of illicit drugs and unlawful possession and use of alcohol is wrong and harmful
- Students are prohibited from using, being under the influence of, possessing, furnishing, distributing, selling, conspiring to sell or possess or being in the chain of sale or distribution of alcoholic beverages, non-intoxicating alcoholic beverages (as defined by Oklahoma law, i.e. 3.2 beer), illegal or illicit drugs or other mood altering substances at school, while on a school vehicle, or at any school sponsored event.
- “Illicit drugs” includes steroids, prescriptions and over the counter medications being used for an abusive purpose, i.e. when they are not used in compliance with the prescription or directions for use and are not being used to treat a current health issue.
- “Mood altering substances” include, but are not limited to, paint, glue, aerosol sprays, salts, incense and similar substances which may be used as an intoxicating substance.
- Violation of this rule will result in imposition of disciplinary measures, which may include suspension for the remainder of the current semester and the following semester.
- Student violation of this rule, which also constitutes illegal conduct, will be reported to law enforcement authorities.

Necessary medications:

- Students may not retain possession of and self-administer any medication at school unless the legal guardian completes the form Contract for Exception to Self-Administer and Retain Medication on Person.
- Students who have a legitimate health need for over the counter prescription medication at school shall deliver such medications to the school nurse or principal with a parental authorization in compliance with Oklahoma law, and school policy and procedures regarding administering medicine to students.
- Violations of this rule will be reported to the student’s parent or legal guardian by the principal and may result in discipline which can include suspension.

The following procedures will be used for this reporting requirement:

- Whenever a teacher suspects a student is under the influence of mood/behavior altering substance in the classroom, the teacher will report the matter in writing to the school principal or designee. Whenever possible, the teacher should attempt to obtain a corroborative observation from another teacher.
- The teacher's report will state the date, time and place and will describe the actions of the student or other circumstances from which the teacher concluded that the student appeared to be under the influence of a mood/behavior altering substance.
- The principal or designee will immediately notify the appropriate district level administrator of the report.
- The principal or designee will immediately notify the student's parent or legal guardian of the report. The notification of the student's parent/guardian may be verbal, but will be promptly confirmed in writing.

NOTE: Oklahoma State Law (70-24-138) provides that no employee of the district or member of the Board of Education 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 reasonable believed to be abusing or incapacitated by the use of 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 of Education member shall be responsible for any treatment costs incurred by a student because 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 alcoholic beverages or controlled dangerous substances, or has any of the foregoing in the student's possession, and who report 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.

ALTERNATIVE EDUCATION PROGRAM - TPS has created a comprehensive system of alternative education programs designed specifically for a wide range of high risk youth. A number of alternative education programs are designed to support and educate students who are currently experiencing academic or behavioral/social difficulties. Alternative programs include: TulsaMET, Tulsa Learning Academy, Phoenix Rising, Project ACCEPT, TRAICE Academy, Street School.

ALTERNATIVE EDUCATION INSTRUCTION – Students who are placed at an alternative school for disciplinary reasons in lieu of out of school suspension will be provided with core academic courses only. Accordingly, this does not include honors courses, advanced placement courses or international baccalaureate courses.

ALTERNATIVE SCHOOL ACTIVITIES – Students who have been placed at an alternative school or who have elected to attend an alternative school for non-discipline reasons may attend school sponsored extracurricular activities. Students who have been suspended out of school or placed in an alternative school setting for disciplinary reasons in lieu of suspension are not permitted to attend school sponsored extracurricular activities.

Extracurricular activities include, but are not limited to, all school sponsored team, clubs, organizations, ceremonies, student government, band, athletics and all other school sponsored activities and organizations.

Parent/legal guardian procedural guidelines for suspension appeals

APPEALS OF SUSPENSIONS – Students who have been suspended (meaning students suspended out of school as opposed to being placed in in-school suspension) have a right to appeal their suspension by requesting a hearing either before the site suspension review committee (SSRC), the superintendent or designee, or a Board of Education hearing officer as may be appropriate. While a hearing is pending, the suspension will be held in abeyance allowing the student to have the right to attend school under such in-school-intervention restrictions as the principal deems proper. However, participation in any extracurricular activity is prohibited. Please refer to Tulsa Public Schools policy 2619 and 2619R for additional details.

The exceptions, at the discretion of the principal, is that the student may be prohibited from attending school and participation in extracurricular activities pending the appeal hearing, if in the judgment of the principal, the conduct for which the student was

suspended reasonable indicates that continued attendance by the student would be dangerous to other students, staff or school property and/or interfere with the educational process at school.

According to state law, such appeals are limited to one or both of the following:

- Is the student guilty of a violation of the school rules and regulations?
- Is the term of the suspension reasonable and in compliance with the Behavior Response Plan?

NOTE: Requests for suspension appeals must be requested in writing within five (5) school days from the date of the suspension.

Instructions

1. Complete a letter requesting appeal of suspension. (Must be signed by parent/guardian)
2. Choose two (2) committee members to hear the suspension appeal. You may choose up to five (5) in order of preference, however, only two will sit on the committee at the hearing. The remaining members will be appointed by the principal.
3. Return the packet to the secretary in the main office at the school site so that the hearing can be scheduled on the next available date.
4. Please arrive early as the committee will only be held for 10 minutes. If a parent/guardian does not appear for the meeting, the committee will be released and it will be the responsibility of the parent/guardian to reschedule the hearing.

Site Suspension Review Committee

Site Suspension Review Committees (SSRC) are created at each school through the following process:

- A list is made of professional staff who volunteer at the beginning of the school year to serve on the SSRC.
- Administrators must attend a mandatory district training.
- Administrators must train their site based volunteers at the beginning of the school year.
- Volunteers must attend district training at the beginning of the year.

If the out of school suspension is 10 days or less:

Within five (5) school days from the date of suspension, the student's parent/guardian may request, in writing, a hearing by the building SSRC. THE DECISION OF THE SSRC WILL BE FINAL AND NON-APPEALABLE.

If the out of school suspension is 11 days or more: Within five (5) school days from the date of suspension or Director of Family Advocacy notification, the student's parent/guardian may request, in writing, a hearing of the building SSRC as described above:

- If the student's parent/guardian is not satisfied by the SSRC's decision, a request for a further hearing by the superintendent or designee may be made in writing to the office of Student and Family Support Services within five (5) school days after the parent/guardian receives notice of the SSRC's decision
- The principal may also appeal the SSRC's decision to the superintendent or designee within five (5) school days after the SSRC's decision
- The superintendent or designee will schedule a hearing as soon as possible, notify the parent/guardian of the time and place of the hearing at least 24 hours prior to the hearing, and notify the parent/guardian that they and the student have a right to be present at the hearing.
- The superintendent or designee will review the facts, determine the guilt or innocence of the student, the reasonableness of the term of the suspension, and decide to sustain, rescind or modify the out of school suspension (including change of category by the superintendent designee only) or change the out of school suspension to an alternative school placement. The superintendent's designee will notify the student's parent/guardian of the decision in writing.
- If the parents or students are not satisfied with the decision of the superintendent or designee, the parent/student may further appeal to a hearing officer. Decisions to change the out of school suspension to an alternative placement is not appealable. According to state law, such appeals are limited to one or both of the following: determination of guilt or innocence of the student and the reasonableness of the out of school suspension term.

Superintendent Designee appeal process requirements: A written request from the student's parent/guardian must be made to the office Student and Family Support Services within five (5) school days after the parent/guardian has been notified of the superintendent's decision.

- If no written request for appeal is received by the Office of Student and Family Support Services within the five (5) days, the decision of the superintendent or designee is final.
- The Superintendent Designee will set the time and place of the hearing.

THE DECISION OF THE SUPERINTENDENT DESIGNEE IS FINAL AND MAY NOT BE APPEALED.

NOTE: For special education students see: suspension for students with disability. Please complete the required paperwork and return it to the principal's secretary in the main office so that an appeal hearing date can be scheduled for your student.

NOTE: The superintendent reserves the right to review and/or modify any decision concerning disciplinary actions prior to an appeal to the hearing officer.

ATHLETIC/EXTRACURRICULAR ACTIVITY MISCONDUCT

Suspension from school – Any contestant who violates the Behavior Response Plan in connection with an interschool contest or activity 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/extracurricular activities.

Disqualification; grievous misconduct – Athletes are advised and informed in writing that participation in athletics with 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 it not limited to, bullying, hazing, brutality in any form, physical attach upon an official, coach, other athlete or event attendee, 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 parent/guardian by the principal of the school upon direction by the superintendent or designee. The appropriate district administrators, Director of Athletics and the Executive Director or the Oklahoma Secondary School Activities Association (OSSAA) shall be copies. See regulation 3316R.

ATTENDANCE (GENERAL) – Please take time to familiarize yourself with board policy 2204, Student Attendance, and discuss it with your family. If you have questions, please contact the school principal. **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 or earning passes grades.

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 with proper documentation will be excused. An absence for which no acceptable explanation is received shall be deemed unexcused. An absence without documentation but with notification from the parent/guardian will be entered as explained. All absences contribute to cumulative attendance totals.

For the full board policy 2204 Student Attendance, go to <http://www.tulsaschools.org/about/board-of-education/policies>

Oklahoma's Compulsory Education Law 70-10-105 requires the parent/guardian to notify the school regarding the reason for absence of a school age child. The law also requires the school to notify the parent/guardian of a child's absence.

Regardless of in-person, distance or virtual class instruction, students shall be in attendance a minimum of 90% of instructional time scheduled for a 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 I the calculation of the 90% attendance

minimum except that excused absences for religious holidays shall not be counted for the purpose of determining a student's eligibility for promotion or credit. Students attending schools on a transfer are subject to transfer revocation if their absenteeism exceeds 10%.

Attendance problems requiring action include the following:

- The student is officially enrolled but fails to report to school, fails to attend every class (cuts class) or fails to remain on campus until dismissed.
- A student is habitually tardy without a valid excuse
- A student has been absent without a valid excuse for four (4) or more days or parts of days within a four week period and the school has not been notified by the parent/guardian.
- Administrative procedures to be following regarding non-attendance include the following sequence:
 1. The school will notify the parent/guardian that they are in violation of state law
 2. The case will be turned over to an attendance officer
 3. The case will be filed with the district attorney for prosecution (may result in fines/court costs)

Attendance – interscholastic activities – All students who participate in interscholastic activities must adhere to the attendance rules established by the Oklahoma Secondary Schools Activities Association as well as all rules and regulations of the district related to participation in such activities. See current OSSAA Administrators handbook details. The handbook is available at all middle, junior and high schools.

BANS (ADULT) – Oklahoma state law 21-1376 provides that any person who interferes with the peaceful conduct of activities at any institution of learning, including but not limited to, actions that interfere with classes, study, student or faculty safety, housing or parking areas or extracurricular activities may be directed to leave the institution and not return, without specific written permission, for a period of six (6) months. See school board polity 7313R.

BEHAVIOR ON SCHOOL BUSES – All students are under the supervision of the bus driver while on the bus. Upon request, a student must surrender the bus pass to the driver if applicable. Riding the bus is a privilege, not a right, and a student's privilege to ride may be removed or the student may be suspended out of school by the principal/designee under appropriate categories with the Behavior Response Plan. Refer to board regulation 7102R, "Transportation Services Student Conduct on School Buses".

BULLYING/CYBERBULLYING – Any student who is or has been subjected to bullying (which includes cyberbullying) by another student, or knows of any student who is, or has been subjected to bullying should report all such incidents to the principal, teachers or other staff members and the TIPS online reporting system.

All harassment, intimidation, bullying and threatening behavior complaints will be investigated. See the related board policies at <http://www.tulaschools.org/about/board-of-education/policies>:

- Board policy 2119 and 2119R: Student Bullying Prevention and Intervention
- Board policy 4901: Nondiscrimination (including harassment, retaliation and intimidation)
- Board regulation 4901-R: Discrimination, harassment and retaliation and related complaint procedures

Tulsa Public Schools Policy 2199: Student bullying prevention and intervention

PURPOSE: To address student bullying behavior effectively through a multifaceted 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 student 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. This 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, guardian, 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’ 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 prevention, 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.

Student 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 accusation 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. Student 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 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 Director of Student and Family Advocacy.

Investigating bullying reports – For any alleged incidents of bullying reported to school official, the designated school official will investigate the alleged incident(s) and determine (i) whether the bullying 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 coordinators 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 of 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 a disclosure of information concerning student 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 student or school personnel, provided the disclosure of the information does not violate the requirements and provisions of the Family Education Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, OKLA STAT tit 12§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 parent 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 opportunity 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
- 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, it is targeted toward an individual because of race, color, religion, sex, sexual orientation, age, national origin, marital status, veteran status, disability or genetic information, the misconduct is prohibited pursuant to District Policy 4901 regarding non-discrimination and is subject to the procedure and protections specified in 4901 in addition to policy 2119. Retaliation is expressly prohibited against any person who participates in reporting, investigating or addressing any incident of bullying behavior. Legal reference: “School Safety and Bullying Prevention Act, 70 O.S. §24-100.2 et. seq”; cross reference: 4901, Non-Discrimination, adopted September 1982, revised February 2018.

BUS PRIVILEGE REVOCATION APPEAL – A principal’s decision to limit or revoke bus riding privileges is final and may not be appealed.

CHILD ABUSE REPORT (SEE TPS BOARD POLICY 2110 AND 2110-R) – The purpose for TPS’ board policy on child abuse is to comply with Oklahoma law requiring school personnel to report suspected cases of child abuse or neglect.

Oklahoma law requires every person, including, but not limited to, teachers, nurses and all other school personnel having reason to believe that a child under the age of eighteen (18) years is a victim of abuse or neglect to immediately report to the Department of Human Services. Reports may be made in writing, personally or any other method prescribed by the department. School nurses, health assistants or any other health care professional examining, attending or treating the victim of what appears to be criminally injurious conduct, including, but not limited to, child physical or sexual abuse as

defined by the Oklahoma Crime Victims Compensation Act, must report orally or by telephone the matter promptly to the nearest law enforcement agency in the county where in the criminally injurious conduct occurred, or if the location where the conduct occurred is unknown, the report shall be made to the law enforcement agency nearest to the location where the injury is treated. Failure to report such information promptly, making false reports, or reporting with lack of factual foundation, shall be a misdemeanor.

The law also grants immunity from any civil or criminal liability to a person who in good faith makes such a report. It is not the responsibility of school personnel to prove the child has been abused or neglected. Evidence of child abuse may consist of physical marks on the body, sexual abuse, exploitation or neglect.

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

Abuse – harm or threatened harm to 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:

- Non-accidental physical or mental injury
- Sexual abuse
- Sexual exploitation
- Neglect
- Failure or omission to provide protection from harm or threatened harm or abandonment

Neglect means failure or omission to provide:

- Adequate food, clothing, shelter, medical care and supervision
- Special care made necessary by the physical or mental condition of the child
- Abandonment

Sexual abuse includes, but is not limited to, rape, incest and law 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. 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.

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.

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 nurse to assess the child. If the nurse is not on site, the nurse should be paged. If the evidence appears to confirm the suspicion, the principal or designee will immediately phone the child abuse office of the Oklahoma Department of Human Services and also the dispatcher at the Tulsa 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 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 report to the child’s principal or designee.

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 (and, if appropriate and authorized by law enforcement, an administrative investigator) may be present as an observer or participant in the interview if requested or otherwise allowed by a representative of the Tulsa Police Department.

The principal will retain the original completed district child abuse report form and send the remaining copies to TPS Health Services for distribution to the Child Abuse Registry of the Oklahoma Department of Human Services. Upon request, TPS Health Services will also send a copy of the child abuse report form to the Tulsa Police Department's child crisis unit for ages 0-10 and the exploitation unit for ages 11-15. The TPS 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 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. School employees are required to report child abuse concerns to the Department of Human Services while in a virtual or distance learning setting.

CLUBS (NON-CURRICULAR) – A non-curricular student club is any club not related directly to a subject taught or soon to be taught at the school. Student religious clubs are permitted to meet, to have equal access to campus media to announce their meetings and to have equal access to campus facilities and meeting times equivalent to the permission granted by the school to any other non-curricular student clubs.

COMPUTER RESOURCES – All students must adhere to district policies and regulations dealing with use and misuse of computer resources. See board policies 6201 "Computing Resources"; 6501 "Internet Protections"; and Regulation 6201-R "Computing Resources". <http://www.tulsaschools.org/about/board-of-education/policies>

COLLECTION OF FUNDS – No person may solicit contributions or collect funds for any purpose from students or school personnel on school property, at school sponsored events or on school transportation unless in receipt of written permission of the school principal, the superintendent or respective designee(s).

CONCERNS/COMPLAINTS – Individuals or groups may register a complaint or share a concern regarding the district's policies, procedures or operations (see board policy 1302 and 1302-R) by following the procedures listed below:

- If the issue is not satisfactorily resolved and it involves a student, contact the appropriate grade level counselor and share (in writing) the complaint and/or concern.
- If the issue involves an employee, contact an immediate supervisor and share (in writing) the complaint or concern
- If the issue is unresolved or not addressed satisfactorily, contact the principal or the administrator responsible for the program/service involved and share (in writing) the complaint or concern
- If the issue remains unresolved, contact the superintendent or designee and share (in writing) the complaint or concern.

Issues not resolved within the chain of command for the district may be referred, in writing, to the members of the board of education. The board will, at its discretion, determine the disposition of all complaints and/or investigate concern consistent with its policies and procedures.

DEMONSTRATIONS/MEETINGS – Any student who wishes to promote, organize or participate in a demonstration or meeting on school premises other than those sponsored by the school must obtain prior written approval from the principal at least five (5) school days prior to the requested activity. The five day period does not include the day of the request or the day of the activity. Before considering the approval of the request, the principal will determine if the activity will be orderly and peaceful and will not interfere with the rights of others or disrupt the education process.

DIRECTORY INFORMATION – Tulsa Public Schools directory information may include: student names, class designation, school of enrollment, addresses and phone numbers. It is the practice of the district to provide student names and addresses to institutions of post secondary education who desire to notify students of educational and scholarship opportunities and the armed services for

recruitment purposes. Additionally, the district allows schools to publish directories which include student names, addresses and telephone numbers. Directory information may also be provided to other entities pursuant to a request under the Oklahoma Open Records Act, except that parents must notify the District in writing if they wish for directory information to be shared with another school district, charter school, private school or any third party who is working on behalf of such an organization or otherwise providing directory information to such an organization.

The district may release this information unless parents or eligible students object to the use of the student information in this manner. After the parents or eligible students have been notified, they will have two weeks to advise the district in writing if they do not wish the district to provide directory information as described above, or if they wish for directory information to be shared with another school district, charter school, private school or third party working on behalf of such an organization or otherwise providing directory information to such an organization. At the end of the two week period, each student's records will be appropriately marked by the records custodian. This designation will remain in effect until it is modified by the written direction of the student's parent or the eligible student.

Written requests should be submitted to the office of accountability at the Education Service Center, 3027 S. New Haven Ave., Tulsa, OK 74114.

THIS PROVISION CONSTITUTES NOTICE OF RIGHTS TO PARENTS AND STUDENTS WITH REGARD TO THE RELEASE OF DIRECTORY INFORMATION AS REQUIRED UNDER STATE AND FEDERAL LAW.

DISCRIMINATION COMPLAINTS (INCLUDING HARASSMENT, RETALIATION AND INTIMIDATION) – see the related board policies:

- Board Policy 4901: Non-discrimination at <http://www.tulaschools.org/about/board-of-education/policies>
- Board Regulation 4901-R: Harassment and Retaliation and Related Complaint Procedures at <http://www.tulaschools.org/about/board-of-education/policies>

DISRUPTIVE ACTS AT THE END OF SCHOOL TERM – Any student who engages in disruptive behavior on or near the last day of school with the obvious intent of avoiding disciplinary action may be suspended for the remainder, if any, of the current school year and into the first semester of the following school year.

DRESS CODE FOR STUDENTS – Board of Education Policy 2601 “Student Dress Code” and Regulation 2601-R “Student Dress Code” specify student dress and grooming requirements. A student’s individualism in dress or grooming is encouraged within the constraints of reasonable rules and appropriate standards. 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.

While the board recognizes individual students have 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. The board wishes for each student to accept responsibility for following the rules | Regulation 2601-R “Student Dress Code” and solicits the support of parents/guardians in the enforcement of tis dress code. The superintendent or designee will develop and publish the rules in accordance with this policy. The responsibility of upholding and enforcing this code rests with students, parents/guardians, teachers and principals.

Where there is a judgment to be made, the principal will make the decision in accordance with the site policy within the policy approved by the board. For the full Board Policy 2601, “Student Dress Code”, go to <http://www.tulaschools.org/about/board-of-education/policies>.

All students in TPS will follow the specific uniform policy for their site. Uniforms will conform to TPS dress code requirements. Variations in grade level or school colors are decided at each site. Principals must approve uniforms for student organizations worn at school.

EXTRACURRICULAR ACTIVITIES – 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.

FAILING A COURSE – A parent/guardian may request reconsideration of a failing grade by contacting the principal. (See Board Policy 2406)

FERPA (NOTIFICATION OF RIGHTS UNDER FERPA AND PPRA)

The Family Educational Rights & Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. This include:

1. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent of eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the principal (or appropriate school official), clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorized disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instruction of support staff member (including health or medical staff and law enforcement unit personnel), a person serving on the board of education, a person or company with whom the school has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.
 - a. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. Additional rights under the Protection of Pupil Rights Amendment (PPRA) afford parents certain rights regarding the administration of surveys, collection and use of information for marketing purposes and certain physical exams. These include the right to:
 - a. Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education:
 - i. Political affiliations or beliefs of the student or student’s parent
 - ii. Mental or psychological problems of the student or student’s family
 - iii. Sexual behavior or attitudes
 - iv. Illegal, anti-social, self-incriminating, or demeaning behavior
 - v. Critical appraisals of others with whom respondents have close family relationships
 - vi. Legally recognized privileged relationships such as with lawyers, doctors or ministers
 - vii. Religious practices, affiliations, beliefs of the student or parents, or
 - viii. Income, other than as required by law to determine program eligibility
 - b. Receive notice and an opportunity to opt a student out of:
 - i. Any other protected information survey, regardless of funding
 - ii. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for hearing, visions or scoliosis screening, or any physical exam or screening permitted or required under state law
 - iii. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- c. Inspect, upon request and before administration or use
 - i. Protected information surveys of students
 - ii. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes, and
 - iii. Instructional material used as a part of the educational curriculum
5. Parents and eligible students may obtain a copy of the district's student records policy from their building principal or the superintendent's office.
6. Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA or PPR. The name and address of the office that administers FERPA and PPR is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-5901.

GANG CULTURE – To maintain the safety of students and staff and to ensure the appropriate learning environment, Tulsa Public Schools will not tolerate behavior which is indicative of the criminal street gang culture. This includes, but is not limited to, gangster style clothing, gangster rap music and gang style language, graffiti or gestures. Tulsa Public Schools recognizes that this criminal street gang culture is dynamic and ever changing and has trained personnel to recognize behavioral indications (i.e. showing certain colors and certain manners of dress) of this culture. Students participating in such behavior will be counseled and BRP sanctions may be imposed.

Tulsa Public Schools realizes that many of these characteristics may be fashionable with students and the district is not accusing persons exhibiting these behaviors or having gang affiliations. However, these behaviors are known to endanger students and disrupt the learning environment and will not be tolerated.

HAZING AND INITIATIONS – Activities that endanger an individual's mental or physical health, which are required for initiation/entrance into any group are prohibited.

INTERNET/COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY

In order for TPS to ensure students and staff may continue to use its computer network and the internet, all users must take responsibility for appropriate and lawful use. While the school staff will make reasonable efforts to supervise student use of network and internet access, students must cooperate in exercising and promoting responsible use of district computers.

Personal responsibility – Each student agrees to follow the rules in this policy and to report any misuse of the network to the person designated by the school for such reporting. Misuse means any violations of this policy or any other use that is not authorized under this policy and has the effect of harming another or his or her property.

Acceptable uses of network: educational purposes only – The district is providing access to its computer network and may consult with the person(s) designated by the school to help decide if a use is appropriate.

School use must support education and research and must be consistent with educational objectives. Use of other organizations network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret. Use in political lobbying is also prohibited.

Unacceptable uses of network – The uses considered unacceptable and which constitute a violation of this policy include:

1. **Uses that violate the law or encourage others to violate the law.** Do not transmit offensive or harassing messages; offer for sale or use of any substance, the possession or use of which is prohibited by the school district's student discipline policy; view, transmit or download pornographic materials or material that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information or copyrights materials. Even if materials on the networks are not marked with copyright symbol, the user should assume that all materials are protected unless there is explicit permission on materials to use them.
2. **Uses that cause harm to others or damage to their property.** For example, do not engage in defamation (harming another's reputation by lies); employ another's password or some other user identifier that misleads message recipients into believing that someone other than the user is communicating or otherwise using his/her access to the network or the internet.

3. **Uses that jeopardize the security of students and staff access of the computer network or other networks on the internet.**
4. **Uses that are commercial transactions.** Students may not sell or buy anything over the internet. Students should not give other private information about the user or others, including credit card numbers and social security numbers.

Etiquette – An internet user is expected to abide by he generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Messages should not be abusive to others. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent or threatening language.
2. Avoid language and uses that may be offensive to other users. Do not access to make, distribute or redistribute jokes, stories, or other material based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, disability or sexual orientation.
3. Do not assume that a sender of emails is giving his/her permission for the user to forward or redistribute the message to third parties or to give his/her email address to third parties. This should be done only with permission or when the user knows that the individual would have no objection.
4. Be considerate when sending attachments with email (where permitted). Be sure the file is not too large to be accommodated by the recipient's system and is in a format the recipient can open.
5. Do not reveal personal addresses or phone numbers of students or colleagues.
6. Note that electronic mail (email) is not private. People who operate the system have access to all mail. Messages related to or in support of illegal activities may be reported to the authorities.
7. Do not use the network in such a way to disrupt the use of the network by other users.
8. All communications and information accessible via the network should be assumed to be private property.

Security – Security on any computer system is a high priority, especially when the system involves many users. If you feel you have identified a security problem on the network, you must notify a teacher. Do not demonstrate any problems to other users. Do not use another individual's account. Attempts to log in 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 other computer systems may be denied access to the internet.

MEDICATIONS – Prescription and non-prescription medicines and drugs, over the counter medications and relevant medical equipment and/or supplies must be delivered to the school health clinic in person by the legal custodian (or the legal custodian's designated adult) of the student, unless the medication must be retained by the student for immediate administration.

The legal custodian must complete the form "Administration of Medication" authorizing the medication to be administered. If the legal custodian requests self-administration, the form "Contract for Exception to Self-Administer and Retain Medication on Person" must be completed. These forms are available at any school clinic. Additional information and requirements related to medication administration can be found in board policy 2105, Administering Medication to Students, and board regulation 2105-R, Administering Medications to Students.

Meningococcal disease – Oklahoma state law 70§1210.195 requires dissemination of the following information on meningococcal disease. Source: Communicable Disease Division – Oklahoma State Department of Health

What is meningococcal disease? Meningococcal disease is caused by the bacteria *Neisseria meningitides*, also called meningococcus. This bacterium can infect the blood and cause septicemia. It can also infect the covering of the brain and spinal cord, causing meningitis.

How is the disease spread? Meningococcal disease spreads through direct contact with the saliva or with respiratory droplets from the nose and throat of an infected person.

Who is a risk of getting this disease? Some groups of people have a higher risk of meningococcal disease such as first-year college students living in dormitories or new military recruits living in barracks. Other persons at increased risk include household contacts of a person known to have had the disease, immunocompromised people, people without a spleen, and people traveling to parts of the world where meningococcal disease is more common. Exposure to tobacco smoke and having a concurrent upper respiratory infection also increase the risk of meningococcal disease. Infants are at highest risk, but rates decrease after infancy and then increase in adolescence and young adulthood.

What are the symptoms? Ten percent or more of people are thought to be carrying *Neisseria meningitidis* in their nose and throat without being ill, which is called “asymptomatic carriage”. Of these people, about 1% can develop illness, which may be meningitis or a blood stream infection called septicemia or meningococemia. As described above, some people can carry the bacteria in their nose and throat without ever becoming ill. Signs of illness may include fever, severe headache, nausea, vomiting and a rash. People who develop meningitis can have fever, intense headache, nausea, vomiting stiff neck and extreme sensitivity to light. It is important to seek care from a health care provider as soon as possible if these symptoms appear. Meningococcal disease has a 15% risk of death if it is not treated properly.

How soon do the symptoms appear? Symptoms may appear two to ten days after infection, but usually within three to four days.

What is the treatment for meningococcal disease? Antibiotics such as penicillin or a cephalosporin such as ceftriaxone are used to treat meningococcal disease.

Should people who have been around a person infected with meningococcal disease be treated? When meningococcal disease occurs in one person, only people who have been in close contact with that person’s respiratory secretions are recommended to receive antibiotics. These include household members, intimate contacts, health care personnel performing mouth-to-mouth resuscitation, day care center playmates, etc. Such people are usually advised to obtain a prescription for a specific antibiotic (rifampin, ciprofloxacin, ceftriaxone or azithromycin) by their physician. The health department will contact the individuals who are recommended to receive antibiotics and advise them of the option to obtain antibiotics. Casual contacts including classmates, co-workers or those in a factory setting are not at increased risk of disease when a single person has meningococcal illness. When clusters or outbreaks occur, the health department may expand the recommendations for which groups need to receive antibiotics to prevent possible spread. Antibiotics do not protect people from future exposure to *Neisseria meningitidis*.

Is there a vaccine to prevent meningococcal disease? Three types of meningococcal vaccines are available in the United States. They are effective against four of the five most common disease causing types of meningococcal disease: A, C, Y and W-135. An additional vaccine is now available that protects against serogroup B, but is currently only licensed for high-risk children over ten years of age. Consult with your health care provider or the local health department about receiving the vaccine.

MOTOR VEHICLES ON SCHOOL GROUNDS – Each school principal has the responsibility of establishing motor vehicle regulations according to the needs of the school. Students in violation may have their school parking privileges revoked and may be subject to suspension. A principal’s decision to limit or revoke parking privileges is final and may not be appealed.

PARENTS RIGHTS IN SPECIAL EDUCATION – Parents/guardians of children with disabilities are entitled to protections under the Individuals with Disabilities Education Act (IDEA) and/or Section 504 of the Rehabilitation Act/Title II of the Americans with Disabilities Act before the district may change the student’s educational placement for disciplinary reasons. For specific information explaining these procedural protections under IDEA, consult the handout entitled “Parents Rights in Special Education: Notice of Procedural Safeguards”, copies of which are available at school sites at no charge. For specific information explaining procedural protections under Section 504 and Title II, consult the handout entitled “Section 504 of the Rehabilitation Act of 1973/Title II of the Americans with Disabilities Act Information and Procedural Safeguards”, copies of which are also available at all school sites without charge. Contact the TPS Exceptional Student Services department at the Education Service Center, 918-746-6800 with questions or for additional information.

PUBLIC OFFICE/POLITICAL CAMPAIGNS – Distribution on school premises of literature of commercial advertising advocating the nomination or election of any person for public office is expressly prohibited.

RETENTION AND PROMOTION – See policy 2406 at <http://www.tulsaschools.org/about/board-of-education/policies>

SEARCHES - Search of school property – All school property (lockers, desks, etc.) assigned to students is the property of Tulsa Public Schools. The student is given a temporary right to use the property which may be revoked at any time.

School property may not be used to store contraband or other prohibited materials, objects, etc. that are in violation of school rules. The school principal or designee may at his/her discretion authorize the search of any school property 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 that are prohibited at school or could be used to interfere with or disrupt the educational process.

No person attending a school sponsored event may conceal on his/her person, in a purse, handbag, etc. any weapon, narcotic, dangerous drug, alcohol, or any other substance or object that is in violation of local or state ordinances or school rules.

Search of student's person/possessions – Any individual entering a TPS facility may be subjected to scans by either walk through or hand held metal detectors. *As set out below, the school principal or designee may also authorize the search of a student's person or personal property and seize prohibited, illegal or harmful items in the student's possession.* Except for a metal detector search, there must be a reasonable suspicion by school authorities to believe the student is in possession of an item, the possession of which constitutes a crime or a school rule or board policy violation.

Procedures regarding searches other than those conducted by use of a metal detector are as follows: The student must be told, prior to the search, what item or substance is being sought. The search must be done in a manner that avoids undue humiliation to the student.

The search of a student's person must be conducted by a person of the same gender as the person being searched and should normally be witnessed by at least one other authorized person, said person to be of the same gender, if practical. Under no circumstances shall a strip search be conducted.

SMOKING/TOBACCO/E-CIGARETTES – All Tulsa Public Schools facilities are tobacco and smoke free. Tobacco use by students or staff is strictly prohibited. It is against Oklahoma state law 37-600.4A for persons under the age of 18 to possess tobacco or tobacco products. Student smoking or in possession of tobacco will be subject to discipline procedures by the school and fines by the State of Oklahoma ABLE Commission. Smoking means the carrying by a person or having access to a lighted cigar, cigarette, pipe or other 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. See related board policies 2108 and 4402.

STUDENT DISTRIBUTION OF WRITTEN MATERIALS IN SCHOOL – Distribution of written materials by students in school facilities is governed by board policy 2604 and regulation 2604-R.

SUSPENSIONS

Suspensions applied during distance learning and virtual academy will be reviewed by the Director of Family Advocacy upon determination of continued supports for suspended students.

Homebased instruction – Suspended students who are provided with home based instruction will receive support for core academic courses only. Accordingly, this support will not include honors courses, advanced placement or international baccalaureate courses.

Suspension for students with disabilities; disciplinary removal of students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act/Title II of the Americans with Disabilities Act – The term “disciplinary removal” refers to every out of school suspension and any other disciplinary consequence that changes the educational placement of a student with a disability.

The district may implement a disciplinary removal of a student with a disability from the student's current educational placement for up to 10 consecutive or cumulative school days in a school year for any violation of school policies, rules or regulations to the same extent that it would implement the removal of any other student for the same violation.

The district may implement a disciplinary removal of a student with a disability from the student's current educational placement beyond 10 days cumulative or consecutive in any school year in the same manner it disciplines other students for behavior that is not a manifestation of the student's disability. The building principal or designee will determine the number of days of disciplinary removal to be imposed and implements for a violation of school policies, rules or regulations. **Special education services must be provided to the student for the duration of the suspension beginning the eleventh day as determined by the IEP team.**

Homework policy – It is the parent/guardian's responsibility to secure homework assignments for students who are suspended. An education plan for each student suspended for six (6) days or more is required by board policy 2619, Student Suspension, www.tulsaschools.org and Oklahoma State Law 70-24-101-3 except as to suspensions involving firearms.

Off-campus conduct – The school principal or designee may suspend a student based upon off-campus conduct by the student when the principal/designee concludes that the off-campus conduct indicates that the student’s continued attendance would have an adverse impact on order, discipline or the educational process at the school.

VIOLENT BEHAVIOR – Tulsa Public Schools is committed to providing a safe and orderly learning environment for all students and will not tolerate behavior which is dangerous or disruptive to the learning process. Any student exhibiting violent behavior on school property or at a school function may be subject to immediate suspension pending an investigation of the incident. Additionally, the student may be subject to prosecution by law enforcement authorities.

WIRELESS ELECTRONIC TELECOMMUNICATION DEVICES/CELL PHONES (hereinafter called electronic devices) AND ALL ACCESSORIES (INCLUDING HEADPHONES AND MP3 PLAYERS)

The following rules apply to the use of electronic devices, including, but not limited to cellular telephones, personal digital assistants or other approved or unapproved electronic devices.

Elementary, middle and junior high school:

- Students are prohibited from using electronic 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, electronic 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 electronic devices placed in lockers must be turned off

High school:

- Students may use their electronic device during the lunch hour
- Students may use their electronic device during passing periods
- Students are prohibited from using their electronic device in the classroom
- With prior written administrative approval, teachers may incorporate classroom activities that use electronic devices
- Students using their electronic device in areas prohibited will have their electronic device immediately confiscated

NOTE: If the electronic device is used to disrupt the learning environment or compromise the safety of the school, the student may be disciplined under other categories in the Behavior Response Plan as appropriate. While the use of electronic devices by students is allowed subject to these rules, students may not take, store or transmit a photo, record video or record the voice of an individual without prior consent. In no event may student take pictures or record video or other images in restrooms, locker rooms, changing rooms, nurse’s offices or other locations where students and staff have a reasonable expectation of privacy. Students may not use electronic devices to exploit personal information or 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.

Important Contacts

| | | | |
|---|--------------|------------------------------------|--------------|
| Alternative Education | 918-833-8376 | Facilities Rental | 918-746-6534 |
| Appeals (suspensions/bans) | 918-746-6457 | Fine Arts | 918-925-1127 |
| Athletics/Activities | 918-746-6453 | Foundation for Tulsa Schools | 918-746-6600 |
| Attendance Boundaries/Residency Information | 918-746-7500 | Health and Wellness Services | 918-746-6364 |
| Before and After Care | 918-833-9570 | Homeless Education | 918-746-6247 |
| Bond Projects/Energy Management | 918-746-6884 | Instructional Leadership Directors | 918-746-6401 |
| Calendars-Office of Accountability | 918-746-6214 | | 918-746-6607 |
| Campus Police Department | 918-480-SAFE | | 918-746-6785 |
| Child Nutrition | 918-833-8670 | Indian Education Office | 918-833-8360 |
| | | School Safety | 918-480-SAFE |

Leadership Team

Superintendent

Deputy Superintendent

Chief Innovation Officer

General Counsel

Chief Financial Officer

Deborah A. Gist

Paula Shannon

Andrea Castaneda

Jana Burk

Nolberto Delgadillo

Interim Chief Information and
Analytics Officer
Chief Talent Officer
Interim Chief Learning Officer
Chief Operations Officer
Instructional Leadership Director
Instructional Leadership Director
Instructional Leadership Director
Instructional Leadership Director
Instructional Leadership Director
Instructional Leadership Director

Joe Jennings
Devin Fletcher
Ebony Johnson
Jorge Robles
Estella Bitson
Jennifer Gripado
Jessica Haight
Phyllis Lovett
Robert Schornick
Stacey Vinson



EQUITY



CHARACTER



EXCELLENCE



TEAM



JOY