



AGENDA

Special Meeting of the Board of Education, Independent School District Number One, Tulsa County, Oklahoma, **January 29, 2024**, at 6:30 PM in the Cheryl Selman Room, ground floor, at the Charles C. Mason Education Service Center, 3027 S. New Haven Avenue, Tulsa, OK.

With the exception of item A-1, the Board of Education reserves the right to take up any agenda item in any order regardless of how items are listed.

This is an open, public meeting held in accordance with the Open Meeting Laws of the State of Oklahoma. The purpose of this meeting is to conduct the business of the School District. As the elected representatives of the School District voters and school patrons, the School Board members will be making decisions concerning the operation of the School District.

In accordance with the Open Meeting Act, this meeting has been called a special meeting. Pursuant to Board Policy 1301, public comment is not allowed at a special board meeting.

A. OPENING EXERCISES

- A.1. Call to order and confirm that a quorum of the Board is present.
- A.2. Flag salute

B. SUPERINTENDENT'S CORRECTION TO AGENDA

C. SPECIAL PRESENTATIONS/AWARDS/RESOLUTIONS

D. APPROVAL OF MINUTES

Approve the minutes of the special meeting of November 14, 2023 and the regular meetings of November 27, 2023 and December 11, 2023.

E. CONSENT AGENDA

F. PUBLIC COMMENT ON ACTION AGENDA

G. ACTION AGENDA - Motion and vote on each recommendation

H. STAFF REPORT - Monthly Budget Update

I. BOARD MEMBER REPORTS

J. CITIZENS' COMMENTS

K. SUPERINTENDENT'S REPORT/PRESENTATION

L. OTHER NON ROUTINE ITEMS REQUIRED BOARD ACTION

- L.1. Motion, second, discussion and vote on motion to go into executive session for the purpose of conducting confidential communications between the board and its attorneys concerning pending litigation, to wit: *Christian Posada, Father and Next Friend of S.P., a Minor v. Tulsa Public Schools*, Tulsa County District Court Case No. CJ-2023-03113, the board having been advised by its attorneys that disclosure will seriously impair the ability of the board to process the claim or conduct the litigation in the public interest, pursuant to Title 25, Section 307(B)(4) of the Oklahoma Statutes.
- L.2. Executive session.
- L.3. Vote to acknowledge return to open session.
- L.4. Statement of executive session minute.
- L.5. Motion, second, discussion and vote on motion to authorize the district's attorneys to proceed in a manner consistent with the discussion in executive session with respect to *Christian Posada, Father and Next Friend of S.P., a Minor v. Tulsa Public Schools*, Tulsa County District Court Case No. CJ-2023-03113.

M. NEW BUSINESS

N. ANNOUNCEMENTS

The next regularly scheduled meeting of the Board of Education will be held on Monday, February 5, 2024 at 6:30 p.m.

O. ADJOURNMENT

E. CONSENT AGENDA - Motion and vote on recommendations

SCHOOL SUPERVISION

E.1. RECOMMENDATION: Approve routine field trips.

RATIONALE: Board Policy 3314 requires that all out-of-state student field/study trips and travel have prior authorization by the Board of Education.

E.2. RECOMMENDATION:

Enter into a new contract with TMP Consulting, Inc. (dba Crosswalk Education) to provide Phonics and Literacy Coaching Services for Tulsa Public Schools in the 2023-2024 academic year. This program targets elementary literacy instruction, particularly in schools requiring Comprehensive Support and Improvement (CSI) as identified by the OSDE. This vendor was the most responsive organization for RFP#24012. This is the first contract with this organization with four renewal options. Selected schools, including Marshall, Key, Lewis and Clark, Greenwood Leadership Academy, Mitchell, Owen, Lindbergh, Clinton West, and Robertson, demonstrate a critical need for specialized literacy coaching. Unlike previous general coaching initiatives, Crosswalk Education offers focused direct-to-teacher” literacy support, filling an identified gap in our current instructional improvement strategy. Our existing supports, while effective for district-wide training, monitoring, and supervision, and more intensive MRI school supports lack the capacity (by the sheer number of individuals) for intensive literacy-focused coaching in classrooms with teachers daily. This partnership addresses the acute need to support teachers, enhancing literacy instruction and outcomes, especially in CSI-designated schools. 5 days of coaching will cost \$10,100 with an option to purchase additional days at the daily rate of \$2,200 for on-site and \$1,300 for virtual coaching days.

FURTHER RECOMMEND:

The attorneys for the school district prepare/approve the appropriate contract document(s) and the proper officers of the Board of Education be authorized to execute the document(s) on behalf of the district.

COST: Not to exceed \$200,000

FUND NAME/ACCOUNT: Title I, Part A, School Improvement/11-5150-1000-503200-494-000000-000-55-XXX5150

RATIONALE:

Crosswalk Education has been selected for its specialized expertise in professional development and literacy coaching and its demonstrated ability to increase student proficiency in literacy. Its approach, emphasizing structured literacy and systematic instruction based on the Science of Reading, aligns with Tulsa Public Schools' goal to significantly increase K-5 literacy instruction. This methodology is particularly effective for our diverse student body and addresses the specific instructional challenges within our schools.

This partnership is pivotal for improving literacy outcomes district-wide, with a crucial impact on state-designated schools and those with a higher concentration of novice teachers. These schools face unique challenges, such as effectively integrating new

teachers and addressing varied student needs, for which Crosswalk Education's tailored support is essential.

- Individualized Coaching and Professional Development: Each K-3 teacher will receive a 30-minute side-by-side coaching session during onsite visits, focusing on enhancing instructional techniques. This includes observing instruction, providing immediate feedback, modeling recommendations, and offering in-the-moment guidance to improve student engagement and learning outcomes.
- Focused Instructional Support: Onsite visits will include needs assessments in classrooms, focusing on Tier 1 HMH Into Reading instruction. Discussions with grade-level teams will center on program implementation, identifying successes, challenges, and areas needing support, particularly in strengthening students' acquisition of code.
- Enhancement of Specific Literacy Skills: Subsequent coaching visits will target specific literacy skills, such as accurate letter-sound pronunciation, effective presentational techniques, scaffolding, and incorporating various phonics practices to support orthographic mapping. This includes building word recognition speed, vowel-pattern analysis, and maximizing varied practice opportunities.
- Integration of Reading and Spelling: Later coaching visits will focus on applying decoding skills in the context of connected text and understanding how spelling and reading support each other. Techniques will include story reading, phrasing, prosody, phoneme/grapheme mapping, and varied spelling practice to enhance overall literacy proficiency.

TALENT MANAGEMENT

E.3. RECOMMENDATION: Approve routine staffing items.

RATIONALE:

Routine personnel actions implement the various talent management plans and priorities authorized by the Board of Education. All salaries are listed at an effective annualized rate regardless of length of effective date of contract.

E.4. RECOMMENDATION:

Approve position creates, deletes, and updates.

RATIONALE:

Funding for each new position will originate and be included in the applicable departmental budgets.

E.5. RECOMMENDATION:

Pay certified staff (to be named) classroom teachers and librarians who have received National Board Certification an annual bonus during the 2023-2024 based on funds provided by the state and subject to lawful withholdings. Bonuses are to be paid by the State Department of Education through the district's payroll service.

COST: No cost to the district.

RATIONALE:

The National Board for Professional Teaching Standards was formed in 1987 to

advance the quality of teaching and learning by developing professional standards for accomplished teaching and creating a voluntary system to certify teachers who meet those standards. If funding is approved by the Oklahoma Legislature and a nationally board-certified teacher meets specific requirements identified by state law and State Department of Education rules, including employment as a full-time classroom teacher in Oklahoma public schools, the teacher will receive a bonus for that year. For this purpose, a full-time teacher is defined as a classroom teacher, librarian, or counselor employed as a 1.0 full-time equivalency on the School Personnel Report. School psychologists and diagnosticians who hold National School Psychology certification and speech language pathologists or audiologists who hold certification through the American Speech-Language-Hearing Association (ASHA) are also eligible for the bonus. The Internal Revenue Service regulations require that the money be paid through individual districts.

E.6. RECOMMENDATION:

Approve the following teachers for adjunct status during the 2023-2024 school year.

David Smith - Earth Science - Hale High School

RATIONALE:

Generally, teachers must hold a valid Oklahoma teaching certificate to teach in the area for which they have been assigned. However, adjunct status does allow for a teacher to teach up to three courses per day outside of their certification area(s). The above teachers hold appropriate content knowledge in the fields listed, though they do not currently hold certification in the subject.

BOARD OF EDUCATION

E.7. RECOMMENDATION:

Adopt revised Board Goals 1 and 2, Interim Goals 1.1, 1.2, 2.1 and 3.3, and the removal of Guardrail 1, Guardrail 3, and Guardrail 5.

RATIONALE:

The objective of the revised Board goals, interim goals, and guardrails is to keep student outcomes for the district front and center, to continue to ensure that these goals remain as representation of the prioritized vision of the local community, and to better align district goals and guardrails with Oklahoma State Department of Education expectations. The goals, interim goals, and guardrails serve to guide district strategy and resource alignment.

E.8. RECOMMENDATION: Adopt the Board's Goal Monitoring Calendar.

RATIONALE:

The Board goal monitoring calendar will inform the district's monthly goal monitoring reports to the Board and will reflect the proposed revisions to Goals 1 and 2, Interim Goals 1.1, 1.2, 2.1, and Interim Goal 3.3 along with the removal of Guardrails 1,3, and 5.

FINANCIAL SERVICES

- E.9. RECOMMENDATION:**
Approve the New Encumbrance & Change Order Report from January 5, 2024 through January 25, 2024.

RATIONALE:

New encumbrances and encumbrance changes reflect obligations of district funds issued in accordance with Board Policy 5102, Financial Reports and Statements.

* **Note** the report listed above is a link that will take you to the full encumbrance report.

- E.10. RECOMMENDATION:**
Approve the following banks as official depositories for the period of July 1, 2023 to June 30, 2024 for all funds: American Bank and Trust Co., American Heritage Bank, Arvest Bank, Bank of America, Bank of Oklahoma NA, Central Bank of Oklahoma, Commerce Bank, First Oklahoma Bank, Oklahoma Fidelity Bank, Freedom Bank, JP Morgan Chase Bank NA, ONB Bank & Trust, Peoples State Bank, Regent Bank, Spirit Bank, Tulsa Prosperity, and Tulsa Teachers Credit Union.

RATIONALE:

Oklahoma Statute Title 62-156.5 requires the treasurer of school districts in state of Oklahoma to deposit daily all funds that come into their possession into one or more banks The district uses the listed banks for this purpose.

BOND PROJECTS AND ENERGY MANAGEMENT

- E.11. RECOMMENDATION:**
Approve the authorization for application for the 2023 Clean School Bus Rebate Program funding for 4 electric buses.

FURTHER RECOMMEND:

The attorneys for the school district prepare/approve the appropriate contract document(s) and the proper officers of the Board of Education be authorized to execute the document(s) on behalf of the district.

COST: There is no cost to the district.

RATIONALE:

The district currently has 4 diesel buses that are 2012 models. The new electric buses will replace those buses with energy efficient electric buses. The grant will also cover the charging stations for these buses. We currently have 2 electric buses from the first Clean Schol Bus Grant.

SUPERINTENDENT OF SCHOOLS

- E.12. RECOMMENDATION:** Accept and recognize receipt of Guardrail 4 reports inclusive of the following: Interim Guardrails 4.1, 4.2, and 4.3.

RATIONALE: These guardrail reports provide information on district performance related to the board approved interim guardrails as part of student outcome focused governance. As a reminder, on-track guardrail reports are considered on the consent

agenda.

F. PUBLIC COMMENT ON ACTION AGENDA ITEMS

G. ACTION AGENDA - Motion and vote on recommendations

BOND PROJECTS AND ENERGY MANAGEMENT

G.1. RECOMMENDATION: Discussion, consideration and vote to adopt a Resolution declaring an emergency pursuant to the provisions of Section 130 of the Oklahoma Public Competitive Bidding Act of 1974 in order to effect emergency repairs to the Rogers High School Competitive Gymnasium resulting from a frozen and burst water line occurring January 13, 2024 during the recent winter storm.

G.2. RECOMMENDATION: Discussion, consideration and vote to award a contract for emergency repairs to the Rogers High School Competitive Gymnasium to Tri-State Floors Inc. in the amount of \$130,000.

FURTHER RECOMMEND: The attorneys for the school district prepare/approve the appropriate contract document(s) and the proper officers of the Board of Education be authorized to execute the document(s) on behalf of the district.

COST: The total cost is not to exceed \$130,000.

RATIONALE: Emergency repairs are necessary due to a frozen and burst water line occurring January 13, 2024, during the recent winter storm.

SCHOOL/ PARTICIPANTS	NUMBER OF STUDENTS/ PARENTS/ STAFF	PURPOSE OF TRAVEL AND LOCATION	TRAVEL DATES	NUMBER SCHOOL DAYS MISSED	TRAVEL COST AND FUNDING SOURCE
Edison Preparatory High School/Choir Members	Students: 62 Parents: 11 Staff: 6	To participate in a Broadway Workshop /New York City, New York	March 18 – 21, 2024	0	No cost to the district. Students will pay the travel agent directly.

SUPPORTING INFORMATION

CONSENT ITEM E.5

ROUTINE STAFFING

ELECTIONS	Effective Date	Contract Amount	Position	Grade or Degree & Step
Barnett, Jared	01-02-24	\$ 35,000.00	Apprentice	NS
Beair, Jessica	01-02-24	\$ 35,000.00	Apprentice	NS
Bennett, Lawrence	01-08-24	\$ 13.75	Bus Assistant	H-5
Bertoson, Annie	01-08-24	\$ 44,745.00	Teacher	B-4
Buehler, Matthew	01-02-24	\$ 35,000.00	Apprentice	NS
Clark, Rosalyn	01-02-24	\$ 15.69	Cook II	H-8
Conway, Brittany	01-08-24	\$ 10.90	Teacher Assistant	H-3
Cornwell, Josh	01-02-24	\$ 35,000.00	Apprentice	NS
Cunningham, Caleb	01-08-24	\$ 35,000.00	Apprentice	NS
Custer, Donna	01-02-24	\$ 12.57	Cafeteria Assistant	H-4
Dean, Patrick	01-02-24	\$ 13.36	Unassigned Custodian	H-7
Deason, Rebecca	01-02-24	\$ 14.08	Teacher Assistant	H-6
Dominguez, Clarisa	01-08-24	\$ 10.90	Teacher Assistant	H-3
Donaldson, Vincent	12-04-23	\$ 63,237.00	Teacher	M-22
Dunlop, James	01-02-24	\$ 35,000.00	Apprentice	NS
Fairchild, Jerry	01-02-24	\$ 35,000.00	Apprentice	NS
Flores, Ivan	01-08-24	\$ 12.08	Cafeteria Assistant	H-4
Gray, Kevin	01-08-24	\$ 14.94	Grounds Journeyman	H-8
Harvey, Dylon	01-02-24	\$ 16.25	Painter Plasterer	H-11
Himebaugh, Maryann	12-18-23	\$ 14.84	Principal's Secretary	H-9
Ingle, Kendall	01-08-24	\$ 46,200.00	Teacher	B-5
Jackson, Eileen	01-02-24	\$ 35,000.00	Apprentice	NS
Kuskowski, Joana	01-02-24	\$ 13.36	Part Time Custodian	H-7
Lambert, Michael	01-02-24	\$ 35,000.00	Apprentice	NS
Lara, Marisol	01-02-24	\$ 13.20	Cafe Assistant	H-4
Leon, Ana	01-02-24	\$ 14.08	ParaTeacher	H-6
Lewis, Lesheana	01-02-24	\$ 11.39	Cafeteria Assistant	H-4
Lopez-Duarte, Yessenia	01-02-24	\$ 13.36	Evening Custodian	H-7
Martinez Robison, Ninfa Lilian	01-08-24	\$ 13.36	Evening Custodian	H-7
Mcintosh, Camille	11-20-23	\$ 18.00	Talent Specialist	H-12
Milliger, Jennifer	01-02-24	\$ 44,250.00	Teacher	B-3
Montes, Soledad	01-08-24	\$ 12.57	Cafeteria Assistant	H-4
Owens, Tonishia	01-02-24	\$ 14.08	Teacher Assistant	H-6
Parker, Robert	01-02-24	\$ 35,000.00	Apprentice	NS
Phillips, Cody	01-02-24	\$ 35,000.00	Apprentice	NS
Ploutos-Clotey, Nee Korley	01-08-24	\$ 35,000.00	Apprentice	NS
Ponnequin, Jason	01-02-24	\$ 16.14	MD Paraprofessional	H-10
Potter, Tara	12-04-23	\$ 17.75	Purchasing Technician	H-11
Rainwater, Tammie	01-02-24	\$ 11.39	Cafeteria Assistant	H-4
Rodriguez, Yannett	11-01-23	\$ 11.39	Cafeteria Assistant	H-4
Self, Danielle	01-02-24	\$ 44,000.00	Librarian	M-0
Strong, Kashma	01-02-24	\$ 13.20	Cafeteria Assistant	H-4
Treece, Patricia	01-02-24	\$ 12.94	School Clerk	H-4
Vanorman, Kelly	01-02-24	\$ 16.90	Carpentry Craftsperson	H-11
Veney, Devin	01-02-24	\$ 35,000.00	Apprentice	NS
Williams, Kenneth	01-08-24	\$ 14.31	Evening Custodian	H-7
Wilson, Laqueisha	01-02-24	\$ 15.01	Cook 1	H-7
Wright, Marvin	01-02-24	\$ 15.06	ID Paraprofessional	H-10

ADJUSTMENTS

Name	Effective Date	Contract Amount	Current Position	Proposed Position	Grad Degr
Arrazola, Belia	01-08-24	\$ 17.86	School Clerk	Principal's Secretary	H-9
Burch, Derrick	08-16-23	\$ 35,000.00	Teacher	Apprentice	NS
De La Rosa, Maria	01-03-24	\$ 17.24	Asst Building Grounds Site Supervisor	Building Grounds Site Supervisor	H-14

SUPPORTING INFORMATION

CONSENT ITEM E.5

ROUTINE STAFFING

Gray, Samuel	01-02-24	\$ 14.08	Teacher	Teacher Assistant	H-6
Johnson, Pamela	01-15-24	\$ 16.73	Customer Care Associate	School Clerk	H-4
Leithner, Christian	01-02-24	\$ 15.09	Grounds Journeyperson	Evening Custodian	H-7
Lashchenko, Azaria	12-01-23	\$ 43,410.00	Apprentice	Teacher	B-1
Marrujo, Jason	02-12-24	\$ 86,539.00	School Strategy Partner	Central Strategy Partner	BG-10
Pardo, Odalys	08-15-23	\$ 14.48	School Clerk	ID Paraprofessional	H-10
Pete, Karen	01-16-24	\$ 65,500.00	Benefits Specialist	Coordinator - Employee Leave & Accomodations	BG-6
Ramirez, Maria	12-11-23	\$ 17.00	Cafeteria Assistant	Cook I	H-7
Saldivar, Brenda	12-01-23	\$ 16.17	Cook II	Assistant Cafeteria Manager	H-9
Wallace, Christy	01-30-24	\$ 96,841.00	School Strategy Partner	Dir. Student, Family, and Community Engagement	BG-10
Witherspoon, Michael	12-04-24	\$ 35,000.00	Autism Paraprofessional	Apprentice	NS

SEPARATIONS

<u>Name</u>	<u>Effective Date</u>	<u>Position</u>	<u>Name</u>	<u>Effective Date</u>	<u>Position</u>
Arburto, Yessica	12-15-23	Evening Custodian	Latta, Matthew	01-19-24	Teacher
Ballard, Robin	01-05-24	Teacher	Leslie, Matthew	12-15-23	Apprentice
Baracker, Gabriel	12-15-23	Teacher	Lightsey, Marchita	01-02-24	Cafeteria Assistant
Brathwaite, Natalie	12-18-23	Assessment Specialist	McCracken, Kelly	06-24-24	Teacher
Buggs, Brian	12-06-23	Teacher	Merredith, Addison	12-15-23	Teacher
Buthod, Timothy	12-15-23	Teacher	Montgomery, Tomomi	01-12-24	Psychologist
Carney, Angela	12-15-23	Teacher	Morgan, Brent	12-15-23	Teacher
Carter, Jayla	01-19-24	ID Paraprofessional	Moyer, Jeremiah	12-15-23	Teacher
Davis, Dolphin	12-15-23	Teacher	Naifeh, Debra	01-05-24	Health Assistant
Davis, Mary	01-02-24	Teacher Assistant	Naranjo Santana, Jessy	01-02-24	Cafeteria Assistant
DeCastro Young, Brandy	01-11-24	1:1 Autism Paraprofession	Nauman, Drew	12-15-23	Teacher
Dehnel, Stacey	01-05-24	Attendance Clerk	Neely, Janet	01-03-24	Teacher Assistant
Dixon, Tyritta	12-15-23	Teacher	Orozco Carrasco, Sandra	01-02-24	Cafeteria Assistant
Engram, Keisha	01-03-24	Bus Driver	Rodenhaver, Zachary	01-02-24	Teacher Assistant
Estes, Richard	09-21-23	School Safety Officer	Rogers, Marsha	01-08-24	Teacher Assistant
Fricke, Dee	01-04-24	Teacher Assistant	Schuller, Cynthia	12-13-23	Evening Custodian
Gray, Samuel	01-09-24	Teacher Assistant	Serwanga, Naomi	12-15-23	Teacher Assistant
Hemphill, Douglas	12-11-23	School Safety Officer	Smith, Brittany	01-12-24	Cafeteria Assistant
Hill, Danielle	01-12-24	Teacher	Spradling, Kaitlyn	12-15-23	Teacher
Jones, Dreion	12-22-23	Grounds Journeyperson	Williams, Adrienne	12-15-23	Teacher
Jones, Rachel	01-17-24	Teacher	Woods, Jayme Joyce	01-04-24	Counselor
Judd, Andrea	12-15-23	Teacher Assistant			

SUBSTITUTE AND TEMPORARY ELECTIONS

Tutors

Neely, Carolyn	Weber, Alexis	Zielinski, Trisha
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Adjunct Coaches

<u>SITE</u>	<u>NAME</u>	<u>TOTAL AMOUNT</u>	<u>ACTIVITY (IES)</u>	<u>START DATE</u>	<u>END DATE</u>
East Central High School	Peyton Miller	\$ 2,437.00	Head 9th Grade Girls Basketball Coach	12-13-23	06-30-24
Edison High School	Sam Howard	\$ 1,500.00	Assistant High School Girls Soccer Coach	12-13-23	06-30-24
Memorial High School	Aidelyn Guzman	\$ 1,500.00	Assistant High School Girls Soccer Coach	12-13-23	06-30-24
Rogers High School	Terrence Henderson	\$ 2,437.00	Head 9th Grade Boys Basketball Coach	12-13-23	06-30-24
Edison Prep High School	Jacob Dixon	\$ 3,800.00	Head High School Boys Golf Coach	01-03-24	06-30-24
Carver Middle School	Rodney Cowan	\$ 1,317.00	Head 8th Grade Boys Basketball Coach	10-26-23	06-30-24
McLain High School	Orelious Steele III	\$ 5,142.00	Head High School Girls Wrestling Coach	01-03-24	06-30-24

SUPPORTING INFORMATION

CONSENT ITEM E.5

ROUTINE STAFFING

School	Staff Name	Amount	Position	Start Date	End Date
Central Middle School	Cierra Scott	\$ 2,634.00	Head 7th Grade Girls Basketball Coach/Head 8th Grade Girls Basketball Coach	01-10-24	06-30-24
Edison Middle School	Seth Jackson	\$ 3,204.00	Head Middle School Girls Wrestling Coach/Head Middle School Boys Wrestling Coach	01-10-24	06-30-24
Hale High School	Lorena Medrano	\$ 4,460.00	Head High School Girls Soccer Coach	01-10-24	06-30-24

SUBSTITUTE AND TEMPORARY PAYMENTS FOR EMPLOYEES

Expanded Learning - High Dosage Literacy Tutoring Program - 11-7170-XXXX-501XXX-XXX-XXXXXX-05-XXX-7170

Pay certified staff, to be named, \$50.00/hour to provide site coordination for after school literacy tutoring outside of contract hours during January to May. Site coordinators at each eligible elementary school site will provide quality oversight, support with classroom management, coordinate with families, coordinate with transportation and child nutrition, support in classrooms with student tutoring, and serve as a substitute tutor if an unexpected absence occurs. This tutoring opportunity is part of the High Dosage Literacy Tutoring grant through the Oklahoma State Department of Education with the goal of increasing access and opportunities to receive high-quality tutoring led by certified teachers at MRI and CSI sites. Total cost is driven by the grant and will not exceed the amount in the approved application.

Athletics – School Activity Fund #536

Pay Washington coach Jorge Rodriguez, basketball strength and conditioning coach, for work during the 2023-2024 basketball season. Total not to exceed \$4000.00, to be paid in two installments of \$2000.00 at the end of each semester. There is no cost to the district as the BTW Boys Booster Club will reimburse the district.

	Create	Delete
Title - Site / Department	Director of Special Education Family Engagement & Support - Enrollment Center / Exceptional Student Support Services	
Funding Source	11-6210-2194-501210-239-000000-110-05-066-6210	
Pay Grade & Range	BG-10	
Contract Period	12 Months	
Duties	The Director of Special Education Family Supports serves to foster a continuous and meaningful connection with our families of exceptional students through a spectrum of outreach, engagement, and partnership activities. This position actively contributes insights and recommendations for enhancements to departmental processes and procedures specifically related to family engagement. This position collaborates with district initiatives in creating a culture and climate that explicitly recognizes family engagement as a fundamental cornerstone of student success.	
Budget Difference	\$70,500 - \$105,700	
Reason for Action	Alignment with Superintendent's vision and mission for the district.	

	Create	Delete
Title - Site / Department	Special Education - Family Engagement and Support Specialists - Enrollment Center / Exceptional Student Support Services 7 Positions	
Funding Source	11-6210-2194-501210-239-000000-322-05-066-6210	
Pay Grade & Range	BG-7	
Contract Period	12 Months	
Duties	Under the supervision of the Director of Special Education Family Engagement Support, the Special Education Family Engagement and Support Specialist, will provide guidance through the exchange of information, purposeful interaction and meaningful participation supporting a culture and climate acknowledging family engagement as a core value in the success of our students. This position will strive to recognize parents from a strength-based lens, and value their role and their voice while building meaningful partnerships. Additionally, this position will serve as a thought partner on improvements to departmental processes or procedures as it relates to family engagement.	
Budget Difference	\$50,000 - \$75,000 (per position) \$350,000 - \$525,000 (7 positions)	
Reason for Action	Alignment with Superintendent's vision and mission for the district.	

	Create	Delete
Title - Site / Department	Chief of Staff - ESC / Superintendent's Office	
Funding Source	11-0000-2321-501210-000-000000-107-14-021-	
Pay Grade & Range	XG-8	
Contract Period	12 Months	
Duties	As a member of the senior cabinet leadership team and reporting to the Superintendent, the Chief of Staff (COS) ensures proper coordination of activities and priorities within the District's major functional areas of administration, while managing governmental relations activities with local and state agencies, including the Oklahoma State Department of Education (OSDE). The COS represents the District and Superintendent at public events and in various capacities with OSDE and community members. The COS facilitates communication with all stakeholders ensuring that the Superintendent's Office is responsive to the needs of the Board of Education, staff, students, and community.	
Budget Difference	\$140,600 - \$210,800	
Reason for Action	Alignment with Superintendent's vision and mission for the district.	

TITLE CHANGE	Create	Delete
Title - Site / Department	Targeted Support Coordinators - Enrollment Center / Student and Family Support Services 8 Positions	Site Based Social Service Specialist (MultiSites) - Enrollment Center / Student and Family Support Services 8 Positions
Funding Source	11-xxxx-2113-501210-000-000000-352-06-xxx- Grant Funded	11-0000-2113-501210-000-000000-352-06-xxx-
Pay Grade & Range	BG-07	BG-7
Contract Period	190 Days	190 Days
Duties	The Targeted Support Coordinator will provide leadership for a comprehensive student support infrastructure that includes direct counseling support, mental health related support for students, families and the school community, crisis response, learning supports, psychoeducation, attendance support, and social emotional learning. The Coordinator will provide direct assistance for students, families, and school communities to overcome barriers to engaged learning.	The Multiple Site Based Social Service Specialist will provide leadership for a comprehensive student support infrastructure that includes direct counseling support, mental health related support for students, families and the school community, crisis response, learning supports, psychoeducation, attendance support, and social emotional learning. The Specialist will provide direct assistance for students, families, and school communities to overcome barriers to engaged learning
Budget Difference	Budget Neutral	
Reason for Action	This position is to support work through our AWARE grant to support the Mental Health wellbeing of our students.	

SUPPORTING INFORMATION
 CONSENT ITEM E.4

POSITION CREATIONS/DELETIONS

	Create	Delete
Title - Site / Department	Communications Manager - ESC / Communications and Strategy	Media Relations Manager - ESC / Communications and Strategy
Funding Source	11-0000-2560-501210-000-000000-109-14-062-	11-0000-2560-501210-000-000000-109-14-062-
Pay Grade & Range	BG-8	BG-8
Contract Period	12 Months	12 Months
Duties	Working in partnership with the Executive Director of Communications and Strategy, the Communications Manager will provide day-to-day management and strategic oversight of district-level parent and staff communications and engagement, and system-wide messaging for Tulsa Public Schools. The communications manager will be the key point of connection between functional areas to ensure the success of significant district priorities. The manager will also be responsible, serving as a key cross-functional contact and partner, for supporting strong internal and external communication practices system-wide. This role will ensure that the district focus on two-way parent and staff communication, keeping families and team members informed and engaged, is elevated, and consistently supported. As needed, the manager will provide direct support to school teams with consistent messaging and materials, providing guidance on material development and ultimately reaching students and families in a timely manner.	Under the direction of the Director of Communications, provide day-to-day management and strategic oversight of media relations and social media for Tulsa Public Schools. The media relations manager will ensure that the district continues to have strong and productive partnerships with local and national media outlets and will work proactively to support reporters with leads and contacts that provide a multi-faceted engaging story. The manager will also serve as the district's primary contact for media inquiries and requests. Working in coordination with the district's PR and marketing coordinator and web manager.
Budget Difference	Budget Neutral	
Reason for Action	Alignment with district and department needs.	

	Create	Delete
Title - Site / Department	Director Student, Family, and Community Engagement - ESC / Family Community and Youth Empowerment	School Strategy Partner - ESC / Financial Services
Funding Source	11-7860-2330-501210-000-000000-110-05-038-7860	11-7860-2330-501210-000-000000-108-05-098-7860
Pay Grade & Range	BG-10	BG-10
Contract Period	12 Months	12 Months
Duties	Under the guidance from the Executive Director of Family, Community, and Youth Empowerment, the Director of Parent, Family, and Community Engagement provides guidance for pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation to build family and community engagement for each of the TPS (pre-K - 12) district schools, families, school administration/staff and community partners. This position will promote best practices as lead contact for each of the district's school-appointed parent facilitators and appointed volunteer coordinators to maintain compliance with Title I and ESSA family engagement policies through program evaluation and assessment. Establishes and maintains a database for district and school site volunteer/community partner work and assists in monitoring volunteer and community partner adherence to district policy and procedures governing volunteer participation.	The School Strategy Partner is the lead network support role assigned to a group of schools to provide strategic planning and resource use support to school leaders across all sources of funding. The School Strategy Partner is the main point of contact to school leaders, Instructional Leadership Directors, and cross-functional network teams for school-level planning, resource use, implementation, and continuous improvement.
Budget Difference	Budget Neutral	
Reason for Action	Alignment with Superintendent's vision and mission for the district.	

TPS Board of Education Proposed Data Monitoring Schedule 2023 - 2024 through 2026 - 2027		
<i>Month</i>	<i>Goal/Guardrail</i>	<i>Interim(s)</i>
July		<i>No reports</i>
August	Post-Secondary Ready Graduates (Goal 3)	- On-track for CCR diploma -- G 3.1
September	Post-Secondary Ready Graduates (Goal 3)	- Advanced course eligibility -- G 3.2
	<i>Annual board self-evaluation</i>	
October	Superintendent Evaluation - compile most up-to-date data for all metrics	
	K-5 Literacy (Goal 1)	- K-5 OSTP Basic and above -- GOAL 1
	6-8 Literacy (Goal 2)	- 6-8 OSTP Basic and above -- GOAL 2
November	K-5 Literacy (Goal 1)	- 3-5 projected OSTP performance (Fall) -- G 1.1 - K-2 MAP performance (Fall) -- G 1.2
	6-8 Literacy (Goal 2)	- 6-8 projected OSTP performance (Fall) -- G 2.1
December	K-5 Literacy (Goal 1)	- K-5 MLL English language proficiency growth -- G 1.3
	6-8 Literacy (Goal 2)	- 6-8 MLL English language proficiency growth -- G 2.2
	<i>Quarterly board self-evaluation</i>	
January	Post-Secondary Ready Graduates (Goal 3)	- Senior cohort on-track to complete academic requirements -- G 3.3
	<i>State Corrective Action (Guardrail 2)</i>	- <i>Timely eligibility determination</i> -- GR 2.1 - <i>SPED suspension disproportionality</i> -- GR 2.2 - <i>Timely information about SPED services</i> -- GR 2.3
February	K-5 Literacy (Goal 1)	- 3-5 projected OSTP performance (Winter) -- G 1.1 - K-2 MAP performance (Winter) -- G 1.2
March	6-8 Literacy (Goal 2)	- 6-8 projected OSTP performance (Winter) -- G 2.1
	<i>Quarterly board self-evaluation</i>	
April	Post-Secondary Ready Graduates (Goal 3)	- On-track for CCR diploma -- G 3.1
May	Post-Secondary Ready Graduates (Goal 3)	- % of graduates earning post-sec credentials -- GOAL 3
June	K-5 Literacy (Goal 1)	- 3-5 projected OSTP performance (Spring) -- G 1.1 - K-2 MAP performance (Spring) -- G 1.2
	6-8 Literacy (Goal 2)	- 6-8 projected OSTP performance (Spring) -- G 2.1
	<i>Inequitable Practices (Guardrail 1)</i>	- <i>Staff diversity</i> -- GR 1.1 - <i>Disproportionate suspensions</i> -- GR 1.2 - <i>School choice participation</i> -- GR 1.3
	<i>Quarterly board self-evaluation</i>	



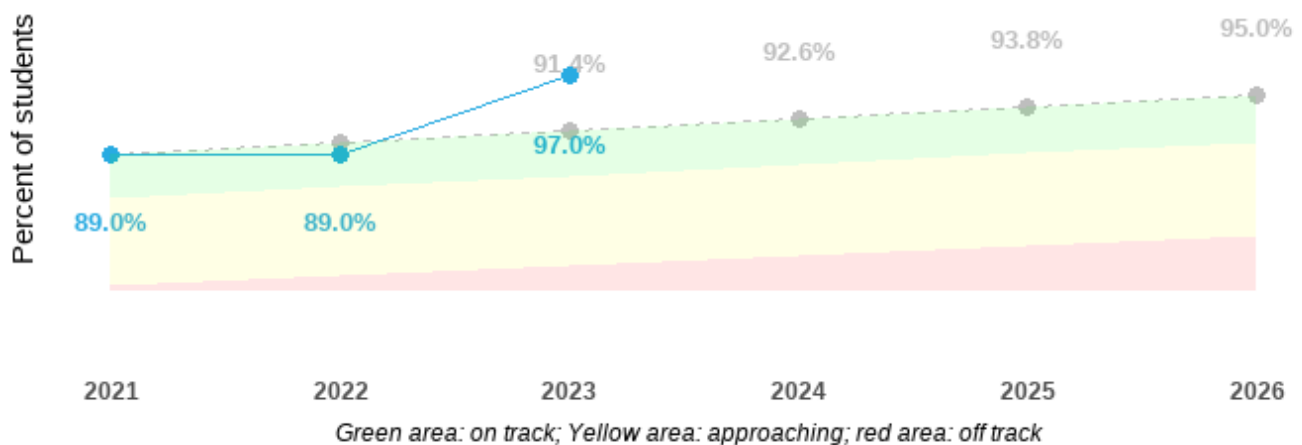
Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

Guardrail 4: The superintendent will not allow the district to be in state corrective action regarding services to students with disabilities, including proper and timely identification.

Overall Guardrail Status: On Track

Interim Guardrail 4.1: Percentage of children who are evaluated and whose eligibility for special education services is determined within 45 school days of parent consent will increase from 89% in June 2021 to 95% in June 2026.

Interim Guardrail Status:



Information about this interim

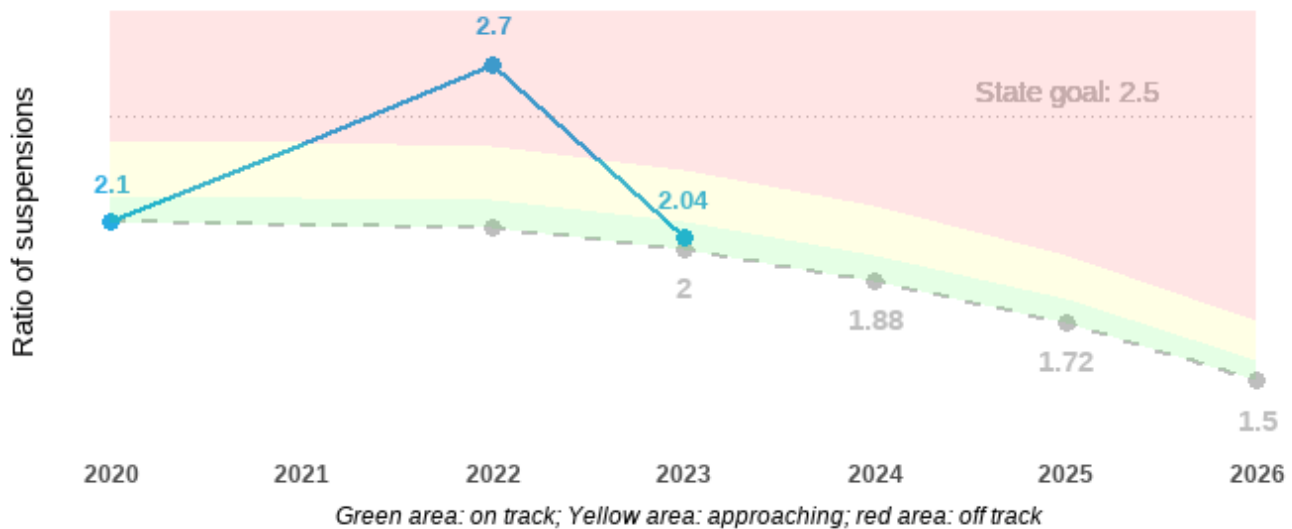
Timeliness is a requirement of IDEA. With regard to this guardrail, we have identified this as an important communication area that also aligns with federal compliance. After a guardian signs for consent to have their student evaluated, the timeline begins the count-down of 45 school days. By improving our adherence to the 45-day timeline, we also improve our ability to communicate with families in a timely fashion. It also allows us to begin timely services for any students who are determined to be eligible for special education.

Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

Guardrail 4: The superintendent will not allow the district to be in state corrective action regarding services to students with disabilities, including proper and timely identification.

Overall Guardrail Status: On Track

Interim Guardrail 4.2: Long-term suspensions or expulsions (10 days or longer) of students with disabilities will decrease from 2.1x higher than the statewide average in June 2020 to no more than 1.5x higher in June 2026.



Information about this interim

Based on our District Data Profile generated by the OSDE for special education, the state target is expected to be <2.50 for all races/disability categories.

This data can provide a springboard for dialogue with administrators about disciplinary removal practices and opportunities for improvement.

This metric comes from a state report with summary metrics focusing specifically on Special Education students, so there are no additional subgroup breakdowns available.

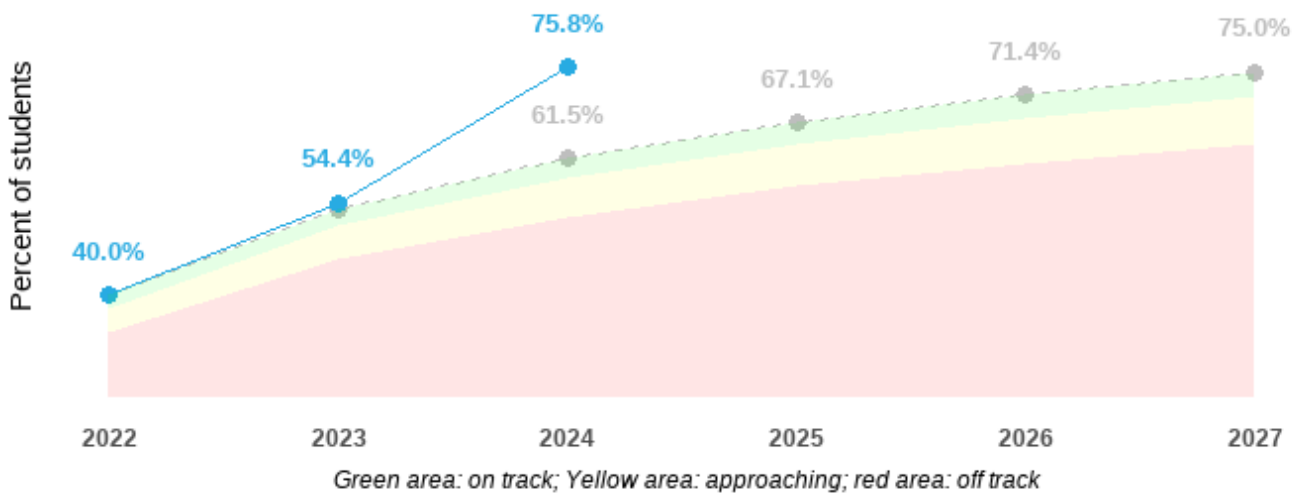


Tulsa Public Schools 2022-2027 Strategic Plan: Guardrail Monitoring Report

Guardrail 4: The superintendent will not allow the district to be in state corrective action regarding services to students with disabilities, including proper and timely identification.

Overall Guardrail Status: On Track

Interim Guardrail 4.3: Families acknowledging receipt of accessible and timely information about special education rights, process, and services will increase from 40% in August 2021 to 75% in August 2027.



Information about this interim

The district includes information about special education rights, process and services with its back to school form. This interim is calculated based on the percentage of families who return a back to school form for at least one of their students.

The percentage of families who acknowledged receipt of accessible and timely information about special education rights, process, and services, breakdowns by category

Economically Disadvantaged	May 2023		December 2024	
	% Acknowledged	Number of families (denominator)	% Acknowledged	Number of families (denominator)
Families with Economically Disadvantaged Student	56.1%	15,155	76.0%	15,585

Multilingual Learner	May 2023		December 2024	
	% Acknowledged	Number of families (denominator)	% Acknowledged	Number of families (denominator)
Families with Multilingual Learner Student	50.7%	6,249	73.9%	6,066

IEP Status	May 2023		December 2024	
	% Acknowledged	Number of families (denominator)	%	Number of families
Families with a student with an IEP Status	51.6%	3,932	72.8%	3,514