

Administration

Table of Contents

ACTV-CHANNEL 2 CONTRACTS	200.230
ANNOUNCEMENTS, OF NON SCHOOL FUNCTIONS	200.040
APPEALS PROCESS	200.350
ATHLETICS	
(ELEMENTARY PROGRAM).....	200.070
(HIRING OF COACHES).....	200.080
BLOODBORNE PATHOGENS	200.121
BUS TRANSPORTATION	
(ACTIVITY TRIPS).....	200.190
(BUS ROUTES)	200.180
(USE OF BUSES)	200.170
CAFETERIA	
(FOOD ALLERGY GUIDELINES REGULATIONS).....	200.365
(FOOD SAFETY PLAN).....	200.067
(SCHOOL FOOD AUTHORITY: ALTUS PUBLIC SCHOOLS PROCUREMENT PLAN FOR CHILD NUTRITION PROGRAMS).....	200.210
CALENDARS AND SCHEDULES	
(PARENT-TEACHER CONFERENCE DAYS).....	200.390
(SCHEDULING EVENTS)	200.020
(SCHOOL DAY/TERM DEFINED)	200.260
(SCHOOL TIME SCHEDULE).....	200.010
CHARTER SCHOOL APPLICATION PROCESS	200.600
CHARTER SCHOOL (REGULATIONS)	200.601
COACHES, HIRING	200.080
COMPUTERS	
(INTERNET-BASED COURSE GUIDELINES)	200.089
(INTERNET-BASED INSTRUCTION – ADMINISTRATION OF).....	200.088
(INTERNET PUBLISHING AGREEMENT – WEB SITES)	200.084
(SOFTWARE COPYRIGHT)	200.090
(USE OF COMPUTERS).....	200.085
(USE OF INTERNET)	200.085
CONSTITUTION	200.422

CREDIT CARDS	200.150
CRIMINAL RECORDS SEARCH	200.091
CRIMINAL RECORDS SEARCH CONSENT	200.092
CURRICULUM	
(INTERNET-BASED COURSE GUIDELINES)	200.089
(INTERNET-BASED INSTRUCTION – ADMINISTRATION OF)	200.088
(REVIEW OF MATERIALS BY PARENTS).....	200.250
(SELECTION OF LIBRARY MATERIALS).....	200.420
(SOLICITATION OF MATERIALS)	200.421
(USING COPYRIGHTED MATERIAL).....	200.419
DEFIBRILLATOR, USE OF AUTOMATIC EXTERNAL	200.095
1:1 DIGITAL LEARNING INITIATIVE	200.087
DISASTER	
(SAFETY PROGRAM).....	200.062
DISCRIMINATION	200.520
DISRUPTING SCHOOL ACTIVITIES	200.351
DRESS AND PERSONAL GROOMING FOR STAFF	200.475
DRUGS AND ALCOHOL	
(REPORTING STUDENT USE)	200.120
(SCREENING FOR BUS DRIVERS)	200.111
(SCREENING FOR EMPLOYEES)	200.110
EXTENDED SCHOOL YEAR	200.412
FOOD ALLERGY GUIDELINES, REGULATION	200.365
FOOD SAFETY PLAN	200.067
GIFTS	200.050
GRIEVANCE PROCEDURES	200.520
GRIEVANCE PROCEDURES FEDERAL PROGRAMS	200.521
HIV	
(BLOODBORNE PATHOGENS).....	200.121
(POLICY FOR SCHOOL EMPLOYEES)	200.140
(PREVENTION EDUCATION)	200.500
IDEA COMPLAINT PROCEDURE	200.411
INCLEMENT WEATHER	200.060
INVENTORY POLICY	200.002

INTERNET	
(INTERNET-BASED COURSE GUIDELINES)	200.089
(INTERNET-BASED INSTRUCTION – ADMINISTRATION OF)	200.088
(INTERNET PUBLISHING AGREEMENT – WEB SITES)	200.084
(USE OF INTERNET)	200.085
JOB DESCRIPTIONS	200.240
LIBRARY RESOURCE CENTER MATERIALS SELECTION POLICY	200.420
LIMITED EMPLOYMENT, TEMPORARY CONTRACT NOTICE OF	200.093
LONG-DISTANCE TELEPHONE CALLS	200.141
MEDICAL MARIJUANA	200.361
MEDICATION, ADMINISTRATION OF	200.360
MEETINGS, FACULTY	200.380
MILITARY RECOGNITION	200.423
MOMENT OF SILENCE	200.045
NON-DISCRIMINATION	200.520
NOTICE TO RECORD REQUESTERS	200.401
PARENT-TEACHER CONFERENCES	200.390
PARENT-TEACHER ORGANIZATIONS	200.480
PHYSICAL EDUCATION	200.425
PHYSICAL EDUCATION FOR ELEMENTARY STUDENTS	200.424
PRINCIPALS	200.001
PROFESSIONAL DEVELOPMENT	200.220
PROFESSIONAL GROWTH AND DEVELOPMENT	200.221
PROFICIENCY-BASED PROMOTION	200.285
PUBLIC RELATIONS	200.470
RECORDS	
(LOCATIONS OF)	200.310
(REPRODUCTION OF)	200.400
(USE OF STUDENT RECORDS)	200.290
REFUNDING UNUSED PAYMENTS FOR MEALS	200.215
REPORTING SUSPECTED CHILD ABUSE/NEGLECT	200.367

REVOCAION FOR CONSTENT FOR SPECIAL EDUCATION SERVICES	200.413
SAFETY PROGRAM/HEALTHY AND FIT SCHOOLS COMMITTEE	200.062
SOCIAL MEDIA & ONLINE COMMUNICATIONS	200.086
SEXUAL HARASSMENT	
(SEXUAL HARASSMENT POLICY)	200.510
(SEXUAL HARASSMENT COMPLAINTS)	200.520
SPECIAL EDUCATION, PLACEMENT IN	200.410
SPECIAL EDUCATION, DESTRUCTION OF RECORDS	200.295
SUBSTITUTE TEACHERS	200.370
SURVEYS	200.340
TELEPHONES	200.142
TEMPORARY CONTRACT NOTICE OF LIMITED EMPLOYMENT	200.093
TENNIS COURTS	
(AGREEMENT WITH CITY OF ALTUS)	200.331
(USE DURING SCHOOL TERM)	200.330
TESTING PROGRAM	200.430
TIME SCHEDULE	200.010
TOBACCO USE	200.100
VEHICLES, USE OF	200.160
VISION SCREENING OF STUDENTS	200.363
VOLUNTEERS	200.460
VO-TECH STUDENT ENROLLMENT	200.320
WEBSITE - INTERNET PUBLISHING	200.084
WELLNESS	200.065

PRINCIPALS

A. Qualifications

All Altus schools will be under the administrative direction of a principal who holds a Master's Degree in Education from an accredited institution of higher learning and Standard Administrator's Certificate for the position held.

B. Duties

1. Instructional leadership and the improvement of instruction will be the chief function of the principal. (A.S. 3.06)
2. The principal will promote the continuous evaluation of all curriculum and activities and will oversee the annual Plan of Educational Development and Improvement. (A.S. 3.06)
3. The principal will prepare all reports and provide all data as directed by the State Department of Education, the superintendent or his designees.
4. The principal will require an annual report from each teacher which will include, among other things, a gain report on all students in academic areas tested by nationally normed exams, and a complete inventory of all items used by the teachers in their work and under their immediate supervision.
5. The principal shall be involved in the selection, assessment, evaluation, retention and promotion of all personnel with assigned duties at that site. (A.S. 3.10)
6. The principal shall have the responsibility and the authority for the administration of the non-instructional programs at the site. (A.S. 3.14)
7. The principal will organize a PTA/PTO and coordinate the activities of this organization with the school program and policies.
8. The principal will be responsible for constructing the daily time schedule for classes, for pre-enrollment and registration of pupils, for making or causing to be made all necessary inventories and reports, and for the general mechanics of the daily program. He or she will issue instructions as to the use of the school grounds.
9. The principal will inspect the grounds and buildings frequently; will attempt to eliminate fire and safety hazards; will work with the custodian in an effort to keep it as clean, neat, and orderly as possible, and will report promptly to the assistant superintendent any conditions that need repair or immediate maintenance attention.
10. The principal will have charge of all supplies, apparatus, and instructional materials assigned to the school. He or she will aid the superintendent in compiling an inventory of the building, in consolidating all teachers' inventories and causing to be made an inventory all special rooms, storage spaces and custodians quarters.
11. The principal will be responsible for organizing and conducting at least one fire drill per quarter, one tornado drill per semester, one emergency evacuation, one

PRINCIPALS**A. Qualifications**

All Altus schools will be under the administrative direction of a principal who holds a Master's Degree in Education from an accredited institution of higher learning and Standard Administrator's Certificate for the position held.

B. Duties

1. Instructional leadership and the improvement of instruction will be the chief function of the principal. (A.S. 3.06)
2. The principal will promote the continuous evaluation of all curriculum and activities and will oversee the annual Plan of Educational Development and Improvement. (A.S. 3.06)
3. The principal will prepare all reports and provide all data as directed by the State Department of Education, the superintendent or his designees.
4. The principal will require an annual report from each teacher which will include, among other things, a gain report on all students in academic areas tested by nationally normed exams, and a complete inventory of all items used by the teachers in their work and under their immediate supervision.
5. The principal shall be involved in the selection, assessment, evaluation, retention and promotion of all personnel with assigned duties at that site. (A.S. 3.10)
6. The principal shall have the responsibility and the authority for the administration of the non-instructional programs at the site. (A.S. 3.14)
7. The principal will organize a PTA/PTO and coordinate the activities of this organization with the school program and policies.
8. The principal will be responsible for constructing the daily time schedule for classes, for pre-enrollment and registration of pupils, for making or causing to be made all necessary inventories and reports, and for the general mechanics of the daily program. He or she will issue instructions as to the use of the school grounds.
9. The principal will inspect the grounds and buildings frequently; will attempt to eliminate fire and safety hazards; will work with the custodian in an effort to keep it as clean, neat, and orderly as possible, and will report promptly to the assistant superintendent any conditions that need repair or immediate maintenance attention.
10. The principal will have charge of all supplies, apparatus, and instructional materials assigned to the school. He or she will aid the superintendent in compiling an inventory of the building, in consolidating all teachers' inventories and causing to be made an inventory all special rooms, storage spaces and custodians quarters.
11. The principal will be responsible for organizing and conducting at least one fire drill per quarter, one tornado drill per semester, one emergency evacuation, one

lock down drill, and to report to the superintendent in writing the date the drill was held; the length of time consumed in evacuating the building or taking cover, and if the drill was carried on in a satisfactory manner.

12. The principals and staff will be responsible for school policies, rules, regulations and practices to the school patrons.
13. The principal will report to the superintendent promptly the details of any unusual occurrence or accident in which any member of the school is involved, and said of the case, and at least two witnesses if possible.
14. The principal will be responsible for approving the organizing, scheduling, assigning sponsors, and the general administration and supervision of all extracurricular activities.
15. The principal shall see that activities shall not be excessively disruptive or of questionable educational value. (A.S. 8.16)
16. The principal will involve parents in school activities and utilize parental and community resources in the instructional/learning program of the school. (A.S. 2.06)
17. The working relationship among the principal and the staff shall be such as to facilitate the effective administration and operation of the educational program. (A.S. 3.26)
18. The principal, in conjunction with his/her staff members, will annually update the duties and job descriptions for each area of personnel assigned to the building site. These job descriptions and duties available at each site.
19. The principal shall provide a handbook for students, parents, and teachers which includes information on such matters as homework policies, behavior codes, grading policies, absenteeism, vandalism and other kinds of information important to students, parents, guardians, and staff members. The behavior code shall be developed with the appropriate involvement of students, staff, and parents. (A.S. 4.92)
20. The principal shall provide organizations, activities, and leadership groups that offer opportunities for recognition of student accomplishments. (A.S. 4.94)
21. The principal will provide regular and frequent communication from the school to the parents. Other members of the community shall be kept informed about school activities. (A.S. 4.96)
22. The principal shall be responsible for planning and administering the site budget as approved by the Board of Education. (A.S. 9.04)

SCHOOL TIME SCHEDULE

The following schedule for beginning and ending the school day will be adhered to by all elementary and secondary schools. This schedule provides for a seven period school day at the Altus High School and Altus Junior High.

7:45	Teachers on duty
7:53	Bell rings to admit students into building (Secondary)
7:50	Bell rings to admit students into building (Elementary) Tardy bell rings - Secondary
8:00	Tardy bell rings - Elementary classroom begins
3:00	Classwork ends – Elementary and Secondary
3:15	Teachers off Duty

DISTRICT-WIDE CALENDAR OF SCHOOL EVENTS

All principals/**directors** will consult with the superintendent prior to scheduling major events which involve people other than students in his or her school. The superintendent will keep a Master Calendar of such events.

All conflicts cannot be resolved, but these should be kept to a minimum. All secondary school principals need to make a special effort to communicate regarding these activities in order to keep conflicts to a minimum.

When events can't be scheduled to avoid conflict, the one placed on the calendar first will be honored.

ANNOUNCEMENT OF NON-SCHOOL FUNCTIONS

Principals may make general announcements without encouragement over the public address system in regard to functions sponsored by churches, civic clubs, fraternal organizations, etc. Such groups, however, are prohibited from soliciting students by disseminating materials, talking with students, etc.

MOMENT OF SILENCE (RELIGION ON SCHOOL CAMPUS)

It shall be the policy of this Altus Board of Education that no sectarian or religious doctrine shall be taught or inculcated into the curriculum or activities of the school. However, those students who wish to do so may participate in voluntary prayer so long as it is during non-instructional time and does not interfere with the rights of other students.

Each school site within the district shall observe one minute of silence each day for the purpose of allowing each student to meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their choice. All school personnel are to afford these options to all students, who will individually make the selection as to which of these behaviors they will engage in during the moment of silence. These options will also be included in the student handbooks.

The minute of silence will be held at the start of the school day.

If the district or a school employee is sued for providing a moment of silence to students, the district must notify the Attorney General within five (5) days. The Attorney General will provide legal representation to the district or employee named as a defendant in an action related to this statutory requirement.

REFERENCE: 70 O.S. §11-101.1
70 O.S. § 11-101.2

GIFTS TO SCHOOLS

No gifts to any school should be accepted from any person or organization without approval of the superintendent. Any gift to the school system becomes the sole property of the school district and shall be subject to control of the Board of Education through the superintendent of schools.

WARNING SYSTEMS INCLEMENT WEATHER

It is policy of the Altus Board of Education to dismiss school if weather conditions deteriorate to the extent that the safety of students may be jeopardized.

During the tornado season, the school administration will be concerned with tornado watches and tornado alerts. A tornado watch is issued by the weather bureau when conditions are favorable for the development of tornadoes. School will not be dismissed because of a tornado watch. However, if a parent is concerned about the safety of a child, the child will be released to the parent's custody at the school. A tornado warning is issued by the weather bureau when a tornado has been sighted. School will be dismissed if the administration feels that it is safe to do so. Otherwise, children shall remain at school and appropriate safety measures shall be taken.

Should the superintendent, or his designee, decide to dismiss school because of weather conditions, the following media sources should be requested to make appropriate announcements: Radio station KWHW 1450 AM and KSWO Television, channel 7. Absent such announcements, students should assume that school will be in session.

Should it become necessary to dismiss school during a school day, KWHW 1450 AM radio and KSWO Television, channel 7 and all bus drivers will be notified by the administration. Students will be dismissed in an orderly fashion once buses have arrived.

SEVERE WEATHER PROCEDURES

The following procedures will be followed in the event of severe weather.

1. Board of Education officials will monitor the situation and work closely with Civil Defense.
2. Children will not be released to leave school unless a parent or adult with parent permission arrives at school to pick up the child.
3. Students will not be released to leave the building until an all clear is sounded.
4. Busses will not run until an all clear sounds.
5. All schools are equipped with battery operated storm sentry radios.
6. Teachers will remain with students until they are released by the building principal.
7. Severe weather drills will be conducted during the school year to be prepared for any

such emergency.

8. All communication from the Board of Education to the schools will be done on KWHW 1450 AM radio and KSWO Television, channel 7, because of the probability of a loss of phone communication.
9. During the winter months you can find out about school closings and delays by listening to KWHW 1450 AM Altus radio station or KSWO Television, channel 7.

SAFETY PROGRAM / HEALTHY AND FIT SCHOOL COMMITTEE

In accordance with state law, the Altus Board of Education has established that each school site shall select a single committee to perform the functions of both the Healthy and Fit School Advisory Committee and the Safe School Committee. The committee will be composed of at least seven members, which will include an equal number of teachers, parents of the children affected, an administrator who participates in the investigation of reports of harassment, intimidation, bullying, and threatening behavior, and students; may also include, health care professionals, and business community representatives. The committee will be selected no later than October 1 of each school year.

The committee will study and make recommendations to the school principal regarding:

1. Health Issues
 - A. Health Education
 - B. Physical education and physical activity
 - C. Nutrition and health services

2. Safety Issues
 - A. Unsafe conditions, possible strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues that prohibit the maintenance of a safe school;
 - B. Student harassment, intimidation, and bullying at school;
 - C. Professional development needs of faculty and staff to implement methods to decrease student harassment, intimidation, and bullying; and
 - D. Methods to encourage the involvement of the community and students, the development of individual relationships between students and school staff, and use of problem-solving teams that include counselors and/or school psychologists.
 - E. Policies and regulations to be revised in light of the Department of Homeland Security's threat assessment guidelines.
 - F. Professional development needs of faculty and staff to recognize and report suspected human trafficking.
 - G. Include the required (10) safety drills: (2) fire, (4) security, (2) tornado, and (2) other safety drills that can consist of any of the aforementioned drills as required and prescribed in law per year.
 - H. No security drill will be conducted at the same time of day as a previous security drill conducted in the same school year, and no more than two security drills shall be conducted in one semester.
 - I. The extent of student involvement in security drills shall be determined by the superintendent in consultation with the building principal.

The committee shall meet annually by October 1.

Responsibilities of the committee include, but are not limited to, the following:

1. Make recommendations to the principal regarding health issues and services, possible strategies for students to avoid harm at school, crime prevention, professional development needs of the faculty and staff concerning school safety and student health, and methods to encourage the involvement of the community members and students.

2. Review traditional and accepted harassment, intimidation, and bullying prevention programs utilized by other states, state agencies, or school districts.

The State Department of Education will provide a list of research based programs appropriate for the prevention of harassment, intimidation, and bullying of students at school. If the district implements a commercial bullying prevention program, it shall use a program listed by the SDE.

3. Review the district's current safety policies and regulations and make recommendations to the administration regarding any changes needed related to the Department of Homeland Security's threat assessment level and required or proposed actions.
4. The written plans and procedures will be reviewed and revised as needed at the March meeting of the board of education. A copy of the district's disaster/emergency plan will be provided to appropriate local emergency management officials.

The principal shall give consideration to recommendations of the committee.

REFERENCE: 70 O.S. §24-100.5

ALTUS PUBLIC SCHOOLS WELLNESS POLICY

Purpose

The Altus Public School District (the District) recognizes the important role that schools play in the development of Children's lifelong health habits, their ability to learn, and their overall well-being. Schools can improve the health of students not only by educating them about the importance of healthy behaviors, but also by implementing policies that promote those behaviors.

The District is committed to support of the Whole School, Whole Community, Whole Child (WSCC) concept. This model is a collaborative effort of school, health and community to support our student's being healthy, safe engaged, supported and challenged. The student's in our district are the focus of our decision making and we seek to align health and education to improve each child's cognitive, physical, social and emotional development.

Therefore, the District establishes the following policy to promote the health and wellness of students and staff and to ensure its schools to comply with those standards established by federal and state law. Specifically, this policy requires all schools in the District to:

- Allow parents, students, representatives of the school food authority, physical education teachers, school health professionals, the school board, school administrators, and general public to participate in the development, implementation, review, and update of the school wellness policy.
- Establish nutrition guidelines that meet or exceed the United States Department of Agriculture's (USDA) school meal requirements and the nutrition standards for competitive foods and beverages.
- Create goals for nutrition promotion and education, physical activity and physical education, and other activities that promote student as well as staff health.
- Adopt a plan to ensure the policy is properly implemented, regularly assessed, and periodically updated.

Definitions

School campus

All areas of the property under the jurisdiction of the school that are accessible to students during the school day.

- **School Day**
The period of time from the midnight before to 30 minutes after the end of the instructional day.

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- **Competitive foods and beverages**
Foods and beverages that are sold on campus outside of the federal reimbursable school meals program during the school day (e.g., in vending machines or school stores).

NUTRITION

School Meal Requirements

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

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

- Accessible, appealing, and attractive to all children
- Served in a clean, pleasant, and supervised setting
- High in fiber, free of added trans fats and low in added fats, sugar, and sodium
- Respectful of cultural diversity (e.g., students will be encouraged to suggest local, cultural, and favorite ethnic foods) and religious preferences
- Menu's will be reviewed by the Child Nutrition Director and other consulting chef's or school nutrition professionals through out the school year. Alternative menu options or menued foods and associated nutritional values will be based on a meal plan provided by a professional resource such as the State Department of Education, the USDA, the Alliance for a Healthier Generation, or other reputable resources

Water: Schools will make clean drinking water available and accessible without restriction and at no charge at every district facility (including cafeterias and eating areas, classrooms, hallways, playgrounds, and faculty lounges) before, during, and after school. Schools will also ensure the following:

- Students will be provided drinking cups, glasses, or reusable water bottles in places where meals and snacks are served.
- Students may be allowed to bring drinking water from home and take water into the classroom, provided that the water is in a capped container, such as a bottle to prevent spills.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene standards (including drinking fountains, water jugs, hydration stations, and other methods for delivering drinking water).
- Federal law requires that schools provide clean drinking water to students during meal time, in areas where school meals are served.

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

Information and Promotion: As required under the National School Lunch Program (7 CFR 210, 12), the District will promote activities to involve students and parents in the School Lunch Program. In addition, the District will do the following:

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

Adequate Time to Eat: The District will allow students at least 10 minutes to eat breakfast and 20 minutes to eat lunch from the time they are seated.

Competitive Foods and Beverages

All competitive foods and beverages sold to students during the school day must seek to meet or exceed the USDA's Smart Snacks standard. The district, however will allow 15 exemptions per site, per semester (15 exemptions less than state allowed exemptions quantity), during the school year, during which the foods and beverages served are not required to meet the Smart snack standards. These exempted fundraisers cannot be held during normal meal service times to include breakfast, lunch or during after school meal programs. The District Wellness Representative will work with Principals to track fundraising efforts at each school site.

Other Foods Provided at School

A variety of healthy food choices are available whenever food is sold or served on district property or at district sponsored events.

Other foods and beverages provided (not sold) on camps (e.g., for classroom parties, celebrations, shared snacks, afterschool-programming) are highly encouraged to meet the USDA's Smart Snacks standards.

The district will provide parents and teachers with a list of ideas for healthy food as well as non-food alternatives for classroom parties (e.g., the USDA's resources on "Healthy Celebrations") and after-school programming (including celebrations).

Fundraising

Fundraising on Campus During the School Day: Only fundraisers that feature non-food items or foods and beverages that meet the Smart Snacks standards will be permitted unless counted as an exemption as described above.

The following will also occur:

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- Fundraising activities will not promote any particular food brands (e.g., fundraisers by fast food chains).
- The District will encourage fundraisers that do not sell food and or that promote physical activity.

Nutrition Education

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

- What it means to eat healthfully, consume the proper nutrients, and maintain a wholesome and balanced diet; weight management; safe food preparation, handling and storage, cultural diversity related to food and eating.
- Age-appropriate nutrition-related skills including, but not limited to, planning healthy meals, and understanding food labels.
- How to read labels and understand the problems associated with unhealthy food marketing to children; critically evaluating nutrition information, misinformation and commercial food advertising.

In addition, schools will ensure that nutrition education:

- Complies with state learning objectives and standards.
- Provides students consistent nutritional messages throughout the school, classroom, After-School Programs (Title 1 and after-school child care), cafeteria and school events
- Provides opportunities for students to practice and apply the skills and knowledge taught in the classroom (e.g., by using the cafeteria as a learning lab, visiting local farms, etc.).
- Is made available for staff
- Is promoted to families and the community.
- The Healthy and Fit School committee at each school site will study evidence based strategies and make recommendation regarding health education, nutrition, health services, physical education and physical activity.

Rewards and Punishment

- The Oklahoma Department of Education prohibits the denial of school meals for Actions.
- Exceptions are allowed when required by a student's IEP, 504, or behavior management plan.

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- The District highly encourages site Principals to capitalize on healthy rewards by minimizing and controlling the use of foods of minimal nutritional value such as candy in the classroom.

Nutrition and Healthy Food Promotion

The District will promote healthy food and beverage choices and appropriate portion sizes by doing the following:

- Exhibiting posters, signs, or other displays on the school campus that promote healthy nutrition choices.
- Providing age-appropriate activities, such as contests, food demonstrations, and taste-testing that promote healthy eating habits.
- Offering information to families (via communications with parents, educational workshops, screening services, and health-related exhibitions and fairs) and encouraging them to teach their children about nutrition and healthy eating behaviors.
- Encouraging school staff to display healthy eating habits and physical activity choices to students (e.g., by eating with students during meal times consuming only healthy snacks, meals, and beverages in front of students, sharing positive experiences with physical activity with students, etc.).

Food and Beverage Marketing

Only foods and beverages that meet the USDA's Smart snacks standards may be marketed in schools. The marketing of any brand, without reference to a specific product, is prohibited unless every food and beverage product manufactured, sold, or distributed under the corporate brand name meets the Smart Snacks standards.

Marketing includes the following:

- Advertising on any property or facility owned or leased by the school and used at any time for school-related activities (including school buildings, athletic fields, parking lots, school buses, vending machines, scoreboards, uniforms, educational materials, and supplies).
- Corporate-sponsored programs that provide funds to schools in exchange for consumer purchases of certain items. Programs involving purchase of foods and beverages that do not meet the USDA's Smart Snacks standards are not permitted.

If the non-compliant advertising is a permanent feature of a permanent fixture (e.g., a scoreboard), such advertising can remain until the permanent fixture is removed or replaced.

Staff Qualifications and Training

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

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

In addition, Child Nutrition Staff will do the following:

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

Farm-to-School Programs and School Gardens

The District will allow school gardens on District property.

The following will also occur:

- The district will incorporate local and/or regional products into the school meal program.
- Schools are encouraged to take field trips to local farms.
- As part of their education, students will learn about agriculture and nutrition.

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

General Requirements

The district will ensure at a minimum that all elementary school students grades K-5 participate in a minimum of 60 minutes of physical activity each week, whether through physical education, exercise programs, after-school athletics. Fitness breaks, recess, classroom activities, or wellness and nutrition education. All students (K-12) will be highly encouraged to participate in physical activity described above on a daily/weekly basis as recommended by the CDC and encouraged by the USDA.

Physical Activity: Recess & Physical Activity Breaks

Recess: The District will require schools to provide elementary school students (K-5) at least 20 minutes of recess each day (in addition to the PE requirements). Additionally, the District will do the following:

- Develop indoor recess guidelines to ensure students can have adequate physical activity on days when recess must be held indoors.
- Encourage schools to hold recess before lunch, in order to increase food consumption, reduce waste, and improve classroom attentiveness when students return from lunch.

Physical Activity:

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- After school enrichment and child care programs are encouraged to incorporate verbally and through the provision for all participants weekly.
- Students will be encouraged to participate in voluntary before-and after-school physical activity programs such as intramurals, clubs, and at the secondary level, interscholastic athletics.
- School sites will establish or encourage physical activity and developmentally appropriate exercise opportunities for students, staff, and parents, such as fitness challenges, family fitness nights, fun walks and runs, walk or bake to school safe route initiatives.
- Students and school staff will collaborate with local recreational departments and youth fitness programs to promote participation in lifelong physical activities.

Physical Activity Breaks: The District will require schools to provide all students (K-12) short breaks (three to five minutes) throughout the day to let them stretch, move around, and break up their time spent sitting. These physical activity breaks may take place during and/or between classroom time.

Physical Education (PE)

The District will require all schools to establish a comprehensive, standards-based PE curriculum offered for each grade (K-12). Schools will ensure that PE classes and equipment afford all students (K-12) an equal opportunity to participate in PE.

Elementary students (K-5) will participate in 60 minutes of moderate to vigorous physical activity each week.

Middle and high school students (6-12) that participate in PE will participate in at least 225 minutes of PE per week throughout the semester.

In addition, the following requirements apply to all students (K-12):

- During PE, students will be given the opportunity to participate in many types of physical activity, including both cooperative and competitive games.
- Students will engage in moderate to vigorous physical activity for more than 50 percent of the PE class time.
- PE classes will have a teacher/student ratio comparable to core subject classroom size.

Teacher Qualifications, Training, and Involvement

- Teachers will be trained on how to integrate physical activity into the curriculum. Some portion of this training will be incorporated into annual professional development.
- Schools will allow teachers the opportunity to participate in or lead physical activities before, during, and after school.

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- PE classes will be taught by licensed teacher who are certified or endorsed to teach PE.

Punishment and Rewards

- Physical activity will not be used or withheld as punishment. (This does not apply to participation on sports teams that have specific academic requirements.)
- The District will provide a list of alternative ways for teachers and staff to discipline students.
- The District will strongly encourage teachers to use physical activity (e.g., extra recess) as a reward.

Grounds, Facilities, and Equipment

The District will ensure the availability of proper equipment and facilities that meet safety standards and will conduct necessary inspections and repairs.

Community Use of Recreational Facilities

The District will encourage school staff, students, families and the community to participate in physical activity outside of the school day. Allowing staff, students, families and the community to use school recreational facilities during non-school hours is one way to increase opportunities to engage in physical activity. Consistent with state law and District policies and procedures, District Policy #300.100 will be followed regarding use of school facilities during non-school hours.

Active Transportation

The District will do the following:

- Encourage children and their families to walk and bike to and from school.
- Work with local officials to designate safe or preferred routes to school.
- Promote National and International Walk and Bike to School Week/Day.
- Provide bike racks for students, faculty, and staff.
- Encourage parents to supervise groups of children who walk or bike together to and from school.

After-School Programs Physical Activity and Screen Time

After-school programming (norm of 1 hour in length) will do the following:

- Dedicate at least 10% of program time to physical activity, which includes a mixture of moderate to vigorous physical activity.
- Utilize outdoor space for physical activity as much as possible each day (weather permitting with appropriate protection from the elements).

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- Provide equal opportunities for children and youth with disabilities to be physically active.
- Encourage staff to join children and you in physical activity whenever possible.

OTHER ACTIVITIES THAT PROMOTE SCHOOL WELLNESS

Staff Wellness

The District recognizes that employee health is essential to student health and to creating healthy school environments. Accordingly, the District will implement an employee wellness program that promotes healthy eating, physical activity, and overall health. The District may partner with community agencies and organizations (e.g., local health departments, hospitals, and health insurance companies) to assist in providing education services, and resources for staff.

The will do the following to support staff wellness:

Nutrition

- Encourage only those foods and beverages that meet Smart Snacks standards at staff meeting, trainings, special occasions (e.g., birthdays and retirement parties), and other workplace gatherings.
- Provide employees with access to a refrigerator, microwave, and sink with a water faucet.
- Provide or partner with community organizations or agencies as available to offer nutrition education through activities such as seminars, workshops, classes, meetings, and newsletters.
- Partner with community organizations or agencies as available to offer staff accessible and free or low cost health eating/weight management programs.

Physical Activity

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

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- Provide information about local physical activity resources and facilities, such as walking trails, community parks, and recreation facilities.

General Wellness

- Partner with community organizations or agencies as available to offer voluntary health screenings annually to staff, including free or low-cost health assessments.
- Partner with community organizations or agencies as available to provide stress management programs annually to staff.
- Promote tobacco prevention and provide referral information on cessation services through the Oklahoma Tobacco Helpline 1 800 QUITNow.
- Provide access to private space (other than a restroom) that has an electrical outlet, and provide flexible paid or unpaid break times to allow mothers to express breast milk and/or breastfeed.
- Partner with community organization agencies as available to offer immunization clinics, (e.g., flu, Tdap, etc.) to staff.
- Provide or partner with community organizations or agencies as available to offer free or low-cost first aid and CPR training.

Professional Development

The District will provide staff with educational resources and annual training in health and health-related topics.

Health Education

Students will be presented with a wide spectrum of health information, delivered in different aspects throughout an instructional program with standards to grow student skillsets such as taking proactive role in preventing disabling chronic health conditions, unnecessary injury and disease along with health promotion; goal setting, decision making and taking responsibility for health enhancement; and to adopt health-enhancing attitudes and behavior; the district shall adopt a comprehensive health education program consistent with the requirements of state and federal law.

The concepts addressed in the health curriculum will be: mental health, human growth and development; nutrition; family and consumer health; prevention and control of disease; health services and medical advances; drugs, including alcohol and tobacco; community and environment health; safety and first aid; and health.

IMPLEMENTATION, MONITORING, AND EVALUATION

Leadership

The District will designate one or more official(s) to facilitate the development of the local school wellness policy, oversee appropriate updates to the policy and ensure each

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

school's compliance with the policy. The District will ensure the designated official(s) fully understand(s) the federal and state laws related to wellness policies. The District Wellness appointed leaders include the Child Nutrition Program Director and Site Principals.

Community Involvement

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

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

Assessments, Revisions, and Policy Updates

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

- Parents, students, physical education teachers, school health professionals, the school board, school administrators, and the general public will be allowed to participate in the development, implementation, and periodic review and update of the local wellness policy.
- The district will assess how its policy compares with the latest national recommendations on school health, and will update the policy accordingly.
- The District will inform and update the public about the content and implementation of the local wellness policy (via the District's website, handouts, newsletters sent directly to families' homes, etc.).
- District leadership will support site Principals in implementation of Board policy and program changes as necessary to increase its effectiveness. In addition the following will be assessed:

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- Additionally, they will designate one person per site to measure how effectively the plan is being implemented and school policy compliance.
- Work with the Child Nutrition Program to track the number of students that participate in the school lunch program.
- Document the number of participants in PE classes, intramural activities and competitive sports.
- Report and document results of testing in curricular areas (Presidents Physical Fitness Testing, etc.).
- Compare the number of participants at each level each year
- All building, grade-level and age appropriate comprehensive nutrition, health and physical education curricula for accuracy, completeness, balance, and consistency with state and local district educational goals and standards.
- Ensure teachers deliver nutrition, health and physical education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities.
- Provide public updates to families and community organizations; support their involvement, to the extent practicable, in nutrition, health and physical education.

COVER SHEET

FOOD SAFETY PLAN for

School District: _____

School: _____

DATE PREPARED: _____ **By:** _____

DATE APPROVED: _____ **BY:** _____

DATE IMPLEMENTED: _____ **BY:** _____

DATE REVIEWED: _____ **BY:** _____

DATE REVISED: _____ **BY:** _____

The Developing A School Food Safety Program training materials were written to accompany the U.S. Department of Agriculture's Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles. The Guidance for School Food Authorities resources is available at <http://www.fns.usda.gov>. The National Service Management Institute developed these materials in Cooperation with the USDA Child Nutrition Division and the USDA Food Safety Division. USDA recommends the Process Approach because it gives you flexibility to create a food safety program specific to your food service operation.

The Process Approach was originally developed by the Food and Drug Administration (FDA) for retail food establishments. Follow your State and local public health requirements and your school district policies and procedures.

Food Safety Plan for

School District: _____

School: _____

This program was developed in (Date) _____ By (Name)

_____ (Title) _____, for the

(Name of District) _____ and is

intended for use at the (School) _____. The

program follows the USDA guidance on developing a food safety program based on the Process Approach. All standards in this plan are based on the

(Year, State or Local Food Code) _____, _____

School Foodservice Staff

Directions: Identify the name of the foodservice staff and their position.

Name

Position

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Date _____

Foodservice Equipment Inventory

Directions: Identify the type and quantity of foodservice equipment located in your facility.

Type	Quantity
Mixer, floor	_____
Mixer, counter	_____
Food Processor	_____
Refrigerator	_____
Freezer	_____
Milk Cooler	_____
Ice machine	_____
Oven, Convection	_____
Holding Unit, Cold	_____
Holding Unit, Hot	_____
Dishmachine	_____
2" Steam Table Pans	_____
Food Bar	_____
Tilting Skillet (Braiser)	_____
Steamer	_____

Foodservice Equipment Inventory

Directions: Identify the type and quantity of foodservice equipment located in your facility.

Type

Quantity

MENU ITEMS

Standardized recipes will be reviewed before grouping the menu items into one of the three categories. How the food is prepared determines if the menu item is a NO Cook, Same Day, or Complex Food Preparation Process category. Following the directions on standardized recipes contributes to the success of your food safety program.

Direction: Identify where your standardized recipes and monthly menus will be located and the length of time they will be kept on file.

Standardized recipes are located in foodservice office are located _____ and will

Be kept on file for _____.

Monthly menus are located _____ and will be kept on file for _____.

Standard Operating Procedures (SOP)

The (Name of School) _____ food safety SOPs have been
Include specific requirements from the local or State Health department. Employees will be
Trained and receive a copy of food safety SOPs. A complete set of the food safety SOPs will
be attached to this food safety program.

Recognizing Hazards

A way to recognize where hazards can be controlled is to think where and when it is important to control time and temperature during food preparation. This includes the operational steps of cold-holding, cooking, cooling, holding, and reheating.

You will find that despite the different specific hazards, the control measures used to prevent, eliminate, or reduce hazards in all menu items under each of the three processes are similar.

Once you identify the appropriate process for each menu item, determine what control measures are needed to prevent the introduction of hazards at each stage of food preparation from receiving to service. Document these control measures. Decide which of the control measures are absolutely essential to ensuring safe food. Follow your State and local health department requirements.

USDA's Quantity Recipes for School Food Service was recently revised to include control Measures and is an excellent resource when preparing food by recipe. These recipes are available through the National Food Service Management Institute's Website at http://www.nfsmi.org/Information/school_recipe_index_alpha.html.

Control Measures for Cold Holding

The control measure for cold foods is cold holding. Hold food at (insert cold-holding temperature) _____ or below. Monitor and record temperatures on log to make sure food is held the proper temperature.

Employees and substitutes staff will be trained on procedures and corrective actions for cold holding foods.

Control Measures for Hot Holding

The control measure for hot foods is hot holding. Hold food at (insert hot-holding temperature) _____ or above. Monitor and record temperatures on log to make sure food is held the proper temperature.

Employees and substitutes staff will be trained on procedures and corrective actions for hot holding foods.

Control Measures for Reheating

The control measure for reheating cooked foods that have been properly cooled is reheating.

Reheat foods to 165°F for 15 seconds within two hours. Monitor and record temperatures on log to make sure food is reheated to the proper temperature

Temperature logs will be located _____ and a copy will be kept on file (location) _____ for 1 year.

Employees and substitutes staff will be trained on procedures and corrective actions for reheating foods.

Control Measures for Cooking

The control measure for cooked foods is cooking. Employees and substitute staff will be trained on procedures and corrective actions for cooking foods. Monitor and record temperatures on log to make sure food is cooked to the proper temperature. Cook foods to the proper temperature (insert temperature)

Chili _____

Ground Beef _____

Tacos Meat _____

Pizza, Cheese _____

Pizza, sausage _____

Stuffed Pasta, lasagna _____

Chicken Nuggets _____

Fish _____

Turkey _____

Pork, ground _____

Control Measures for Cooking

The control measure for cooked foods is cooking. Employees and substitute staff will be trained on procedures and corrective actions for cooking foods. Monitor and record

Control Measures for Cooling

The control measures for a food item cooked on one day and served on the next day is cooling. Cool foods from (insert temperatures) _____ in the first 2 hours and to _____ in the next 4 hours. Remember, if the temperature in the first 2 hours has not occurred immediate corrective action must be take before cooling can continue. Therefore, the internal temperature of the food item must be monitored and recorded to make sure it cools from (insert temperatures) _____ in the first 2 hours and to (insert temperatures) _____ in the next 4 hours.

Temperature Rules!

Cooking for Food Service

Hold at specified temperature or above for 15 seconds unless otherwise state

Minimum Temperatures and Holding Times

165°F (15 seconds)

- ❖ Poultry – chicken, turkey, duck, goose – whole, parts or ground
- ❖ Soups, stews, stuffing, casseroles, mixed dishes
- ❖ Stuffed meat, poultry, fish, and pasta
- ❖ Leftovers (to reheat)
- ❖ Food, covered, cooked in microwave oven (hold covered **2 minutes after removal**)

155°F (15 seconds)

- ❖ Hamburger, meatloaf and other ground meats; ground fish*
- ❖ Fresh shell eggs—cooked and held for service (such as, scrambled)

145°F (15 seconds)

- ❖ Beef, corned bee, pork, ham—roasts (hold **4 minutes**)*
- ❖ Beef, lamb, veal, pork—steaks or chops
- ❖ Fish, shellfish
- ❖ Fresh shell eggs—broken, cooked and served immediately

140°F (15 seconds)

- ❖ Ham, other roasts—processed, fully cooked (to reheat)
- ❖ Fruits and vegetables that are cooked

*For alternative times and temperatures, see the **FDA Food Code 2001**
<http://vm.cfsan.fda.gov/~dms/foodcode.html>

Hold all hot food at 135°F or above after cooking

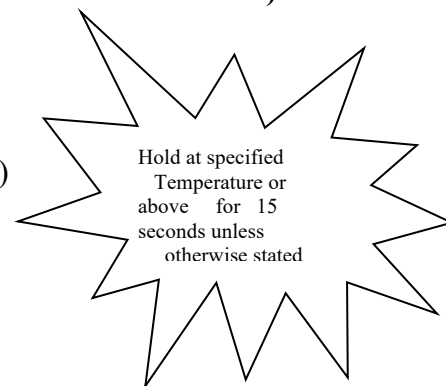
USDA Meat and Poultry Hotlines 1-888-MPHotline

FDA Food Information Line 1-888- SAFE FOOD

(USDA symbol) Food Safety and Inspection Service
 U.S. Department of Agriculture

www.fsis.usda.gov/thermy

USDA is an equal opportunity employer and provider.



The Process Approach

The Process approach groups food preparation into three broad categories based on how many times a menu item moves through the temperature danger zone. The Process Approach is an organized method that links food preparation processes, food safety principles, and your standard operating procedures.

The foods that you serve can be grouped into three broad categories based on specific processes and the number of times a food item passes through the temperature danger zone. These are the preparation categories in the Process Approach:

- Process #1 - No Cook Preparation
- Process#2 – Same Day Service Preparation Process
- Process#3 – Complex Food Preparation Process

Menu items can be grouped into three broad categories based on specific processes and the number of times a specific food item passes through the temperature danger zone. Menu items will be identified according to the food preparation process.

To assign menu items to one of the three processes, consider the processes and procedures used to prepare the food in each of your school district's facilities. Determine whether menu items have no cook step involved, undergo a cook step for same day service, or receive additional cooling and heating and reheating following a cook step. This will enable you to place each menu item into the appropriate process. Remember, identify the number of times each menu item goes up (heating) or comes down (cooling) through the danger zone (41°F - 135°F) and sort menu items in Process #1 – No Cook Preparation, Process #2 – Same Day Preparation Process, and Process #3 – Complex Food Preparation Process.

In some cases, the menu item may not appear to fit into any the processes. However, these types of items will be handled and prepared properly in accordance to the standard operating procedure.

The Process Approach

The (Name of School)_____ will assign each menu item using Process #1 – No Cook Preparation Worksheet, Process #2 – Same Day Preparation Process Worksheet, and Process #3 – Complex Food Preparation Process Worksheet. The Worksheets will be posted (location) _____ and a copy will be kept on file (location)_____ for minimum of 1 year.

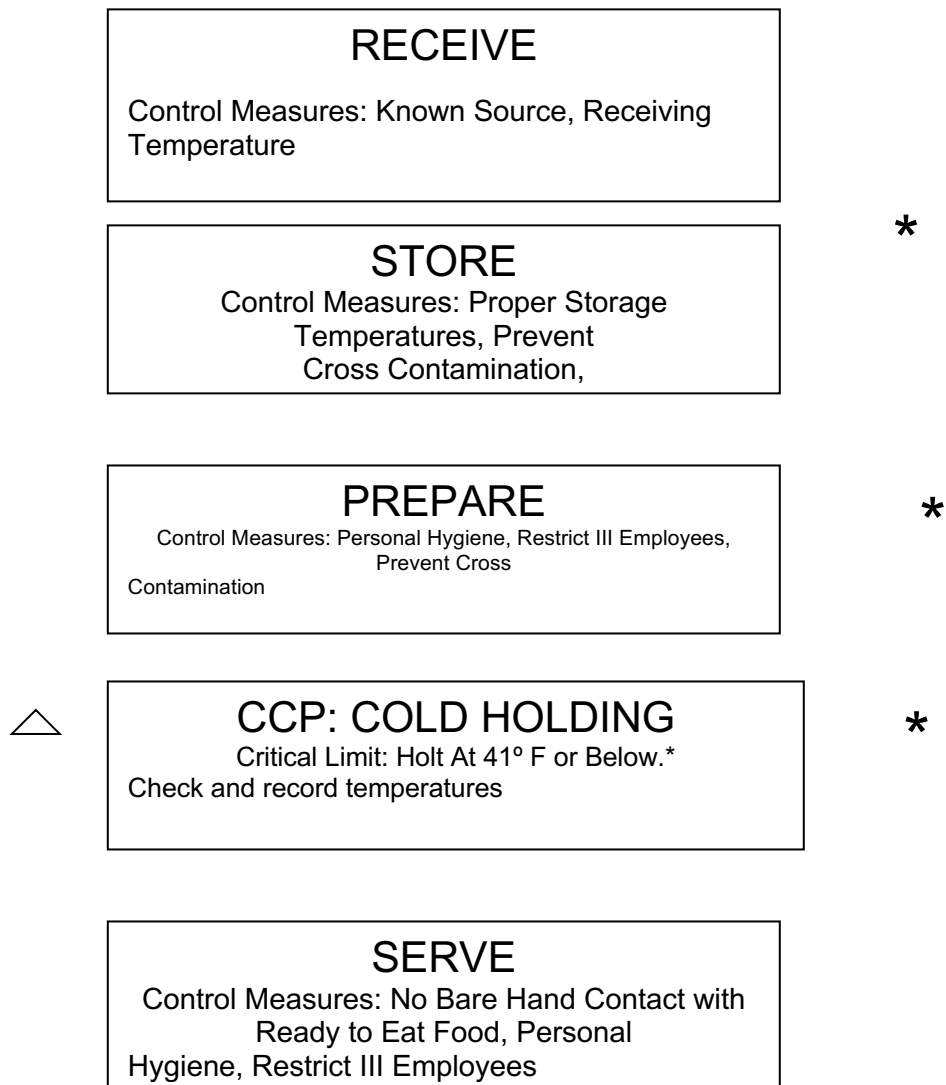
Employees and substitute staff will be trained on using standardized recipes and the three different food preparation processes and Process #1 – No Cook Preparation Worksheet, Process #2 – Same Day Preparation Process Worksheet, and Process #3 --Complex Food Preparation Process worksheet on a quarterly basis. An explanation of the food preparation processes has been included in this food safety plan.

Process #1- NO COOK Preparation

Process #1 – No Cook Preparation food items are meant to be kept cold from preparation through service. Potentially hazardous foods that require no cooking and do not make a complete trio through the temperature danger zone would fall into the No – Cook Preparation Process category.

Process #1- NO COOK

Example: Fruit Salad



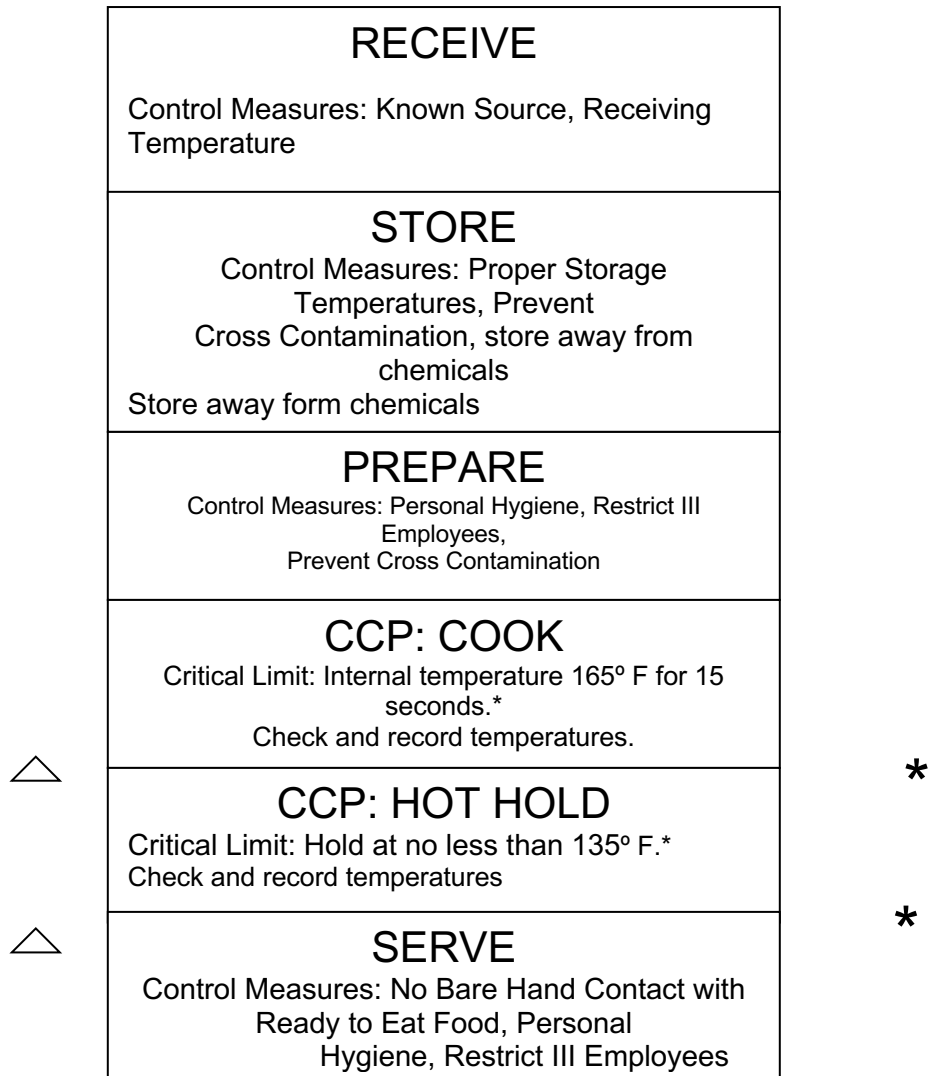
△ Triangle icon means that taking a temperature is necessary.

* Asterick icon means recording data is necessary.

the Same Day Service Preparation Process category. The food will pass through the temperature danger zone only once before it is served, thus minimizing the opportunity for bacterial growth.

Process #2- Same Day Service

Example: Baked Chicken



△ Triangle icon means that taking a temperature is necessary.

* Asterick icon means recording data is necessary.

Process #2 – Same Day Service Preparation Process Worksheet

Directions: Review the standardized recipe for each of your menu items. Write the name of the menu item, the recipe number, and any specific instructions in the appropriate columns. Follow your SOPs for facility – wide receiving, storing, preparing, holding and serving.

Menu Item	Recipe Number	Specific Instructions

Process #3 – Complex Food Preparation

Process #3 – Complex Food Preparation food items are meant to be prepared hot and served cooled or possibly reheated. In the Complex Food Preparation Process, a potentially hazardous food passes through the temperature danger more than one time.

The Complex Food Preparation Process includes cooling or reheating as part of the food preparation process.

**Process 3: Complex Food Preparation
Example: Beef and Bean tamale Pie**

	RECEIVE Control Measures: Known Source, Receiving Temperatures	*
	STORE Control Measures: Proper Storage Temperatures, Prevent Cross Contamination, store away from chemicals	*
	PREPARE Control Measures: Hygiene, Restrict III Employees, Prevent Cross Contamination	
△	CCP: COOK Critical Limit: Cook to 165° F for at least 15 seconds. Check and record temperatures.	*
△	CCP: COOL Critical Limit :Cool to 70° F within 2 hours and from 70° F to 41° For lower within an additional 4 hours.* Check and record temperatures.	*
△	CCP: REHEAT Critical Limit: Heat to 165° F for at least 15 seconds.* Check and record temperatures.	*
△	CCP: HOT HOLD Critical Limit: Hold for hot service at 135° F or higher.* Check and record temperatures.	*
	SERVE Control Measures: No Bare Hand Contact with Ready to Eat Food, Personal Hygiene, Restrict III Employees	

△ Triangle icon means that taking a temperature is necessary.

* Asterick icon means recording data is necessary.

Monitoring

The (Name of the School) _____ will monitor food safety practices by visually inspecting and documenting time and temperature in accordance to the food safety standard operating procedure. Monitoring will be a constant consideration.

Employees and substitute staff will be trained on Monitoring. Monitoring activities may be included in the standard operating procedure and specific monitoring activities will be identified in this food safety plan.

Corrective actions

The (Name of the School) _____ will be responsible for developing predetermined corrective actions for the most deviations from control measures including cooking, cooling, cold-holding, hot-holding reheating, and standard operating procedures.

Corrective action will be reviewed and updated a minimum of 1 time each year. Foodservice staff will be responsible for documenting any corrective actions taken while handling and preparing food as well as any actions taken while performing standard operating procedures.

Employees and substitute staff will be trained on a continuous basis to take Corrective actions when necessary. Corrective actions may be included in the standard operation procedure and specific corrective actions will be identified in this food safety plan.

Recordkeeping

The (Name of the School) _____ will be responsible for record keeping as indicated in the standard operating procedures or as they are assigned. The foodservice manager will be responsible for ensuring records are being maintained and stored in the proper location. All pertinent information for cooking, cooling, cold-holding, hot-holding, reheating, time and temperature will be kept on clip boards in the kitchen for ease of use. All applicable forms for daily record keeping will be replaced on a weekly basis or sooner, if necessary. In the case of weekly records, forms will be replaced as needed. All completed forms will be kept on file in the foodservice office for a minimum of 1 year. Employees and substitute staff will be trained on Recordkeeping. Recordkeeping procedures may be outlined in the standard operating procedures and specific records will be identified in this food safety plan.

The (Name of the School) _____ school nutrition unit will review the Food safety plan a minimum of once a year. The plan will be reviewed effectiveness by the (position) _____. Revisions will be dated and signed by the foodservice director. Employees and substitute staff will be trained on a regular basis on the changes or modifications to the food safety program. A training log will be kept on file for a minimum of 1 year.

Daily Record Keeping

Menu Item	Food Process Category	Amount Prepared, Served, and Leftover	Cooking/Holding Temperatures	Corrective Action
		Prepared_____	Cooking_____	
		Served_____	Holding_____	
		Leftover_____	Holding_____	
		Prepared_____	Cooking_____	
		Served_____	Holding_____	
		Leftover_____	Holding_____	
		Prepared_____	Cooking_____	
		Served_____	Holding_____	
		Leftover_____	Holding_____	

ELEMENTARY ATHLETICS

Each elementary school will conduct a supervised athletic program in track. Inter-city competition will be arranged for this sport by the superintendent of schools. Schools may conduct other athletic activities on an intramural basis but will not compete on an inter-city basis.

Due to the age of the participants, elementary teams are not to be permitted to make trips outside the city to participate in scrimmages or games (meets etc.) nor are they permitted to host other teams from outside the city for such events.

All elementary schools conduct a physical education program for all students at all grade levels. Participation in the supervised athletic program will not serve to take the place of the physical education program.

This policy will not apply to elementary Special Olympic students.

ATHLETIC RECOMMENDATIONS

The principal and athletic director shall make all recommendations of coaches to the superintendent of schools. In hiring assistant coaches the head coach for that particular sport may be involved. Under no circumstances are recommendations to be discussed with the applicants and no publicity is to be given on recommendations until action is taken by the Board of Education.

ALTUS SCHOOLS INTERNET PUBLISHING AGREEMENT

Introduction

Use of the Internet and associated technology is playing an increasing role in education. Using the Internet to publish materials that will further educational processes, goals, and objectives is a natural extension of the Altus Schools Vision Statement. The Altus School *District Internet Publishing Agreement and Guidelines* will serve to inform contributors to the district's Internet presence of their responsibility to efficiently, ethically, and legally utilize network resources.

Roles and Responsibilities

◆ Altus Schools District Webmaster

Defined: The district's Director of Public Information will manage all information appearing on district Internet servers.

Responsibilities:

- Establish district's *Internet Publishing Agreement*.
- Establish district's *Internet Publishing Guidelines*.
- Serve as Editor-in-Chief of all documents published on district Internet resources.
- Assure accuracy and appropriateness of all materials published, so that they adhere to the district's goals, guidelines, and policies.
- Either publish or resubmit material for editing.

◆ Altus Schools Technology Director

Defined: The district's Director of Technology will serve as the technical manager for Internet published materials.

Responsibilities:

- Maintain district's computing hardware and software.
- Maintain district's network, enabling publication of materials on the Internet.
- Periodically help monitor content served on district computers.
- Ensure that updates to the district's Internet presence are made in a timely manner.

◆ Site Administrator

Defined: All Altus School District Administrators, Principals, or Program Directors who have responsibility for content information published by their school or organization on the Internet.

Responsibilities:

- Establish, with their designated site or organization Webmaster, an *Internet Publishing Procedure* for their site or organization. This procedure shall assure content and materials to be published meet the district standards for quality and excellence **before** the public views them.
- Designate an organization Webmaster who agrees to support the organization's *Internet Publishing Procedure* and the district's *Internet Publishing Agreement*.
- Annually submit their *Internet Publishing Procedure* to the District Webmaster (This will include a copy of their designated Webmaster's *Internet Publishing Agreement*).

- Ensure Webmasters and/or Contributors to Internet published materials understand the *Internet Publishing Procedure*.
- Assure content adheres to the district goals, guidelines, and policies. (Refer to the Altus Schools *Internet Publishing Guidelines*).

◆ **Site or Organization Webmaster**

Defined: A site or organization Webmaster is the person responsible for designing, editing, and preparing content for publication on the district's Internet server. All content shall be in accordance with procedures established by their sponsoring school or organization and the Altus Schools *Internet Publishing Guidelines*.

Responsibilities:

- Work to develop their organization's *Internet Publishing Procedure*.
- Receive their administrator's approval on all materials to be published.
- Ensure accuracy and appropriateness of all materials to be published.
- Practice effective file management so only current materials appear in information submitted for publication on the Internet.
- Keep current back-up copies of all active materials submitted to appear on Internet.
- Ensure Content Contributors understand their *Internet Publishing Procedure*.
- Edit all content submitted by Contributors, to assure it adheres to the district's goals, guidelines, and policies. (Refer to Altus Schools *Internet Publishing Guidelines*.)
- Submit all content to the District Webmaster for publication on the Internet.
- It is strongly encouraged that all webmasters attend an Altus Schools web-publishing workshop.

◆ **Content Contributor**

Defined: Any employee or student of Altus Schools assuming responsibility for preparing materials for publishing on the district's Internet accessible server.

Responsibilities:

- Review and understand their organization's *Internet Publishing Procedure*.
- Ensure accuracy and appropriateness of all material to be published, so that it adheres to the district goals, guidelines, and policies. (Refer to Altus Schools *Internet Publishing Guidelines*).
- Submit materials for approval to the site or organization Webmaster, who will then submit materials to the District Webmaster.

Internet Publishing Process

1. An organization determines its need to publish on the Internet and gains approval of the site administrator.
2. The administrator designates a site or organization Webmaster and identifies Content Contributors.
3. The site administrator and Webmaster develop their organization's *Internet Publishing Procedure*.
4. Administrator, Webmaster, and any Contributors complete the Altus Schools *Internet Publishing Agreement*.
5. Send copies of the organization's *Internet Publishing Procedure* and the designated Webmaster's *Internet Publishing Agreement* to the District Webmaster.
6. The organization publishes materials in compliance with their approved *Internet Publishing Procedure* and forwards completed content to the District Webmaster.

7. The District Webmaster places the content on the district network and gives an assigned address for accessing materials to the designated site or organization Webmaster.
8. The site or organization Webmaster and Content Contributors maintain the organization's Internet published content, ensuring that timely updates are made and forwarded to the District Webmaster.

ALTUS PUBLIC SCHOOLS INTERNET PUBLISHING AGREEMENT

Administrator

I understand that I am responsible for all materials published by my organization on an Internet accessible server. Accordingly, I have established, with input from our Webmaster and Content Contributors, an *Internet Publishing Procedure* for my organization. I have reviewed our *Internet Publishing Procedure* and the district *Internet Publishing Guidelines* with my designated Webmaster. I agree to implement our *Internet Publishing Procedure* and the district *Internet Publishing Guidelines*, and I will keep all signed *Internet Publishing Agreements* on file at my site. I understand any violations of this agreement may result in disciplinary action and/or legal action.

Administrator (please print) _____ Organization _____
 Signature _____ Date _____

Webmaster

I agree to work according to our *Internet Publishing Procedure* and the district *Internet Publishing Guidelines*. I agree to instruct Content Contributors on our *Internet Publishing Procedure* and the district *Internet Publishing Guidelines*. I understand violations of this agreement may result in disciplinary and/or legal action. I agree to report any misuse of the electronic information resources to my administrator.

Webmaster (please print) _____ Organization _____
 Signature _____ Date _____

Content Contributor

I agree to work according to our *Internet Publishing Procedure* and the *district Internet Publishing Guidelines*. I understand violations of this agreement may result in disciplinary and/or legal action. I agree to report any misuse of the electronic information resources to an administrator. Student Content Contributors must also have a signed Parent/Guardian Internet Publishing Permission signature page on file.

Publisher Name (please print) _____ Organization _____
 Signature _____ Date _____

Parent/Guardian Internet Publishing Permission

As the parent or guardian of this student, I have read the *Internet Publishing Agreement* and allow my student to be a Content Contributor *. I agree to allow my student's work to be published on an Internet accessible server. I understand that use of electronic information resources is designed for educational purposes.

Parent or Guardian Name (please print) _____

Signature _____

Name of Student _____

Organization _____

Date _____

* A **Content Contributor** is an individual who contributes content materials to an Internet accessible server. They agree to follow their organization's *Internet Publishing Procedure* and assure the accuracy and appropriateness of all materials they publish so that they adhere to the district goals, guidelines, and policies. (Refer to Altus Schools *Internet Publishing Guidelines*).

ALTUS SCHOOLS INTERNET PUBLISHING GUIDELINES

Guiding Principals

- ◆ **Educational Value** – Material to be published must not display, access, or link to sites deemed offensive by the *Altus Schools Internet and/or Computing Resources Board Policy (200.085)*. All published material must have educational value, support the district guidelines, goals, and policies, and must conform to established school guidelines. Schools should concentrate on submitting material that reflects school activities, student work, special projects, or aspects of the community that they serve.
- ◆ **Quality** – All work published in the district's Internet server must be free of spelling or grammatical errors. All navigation links must work, and no intentionally dead links or "under construction" pages are allowed.
- ◆ **Protect Privacy** – At no time shall any student or employee personal information (home address, home e-mail address, or home phone number) appear on Altus Schools Internet published materials. All contact information should identify a webmaster, content sponsor, or site administrator for a school or organization.
- ◆ **Student Safety** – To assure student safety, individual students should not be identified in photographs appearing on Internet published materials, unless a signed parental permission form is on file at the school. Documents may not include any information that indicates the physical location of a student at a given time, other than attendance at a particular school or participation in school activities. No maps of school facilities may be placed online.
- ◆ **Copyright Laws** – Adhere to all copyright laws.
- ◆ **Content Monitoring/Auditing** – The sponsoring administrator should regularly "visit" Internet accessible content to monitor appropriateness, quality, and educational value. Accordingly, the Altus School District Administration and the District Webmaster reserve the right to audit and/or adjust materials and/or activity on any Internet server publishing content sponsored by any Altus Schools organization.

Site Guidelines

Each school or organization's web site should include the following:

- ◆ A statement identifying the school or organization as a member of Altus Public Schools.
- ◆ A link to the Altus Public School District Home Page.
- ◆ Contact information including the school phone number, fax number, and principal's name, as well as the organization Webmaster's name and a link to that individual's e-mail address.
- ◆ Content that is accurate, up-to-date, and grammatically correct.
- ◆ Content that observes copyright laws.
- ◆ Content that observes the privacy of individuals who work at and attend school at the site.
- ◆ Content that is appropriate for public access.
- ◆ The last date on which the web site was modified.
- ◆ A copyright notice that reserves the publisher's right.
- ◆ Active navigational links. It is suggested that every page contain clear links to the sponsoring site's home page and/or higher level pages. There should always be

navigational clues to help users find their way around (a "back" button is not always adequate).

Sample Footer

It is suggested that web sites adhere to the following sample footer, which contains a disclaimer (via link), contact information (e-mail link) copyright notice, and update information:

Maintained according to [Altus Schools Internet Publishing Guidelines](#) by [Organization Webmaster](#)

© 1999 Altus Public Schools - All rights reserved.

Last updated on October 31, 1999.

SCHOOL WEBSITE EVALUATION RUBRIC

This rubric is based on the best qualities observed in a variety of outstanding K-12 school web sites. It is meant to be a self-rating assessment and not a means to compare school sites. Scores lower than 4-5 in any area suggest the need for more attention in that area.

LEVEL 1	LEVEL 3	LEVEL 5
Navigation		
Navigation is inconsistent; different methods of navigation are used; user feels lost or stranded; buttons or links do not act predictably; user must use "Back" or "Go" buttons in browser to navigate; frames (if used) are not targeted correctly and create confusion; no links to district home page	Buttons and links usually work predictably; some inconsistency with navigation conventions; user might need to resort to browser controls for navigation in some cases; frames (if used) are mostly consistent but do not contribute to navigation and user experience; links to district home page are present but may not follow standard	Navigation is consistent; buttons and links work predictably; navigation conventions are clear; frames (if used) are targeted correctly and aid in navigation and user experience; links to district home page are present and standard
Appearance		
Pages do not show evidence of overall design or layout; graphics and logos are poor quality; text is difficult to read	Pages show some evidence of overall design or layout using colors, backgrounds, fonts, or icons; graphics are mostly of good quality; text is mostly legible but not entirely consistent	Pages show clear evidence of overall design themes; graphics are of high quality; text is easy to read in all instances
Legal/Guidelines		
Copyrighted images are used without permission; student home pages do not comply with district guidelines	Copyrighted images are used with permission but not always clearly credited; student home pages or projects mostly comply with district guidelines	Copyrighted images are used with permission and clearly credited; all student pages comply with district guidelines
Timeliness		
Web site is rarely updated; old projects are presented as new or current; e-mail addresses or home pages of staff or students no longer at the school are present; published dates for upcoming projects are already past; pages with "under construction" messages are common and not updated	Pages are updated infrequently; some "under construction" messages persist; e-mail and home page addresses are mostly current; some project dates are past; teachers identified in a specific grade/subject/department may have moved to another	Pages are updated regularly; material is dated correctly; e-mail addresses or home pages for staff and students are current; ongoing projects are truly current; no "under construction" messages

School Content		
No school history is present; no pictures of school activities are present; no mission/philosophy statement is present; no principal statement is present; school or student handbook not present; site does not present a "picture" of the school	School history, activities, mission/philosophy statement, handbook, or principal's statement may be present, but not all five; site presents a fair picture of the school	School history, activities, mission/philosophy statement, handbook, and principals' statement are all present and current; a clear picture of school life is evident
Parent Involvement		
No PTA/PTO page is present; PTA/PTO page is not current and does not provide methods for parental input or contact; links to sites for parents are not present	PTA/PTO page is present but does not include information about ongoing projects; minimal parental input options are present (e.g., phone numbers); newsletter is not published consistently; some links to parent sites are present	PTA/PTO page is current; parental involvement is encouraged with at least three methods for input (e.g., phone, e-mail, suggestion box form, bulletin board, etc.); ongoing projects are listed; newsletter is published consistently; links to parent sites are present
Community Resources		
No links or information about community resources	Some links or information about community resources; some information may not be current	Links and information about a variety of community resources are present and current
School Activity Calendars		
No school activity calendars are present; activity calendars are out of date	School activity calendar is present but links to district calendars are not; activity calendars are mostly up-to-date but may omit some events	School activity calendars are always up-to-date and reliable; calendars are updated frequently; links are provided to district and other applicable calendars
Staff Directory		
No staff directory is present; staff directory does not provide ways to contact staff (e.g., e-mail, phone)	Staff directory is present but not always current; does not include all staff members; contact information is provided	Staff directory is current and lists all staff, including itinerant staff; contact information is provided
Student Projects		
Few if any student projects are published; projects are limited to basic home pages; projects show limited editing or proofing	Some student work is present; teacher-created information about student projects (rather than actual student work) predominates; student projects are limited to only a few classes or individuals (e.g., only a few teachers or classes are involved in publishing work); some ongoing projects (such as literary magazines) are present; projects show some evidence of editing and proofing	Student projects are clearly featured; projects are from a variety of classes, levels, or individuals; projects feature original student work, including drawings, writing, photographs, videos, etc.; projects are related to curriculum; ongoing projects are present; projects show strong evidence of editing and proofing

INTERNET AND/OR COMPUTING RESOURCES

I. PURPOSE

The purpose of this policy is to set forth guidelines for implementing a plan for acceptable use of District-provided computers, equipment, software, computer networks, telecommunications resources, related services, and the INTERNET, hereinafter called "District computing resources."

II. DEFINITIONS

- A. District computing resources: Computers, computer networks, cabling, hubs, file servers, telecommunications services, and equipment owned or leased by Altus Schools.
- B. INTERNET: An international network of computers.
- C. Offensive: E-mail, data, graphic, or program which contains profanity, sexually-explicit material, expressions of bigotry, hatred, or racial discrimination or is harassing, defamatory, antisocial or pornographic in nature.
- D. User: A Board member, student, client, guest or employee of the District who uses District owned computers, computer software, the District Network, District INTERNET access, or any other District computing resource.

III. POLICY

It is the policy of the Board of Education of Altus Schools District I-18 that District computer usage complies with: (a) Federal and State laws and regulations, (B) INTERNET policies and procedures, and © other related Board of Education policies.

District Computing resources are intended for administration, education, training, research and planning purposes.

District computing resources shall not be used for unauthorized purposes such as, but not limited to, transmission of commercial or personal advertisements, solicitations, promotions, destructive programs and/or distribution of political or religious material or material considered offensive.

Use of electronic communications (such as e-mail, voice mail or systems with similar functions) to send fraudulent, harassing, obscene, indecent, sexually explicit, intimidating, ethnically inflammatory, biased or other unlawful information or material is prohibited.

To protect the integrity of the systems, workstations, networks and instructional facilities, the District reserves the right to monitor and restrict access to District computing resources and the INTERNET.

The District makes no warranty of any kind, whether expressed or implied, for the services it provides through District computing resources.

IV. WILLFUL NEGLIGENCE OF AND/OR DAMAGE TO DISTRICT COMPUTING RESOURCES

It is the policy of the Board of Education that any user who willfully or through gross negligence destroys or damages any District computing resources may be held financially responsible for the repair or replacement of those resources.

V. PROCEDURES

The purpose of these procedures is to establish written guidelines to implement the board of Education Policy on Acceptable Use of district Computers, Software, Computer Networks, Telecommunications Resources, Related Services and the INTERNET.

VI. GENERAL COMPUTER USE

A. Copyrighted Material

Illegal installation of copyrighted material is prohibited. Illegal copying of software from any District computer, network, or program diskette is prohibited. Computer software and data protected under copyright laws may not be downloaded or uploaded to a computer owned by the District without written consent of the copyright holder.

B. Harassing or Inflammatory Material

Harassing or inflammatory material may not be transmitted via e-mail, posted on computers, posted to electronic bulletin boards or included in electronic news groups. Accessing, downloading or uploading e-mail, data, graphics and/or programs considered offensive is prohibited.

C. Acceptable Use

District computing resources are intended for administration, education, and academic research only. No student, client or guest may use computers in a classroom, lab, workshop or office unless there is an instructor or other appropriate District employee present.

Transmission of material violating federal or state regulations is prohibited. This material may include, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret.

Use for private commercial activities is prohibited.

Use for product advertisement, political lobbying or distribution of religious material is also prohibited.

D. Virus Checking

Downloaded software programs or data may not be installed or executed without first being checked for computer viruses. A diskette or CD-Rom from an outside source

may not be used in a District office, classroom, lab or workshop without first being checked by an instructor or appropriate staff member for computer viruses.

Executable files may not be sent or received via e-mail without the approval of appropriate district staff.

Any computer infected by a virus that can be traced to user neglect, will be repaired at a cost to the site budget where the computer is housed.

E. District Support

No operating system or application software that interferes with network operations or the INTERNET may be installed on any District computer, workstation or file server.

Improperly installed software that interferes with network operations will be removed at a cost to the site budget where the computer is housed.

Improperly installed software may result in loss of district support or disciplinary action.

District staff will not support or maintain any computer operating system or application software that does not meet District standards.

District computer maintenance forms must be completed before services can be rendered. Any charges incurred for a system or software without a maintenance form attached will be charged to the site budget where the computer is housed.

In the event of a "computer crash" or major failure, the district will restore the operating system and networking software to any district supported machine. Any software added by the user will not be restored by the district.

If the cause of the "crash" can be traced to the user, then all costs associated with the restoration of the machine will be charged to the site budget where the computer is housed.

F. Security

All reasonably available physical security measures will be taken to safeguard District computing resources.

District computing resources shall be secured by the user when not in use or when unattended.

A computer logged into the District Wide Area Network or the INTERNET should not be left unattended. Users are responsible for all transactions made under their USER ID and PASSWORD.

All users who have access to the District Wide Area Network or the INTERNET will be assigned a USER ID and a PASSWORD. Safeguarding of the PASSWORD will be the responsibility of the individual user. The individual user will be held 100% responsible for safeguarding his/her USER ID and PASSWORD.

The district has the right to restrict user's access to the District Wide Area Network or the INTERNET by : restricting the locations and workstations from which the user may log in, limiting the times at which the user may log in, or by denying or limiting access to programs and files.

The administration, faculty, or staff of the District may request a system administrator to deny, revoke, or suspend specific user accounts for violation of these policies or procedures.

G. District Standards

With the implementation of the district wide-area-network, no computer system will be allowed to share in these resources unless it is of quality.

Computer printers must also meet a high standard set by the district. These printers must be of quality.

Any computer system or printer found utilizing district resources that does not meet district standards will be immediately removed from the system.

VII. INTERNET

A. INTERNET USERS have:

1. The INTERNET access software loaded on their workstation.
2. Been trained in the proper access and use of the INTERNET **in accordance with the Children's Internet Protection Act (CIPA)**
3. Received an INTERNET USER ID; and
4. Signed a District computing Resource Use Agreement Form. In the case of minor students, parent(s) or legal guardian(s) must also sign the District computing Resource Use Agreement Form.

B. Acceptable Use of INTERNET

The INTERNET is a resource provided by the District for administration, education, and academic research.

C. INTERNET addresses and Passwords

Users are 100% responsible for any transactions under their USER ID or PASSWORD. The PASSWORD is considered confidential District information and should be protected.

D. Subscriptions to LISTSERVES

Information downloaded by LISTSERVERS can completely fill computer disk storage space. Therefore, the use of LISTSERVERS must be managed.

1. Prior approval by the system administrator is required for users to subscribe to a LISTSERVE.
2. LISTSERVE mail must be checked regularly. Users must delete obsolete mail and free disk storage space on a regular basis.

E. Automatic INTERNET Search Tools

Use of automatic search tools known as “crawlers” or “spiders” which automatically download data should be used with caution since their use could overload the District Wide Area Network.

F. Incurring Charges on the INTERNET

Users may not contract for or incur any charges for services or products offered on the INTERNET through District computing resources without first obtaining a District Purchase Order. Charges incurred without a purchase order will be the personal responsibility of the individual user.

VIII. CYBER BULLYING

Altus Public Schools strives to provide a safe, positive learning climate for students. Therefore, it shall be the policy of Altus Public Schools to maintain an educational environment in which bullying and cyber bullying in any form are not tolerated.

All forms of bullying and cyber bullying by school district students are hereby prohibited. Anyone who engages in bullying or cyber bullying in violation of this Policy shall be subject to appropriate discipline.

Students who have been bullied or cyber bullied shall promptly report such incidents to any staff member.

Complaints of bullying or cyber bullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint.

Altus Public Schools shall annually inform students that bullying or cyber bullying of students will not be tolerated.

Definitions:

Bullying shall mean unwelcome verbal, written or physical conduct directed at a student by another student that has the effect of:

1. Physically, emotionally or mentally harming a student;
2. Damaging, extorting or taking a student's personal property;
3. Placing a student in reasonable fear of physical, emotional or mental harm;
4. Placing a student in reasonable fear of damage to or loss of personal property; or
5. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs) which has the effect of:

1. Physically, emotionally or mentally harming a student;

2. Placing a student in reasonable fear of physical, emotional or mental harm;
3. Placing a student in reasonable fear of damage to or loss of personal property; or
4. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

All forms of bullying are unacceptable and, to the extent that such actions are disruptive of the educational process of Altus Public Schools, offenders shall be subject to appropriate staff intervention, which may result in administrative discipline.

The term "bullying" and "cyber bullying" shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.

Delegation of Responsibility:

Each staff member shall be responsible to maintain an educational environment free of bullying and cyber bullying.

Each student shall be responsible to respect the rights of his/her fellow students and to ensure an atmosphere free from all forms of bullying and cyber bullying.

Students shall be encouraged to report bullying or cyber bullying complaints to any staff member.

Any staff member who receives a bullying or cyber bullying complaint shall gather information or seek administrative assistance to determine if bullying or cyber bullying has occurred. The principal or his/her designee will inform the parents or guardians of the victim and also the parents or guardians of the accused.

Complaint Procedure:

A student shall report a complaint of bullying or cyber bullying, orally or in writing, to a staff member. If a parent initiates the complaint, the appropriate staff member will follow-up with the student.

The staff member will either gather the information or seek administrative assistance to determine if the alleged bullying or cyber bullying conduct occurred.

IX. DISCIPLINARY ACTION

The use of District computing resources is a privilege, not a right. Violation of District Policies and Procedures may result in cancellation of computer-use privileges and/or other disciplinary action. If Federal or State laws are violated, the offender will be reported to the proper authorities. System administrators will deem what is inappropriate use of District networks under their jurisdiction.

Computer Vandalism will result in cancellation of District computing resource privileges and/or other disciplinary action.

Altus Schools

SOCIAL MEDIA & ONLINE COMMUNICATIONS POLICY

The Superintendent, District Public Relations Director and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process.

As per state law, employees will be discouraged from sharing content or comments containing the following when directed at a citizen of the State of Oklahoma:

1. Obscene sexual content or links to obscene sexual content;
2. Abusive behavior and bullying language or tone;
3. Conduct or encouragement of illegal activity; and
4. Disclosure of any information required to be maintained as confidential by law, regulation, or internal policy.

“Social networking or “social media” means interaction with external websites or services based upon participant contributions to the content. Types of social media include social and professional networks, blogs, micro blogs, video or phone sharing and social bookmarking; and

“Comment” means a response to an article or social media content submitted by a commenter.

Employees who engage in any of the above-referenced prohibited behaviors are subject to the possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Technology Department and/or the Public Relations Department shall approve the technologies and networks suitable for use by Altus Public Schools and their programs. Altus Public Schools will not create, install, or implement their own social media, social networking, or Web 2.0 accounts or with technology services providers without following the provisions of this policy.

Everything you contribute online stays forever and everything you do, often on a personal basis, reflects on Altus Public Schools as an organization. Failure to follow these policies may result in disciplinary action.

Disclaimer

Each social media site (including but not limited to, blogs, wikis, Facebook, LinkedIn, Edmodo, Twitter, Instagram, etc.) established by Altus Public Schools group and/or associated personnel shall contain the following disclaimer: “The opinions expressed here are the personal opinions of the author and do not necessarily represent the views and opinions of Altus Public Schools.”

Confidential Information

You may not disclose any sensitive, proprietary, confidential, or financial information about the organization that is not considered public record. Altus Public School employees, students and parents should not be cited or obviously referenced without their approval. Never identify a teacher, staff member, student or parent by name without permission, and never discuss the confidential details of these individuals.

Respectful Tone

You may not post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful or embarrassing to another person or any other person or entity. This includes, but is not limited to, comments regarding Altus Public Schools, our employees, partners, students, teachers, parents, staff and administrators. You may not personally attack fellow employees, authors, parents, vendors, or stakeholders.

Be Considerate

Remember that anyone, including your colleagues, may be actively reading what you publish online. In choosing your words and your content, it is a good practice to imagine that your supervisor and your family are reading everything you post. It is all about judgment: using your social media accounts to bash or embarrass Altus Public schools, our students, teachers, staff, parents or your co-workers is not smart or professional. If you have suggestions for improvements at Altus Public Schools, please state them constructively and go through the proper channels to air your concerns and share your suggestions.

Be Transparent

If you discuss anything regarding Altus Public Schools, then you have a duty to disclose your role within the organization.

The Altus Public Schools Public Relations Department and its respective divisions is responsible for creating Altus Public Schools online presences.

Copyrights and Trademarks

Respect copyright and fair use laws. Trademarks such as logos, slogans and various digital content (art, music, photos, etc.) may require permission from the copyright owner. It is your responsibility to seek that permission if you intend to use any such trademarked content.

Personal

Social media is about individual participation. You are personally responsible for anything you publish online. Posts should express individual opinions, and not take positions for Altus Public Schools. You may post about the organization and educational trends but also about your personal opinions and even the occasional non-work related topics. (Remember to have the disclaimer in a prominent location). Even though your social media posts may be primarily made up of personal opinion, do your research and check that your facts are accurate.

Authenticity

Posts should be factual. Posts should not make comparative statements concerning Altus Public Schools partners without prior approval of the Office of the Superintendent and verification of accuracy from the Office of Public Relations. You should always disclose your employment or association with Altus Public Schools.

Respect Work Commitments

Please remember that the use of social media and other social networking activities are personal and should be done on your own time unless you have specifically been assigned to perform an online activity related to your Altus Public School responsibilities as an employee or student.

1:1 DIGITAL LEARNING INITIATIVE

The Altus Public School District's Board of Education is pleased to implement the **Altus Public School District's 1:1 Digital Learning Initiative**, an innovative plan focused on enhancing academic learning through new technology resources. As such, the District provides its students and staff access to a variety of technological resources, including laptop computers and iPads/tablets.

The purpose of this policy is to provide clear guidelines and regulations regarding the safe, legal, considerate and responsible use of this technology, as well as all technological resources utilized by students, staff, parents, and volunteers of the Altus Public School District. All Altus Public School District technological resources and information stored on them are governed by district policies and are subject to school supervision and inspection. This policy applies regardless of whether such use occurs on or off school district property, and it applies to all school district technological resources, including but not limited to computer networks and connections, the resources, tools and learning environments made available by or on the networks, and all devices that connect to those networks. The Altus Public School District reserves the right to monitor, access, retrieve, read and disclose all messages, information, and files which have been created, sent, posted from, stored on, or utilized by its technological resources to law enforcement officials and others without prior notice. Any individual who violates this policy or any applicable local, state or federal laws is subject to disciplinary action, a loss of technology privileges and may face legal action.

A. EXPECTATIONS FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

School district technological resources may only be used by students, staff and others expressly authorized by the Technology Department. The use of school district technological resources, including access to the Internet, is a privilege, not a right.

Individual users of the school district's technological resources are responsible for their behavior and communications when using those resources. Responsible use of school district technological resources is used that is ethical, legal, respectful, academically honest and supportive of student learning. Each user has the responsibility to respect others in the school community and on the Internet. Users are expected to abide by the generally accepted rules of network etiquette. General student and employee behavior standards, including those prescribed in applicable board policies, the Student and Employee Handbook and other regulations and school rules, apply to use of the Internet and other school technological resources.

In addition, anyone who uses school district computers or electronic devices or who accesses the school network or the Internet using school district resources must comply with the additional rules for responsible use listed in Section B, below. These rules are intended to clarify expectations for conduct, should not be construed as all-inclusive.

All students and employees must be informed annually of the requirements of this policy and the methods by which they may obtain a copy of this policy. Before using school district technological resources, students and employees must sign a statement indicating that they understand and will strictly comply with these requirements. Failure to adhere to these requirements will result in disciplinary action, including revocation of user privileges. Willful misuse may result in disciplinary action and/or criminal prosecution under applicable state and federal law.

B. RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

1. School district technological resources are provided for school-related purposes only during school hours. Acceptable uses of such technological resources are limited to responsible, efficient and legal activities that support learning and teaching. Use of school district technological resources for political purposes or for commercial gain or profit is prohibited. Student personal use of school district technological resources for amusement or entertainment is also prohibited.
2. School district technological resources are installed and maintained by members of the Technology Department. Students and employees shall not attempt to perform any installation or maintenance without the permission of the Technology Department.
3. Under no circumstances may software purchased by the school district be copied for personal use.
4. Students and employees must comply with all applicable laws, including those relating to copyrights and trademarks, confidential information, and public records. Any use that violates state or federal law is strictly prohibited. Plagiarism of Internet resources will be treated in the same manner as cheating, as stated in the Student Code of Conduct.
5. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages or other material that is obscene, defamatory, profane, pornographic, harassing, abusive or considered to be harmful to minors. All users must comply with District policy on Student Bullying, Harassment, Threat, Violence and Assault, when using school district technology.
6. The use of anonymous proxies to circumvent content filtering is prohibited.
7. Users may not install or use any Internet-based file-sharing program designed to facilitate sharing of copyrighted material.
8. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
9. Users must respect the privacy of others. When using e-mail, chat rooms, blogs or other forms of electronic communication, students must not reveal personal identifying information, or information that is private or confidential, such as the home address or telephone number, credit or checking account information or social security number of themselves or fellow students. In addition, school employees must not disclose on school district websites or web pages or elsewhere on the Internet any personally identifiable, private or confidential information concerning students (including names, addresses or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Education Rights and Privacy Act (FERPA). Users also may not forward or post personal communications without the author's prior consent.

10. Users may not intentionally or negligently damage computers, computer systems, digital or electronic devices, software, computer networks or data of any user connected to school district technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance. Users must scan any downloaded files for viruses.
11. Users may not create or introduce games, network communications programs or any foreign program or software onto any school district computer, electronic device or network without the express permission of the director of technology or designee.
12. Users are prohibited from engaging in unauthorized or unlawful activities, such as “hacking” or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems or accounts.
13. Users are prohibited from using another individual’s ID or password for any technological resource without permission from the individual. Students must also have permission from the teacher or other school official.
14. Users may not read, alter, change, block, execute or delete files or communications belonging to another user without the owner’s express prior permission.
15. Employees shall not use passwords or user IDs for any data system for an unauthorized or improper purpose.
16. If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.
17. Teachers shall make reasonable efforts to supervise students’ use of the Internet during instructional time, to ensure that such use is appropriate for the student’s age and the circumstances and purpose of the use.
18. Views may be expressed on the Internet or other technological resources as representing the view of the school district or part of the school district only with prior approval by the superintendent or designee.
19. Without permission by the board, users may not connect any personally-owned technologies such as laptops and workstations, wireless access points and routers, etc. to district owned and maintained networks. Connection of personal devices such as iPods, smartphones, digital tablets and printers is not permitted. The board is not responsible for the content accessed by users who connect to the Internet via their personal mobile telephone technology (e.g., 3G, 4G service).
20. Users must back up data and other important files regularly.
21. Those who use district owned and maintained technologies to access the Internet at home are responsible for both the cost and configuration of such use.

22. Students who are issued district owned and maintained iPads must also follow these guidelines:

- a. Keep the iPad secure and damage free.
- b. Do not loan out the iPad, charger or cords.
- c. Do not leave the iPad in your vehicle.
- d. Do not leave the iPad unattended.
- e. Do not eat or drink while using the iPad or have food or drinks in close proximity to the laptop.
- f. Do not allow pets near the iPad.
- g. Do not place the iPad on the floor or on a sitting area such as a chair or couch.
- h. Do not leave the iPad near table or desk edges.
- i. Do not stack objects on top of the iPad.
- j. Do not leave the iPad outside.
- k. Do not use the iPad near water such as a pool.
- l. Do not check the iPad as luggage at the airport.
- m. Back up data and other important files regularly.

The Altus Public School District will at times perform maintenance on the laptops by imaging and other support-related services. All files not backed up to server storage space or other storage devices will be deleted during this process. Keep a personal backup of all files for data retrieval.

C. RESTRICTED MATERIAL ON THE INTERNET

The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from diverse and rapidly changing sources, including some that may be harmful to students. The board recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. Nevertheless school district personnel shall take reasonable precautions to prevent students from accessing material and information that is obscene, pornographic or otherwise harmful to minors, including violence, nudity or graphic language that does not serve a legitimate pedagogical purpose. The superintendent shall ensure that technology protection measures are used and are disabled or minimized only when permitted by law and board policy. The board is not responsible for the content accessed by users who connect to the internet via their personal mobile telephone technology (e.g., 3G, 4G service).

D. PARENTAL CONSENT

The board recognizes that parents of minors are responsible for setting and conveying the standards their children should follow when using media and information sources. Accordingly, before a student may independently access the Internet, the student's parent or guardian must be made aware of the possibility that the student could obtain access to inappropriate material while engaged in independent use of the Internet. The parent and student must consent to the student's independent access to the Internet and to monitoring of the student's e-mail communication by school personnel. In addition, in accordance with the board's goals and visions for technology, students may require accounts in third party systems for school related projects designed to assist students in mastering effective and proper online communications or to meet other educational goals. Parental permission will be obtained when necessary to create and manage such third party accounts.

E. PRIVACY

No right of privacy exists in the use of technological resources. Users should not assume that files or communications accessed, downloaded, created or transmitted using school district technological

resources or stored on services or hard drives of individual computers will be private. School district administrators or individuals designated by the superintendent may review files, monitor all communication and intercept e-mail messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations. School district personnel shall monitor online activities of individuals who access the Internet via a school-owned computer or district-owned equipment. Under certain circumstances, the board may be required to disclose such electronic information to law enforcement or other third parties, for example, as a response to a document production request in a lawsuit against the board, as a response to a public records request or as evidence of illegal activity in a criminal investigation.

F. SECURITY/CARE OF PROPERTY

Security on any computer system is a high priority, especially when the system involves many users. Employees are responsible for reporting information security violation to appropriate personnel. Employees should not demonstrate the suspected security violation to other users. Unauthorized attempts to log onto any school system computer on the board's network as a system administrator may result in cancellation of user privileges and/or additional disciplinary action. Any user identified as a security risk or having a history of problems with other systems may be denied access. Users of school district technology resources are expected to respect school district property and be responsible in using the equipment. Users are to follow all instructions regarding maintenance or care of the equipment. Users may be held responsible for any loss or damage caused by intentional or negligent acts in caring for computers while under their control. The school district is responsible for any routine maintenance or standard repairs to school system computers.

G. PERSONAL WEBSITES/SOCIAL MEDIA

The district recognizes the use of online social media networks as a communications and e-learning tool. As a result, the district provides password-protected, innovative social tools for e-learning and collaboration purposes. However, public social media networks may not be used for classroom instruction without prior consent of the superintendent. The use of social media for personal use during district (on-contract) time is prohibited. The district may use publicly available social media for fulfilling its responsibility for effectively communicating in a timely manner with the general public, through designated employees at the direction of the board.

The superintendent may use any means available to request the removal of personal websites that substantially disrupt the school environment or that utilize school district or individual school names, logos or trademarks without permission.

1. Students

Though school personnel generally do not monitor students' Internet activity conducted on non-school district devices during non-school hours, when the student's online behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with board policy.

2. Employees

All employees are to maintain an appropriate, professional relationship with students at all times. Employees' personal websites and social media posts, displays or communications must comply with all state and federal laws and any applicable district policies, including the Oklahoma Educator Code of Ethics and Standards of Conduct which requires professional, ethical conduct.

3. Volunteers

Volunteers are to maintain an appropriate relationship with students at all times. A volunteer is encouraged to block students from viewing personal information on the volunteer's personal websites or online networking profiles in order to prevent the possibility that students could view materials that are not age-appropriate. An individual volunteer's relationship with the school district may be terminated if the volunteer engages in inappropriate online interaction with students.

H. FEDERAL ACCOUNTABILITY

The Altus Public School District in order to be eligible for Federal Funds is required to incorporate and comply with both CIPA and COPPA requirements into the district's Acceptable Use Policy.

Children's Internet Protection Act (CIPA)

CIPA requires that schools and libraries that receive specific Federal Funds must certify to the funding agency that they have an Internet Safety Policy in place. Such a policy should use technology that blocks access to obscenity, child pornography, or material harmful to minors. It may also include monitoring of children as they are online. Congress wants the Internet Safety Policy to address hacking, chat rooms, e-mail safety, disclosure of personal information concerning children, and unlawful activities of children online. CIPA became effective on April 21, 2001.

Additionally, the Altus Public School District, in accordance with the Broadband Data Improvement Act (BDIA) of 2008, is implementing a policy addressing cyber-bullying and other social networking issues.

Broadband Data Improvement Act (BDIA)

BDIA declares that the issue of Internet safety includes issues regarding the use of the Internet in a manner that promotes safe, online activity for children, protects children from cybercrimes, including crimes by online predators, and helps parents shield their children from material that is inappropriate for minors. BDIA amends the Communications Act of 1934 to require elementary and secondary schools with computer access to the Internet to educate minors about appropriate online behavior, including online interaction with other individuals in social networking websites and in chat rooms and cyber-bullying awareness and response.

I. DISCLAIMER

The board makes no warranties of any kind, whether express or implied, for the service it is providing. The board will not be responsible for any damages suffered by any user. Such damages include, but are not limited to, loss of data resulting from delays, non-deliveries or service interruptions, whether caused by the school district's or the user's negligence, errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school district specifically disclaims any responsibility for the accuracy or quality of information obtained through its Internet services.

ONLINE INSTRUCTION

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the Altus Board of Education. The proposed course(s) may be evaluated by the State Department of Education.

Definitions

Synchronous instruction occurs when the instructor and the student's primary interactions are in real-time. Regular classroom instruction is synchronous instruction, as well as two-way interactive video. Web-based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

Supplemental online course is an online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required by student attendance and participation in the district.

Educationally appropriate means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of whether a course is similar to or identical to the instruction that is currently offered in the school district. The determination of educationally appropriate will be made at the local school district level.

Web-based instruction uses the World Wide Web as the primary medium of instruction, with a computer serving as the primary tool of instruction. Web-based instruction may be synchronous or asynchronous.

Two-way interactive video instruction provides for real-time (synchronous) interaction between students(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

Guidelines

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommended by the State Department of Education:

1. Web-based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to the students.
2. The board of education will grant students credit for completion of courses offered by means of online instruction. School district policies governing grading scales and credits earned shall be applied to Oklahoma Supplemental Online Course Program courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the supplemental online program shall be treated the same as any other course offered by the district.

3. Only students who are enrolled in this district will be granted access to supplemental online courses.
4. Requests for enrollment in supplemental online courses shall be as follows:
 - a. Interested students shall be required to fill out a request for enrollment in supplemental online course(s) form.
 - b. The principal or designee shall evaluate the application and determine whether the supplemental online course is educationally appropriate for the student.
 - c. If the supplemental online course is not deemed to be educationally appropriate, notification shall be provided to the student in writing as to the reasons in support of the principal's recommendation and the student shall be afforded the opportunity to appeal the principal's decision to the local school board. The decision of the local board with regard to whether a course is educationally appropriate is final and non-appealable. A copy of the notification shall be provided to the Director of Instructional Technology at the State Department of Education.
5. If enrollment in the supplemental online course is allowed, the principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in online courses and to serve as a liaison to the online teachers and provider(s). Students shall have a grace period for withdrawal from a supplemental online course of fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A written request for withdrawal should be provided to the principal from the student prior to the expiration of the fifteen (15) day period.
6. Students earning credit by means of online instruction shall participate in required state level academic assessments in the same manner as other regularly enrolled students within the district. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.
7. Courses offered for credit by means of online instruction shall be aligned with the Priority Academic Student Skills (PASS) and by 2014-15 Common Core State Standards (CCSS).
8. Student progress shall be monitored on a weekly basis by the supplemental online course provider. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons. The student may be counted "present" or "in attendance" when the supplemental online course provider provides evidence of student/teacher/course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the school district reports that reflect daily attendance/participation, progress reports, and grades. Such attendance/participation reports, progress reports, and grades shall be provided on a regular weekly basis to parents and the school district via electronic format. The district will review progress reports and grades twice per month.
9. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online instruction courses shall be used for any purposes other than those that support the instruction of the individual student.
10. District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities.

11. All federal and state statutes pertaining to student privacy, the posting of images on the World Wide Web, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district. (See cross-referenced policies concerning these issues.)
12. Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, bell schedules, school calendars, student behavior, teacher evaluation, textbooks, class periods, student grades and grading policies, teacher load, and instructor employment.
13. Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course costs and equipment.
14. Instructors of online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.
15. Students at remote sites who participate in the online courses offered by the district will be responsible for providing their own equipment and Internet access.
16. The board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or charges for any online course for a student who has not complied with district policies and procedures.

REFERENCE: 70 O.S. §1-111

ONLINE COURSE GUIDELINES

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the Altus Board of Education. The proposed course(s) may be evaluated by the State Department of Education.

Definitions

Synchronous instruction occurs when the instructor and the student's primary interactions are in real-time. Regular classroom instruction is synchronous instruction, as well as two-way interactive video. Web-based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

Web-based instruction uses the World Wide Web as the primary medium of instruction, with a computer serving as the primary tool of instruction. Web-based instruction may be synchronous or asynchronous.

Two-way interactive video instruction provides for real-time (synchronous) interaction between students(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

Guidelines

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommended by the State Department of Education:

1. Web-based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to students.
2. The board of education will grant students credit for completion of courses offered by means of online instruction and will assume all responsibility for such coursework.
3. Only students who are regularly enrolled in this district shall be allowed to enroll in alternative instructional delivery systems courses for credit through this district.
4. The principal or designee shall evaluate and approve/disapprove all students' requests to participate in courses delivered by means of online instruction. Only those approved enrollments shall be eligible for credit granted by the district.
5. The principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in online courses and to serve as a liaison to the online teachers and providers.
6. Students earning credit by means of online instruction shall participate in all assessments required by the Oklahoma School Testing Program. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.

7. Courses offered for credit by means of online instruction shall be aligned with the Priority Academic Student Skills (PASS).
8. Oklahoma statutes limiting the number of students teachers may supervise in each period of instruction and the total number of students allowed daily shall apply to synchronous web-based and two-way interactive video courses. The number of students each instructor may be required to supervise in asynchronous online courses shall be five.
9. Each teacher for two-way interactive video and web-based courses shall be provided in-service training pertaining to the methodology of instructional delivery and the technical aspects of distance learning.
10. Student progress shall be monitored on a weekly basis by the teacher/proctor. Assignments shall be graded by the teacher/proctor on a weekly basis. A syllabus shall be prepared by the teacher and posted on the school district's web-site prior to the commencement of the first class. The syllabus shall provide details to students including assignment grading, testing, and the grading scale used.
11. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online instruction courses shall be used for any purposes other than those that support the instruction of the individual student.
12. District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities.
13. All federal and state statutes pertaining to student privacy, the posting of images on the World Wide Web, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district. (See cross-referenced policies concerning these issues).
14. Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, bell schedules, school calendars, student behavior, teacher evaluation, textbooks, class periods, student grades and grading policies, teacher load, and instructor employment.
15. Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course cost and equipment.
16. Instructors of online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.
17. Students at remote sites who participate in the online courses offered by the district will be responsible for providing their own equipment and internet access.
18. Annually, the board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or charges for any online course for a student who has not complied with district policies and procedures.

REFERENCE: 70 O.S. §1-111

SOFTWARE COPYRIGHT

It is the intent of the Altus Public Schools to adhere to the provisions of copyright laws in the area of microcomputer programs. Though there continues to be controversy regarding interpretation of those copyright laws, the following procedures represent a sincere effort to operate legally. We recognize that computer software piracy is a major problem for the industry and that violations of computer copyright laws contribute to higher costs and greater efforts to prevent copies and/or lessen incentives for the development of effective educational uses of microcomputers. Therefore, in an effort to discourage violation of copyright laws and to prevent such illegal activities:

1. The ethical and practical problems caused by software piracy will be taught in all schools in the district.
2. District employees will be expected to adhere to the provisions of Public Law 96-517, Section 7(b) which amends Section 117 of Title 17 of the United States Code to allow for the making of a back-up copy of computer programs. This states that "...it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:
 - a. That such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner, or
 - b. that such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful."
3. When software is to be used on a disk sharing system, efforts will be made to secure this software from copying.
4. Illegal copies of copyrighted programs may not be made or used on school equipment.
5. The legal or insurance protection of the district will not be extended to employees who violate copyright laws.
6. The technology director of this school district is designated as the only individual who may sign license agreements for software for schools in the district.
7. The principal of each school site is responsible for establishing practices which will enforce this policy at the school level.

Duplicated with permission of High Tech for Schools:
Problems and Solutions. American Association of School Administrators.

RECORDS INVESTIGATION

The Altus Board of Education believes that it has a responsibility to employ only those persons who are qualified in every respect. The board further believes that it should avail itself of means and methods provided by the legislature to assist in the selection of employees. Therefore, it is the policy of this board of education that a national criminal history record check shall be conducted of all prospective employees. The board of education is not required to obtain a new criminal history record check for an individual who has obtained certification from the Oklahoma State Department of Education within the previous twelve (12) months. A national criminal history record check is defined at 74 O.S. § 150.9 and requires a check of criminal history records entailing the fingerprinting of the individual and submission of the fingerprints to the United States Federal Bureau of Investigation (FBI) for the purpose of obtaining the national criminal history record of the person from the FBI.

Any teacher employed prior to May 19, 2020, who does not have an Oklahoma criminal history record check from the Oklahoma State Bureau of Investigation as well as a national criminal history record check as defined above on file with the school district shall complete the criminal history background checks upon the next renewal of his or her Standard Teaching Certificate. Any other employee employed by the district prior to May 19, 2020, who does not have an Oklahoma criminal history record check from the Oklahoma State Bureau of Investigation as well as a national criminal history record check as defined above on file with the school district shall have until July 1, 2022, to complete the criminal history background checks.

Any person applying for employment as a substitute teacher shall only be required to have one such felony records search for the school year. Upon request of the substitute teacher, that felony records search results may be sent to any other school district in which the substitute teacher is applying to teach.

A written consent will be required from the prospective employee consenting to a felony records check to be conducted as authorized by Oklahoma law. The records check shall be initiated by the school district's written request, through the superintendent, to the State Department of Education. Effective November 1, 2012, the school district may contract with a third-party vendor who is a member in good standing with the National Association of Professional Background Screeners to perform any and all employment screenings, background checks, and credit checks.

Any person employed as a full time teacher by a school district in Oklahoma in the (5) years immediately preceding an application for employment as a substitute teacher may not be required to have a national criminal history record check, if the teacher produces a copy of a national criminal history record check completed within the preceding five (5) years and a letter from the school district in which the teacher was last employed stating the teacher left in good standing.

Any person who has been employed as a full-time teacher by a school district who applies for employment as a full-time teacher in another school district may not be required to have a national criminal history background check completed if the teacher produces a copy of a national criminal history record check completed within the preceding five (5) years and a letter from the school district in which the teacher was employed stating the teacher left in good standing.

Any person who has been employed as a substitute teacher by a school for a minimum of five (5) years preceding an application to be employed as a full-time teacher may not be required to have a national criminal history record check completed if the teacher can produce a copy of a national criminal history

record check completed within the preceding five (5) years and a letter from the school district in which the teacher was employed as a substitute teacher stating that the teacher left in good standing.

Any person employed as a full-time teacher by a school district in Oklahoma for ten (10) or more consecutive years immediately preceding an application for employment as a substitute teacher in the same school district is not required to have a national criminal history record for as long as that person remains employed for consecutive years by that school. If the substitute teacher wishes to work in another Oklahoma school district, a national criminal history background check will be required.

If the applicant for employment meets all other criteria for employment in this school district, the applicant may be employed on a temporary basis for a maximum of sixty (60) days pending receipt of the national criminal history record check results. The temporary employment of the prospective employee shall terminate after sixty (60) days unless the school district receives the results of the national criminal history records check. The sixty (60) day temporary employment period shall begin on the first day the prospective employee reports for duty at the employing school district. If the applicant is offered permanent employment following the review of the records search, the search fee will be reimbursed in full.

RECORDS INVESTIGATION

CONSENT

The name and fingerprints of an applicant for employment with this school district will be submitted to the Oklahoma State Bureau of Investigation for a national felony records search. Such a search will require that you be fingerprinted by the OSBI, or designee, and that you pay the cost of the search up to \$50.00. If you are subsequently employed or are employed for a temporary period pending the receipt of the search results, then the district MAY reimburse you for the cost of the search. The school district may conduct a national felony records search of any current school employee if the board of education recommends the search.

I state that I have read the above requirements and do consent to being fingerprinted. I will pay the fee for an OSBI felony records search.

Signed this _____ day of _____, _____.

Applicant

TEMPORARY CONTRACT NOTICE OF LIMITED EMPLOYMENT

It is agreed by the employee and the Altus School District that employment will begin as of the date below even though the results of the requested felony records search have not yet been received. It is specifically agreed by the district and the employee that the attached contract provides employment only up to the time the pending requested felony records search report is received by the district and that the employee has no contractual or property rights of whatever nature in continued employment with the district past the receipt and review of the felony records search report or 60 days from the first day of district employment if no such report is received, whichever occurs earlier. If the felony records search shows that the employee has a felony record, then the district, through its superintendent, will void this contract and will immediately terminate employment without further notice or hearing. Employment will automatically end if the felony records search report is not received within 60 days of the first day of service of employment duties. It is agreed that this temporary contract shall supersede any and all statements made otherwise in the attached regular employment contract.

If the felony records search report is received and shows no felony record, the employee and district may enter into an employment contract. If a felony conviction is shown on the report, then employment will end when the report is received, unless the district, through the superintendent, decides to offer continued employment to the employee.

I acknowledge that I have read the above statement, that I understand my employment may cease prior to 60 days if the felony records search report shows a felony conviction, and that my employment will terminate at the end of 60 days if no felony search record is received during that time period.

Signed this _____ day of _____, _____.

Temporary Employee

USE OF AUTOMATIC EXTERNAL DEFIBRILLATOR

The Altus Public Schools district will follow the American Heart Association guidelines for automatic external defibrillator (AED) use and storage. Responders' use of the AED should not replace the care provided by emergency medical services (EMS), but is meant to provide a lifesaving bridge during the first few critical minutes it takes for advanced life support providers to arrive.

The AEDs are to be located so that any victim may be reached in five minutes or less. Therefore, they will be stored in the main office at all schools with the exception of Roosevelt Elementary which will be stored in the nurse's office.

Roles and Responsibilities

The AED coordinator will serve as the primary liaison between the local EMS and the AED program. The coordinator will be responsible for purchasing equipment and supplies, organizing training programs, forwarding incident data to the local EMS, and holding post-event debriefing sessions for employees involved.

Certified district employees authorized to utilize the AED are specific employees trained and certified to use an AED in a sudden cardiac arrest emergency. These employees will attend a four-hour, American Heart Association AED training session, will have yearly refresher classes, and will be recertified every two years.

Procedure

When an apneic, pulseless victim is discovered, activate the emergency response plan by following the suggested guidelines set by the American Heart Association. This district will follow the American Heart Association AED treatment algorithm. The school nurse will notify the medical director's office of the use of the AED. An accident report form will be used to document an event and to document the practice drills.

Maintenance

The district will follow the manufacture's suggested guidelines for maintenance of the AED. The AED coordinator will supervise the procedure.

The school nurse will:

1. Daily check the status indicator, verifying alternating dark and hourglass shapes, which indicates readiness for use, and recording the status on the AED battery check sheet.
2. Notify the AED coordinator if a flashing red X, a solid red X, or constant dark shape appears.

TOBACCO USE IN SCHOOLS

The district understands the concerns regarding the adverse effects of tobacco and second hand smoke. We are dedicated to providing a safe and healthy environment for our students, staff, and community. Therefore, Altus Schools shall prohibit the use of tobacco in any form and will not be used by anyone, anywhere, anytime (including non-school hours) on school grounds, property, school vehicles, personal vehicles while on school property during any school sponsored functions held off campus.

This regulation applies to employees of the school district (full time, part time, contract employees), students, and visitors. This regulation also applies to all public school functions (ballgames, concerts, etc.) and any outside agency using the district's facilities, including stadiums. It is specifically directed that this ban on the use of tobacco products will be in effect 24 hours a day, seven days a week, and will apply to **all persons**.

DEFINITIONS

Tobacco: is defined as cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and all other kinds and forms of tobacco prepared in such a manner to be suitable for chewing, smoking or both, and includes e-cigarettes/vaping devices or any other product packaged for smoking or the simulation of smoking.

COMMUNICATION

The district will make every effort to educate district employees, students and visitors of this policy through signage posted in prominent places on school property, event announcements and personal professional reminders to ask smokers to refrain from smoking upon observation of anyone violating this policy. All students will receive instruction on avoiding tobacco use.

The District will communicate and promote the available tobacco cessation benefits and insurance coverage for employees to all prospective employees, new employees at the time of hire, and all existing employees on an annual basis.

ENFORCEMENT

All individuals on school premises share in the responsibility for adhering to and enforcing this regulation. Each site administrator/principal will take appropriate steps to enforce the regulation. Those staff or students found in violation of this policy will be provided information about the Oklahoma Tobacco Helpline 1-800 QuitNow as a resource for tobacco cessation.

In addition, the district prohibits advertising/marketing of tobacco products (including electronic smoking devices) on school ground and will not accept donations of gifts, money, or materials from the tobacco industry. This district will not participate in any type of services that are funded by the tobacco industry or electronic smoking device companies.

REFERENCE: EXECUTIVE ORDER 2013-43

21 O.S. 1247

20 U.S.C. 6083

63 O.S. 1-1522, et seq.

ALTUS SCHOOL DISTRICT POLICY ON TESTING EMPLOYEES AND APPLICANTS FOR EMPLOYMENT (OTHER THAN BUS DRIVERS) WITH REGARD TO THE USE OF ALCOHOL AND ILLEGAL CHEMICAL SUBSTANCES

In recognition of the clear danger resulting from drug abuse, and in good faith effort to promote the health, safety, and welfare to employees, students and the community, it is the policy of this school district to provide a drug-free workplace in compliance with the Drug-Free Schools and Communities Act Amendment of 1989 (P.L. 101-226). This policy becomes effective November 1, 2012.

NOTE: A copy of this policy and the accompanying regulations must be distributed to each affected employee 30 days prior to implementation of the policy. This notice is also required prior to the implementation of any changes to this policy or to the regulations.

WORKPLACE DRUG AND ALCOHOL TESTING (REGULATIONS)

The board of education may require drug and alcohol testing of all new applicants upon a conditional offer of employment. Substances tested shall be for drugs and alcohol. The refusal of a job applicant who has been offered conditional employment to take the test will be considered as a basis for not employing the applicant. Each case will be reviewed to assure compliance with current regulations of the Americans with Disabilities Act.

The school district may request or require an employee to undergo drug and/or alcohol testing as set forth below and when the superintendent at any time reasonably believes that the employee may be under the influence of drugs or alcohol, including but not limited to, the following:

- a. Drugs or alcohol on or about the employee's person or in the employee's vicinity,
- b. Conduct on the employee's part that suggests impairment or influence of drugs or alcohol.
- c. A report of drug or alcohol use while at work or on duty,
- d. Information that an employee has tampered with drug or alcohol testing at any time,
- e. Negative performance patterns, or
- f. Excessive or unexplained absenteeism or tardiness;

Substances tested shall be for drugs and alcohol.

This school district will require school bus drivers, mechanics, maintenance employees, and any employee who is required to obtain a commercial driver's license (CDL) to undergo drug or alcohol testing prior to employment and on a random selection basis. The superintendent shall ensure that employees who are selected for random testing are selected on a basis that is entirely random and on a basis which results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected and does not give the district discretion to waive the selection of any employee selected.

This school district will require bus drivers, mechanics, maintenance personnel, and any district employee who is required to obtain a commercial driver's license (CDL) to undergo drug or alcohol testing during routine employee fitness-for-duty medical examinations.

This school district will require periodic drug and alcohol testing without prior notice of any employee who has tested positively under this policy, who has participated in a drug or alcohol dependency treatment program as a result of this policy, or an employee who is required to obtain a commercial driver's license (CDL).

Any employee who refuses to submit to drug or alcohol testing may be subject to disciplinary action including, but not limited to, termination of employment subject to all applicable due process procedures. Employees who refuse to undergo a drug or alcohol test shall be considered to have been discharged for misconduct for purposes of unemployment compensation benefits. In order to provide misconduct, the employer need only provide proof of a testing policy and either a refusal to take a drug or alcohol test or a positive test result.

Drug Testing Procedures

Drug and alcohol testing standards and procedures of this school district shall conform fully to the provisions of the State Board of Health. Testing facilities used by this district shall provide evidence of having met all licensing and/or certification requirements of the State Board of Health including the following:

1. Samples shall be collected and tested only by individuals deemed qualified by the State Board of Health. Such samples may be collected on the premises of the school district or at a testing facility.
2. Only samples deemed appropriate by the State Board of Health for drug and alcohol testing shall be collected.

3. The collection of samples shall be performed under reasonable and sanitary conditions.
4. Samples shall be collected in sufficient quantity for splitting into two separate specimens, pursuant to rules of the State Board of Health, to provide for any subsequent independent analysis in the event of challenge of the test results of the main specimen.
5. Samples shall be collected and tested with due regard to the privacy of the individual being tested. In the instances of urinalysis, no representative, agent, or designee of the school district shall directly observe an applicant or employee in the process of producing a urine sample; provided, however, collection shall be in a manner reasonably calculated to prevent substitutions or interference with the collection or testing of reliable samples.
6. The testing facility will provide the necessary documentation of testing procedure and test results to the employer requesting testing services as may be required by a court or administrative proceeding.
7. A written record of the chain of custody of the sample shall be maintained from the time of the collection of the sample until the sample is no longer required.

Testing Results

The following steps will be taken when an employee's medical exam is positive for the presence of drugs or alcohol:

1. The employee will be notified of the results of the test. The applicant or employee has a right to obtain all information and records relating to that individual's testing.
2. The employee will be advised of the outcome of the drug screening and will be immediately removed from the current job assignment.
3. The employee will be given a reasonable opportunity for confidential rebuttal of the results.
4. To continue employment with the district, the employee must develop a written plan for improvement with the employee's supervisor. As an element of every plan for improvement, the employee will be encouraged to voluntarily seek professional assistance and/or participate in an appropriate rehabilitation program. Drug and alcohol dependency evaluation and referral services for substance abuse counseling, treatment, or rehabilitation shall be provided to the employee.
5. The employee will be suspended until the employee has tested negative on a follow-up drug screening. The follow-up drug screening will be administered no earlier than seven, nor more than forty-five (45) calendar days following the initial positive drug screening. The physician who administered and interpreted the initial drug screening will make a recommendation to the district as to the amount of time that is appropriate before administering the follow-up drug screening, depending on the type and amount of chemical substance initially detected in the employee's system. The employee may use existing accrued leave during this suspension. If the employee does not have sufficient accrued leave to cover the absence, the leave will be without pay unless prohibited by applicable law. All employees hereby affected by this policy and regulation will be provided appropriate due process procedures.
6. If the follow-up drug screening is negative, the employee may be returned to regular assignment. If the drug screening is positive, procedures for the employee's termination will be implemented in accordance with this policy and the district's employment termination policies.
7. Any employee whose drug screening is positive a second time, regardless of the length of time which has passed since the first positive test, will be recommended to the board for dismissal. Any employee who has once tested positive may be subject to random drug screening sampling for a period of two years, commencing with the employee's return to work, and/or may be recommended for dismissal.

Confidentiality

The school district shall maintain the results of any drug/alcohol test in confidentiality to the extent possible. The employee who participates in a drug/alcohol test will be provided an opportunity to review and to obtain copies of any information and records pertaining to the drug/alcohol test.

1. The school district will maintain all drug and alcohol test results and related information, including, but not limited to, interviews, reports, statements, and memoranda, as confidential records, separate from other personnel records. Such records, including the records of the testing facility, shall not be used in any criminal proceeding, or any civil or administrative proceeding, except in those actions taken by the district or in any action involving the individual tests and the district or unless such records are ordered released pursuant to a valid subpoena or other court order.
2. The records described above and maintained by the district shall be the property of this school district and, upon the request of the applicant or employee tested, shall be made available for inspection and copying to the applicant or employee. The district will not release such records to any person other than the applicant, employee, or the district's review officer, unless the applicant or employee has expressly granted permission in writing, following receipt of the test results, for the district to release such records or pursuant to a valid court order.
3. A testing facility, or any agent, representative or designee of the facility, or any review officer, shall not disclose to the district, based on the analysis of a sample collected from an applicant or employee for the purpose of testing for the presence of drugs or alcohol, any information relating to the general health, pregnancy or other physical or mental condition of the of the applicant or employee.

A testing facility shall release the results of the drug or alcohol test, and any analysis and information related thereto, to the individual tested upon his/her request.

Other Provisions

Drug/alcohol tests required pursuant to this policy will be conducted during, prior to, or immediately after the regular work period for current employees and shall be deemed work time for purposes of compensation and benefits for current employees.

The school district shall pay all costs of testing for drugs or alcohol including any school requested confirmation tests and the costs of transportation to the drug/alcohol test site. Any individual who requests a retest of a sample in order to challenge the results of a positive test shall pay all costs of the retest, unless the retest reverses the findings of the challenged positive test in which case the school district shall reimburse the individual for the costs of the retest.

Any employee or applicant for employment who refuses to undergo drug or alcohol testing conducted in accordance with board policy and these regulations may be disciplined up to and including termination of employment. An employee discharged on the basis of a refusal to undergo drug or alcohol testing or a confirmed positive drug or alcohol test conducted in accordance with the provisions of the Standards for Workplace Drug and Alcohol Testing Act shall be considered to have been discharged for misconduct and shall be disqualified for unemployment compensation.

REFERENCE: 40 O.S. §2-406A
 40 O.S. §551, et seq.

ALTUS SCHOOL DISTRICT POLICY ON ALCOHOL AND DRUG TESTING FOR BUS DRIVERS

I. PURPOSE

The purpose of this Policy is to prevent accidents and injuries resulting from alcohol or controlled substance use by drivers of commercial motor vehicles. This Policy is intended to comply with the School District's obligations under the regulations issued by the United States Department of Transportation ("DOT").

II. DEFINITIONS

Certain terms used in this Policy have the following meaning unless the context plainly shows otherwise:

- "Alcohol" means the intoxicating agent in beverage alcohol, ethyl alcohol or other low molecular weight alcohols including methyl or isopropyl alcohol.
- "Alcohol concentration" means the number of grams of alcohol (for example: 0.04) in 210 liters of expired deep lung air.
- "Alcohol confirmation test" means a subsequent test using an EBT, following a screening test with a result of 0.02 or greater, that provides quantitative data about the alcohol concentration. "Alcohol screening device" ("ASD") means a breath or saliva device, other than an EBT, that is approved by the National Highway Traffic Safety Administration and placed on a conforming products list for such devices.
- "Alcohol use" means the consumption of any beverage, mixture or preparation, including any medication, containing alcohol.
- "BAT" means a qualified breath alcohol technician.
- "Blind specimen" means a specimen submitted to a laboratory for quality control testing purposes, with a fictitious identifier, so that the laboratory cannot distinguish it from an employee specimen.
- "Cancelled test" means a drug or alcohol test that has a problem identified and cannot be or has not been corrected. A cancelled test is neither a positive or a negative test.
- "CDL" means commercial driver's license.
- "Collection site" means a place selected by the employer where employees present themselves for the purpose of providing a urine specimen for a drug test.
- "Confirmatory drug test" means a second analytical procedure performed on a urine specimen to identify and quantify the presence of a specific drug or drug metabolite.
- "Confirmed drug test" means a confirmatory drug test result received by a MRO from a laboratory.
- "Controlled substance" means amphetamines, cannabinoids, cocaine, phencyclidine (PCP), opiates, or a metabolite of any of these substances.
- "Designated employer representative" ("DER") means an employee authorized by the employer to take immediate action(s) to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation processes. The DER also receives test results and other communications for the employer.
- "Dilute specimen" means a urine specimen with creatinine and specific gravity values that are lower than expected for human urine.
- "Driver" means: (i) a school district employee who is required to have a CDL to perform the employee's duties; (ii) employees of independent contractors who are

required to have CDLs; (iii) owner-operators; (iv) leased drivers; and (v) occasional drivers.

- "EBT" means an evidential breath testing device on the National Highway Traffic Safety Administration's Conforming Products List for Evidential Breath Measurement Devices for the evidential testing of breath at the .02 and .04 alcohol concentrations.
- "Federal Act" means the Omnibus Transportation Testing Act of 1991 and the regulations issued by the Department of Transportation pursuant to that Act.
- "Initial drug test" means the test used to differentiate a negative specimen from one that requires further testing for drugs or drug metabolites.
- "Initial validity test" means the first test used to determine if a specimen is adulterated, diluted, or substituted.
- "Invalid drug test" means the result for a urine specimen that contains an unidentified adulterant or an unidentified interfering substance, has abnormal physical characteristics, or has an endogenous substance at an abnormal concentration that prevents the laboratory from completing or obtaining a valid drug test result.
- "Medical review officer" ("MRO") means a person who is a licensed physician and who is responsible for receiving and reviewing laboratory results generated by an employer's drug testing program and evaluating medical explanations for certain drug test results.
- "Safety-sensitive function" means all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work.
- "Screening Test Technician" ("STT") means a person who instructs and assists employees in the alcohol testing process and operates an ASD.
- "Service agent" means any person or entity, other than an employee of the employer, who provides services specified under this part to employers and/or employees in connection with DOT drug and alcohol testing requirements.
- "Split specimen" means a part of the urine specimen that is sent to a first laboratory and retained unopened, and which is transported to a second laboratory in the event that the employee requests that it be tested following a verified positive test of the primary specimen or a verified adulterated or substituted test result.
- "Stand-down" means the practice of temporarily removing an employee from the performance of safety-sensitive functions based only on a report from a laboratory to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test, before the MRO has completed verification of the test result.
- "Substance Abuse Professional" ("SAP") means a person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.
- "Substituted specimen" means a specimen with creatinine and specific gravity values that are so diminished that they are not consistent with human urine.
- "Verified test" means a drug test result or validity testing result from a Department of Health and Human Services certified laboratory that has undergone review and final determination by the MRO.

III. REQUIRED TESTING & CONSENT

The following testing is required of all drivers:

A. PRE-EMPLOYMENT TESTING AND CONSENT

A driver must pass an alcohol and controlled substance test prior to performing a safety-sensitive function. The test will be conducted during the hiring process or immediately before the driver first performs a safety-sensitive function.

1. Alcohol Testing.

A driver may not commence the performance of duties unless the test shows a concentration of less than 0.04. If the test shows a concentration of between 0.02 and 0.04, no safety-sensitive duties may be performed for at least 24 hours.

A pre-employment alcohol test will not be required if:

- The driver has undergone an alcohol test required by the Federal Act within the previous six weeks and tested under 0.04; and
- The driver provides evidence that no prior employer of the driver has any record of alcohol misuse by the driver within the previous six months.

2. Controlled Substances.

The driver must receive a confirmed negative controlled substance test result from a medical officer, except that no testing is required if:

- The driver has participated within the previous 30 days in a drug testing program meeting the requirements of the Federal Act; and
- While participating in the program, the driver either (i) was tested for controlled substances within six months prior to the date of employment application or (ii) participated in a random controlled substance testing program for the 12 months prior to the date of the employment application; and
- The driver provides evidence that no prior employer of the driver has any record of a violation of controlled substance use rules by the driver within the previous six months.

3. Preemployment Consent.

An employer must request the driver's written consent to obtain the following information from DOT-regulated employers who have employed the driver during the two (2) years before the date of the driver's application to a position requiring safety-sensitive duties:

- Alcohol tests with a result of 0.04 or higher alcohol concentration;
- Verified positive drug tests;
- Refusals to be tested (including verified adulterated or substituted drug test results);
- Other violations of DOT agency drug and alcohol testing regulations; and
- Documentation of the driver's successful completion of return-to-duty requirements (for those drivers who have violated a drug or alcohol regulation).
- If the previous employer does not have this documentation, the School District must request that the driver produce it.

A driver may not perform safety-sensitive functions if s/he refuses to consent in writing to the release of the above information.

The School District must maintain a written, confidential record of the information obtained or of the good faith efforts made to obtain the information. This record must be maintained for three years from the date of the driver's first performance of safety-sensitive functions. Prior to the driver's first performance of safety-sensitive functions, the School District must ask the driver whether s/he has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the driver applied for, but did not obtain, safety-sensitive transportation work during the past

two years. If the driver admits to a positive test or a refusal to test within the past two years, the School District must not allow the driver to perform safety-sensitive functions until and unless the driver documents successful completion of the return-to-duty process.

B. POST-ACCIDENT TESTING

1. Alcohol.

As soon as practical following an accident, an alcohol test will be administered to the following drivers:

- Each surviving driver who was performing safety-sensitive functions with respect to the vehicle, if the accident involves loss of life.
- Each surviving driver who received a moving traffic violation arising from the accident, if the accident involved:
 - a. bodily injury to any person that necessitated immediate medical treatment away from the scene of the accident; or
 - b. at least one vehicle incurred disabling damage as a result of the accident that required the vehicle to be transported away from the scene by a tow truck or other vehicle.

The test is to be administered within two hours of the accident. If the test is not administered within that time, the driver's supervisor shall cease attempts to administer an alcohol test and shall prepare a written report explaining why a test was not given.

Drivers shall remain readily available for testing. A driver leaving the scene of an accident without a valid reason prior to submission to the test may be deemed to have refused to submit to testing.

A breath or blood alcohol test conducted by a law enforcement agency will be considered to meet these requirements if the test meets the requirements of the Federal Act and the results are obtained by the School District.

2. Controlled Substances.

As soon as practical following an accident, a test for controlled substances will be administered to the following drivers:

- Each surviving driver who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life.
- Each surviving driver who received a moving traffic violation arising from the accident, in the accident involved:
 - a. bodily injury to any person that necessitated immediate medical treatment away from the scene of the accident; or
 - b. at least one vehicle incurred disabling damage as a result of the accident that required the vehicle to be transported away from the scene by a tow truck or other vehicle.

The test is to be administered within thirty-two (32) hours of the accident. If no test is made within that time period, then no test will be made and the driver's supervisor will prepare a written report stating the reasons for not administering a prompt test.

Drivers shall remain readily available for testing. A driver leaving the scene of an accident without a valid reason prior to submission to the test may be deemed to have refused to submit to testing.

A urine test for controlled substances administered by a law enforcement agency will be considered to meet these requirements if the test meets the requirements of the Federal Act and the results are obtained by the School District.

C. RANDOM TESTING

Random alcohol and controlled substances testing of drivers will be conducted throughout the year. Selection of the drivers to be tested will be made by a scientifically valid method, such as random-number table or a computer based random-generator matched with drivers' social security numbers, payroll identification numbers or other comparable identifying numbers. Dates for administering unannounced testing shall be unpredictable and spread reasonably throughout a 12 month period. Drivers are to be tested while performing safety-sensitive functions, just before performing those functions, or just after ceasing those functions. A driver who is notified of selection for random alcohol or controlled substances testing must proceed to the test site immediately, unless the driver is performing a safety-sensitive function other than driving, in which case the driver must cease performing the safety-sensitive function and proceed to the test site as soon as possible.

The minimum annual percentage rate for random alcohol testing will be 25 percent of the average number of driver positions, subject to adjustment of the percentage by the Federal Highway Administration. The minimum annual percentage rate for random testing for controlled substances will be 50 percent of the average number of driver positions.

D. REASONABLE SUSPICION TESTING

Alcohol and controlled substance testing will be conducted when there is reasonable suspicion to believe that a driver has violated a provision in this Policy. Reasonable suspicion shall be based on specific, contemporaneous, articulable observations concerning the appearance, behavior, speech or body odors of the driver. Reasonable suspicion for controlled substance use may also be based on indications of the chronic and withdrawal effects of controlled substances.

Alcohol testing is authorized only if the observations are made during, just preceding, or just after the period of the work day that the driver is performing a safety-sensitive function. A written record must be made as to why an alcohol test was not made within two hours following a determination of reasonable suspicion of misuse. No test is to be made if eight hours passed after the determination.

Persons designated to determine whether reasonable suspicion exists must receive at least 60 minutes of training on performance indicators of probable alcohol misuse. The required observations shall be made by a supervisor who has received training in detecting the symptoms of alcohol/controlled substance misuse. The supervisor who makes the determination that reasonable suspicion exists shall not conduct the alcohol test.

A written record will be made of the observations leading to a controlled substance reasonable suspicion test. The record will be signed by the supervisor who made the observations. The record will be made within 24 hours of the observed behavior or before the test results are received, whichever is earlier.

E. RETURN TO DUTY TESTING

1. Returning after Reasonable Suspicion of Alcohol Abuse Determination.

A driver suspected of being under the influence of or impaired by alcohol will not be permitted to perform a safety-sensitive function until: (i) an alcohol test shows a concentration of less than 0.02; or (ii) 24 hours have elapsed following a determination that there was reasonable suspicion to believe the driver has violated the rules in this Policy against alcohol misuse.

2. Returning after Violation of Prohibitions in this Policy.

A driver who has engaged in conduct prohibited by this Policy shall not be permitted to perform safety-sensitive functions until s/he first passes a controlled substance test and/or an alcohol test with an alcohol concentration of less than 0.02.

A driver who has violated a provision in this Policy cannot again perform any safety-sensitive duties for any employer until and unless the driver completes the Substance Abuse Professional ("SAP") evaluation, referral, and education/treatment process.

F. FOLLOW-UP TESTING

A driver who has been identified by a SAP as needing assistance in resolving problems with alcohol misuse or controlled substance use and who has returned to duty involving the performance of a safety-sensitive function will be subject to a minimum of six (6) unannounced follow-up alcohol and/or controlled substance tests over the following twelve (12) months. The SAP is the sole determiner of the number and frequency of follow-up tests, as well as whether the tests will be for drugs, alcohol or both. The SAP can direct additional testing during this period or for an additional period up to a maximum of sixty (60) months. The School District must carry out the SAP's follow-up testing requirements.

IV. TEST PROCEDURES

Testing methodology will comply with the requirements of the Oklahoma Act, except that the requirements of the Federal Act stated in this Section V supersede the provisions of the Oklahoma Act. The School District may use a service agent to perform the tasks necessary to comply with DOT agency drug and alcohol testing, but the School District must not permit a service agent to act as its Designated Employer Representative ("DER"). The School District is responsible for ensuring that its service agents are qualified. Even if the School District uses a service agent, the School District remains responsible for compliance with the law. The School District is responsible for obtaining information from its service agents.

A. ALCOHOL TESTING PROCEDURES

1. General Rules Regarding Alcohol Testing Procedures.

- ("STT") and Breath Alcohol Technicians ("BAT"). Alcohol confirmation testing must be conducted by a BAT.
- Each BAT and STT must maintain documentation showing that s/he meets all of the training and qualification requirements provided by federal and state law.
- The School District will establish and retain documentation of the training and proficiency of each BAT and STT. Their demonstrated proficiency must be specific as to particular breath testing models.

- A BAT- or STT-qualified immediate supervisor of a driver may conduct an alcohol test for that driver only if another BAT is not available to perform the test in a timely manner.
- Law enforcement officers certified by their agencies to conduct breath alcohol testing are deemed to be qualified as BATs. In order for a test conducted by such an officer to be accepted, the officer must have been certified to use the EBT or ASD that was used for the test.
- The School District will provide the name and telephone number of its DER (and C/TPA, where applicable) to the STT and BAT.
- Evidential Breath Testing Devices (“EBTs”) and Alcohol Screening Devices (“ASDs”) on the National Highway Transportation Safety Administration’s (“NHTSA”) conforming products lists for evidential and non-evidential devices are the only devices that may be used to conduct alcohol screening tests.
- EBTs on the NHTSA’s conforming products list and that meet the following requirements are the only devices that may be used to conduct alcohol confirmation tests:
 - a. Provides a printed triplicate result of each breath test;
 - b. Assigns a unique number to each completed test, which the BAT and driver can read before each test and which is printed on each copy of the result;
 - c. Prints, on each copy of the result, the manufacturer’s name for the device, its serial number, and the time of the test;
 - d. Distinguishes alcohol from acetone at the 0.02 alcohol concentration level;
 - e. Tests an air blank; and
 - f. Performs an external calibration check.
- ASDs may not be used for alcohol confirmation tests.
- A screening or confirmation EBT must have a quality assurance plan developed by the manufacturer. The School District will comply with the plan, which will involve: external calibration checks, removing the EBT from service if it fails a check, and maintaining records of external calibration. The external calibration must be performed by the manufacturer or a state health agency. If the EBT is owned by a third party, the School District will require a written certification that the third party is familiar with these requirements and will be responsible for compliance. The School District will require the third party to make its compliance records available for inspection by representatives of the School District.
- The DOT Alcohol Testing Form (“ATF”) must be used for every DOT alcohol test. The ATF must be a three-part carbonless manifold form. The ATF may not be used for non-DOT alcohol tests.
- Alcohol testing must be conducted in a location that provides visual and aural privacy to the driver, sufficient to prevent unauthorized persons from seeing or hearing the test.

2. Procedures for an Alcohol Screening Test Using an EBT or Non-Evidential Breath ASD.

- When the driver enters the testing location, the BAT or STT will require the driver to provide positive identification. If the driver

requests, the BAT or STT will provide positive identification. The BAT or STT will explain the testing procedure. An individually-sealed mouthpiece is opened in the view of the driver and attached to the EBT. The driver will then blow into the mouthpiece for at least six (6) seconds. If the EBT does not provide a printed result, the BAT or STT will record the test number, date, technician's name, location and test result in a log book. The driver will initial the log book. If the EBT provides a printed result, the result is either: (i) printed on the testing form; or (ii) affixed to the form with tamper-evident tape.

- If the screening test result is less than 0.02, the BAT or STT will transmit the result in a confidential manner to the School District's DER, who is designated by the board of education or the school superintendent to receive and handle alcohol test results in a confidential manner.
- If the breath test is 0.02 or higher, a confirmation test is required. The confirmation test must be conducted no less than fifteen (15) and no more than thirty (30) minutes after the screening test. Before a confirmation test is given, the BAT must conduct a "blank" test on the EBT to obtain a reading of 0.00. The remainder of the confirmation test is identical to the screening test for EBTs.
- If the confirmation test result is lower than 0.02, nothing further is required of the driver.
- If the confirmation test result is 0.02 or higher, the driver must sign and date the ATF. The BAT will immediately transmit the result to the DER in a confidential manner.
- Refusal to take a required test has the same consequences as if the driver had tested 0.04 or more. The following constitutes a refusal to take a test: (1) failure to appear for any test within a time required to appear; (2) failure to provide an adequate amount of saliva or breath for testing without a valid medical explanation; (3) failure to cooperate with any part of the testing process; (4) failure to sign the alcohol testing form or ATF certification; (5) failure to remain at the testing site until the testing process is complete, unless the test is a pre-employment test; (6) failure to undergo a medical examination or evaluation due to insufficient breath sampling; (7) leaving the scene of an accident before being tested, except when reasonably necessary to receive medical treatment.

3. Procedure for an Alcohol Screening Test Using Saliva ASD.

- When the driver enters the testing location, the STT will require the driver to provide positive identification. If the driver requests, the STT will provide positive identification. The STT will explain the testing procedure. The STT will check the expiration date on the device and show it to the driver. An individually wrapped package containing the device will be opened in the presence of the driver, and the driver will be instructed to insert the device into his or her mouth and use it in the manner described by the manufacturer. If the driver chooses not to use the device, the STT must insert the device into the driver's mouth and gather saliva.

B. CONTROLLED SUBSTANCES TESTING PROCEDURES

1. Procedures for Collection of Urine Specimens.
 - The School District should ensure that the urine collector it uses has documentation showing that s/he meets all DOT qualifications for a collector.
 - The immediate supervisor of a driver being tested may not act as the collector.
 - The School District must provide collectors with the name and telephone number of the appropriate DER or C/TPA to contact about any problems or issues that may arise during the testing process.
 - The Federal Drug Testing Custody and Control Form (CCF) must be used to document every urine collection. The CCF must not be used for non-Federal urine collections.
 - All urine collections must be split specimen collections.
 - The School District must direct an immediate urine collection under direct observation with no advance notice to the driver, if:
 - (a) the laboratory reported to the Medical Review Officer ("MRO") that a specimen is invalid and the MRO has reported that there is not an adequate medical explanation for the result; or
 - (b) the MRO reported that the original positive, adulterated, or substituted test result had to be cancelled because the test of the split specimen could not be performed.
 - The School District may direct a collection under direct observation of a driver if the drug test is a return-to-duty test or a follow-up test.
 - A driver must receive an explanation of the reasons for a directly observed collection.
 - If a driver declines to allow a directly observed collection, that driver will be considered to have refused to test.
2. Procedures for Testing of Urine Specimens.
 - Testing of urine samples for controlled substances must be performed by a laboratory certified by the federal Department of Health and Human Services ("DHHS") under the National Laboratory Certification Program.
 - Controlled substance testing may only be performed for the following five drugs or classes of drugs: (a) marijuana metabolites, (b) cocaine metabolites, (c) amphetamines, (d) opiate metabolites, and (e) phencyclidine (PCP).
 - If the driver requests a test of a split specimen, the first laboratory will ship the unopened split specimen to a second DHHS-approved laboratory for testing. If the test of the split specimen fails to confirm the presence of a controlled substance, the entire test is cancelled.
 - The driver must request a split specimen test verbally or in writing within 72 hours of being notified of a verified positive drug test or refusal to test because of adulteration or substitution.
 - If a driver does not make a request within 72 hours, the driver may present information to the MRO documenting that serious injury, illness, lack of actual notice of the verified test result, inability to contact the MRO, or other circumstances unavoidably prevented the driver from making a timely request.

- If a driver makes a timely request for a split specimen test, the School District must ensure that the MRO, first laboratory and second laboratory perform the split-specimen testing functions in a timely manner. If necessary, the School District must pay for the split specimen testing and seek reimbursement from the driver.
- The MRO will report split specimen test results to the DER and driver.
- The laboratory will report results directly to the MRO. The laboratory will not report the results to anyone else.
- If the School District has more than 2000 employees who use commercial drivers licenses to perform their job duties, the School District must send blind specimens to the laboratories it uses. If the result of a blind specimen is different from that expected, the School District must investigate the discrepancy.
- A confirmed positive, adulterated, substituted or invalid controlled substance test must be verified by a MRO before the test results are transmitted to the School District or DER.
- If the School District has a waiver from the stand-down prohibition, the MRO may report to the DER that it has received a driver's laboratory confirmed positive, adulterated, or substituted test result, consistent with the terms of the waiver the School District received.
- If the School District does not have a stand-down waiver, the MRO must not inform the School District that it has received a driver's laboratory confirmed positive, adulterated, or substituted test result until the MRO has verified the test result.
- The MRO must be a licensed physician (M.D. or D.O.) who has knowledge about and clinical experience in controlled substance abuse disorders, including appropriate medical training to interpret and evaluate the test result, the driver's medical history, and any other relevant biomedical information, including possible alternative medical explanations.
- When the MRO receives a confirmed positive, adulterated, substituted, or invalid test result from the laboratory, the MRO will attempt to contact the driver to determine whether the driver wants to discuss the test result. If the MRO cannot reach the driver after reasonable efforts to do so, the MRO must contact the DER but cannot tell the DER that the driver has a confirmed positive, adulterated, substituted, or invalid test result. The DER must then attempt to contact the driver. If the DER makes contact with the driver, the DER should simply direct the driver to contact the MRO immediately and inform the driver of the consequences of failing to contact the MRO within the next 72 hours. If the DER is unable to reach the driver after making three (3) attempts, spaced reasonably, over a 24-hour period, then the DER may place the driver on temporary medically unqualified status or medical leave. Documentation must be kept by the DER of any actual and/or attempted contacts with the driver, including the dates and times of the contacts. If the DER is unable to contact the driver within the 24-hour period, the DER must leave a message for the driver by voice mail, e-mail or letter to contact the MRO and inform the MRO of the date and time of this message.

- Confirmation testing for controlled substances will be performed in accordance with the Oklahoma Act, except when the Oklahoma Act conflicts with Federal law.
- The MRO must verify a confirmed positive test result for marijuana, cocaine, amphetamines, and/or PCP unless the driver presents a legitimate medical explanation for the presence of the drug(s)/metabolite(s) in her or his system.
- As part of the verification decision, the MRO must conduct a medical interview that includes reviewing the driver's medical history and any other relevant biomedical factors presented by the driver, as well as directing the driver to undergo further medical evaluation.
- DOT tests must be completely separate from non-DOT tests in all respects, and DOT tests must take priority over non-DOT tests. DOT tests must be completed before a non-DOT test is begun. The results of a DOT test shall not be disregarded or changed based on the results of a non-DOT test.
- The School District must not perform any tests on DOT urine specimens, including testing urine specimens for additional drugs, other than those specifically authorized by DOT regulations.

3. Testing Procedure Errors:

- Errors in the testing process must be documented by anyone having knowledge of errors, even if the error does not result in a cancelled test. A cancelled test is neither positive or negative and the School District will not attach the consequences of a positive or negative drug test to a cancelled test. A cancelled test does not count toward compliance with DOT requirements.

V. PROHIBITIONS

A driver will not be permitted to report to duty or to remain on duty requiring the performance of a safety-sensitive function if:

A. ALCOHOL

- The driver has an alcohol concentration of 0.02 or higher as measured on a breath test.
- The driver displays behavior or appearance characteristic of alcohol misuse.
- The driver is under the influence of or is impaired by alcohol, as shown by behavioral speech and performance indicators of alcohol misuse.
- The driver possesses alcohol while on duty.
- The driver uses alcohol during duty performance.
- The driver has used alcohol within the four hours prior to performing duties.
- The driver has had an accident within the last eight hours and has not taken a breath test showing clearance from prohibited alcohol levels.
- The driver has refused to take a breath test for alcohol use.
- The driver is taking any prescription or non-prescription medication containing alcohol, even if the driver has notified the driver's supervisor of the medication use.

B. CONTROLLED SUBSTANCES

- The driver uses any controlled substance, unless the use is pursuant to a physician's written certification stating that the use does not adversely affect the driver's ability to safely operate a motor vehicle.
- A supervisor or administrative employee has actual knowledge that a driver has used a controlled substance.
- The driver has a positive confirmed test for a controlled substance.
- The driver displays behavior or appearance characteristic of controlled substance use.
- The driver has refused to take a controlled substance test.

C. REFUSAL TO TEST

A driver has refused to take an alcohol or controlled substance test if s/he:

- Fails to appear for any test as directed by the School District.
- Fails to remain at the testing site until the testing is complete.
- Fails to provide a urine specimen.
- Fails to provide a sufficient amount of urine when there is no adequate medical explanation for the failure.
- Fails to permit a directly observed or monitored collection.
- Fails or declines to take a second test the School District or collector has directed.
- Fails to undergo a medical examination or evaluation as directed by the MRO as part of the verification process or as directed by the DER when the urine sample was insufficient.
- Fails to cooperate with any part of the testing process (e.g. refuses to empty pockets when directed to do so, behaves in a confrontational way that disrupts the collection process).
- Has a verified adulterated or substituted test result.

D. STANDING DOWN EMPLOYEES

- The School District must not stand drivers down, unless the School District has a waiver.

VI. REFERRAL AND TREATMENT

A driver who violates any of the Prohibitions in this Policy shall be advised of the resources available to the driver for evaluating and resolving problems associated with the misuse of alcohol or use of controlled substances, including the names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs.

A driver who violates any of the Prohibitions this Policy must be evaluated by a substance abuse professional ("SAP") who shall determine what assistance, if any, the driver needs in resolving problems associated with alcohol misuse or controlled substance use. The driver will not be permitted to perform safety-sensitive duties for any employer until and unless he or she completes the SAP evaluation, referral, and education/treatment process. If the driver is identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, the driver must be evaluated by a SAP to determine if the driver has properly followed the prescribed rehabilitation program. The driver must be subject to unannounced follow-up alcohol and/or controlled substance tests upon return-to-duty. The SAP will provide a written report directly to the DER highlighting the SAP's specific recommendations for a course of education and treatment with which the driver must comply prior to returning to the performance of safety-sensitive functions. Neither the driver nor the School District shall seek a second SAP's evaluation in order to obtain another

recommendation. Only the SAP who made the initial evaluation may modify his or her initial recommendations.

If the SAP recommends that the driver continue treatment, aftercare or support group services after returning to safety-sensitive duties, the School District may require the driver to participate in the recommended treatment or services as part of the return-to-duty agreement.

These requirements do not apply to drivers refusing to be tested or drivers having a preemployment test of 0.04 or more.

The School District is not required to return a driver to safety-sensitive duties just because the driver complies with the SAP's recommendations.

VII. MANAGEMENT INFORMATION SYSTEM

The School District will prepare an annual calendar year summary of its alcohol and controlled substances testing programs, when requested by the Secretary of Transportation, any DOT agency, or any State or local officials with regulatory authority over the employer or any of its drivers. The report for the prior year will be submitted in accordance with the requirements of the Federal Act by March 15. The report will contain the information and statistical data required by 49 C.F.R. § 382.403 (2002).

VIII. EDUCATIONAL MATERIALS

Each driver must receive educational materials that explain: (1) the alcohol misuse prevention requirements; (2) the School District's policies and procedures; (3) the identity of a contact person knowledgeable about the materials; (4) factual information on the effects of controlled substance use and alcohol misuse on personal life; (5) health and safety; (6) where help can be obtained, including the School District's Employee Assistance Program; (7) categories of employees subject to testing; (8) what functions are covered by the Policy; (9) a description of prohibited conduct and the circumstances that trigger testing; (10) testing procedures and safeguards; (11) what constitutes a refusal to submit to testing and the consequences; (12) signs and symptoms of an alcohol or controlled substance problem; (13) consequences for drivers with an alcohol test level of 0.02 or more but less than 0.04; and (14) the consequences of violating the rules in this Policy. The staff will prepare appropriate educational materials.

IX. MAINTENANCE OF RECORDS

The School District shall maintain the following records in a location with controlled access for the period of time specified:

A. FIVE YEARS

- Records of alcohol test results indicating an alcohol concentration of 0.02 or greater;
- Records of verified positive drug test results;
- Documentation of refusals to take required alcohol and/or drug tests (including substituted or adulterated drug test results);
- SAP reports; and
- All follow-up tests and schedules for follow-up tests.

B. THREE YEARS

- Information obtained from previous employers concerning drug and alcohol test results of employees.

C. TWO YEARS

- Records of the inspection, maintenance, and calibration of EBTs.

D. ONE YEAR

- Records of negative and cancelled drug test results and alcohol test results.
- Records of alcohol test results with a concentration of less than 0.02.

Upon written request, a driver is entitled to obtain copies of any School District records concerning the driver's use of alcohol or controlled substances, including test results. The School District shall not release individual test results or medical information about a driver to third parties without the employee's specific written consent to the release of a particular piece of information to a particular person or organization. Notwithstanding this prohibition, the School District may release information pertaining to a driver's drug or alcohol test without the employee's consent in certain legal proceedings.

X. PUBLIC INTEREST EXCLUSIONS

In an effort to protect the public interest, the Department of Transportation ("DOT") uses Public Interest Exclusions ("PIEs") to exclude from participation in DOT drug and alcohol testing programs any service agent who, by serious noncompliance with DOT regulations, has shown that it is not currently acting in a responsible manner.

The School District shall not use any service agent who has had a PIE issued against it. The School District must designate an individual to check the list of service agents that have PIEs issued against them. This list can be found on the DOT web site (<http://www.dot.gov/ost/dapc>). The list also appears in the Federal Register.

If the School District discovers that it is using a service agent against whom a PIE is issued, the School District must stop using the services of that service agent no less than 90 days after the DOT has published the decision to issue a PIE in the Federal Register.

XI. DISCIPLINARY ACTION

Employees who violate any prohibition in this Policy will be subject to disciplinary measures, including employment termination.

XII. OTHER POLICIES

This Policy does not supersede any other School District policy pertaining to alcohol misuse or controlled substance use by School District employees, except to the extent that this Policy is specific to drivers performing safety-sensitive functions. To the extent permitted by federal law, this Policy is to be interpreted consistent with the Oklahoma Act.

**REPORTING STUDENTS UNDER THE INFLUENCE OF OR
POSSESSING NONINTOXICATING BEVERAGES, ALCOHOLIC
BEVERAGES, OR CONTROLLED DANGEROUS SUBSTANCES.**

It shall be the policy of the Altus Board of Education that any employee who has reasonable cause to suspect that a student may be under the influence of or said student has in his or her possession:

- (1) non-intoxicating beverages;
- (2) alcoholic beverages; or a
- (3) controlled dangerous substance;

as the above are now defined by state law, shall immediately notify the principal or his or her designee of such suspicions. The principal shall immediately notify the superintendent of schools and a parent or legal guardian of said student of the matter.

Reference: O.S. Title 70 Section 24-138

Any suspension and/or search of said student shall be subject to any applicable school policy, state law or student handbook regulation.

Every employee employed by the Altus Board of Education, who has reasonable cause to suspect that a student is under the influence of or has in his or her possession nonintoxicating beverages, alcoholic beverages, or a controlled dangerous substance and who reports such information to the appropriate school official, shall be immune from all civil liability.

Reverence: O.S. Title 70 Section 24-138

BLOOD PATHOGENS

The Blood Pathogen Policy is in place and under the administration of the Assistant Superintendent/Director of Related Services.

Due to this policy's length, it will not be placed in the Board Policy Book but is available upon request from the secretary of the Assistant Superintendent/Director of Related Services.

HIV POLICY FOR SCHOOL EMPLOYEES

The Altus Schools is committed to providing a safe working environment for all its employees. The purpose of this policy is to outline procedures which serve to protect their rights and privileges of the HIV infected employee and to safeguard the health and welfare of students and other employees.

The Altus Schools does not discriminate on the basis of HIV infection or association with another person with HIV infection. In accordance with the Americans With Disabilities Act of 1990, an employee with HIV infection may continue working as long as he or she is able to perform the essential functions.

An employee with HIV infection does not pose a risk of transmitting HIV to others in schools, locker rooms, offices, or other public places when current infection control guidelines are followed. There is no need to restrict a person's work in any way solely on the basis of the infection. Nevertheless, if an employee with HIV infection also has another infection or other condition that is known to present a risk of disease transmission at school, established policies concerning the prevention of communicable disease should still apply.

Employee benefits, such as insurance, sick leave or other benefits, shall be the same for the HIV infected employee as for other employees.

New developments in HIV research will be shared with school staff members through district publications and staff development meetings.

The school district will keep abreast of new developments in HIV research in view of modification of policy as required.

LONG DISTANCE TELEPHONE CALLS

All long distance calls shall be logged with the administrative staff member who has supervisory authority over the telephone. It is not anticipated that school telephones will be used for making personal long distance telephone calls. In some cases, however, an emergency might arise in which the principal would authorize use of the telephone for such a call provided the call is charged to the individual's home number.

TELEPHONES

The Altus Board of Education recognizes that telephone communications by staff and students are occasionally necessary. However, classes must not be interrupted for routine telephone calls.

School staff may possess, without permission, wireless telecommunications devices on school property or while attending any school-sponsored activities on or off school property. Wireless telecommunications devices include, but are not limited to, beepers, pagers, and cellular telephones. Devices should be turned off while teachers are in their instructional setting with students. Devices may not be used while the teacher or other staff are in control of students unless needed for an emergency or needed for duties and responsibilities of that position. Devices that include imaging capabilities shall not be utilized to take any photographs or create digital images on school premises.

Therefore, the superintendent is directed to establish a regulation to provide reasonable access to telephones for both students and staff.

CREDIT CARDS

The Altus Schools will not maintain credit cards, except for gasoline purchases.

Gasoline credit cards will only be used to fill school-owned or leased vehicles.

The Assistant Superintendent/Director of Related Services for operations will be the custodian of all gasoline credit cards and will check them out to school employees who are driving school vehicles on approved school business if the trip requires refueling of the vehicle before arriving back in Altus.

The Assistant Superintendent/Director of Related Services for operation will require records necessary to assure that abuse of gasoline credit cards is avoided.

USE OF SCHOOL VEHICLES

Individuals who have school-owned vehicles assigned to them by the superintendent may not use the vehicle for personal purposes, other than commuting or *de minimis* personal use (such as a stop for a personal errand between the work place and employee's home). All regulations of the Internal Revenue Service will be strictly adhered to regarding use of school vehicles.

School employees are prohibited from text messaging and/or using cell phones while driving a school bus or school owned vehicle. If an emergency situation arises, the employee shall remove the bus or vehicle from the roadway and place an emergency call to the appropriate legal authorities. Any employee found to have engaged in text messaging or the nonschool emergency use of a cell phone while driving a school vehicle shall be subject to disciplinary measures which could include termination of employment.

USE OF BUSES

School-owned buses may be used for transportation of pupils to and from school, and also to and from contests in which the students are involved. Buses may also be used by pupils on educational trips sponsored by the school, or organizations normally a part of the total educational program when sponsored by personnel other than regularly employed school officials with the approval of the superintendent. Buses may be used for summer activities upon approval of the superintendent. Buses may not be rented or loaned to agencies or groups other than those specified above.

No school bus owned by the Altus School District shall leave the state of Oklahoma unless approved by the Board of Education.

All school buses used for any purpose must be driven by an employee of the Altus Public Schools who has met current state certification requirements for school bus drivers.

School bus drivers are prohibited from text messaging and/or using cell phones while driving a school bus or school owned vehicle. If an emergency situation arises, the bus driver shall remove the bus from the roadway and place an emergency call to the appropriate legal authorities. Any bus driver found to have engaged in text messaging or the nonschool emergency use of a cell phone while driving a school vehicle shall be subject to disciplinary measures which could include termination of employment.

SCHOOL BUS TRANSPORTATION

Transportation will be provided to/from a bus stop in the area of the physical address in which the student resides. Altus Public Schools will not transport to/from daycares, parents place of business, relatives other than to the student's physical address, etc. For a student to be transported, he/she must meet the guidelines listed below:

I. Elementary Schools

A. ALTUS EARLY CHILDHOOD CENTER

1. Students living east of Park Lane
2. Students living north of Falcon Road
3. Students living west of Main St.
4. Students living south of Broadway
5. Students living on rural routes within the Altus School District

B. ALTUS PRIMARY SCHOOL

1. Students living west of Main St.
2. Students living north of Broadway
3. Students living on rural routes within the Altus School District

C. ALTUS ELEMENTARY SCHOOL

1. Students living south of "A" St.
2. Students living east of Main St.
3. Students living on rural routes within the Altus School District

D. L. MENDEL RIVERS ELEMENTARY (AAFB)

No bus transportation will be provided to students attending Rivers Elementary. Only those students living in base housing, Rivers employees' children or students with a parent working full time for AAFB either military or civilian will be accepted at Rivers Elementary School.

II. **Secondary Schools**

A. ALTUS INTERMEDIATE SCHOOL

The boundaries for transportation to and from Altus Intermediate School will be as follows:

1. Students living on Altus Air Force Base
2. Students living east of Park Lane
3. Students living north of Falcon Road
4. Students living west of Main St.
5. Students living south of Broadway
6. Students living on rural routes within the Altus School District

B. ALTUS JR. HIGH SCHOOL

The boundaries for transportation to and from Altus Jr. High School will be as follows:

1. Students living on Altus Air Force Base
2. Students living west of Main St.
3. Students living north of Broadway
4. Students living on rural routes within the Altus School District

C. ALTUS HIGH SCHOOL

The boundaries for transportation to and from Altus High School will be as follows:

1. Students living on Altus Air Force Base
2. Students living north of Falcon Rd.
3. Students living west of Main St.
4. Students living south of Ridgecrest
5. Students living on rural routes within the Altus School District

D. TRANSFER STUDENTS

Transfer students coming into the Altus School District will be provided transportation only if there is room available on the bus. In town, students must be dropped only at a school site to receive this service. In rural areas, they must be dropped at a designated bus stop.

E. PRE-KINDERGARTEN STUDENTS

There will be no transportation provided for pre-kindergarten students.

F. COUNTRY ROUTES

Transportation will be provided to all Altus Schools if students live within the Altus School District.

BUS REGULATIONS FOR ACTIVITY TRIPS

1. Buses are not to be used at any time without first being cleared through the Board of Education Office.
2. Each school using a bus for an activity trip is responsible for repairing any marring of the bus by students while on the trip.
3. A teacher or sponsor must accompany any group of students on the bus.
4. A CDL chauffeur's license and school bus driving certificate are required for anyone driving a school bus.
5.
 - (A) Submit the school transportation request form ten(10) days in advance of the date of the activity to the Director of Related Services, complete all information including the sponsor, destination, purpose of trip, source of funds, signed approval by appropriate administrator, departure time and return time.
 - (B) Upon approval of activity and assignment of bus, arrange for keys and access to the bus through the Director of Related Services.
6. Transportation of students to and from school will be given first consideration. If buses are available, transportation for other school activities will be provided.

FOOD PROCUREMENT (REGULATION)

The Altus Public Schools School Food Authority (SFA) Procurement Plan provides for free and open competition in transactions, comparability, and documentation for all procurement activities. The SFA will purchase food and other items for use in the Child Nutrition Programs (CNP) in compliance with 7 CFR Part 3016 and State Law, using the procedures and practices outlined as follows and the attached Chart of Procedures.

Various procurement methods practiced addressed below will be utilized as needed as needed each school year. The sitting Child Nutrition Program Director will direct procurement activities to include documentation maintenance for minimum of three years post contract award and/or final payment for negotiated contracts.

1. **Formal Procurement:**

Formal Procurement purchases over \$250,000 will be evaluated/awarded via public solicitation and a firm fixed-price contract (lump sum or unit price). This bid will be awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the Competitive sealed bid Invitation for Bid (IFB), is the lowest in price. Or Request for Proposal. Quotes awarded will be the lowest and best quote based on customer service, quality, service availability, price, capability, experience in providing products or services and compliance with requirements.

When Sealed Bid, RFD or IFB procurement methods are used the following conditions, stipulations, and terms must be met:

- The Sealed Bid, Request for Proposal (RFP or Invitation for Bid (IFB) will be publicly advertised a minimum of one publication/legal notice.
- The bid request will be inclusive of evaluation factors, description, deadline date for submission and district point of contact.
- Bids will be solicited from an adequate number of known suppliers (minimum of two) in sufficient time prior to the date set for the opening of the bids.
- The bid will clearly define the goods, equipment, or services needed in order for the bidders to properly respond. These include product specifications and general purchasing conditions.
- All bids will be opened publicly at the time and place stated in bid package.
- A firm fixed-price contract award will be made by written notice to the responsible bidder whose bid is based on factors determining lowest and best quote and conforms to the requirements in the Sealed Bid/ RFP/IFB.
- Where specified in bidding documents, factors such as discounts, transportation costs, and life cycle costs (for equipment), if applicable, will be considered in determining which bid is lowest or most advantageous to the SFA.
- Payment discounts will only be used to determine the low bid when prior experience of the SFA indicates that such discounts are generally taken.
- Any and all bids may be rejected when there are sound, documented reasons that the best interest of the program will not be served by the potential suppliers.
- Price adjustment clause (escalation/de-escalation) based on appropriate standard or cost index.
- Statement of efforts to involve minority and small business.
- Specific bid protest procedures include contact information of person and address and the date by which a written protest must be received.

2. **Small Purchase Procedures** may be used to purchase goods, equipment, and services where the aggregate cost is greater than \$10,000 and less than \$250,000 and for fresh produce regardless of aggregate amount. For equipment acquisitions of \$5,000 or more per item, the USDA Memo SP-39-2016 allows state agencies to grant blanket approval for items commonly used in kitchens for the sole purpose of the Child Nutrition Program. A list of these items is available from the state agency.

When small purchase procedures are used, the following conditions, stipulations, and terms must be met:

- Food specifications for goods, equipment, or services to be purchased must be adequately and consistently described for each prospective supplier so that each one can provide price quotes on the same merchandise or service.
- Written or verbal requests from an adequate number of qualified sources (three quotes) must be contacted/obtained to provide such quotes. The number of quotes is determined by local market conditions.
- Responses from vendors can be in either written or verbal form. Verbal quotes will be documented.
- The price quotes will receive appropriate confidentiality before award.
- Quotes awarded will be to the lowest and best quote based on customer service, quality, service availability, price, capability, capability, experience in providing products or services and compliance with requirements.

3. **Micropurchasing** is used to purchase products and services (similar or dissimilar purchased once a single, collective unit) whose aggregate costs do not exceed \$10,000. This would be considered a one-time purchase and bid/quotes are not required.

- Price comparisons are not required for micropurchases as long as the SFA considers the price to be reasonable.
- Program operators **may not always purchase from only one source**; rather, purchases must regularly be made using available qualified sources to the extent practicable.
- If the aggregate cost of these items (that is, the total bill) does not exceed the micro purchase threshold, this transaction qualifies as a micropurchase under 2 CFR part 200.320(a).

4. **Noncompetitive Negotiation** will be used only when the procurement is not feasible under small purchase procedures, sealed bid (formal advertising), or competitive proposals. The decision to use noncompetitive proposal will be justified in writing and be available for audit and review.

Circumstances under which a procurement may be conducted by noncompetitive proposal must include at least one of the following circumstances:

- The merchandise or service is available only from a single source.
- An emergency exists, and the urgency for the requirement will not permit the delay involved with sealed bids (formal advertising) or competitive proposal.
- After solicitation from a number of sources, competition is found to be lacking.
- Awarding agency authorizes noncompetitive proposals.

5. **Purchasing Through the State Contract.** SFAs may choose to purchase food and foodservice supplies using a statewide contract established by the Department of Central Services, Central Purchasing Division for the State of Oklahoma. The contract between the vendor and state of Oklahoma is for one year, with an option to renew every year for four additional years. This contract is a fixed-cost (vendor cost) plus fixed fee.

6. Procurement Guidance, Provisions and Certifications:

- A. All purchases will be conducted in accordance with the attached Chart of Procedures.
- B. The following records will be maintained for a period of three years after the end of the fiscal year to which they pertain or until the findings of audits and reviews are resolved.
- Records of all telephone price quotes
 - Logs of all emergency and noncompetitive purchases
 - All written quotes and bid documents
 - Comparison of all price quotes and bids with the effective date shown
 - Price comparison showing vendors
 - Log of approved substitutions
- C. **Contract Cost and Price.** As applicable to competitive, noncompetitive, and sealed bids, the SFA is required to perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold, including contract modifications. Cost plus-a-percentage-of-cost and percentage of construction cost methods of contracting method of purchasing is prohibited.
- D. **Minority Firms, Women's Business Enterprises.** The SFA will take all necessary affirmative steps to assure that minority firms, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps shall include:
- Placing qualified small and minority businesses and women's business enterprises on solicitation lists and ensuring solicited to whenever they are potential sources.
 - Divide requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses and women's business enterprises.
 - Establish delivery schedules, where the requirements permits, which encourage participation by small and minority businesses and women's business enterprises.
 - Use services and assistance of the Small Business Administration (SBA) and the steps listed above.
- E. **Code of Conduct.** The following conduct will be expected of all persons who are engaged in the award and administration of contracts supported by CNP funds.
- No employee, officer, or agent of the Altus Public Schools SFA shall participate in selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.
 - Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award: —the employee, officer, or agent — any member of his/her immediate family —his or her partner —an organization which employs or is about to employ one of the above.
 - Altus Public Schools SFA employees, officers, or agents shall neither solicit nor accept gratuities, favors, or anything of material/monetary value from contractors, potential contractors, or parties to sub-agreements.
 - The purchase during the school day of any food or service from a contractor for individual use is prohibited.
 - The outside sale of such items as used oil, empty cans, and the like will be sold by contract between the Altus Public Schools SFA and the outside agency. Individual sales by any SFA employee to an outside agency or any other SFA employees are prohibited.
 - Failure of any employee to abide by the above-stated code could result in a fine

or suspension or both, or dismissal. Interpretation of the code will be given at any time by contacting the Assistant Superintendent at Altus Board of Education. The Altus Public Schools SFA will not be responsible for any other explanation or interpretation which anyone presumes to make on behalf of the Board.

- F. **Buy American Provision.** Per Section 104(d) amended Section 12(n) of the National School Lunch Act (NSLA) (42 U.S.C. 1760) to require SFAs participating in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) in the contiguous United States to purchase for those programs, to the maximum extent practicable, domestic USDA Foods or products. For purposes of this provision, the term domestic food commodity or product means agricultural USDA Foods produced in the United States and food products processed in the United States SUBSTANTIALLY using agricultural USDA Foods that are produced in the United States. The Conference Report accompanying Public Law 105-336 makes it clear that the term substantially means that over 51 percent of the processed food comes from American-produced products.
- G. **Geographic Preference.** The use of statutorily or administratively imposed in-state or local geographic preferences for procurements under USDA entitlement programs is prohibited, except for unprocessed locally grown or locally raised agricultural products.
- When geographic preference is used, an SFA must still get quotes from several farmers when procuring unprocessed grown or locally raised agricultural products so that competitors have an opportunity to compete for the bid.
 - Formal or informal procurement methods would determine how geographic preference is applied.
 - Competition must be ensured by developing solicitation containing criteria required by all respondents.
 - If the small purchase threshold is exceeded, a formal procurement method such as sealed bids or competitive negotiation (i.e. RFP) must be used. Public notification would be required and procurement of unprocessed agriculture products may require notification focused on the locale in which the school is situated as a criteria of the solicitation. If solicitation for locally unprocessed agricultural products is in fact open to offerors beyond the local area, geographic preference may be applied with preference points to the local farmers who respond to the solicitation (Reference USDA Policy Memo 2009-SP-11 and SP-03-2013).
- H. **Protest procedures** are required. SFAs will have protest procedures to handle and resolve disputes relating to their procurements and shall in all instances disclose information regarding the protest of the awarding agency. A protestor must exhaust all administrative remedies with the SFA before pursuing a protest with a federal agency. Reviews of protest by the federal agency will be limited to: (Reference USDA Policy Memo 2006-SNP-06)
- Violations of federal law or regulations and the standard of 2 CFR §200 (violations of state or local law will be under the jurisdiction of state or local authorities).
 - Violations of the SFA's protest procedures for failure to review a complaint or protest. Protests received by the federal agency other than those specified above will be referred to the SFA.
- I. **Beverage and Snack Agreements** (Reference USDA Policy Memo 99-SP-09)
 In some cases, the exclusive contracts do not involve nonprofit school food service account (SFSA) funds, in which case there are no federal FNS procurement issues involved. However, if any nonprofit school food service products are purchased via the exclusive contract, then all federal procurement requirements must be met. If small purchase procedures are used for a procurement of \$250,000 or less, price or rate quotations must be obtained from an adequate number of qualified sources. Additionally, if nonprofit school food service products are included in the contract, any rebates, commissions, scholarship fund contributions, or any other

payments back to the SFA or SFA-related organizations must be reimbursed to the nonprofit SFA on a prorated basis.

- No federal prohibition on multiyear contracts other than for FSMCs. It is suggested, however, that school procurement officials consider the impact of multiyear contracts, as opposed to one-year contracts, on beverages and snacks. Long-term contracts would appear to be more appropriate for nonperishable products and services such as warehousing and equipment rental. As noted above, however, there is no federal prohibition on these longer-term contracts.
- Public Law 108-265, Section 102, requires a school participating in the NSLP shall not directly or indirectly restrict the sale or marketing of fluid milk products by the school (or by a person approved by the school) at any time or any place on the school premises or at any school-sponsored event.
- Schools participating in the NSLP must check all beverage contracts for language that may limit the sale of milk on school grounds. The sale of milk cannot be limited at any time during the school day or at any place on the school premises. Contracts may have language that is hard to understand. Look for the term ***Exclusive Pouring Rights***. Every school district must have amended their beverage contracts that limit the sale of milk should such language exist. The primary effect of this provision is to prevent contract limitations on the sale of fluid milk in competition with other beverages.

J. **Certifications.**

Nonkickback Affidavit - Please note that Oklahoma statute 62 **O.S.** §310.9 requires a signed and notarized nonkickback affidavit on every purchase order of \$25,000 or more. The affidavit is to be signed by the person or persons authorized to accept payment on behalf of the architect, contractor, engineer, or supplier.

Lobbying Certification (Reference 200.326 (1))

- a. Lobbying certification must be obtained for procurement contracts of more than \$100,000. Any vendor whose contract award is for more than \$150,000 must complete a Certification Regarding Lobbying from located **on page P-55**. The SFA must keep this signed certification statement on file with a copy of the vendor's contract.
- b. Any SFA or its vendors who participate in lobbying activities must complete a Disclosure of Lobbying form on page **P-57**. SFAs must submit this completed form to the State Agency. A vendor would submit its completed form to the SFA.

K. Debarment or Suspension. An SFA is prohibited from contracting with an individual or company that has been disbarred or suspended in accordance with 2 CFR §180, as adopted and modified by USDA regulations at 2 CFR §417. This prohibition does not extend to contracts in existence at the time of the debarment or suspension or to most contracts under \$25,000. Rather, it applies to new contracts and extensions or renewals of existing contracts of \$25,000 or more and to contracts for audit services, regardless of amount (**FORMAL CONTRACTS**)

L. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, ***all contracts*** awarded by the nonfederal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 70 U.S.C. 3702 and 3704, the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surrounding or under working conditions which are unsanitary, hazardous, or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market or contracts for transportation or transmission of intelligence.

M. **Equal Opportunity and Discrimination.** The vendor certifies it is an Equal Opportunity Employer, a provider of services and/or assistance, and is in compliance with the 1964 Civil Rights Act. Title IX of the Education Amendments of 1972, Section 5047 of the Rehabilitation Act of 1973, as amended, and Executive Orders 11246 and 11375. The vendor assures compliance with the Americans With Disabilities Act of 1990 (Public Law 101-336), all amendments to, and all requirements imposed by the regulations issued pursuant. **(FORMAL CONTRACTS OF \$10,000 OR MORE.)**

Contracts in excess of \$150,00 shall contain provisions that require compliance with all applicable standards, orders, or requirements issued under Section 306 of the **Clean Air Act** (42 U.S.C. 11857(h), Section 508 of the **Clean Water Act** (42 U.S.C. **Environmental Protection Agency (EPA) Regulation** (40 CFR §15), which prohibit the use of nonexempt federal contracts, grants, or loans of facilities included on the EPA list of violating facilities. The provision shall require reporting of violations to the grantor agency and to the EPA Assistant Administrator for Enforcement (EN-329). 23. The contract must recognize mandatory conservation plan issued in compliance with the energy Policy and Conservation Act (Public Law 94-163). Changes in this Procurement Plan will be made as conditions warrant upon the approval of the SFA.

Changes in this Procurement Plan will be made as conditions warrant upon the approval of the SFA.

This plan adopted by the Altus Publics Schools Board of Education at the regularly scheduled meeting on this, the 8 day of July in the year 2019.

Signatures: _____
SFA Official

Clerk of the Board

CHART OF PROCEDURES

The Altus Public Schools SFA will purchase the following products or group of products and services as per the stated purchase period using the identified procurement method. **Price quote time frame** period is defined as the time frame for which bids or quotes are obtained and awarded.

PRODUCT USED	PRICE QUOTE TIME FRAME	PROCUREMENT METHOD
Milk	_____	_____
Bread	_____	_____
Canned fruits	_____	_____
Canned vegetables	_____	_____
Frozen fruits	_____	_____
Frozen vegetables	_____	_____
Pre-prepared fruits and vegetables	_____	_____
Fresh fruits	_____	_____
Fresh vegetables	_____	_____
Meats	_____	_____
Paper products	_____	_____
Chemicals	_____	_____
Small equipment	_____	_____
Large equipment	_____	_____

PURCHASE DOCUMENTATION (This form is to be used for SFAs to document all price quotes from vendors.)											
DATE	ITEM SPECS	VENDORS						VENDOR SELECTED	REASONS		
		VENDOR	\$ PRICE	VENDOR	\$ PRICE	VENDOR	\$ PRICE				

School Food Authority _____

Year _____

VENDOR CONTACTS

This form is to be used for SFAs to document single vendor responses. If only one vendor responds, the school food authority (SFA) does not need to do price comparisons.

NAME, ADDRESS, AND TELEPHONE NUMBER OF VENDOR	NAME OF PERSON CONTACTED	DATE OF CONTACT	TYPE OF CONTACT (LETTER, PHONE, PERSONAL)	RESPONSE RECEIVED

NONKICKBACK AFFIDAVIT FORM

STATE OF OKLAHOMA)
)
COUNTY OF) SS

The undersigned (architect, contractor, supplier, or engineer), of lawful age, being first duly sworn, on oath says that this contract is true and correct. Affiant further states that the (work, services, or materials) will be (completed or supplied) in accordance with the plans, specifications, orders, or requests furnished the affiant. Affiant further states that he or she has made no payment, directly or indirectly, to any elected official, officer, or employee of the SFA or technology center SFA, of money or any other thing of value to obtain or procure the contract or purchase order.

(Contractor, Supplier, Engineer, or Architect)

Vendor/Company Name

Attested to before me this _____ day of _____, _____.

Notary Public (or Clerk or Judge)

My Commission Expires: _____

INDEPENDENT PRICE DETERMINATION CERTIFICATE

Name of School Food Authority

Name of School Food Authority

- A. By submission of this offer, the Offerer certifies, and in the case of joint offer, each part hereto certifies as to his or her own organization, that in connection with this procurement:
 - 1. The prices in this offer have been arrived at independently, without consultation, communication, or agreement for the purpose of restricting competition, as to any matter relating to such prices with any other Offerer or with any competitor.
 - 2. Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed by the Offerer and will not knowingly be disclosed by the Offerer prior to opening in the case of an advertised procurement or prior to award in the case of a negotiated procurement, directly or indirectly to any other Offerer for the purpose of restricting competition.
 - 3. No attempt has been made or will be made by the Offerer to induce any person or firm to submit or not to submit an offer for the purpose of restricting competition.

- B. Each person signing this offer on behalf of the Offerer certifies that:
 - 1. He or she is the person in the Offerer's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to A.1 through A.3 above; or
 - 2. He or she is not the person in other Offerer's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate in any action contrary to A.1 through A.3 above, and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any action contrary to A.1 through A.3 above.

To the best of my knowledge, this Offerer, its affiliates, subsidiaries, officers, directors, and employees are not currently under investigation by any government agency and have not in the last three years been convicted of or found liable for any act prohibited by state or federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows:

Signature of Food Service Management Company's Authorized Representative	Title	Date
---	-------	------

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above.

Signature of School Food Authority's Authorized Representative	Title	Date
---	-------	------

NOTE: Accepting a bidder's/offerer's offer does not constitute award of the contract.

CERTIFICATION REGARDING LOBBYING

**Applicable to Grants, Subgrants, Cooperative Agreements, and
Contracts Exceeding \$100,000 in Federal Funds**

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by Section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- 1. No federally appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a federal contract, the making of a federal grant, the making of a federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a federal contract, grant, loan, or cooperative agreement.
- 2. If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, *Disclosure Form to Report Lobbying*, in accordance with its instructions.
- 3. The undersigned shall require that the language of this certification be included in the award documents for all covered sub-awards exceeding \$100,000 in federal funds at all appropriate tiers and that all sub-recipients shall certify and disclose accordingly.

Name/Address of Organization

Name/Title of Submitting Official

Signature

Date

STANDARD FORM-LLL

DISCLOSURE OF LOBBYING ACTIVITIES
APPROVED BY OMB
COMPLETE THIS FORM TO DISCLOSE LOBBYING ACTIVITIES PURSUANT
TO 31 U.S.C. 1352
(SEE REVERSE FOR PUBLIC DISCLOSURE)

Form with 16 numbered sections for reporting lobbying activities, including type of action, status, report type, entity information, department, program, action number, award amount, payment details, and signature requirements.

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime federal recipient, at the initiation or receipt of a covered federal action or a material change to a previous filing, pursuant to Title 31 U.S.C. § 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered federal action. Use a Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget (OMB) for additional information.

1. Identify the type of covered federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered federal action.
2. Identify the status of the covered federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered federal action.
4. Enter the full name, address, city, state, and zip code of the reporting entity. Include Congressional district, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee; e.g., the first subawardee of the prime is the first tier. Subawards include, but are not limited to, subcontracts, subgrants, and contract awards under grants.
5. If the organization filing the report in Item 4 checks *Subawardee*, then enter the full name, address, city, state, and zip code of the prime federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example: Department of Transportation, United States Coast Guard.
7. Enter the federal program name or description for the covered federal action (Item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate federal identifying number available for the federal action identified in Item 1; e.g., Request for Proposal (RFP) number; Invitation to Bid (ITB) number; grant announcement number; the contract, grant, or loan award number; the application/ proposal control number assigned by the federal agency. Include prefixes; e.g., *RFP- DE-90-001*.
9. For a covered federal action where there has been an award or loan commitment by the federal agency, enter the federal amount of the award/loan commitment

for the prime entity identified in Item 4 or Item 5.

10. a. Enter the full name, address, city, state, and zip code of the lobbying entity engaged by the reporting entity identified in Item 4 to influence the covered federal action.
b. Enter the full name of the individual performing services, and include full address if different from 10a. Enter last name, first name, and middle initial (MI).
11. *Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (Item 4) to the lobbying entity (Item 9). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.*
12. *Check the appropriate item. Check all items that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.*
13. *Check the appropriate box. Check all boxes that apply. If other, specify nature.*
14. *Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the dates of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with federal officials. Identify the federal officials or employees contacted or the officers, employees, or Members of Congress that were contacted.*
15. Check whether Continuation Sheets are attached.
16. The certifying official shall sign and date the form, print his or her name, title, and telephone number.

SUSPENSION AND DEBARMENT COMPLIANCE

It is the policy of the Altus Board of Education that all contracts and purchase orders reimbursed using federal funds need to include suspension and debarment language. The purpose of this certification is to protect the government from entering into business relations with unethical or otherwise irresponsible companies and individuals.

The following language shall be included within the terms of any contract for goods and services that will be paid for using federal funding.

Certification Regarding Debarment, Suspension and Ineligibility:
To the best of its knowledge and belief, the contractor or any of its principals are not presently debarred, suspended, proposed for debarment or otherwise declared ineligible for the award of contracts by any Federal agency by the inclusion of the contractor or its principals in the current "LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NONPROCUREMENT PROGRAMS" published by the U.S. General Services Administration Office of Acquisition Policy.

The prospective lower tier participant shall provide immediate written notice to the District if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances. Should the prospective lower tier participant enter into a covered transaction with another person at the next lower tier, the prospective lower tier participant agrees by accepting this agreement that it will verify that the person with whom it intends to do business is not excluded or disqualified.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON REVERSE.)

1. The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Organization/Vendor Name

Name(s) and Title(s) of Authorized Representative(s)

Name of Institution/SFA Official

Title of Official

Signature

Date

THE SCHOOL DISTRICT IS REQUIRED BY FEDERAL LAW TO HAVE A POLICY FOR DEBARMENT AND SUSPENSION FROM PROGRAMS AND ACTIVITIES INVOLVING FEDERAL FINANCIAL BENEFITS. IF THE DISTRICT ELECTS NOT TO UTILIZE THIS POLICY, A POLICY ON THIS TOPIC WILL BE REQUIRED TO ENSURE THAT EITHER THE VENDOR OR THE SCHOOL DISTRICT IS VERIFYING THAT THE VENDORS ARE NOT LISTED ON THE

EXCLUDED PARTIES LISTING SYSTEM ON THE FEDERAL WEBSITE OF THE SAME NAME.

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this form, the prospective lower-tier participant is providing the certification set out on the reverse side in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower-tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower-tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower-tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms *covered transaction*, *debarred*, *suspended*, *ineligible*, *lower-tier covered transaction*, *participant*, *person*, *primary covered transaction*, *principal*, *proposal*, and *voluntarily excluded*, as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower-tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower-tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which the transaction originated.
6. The prospective lower-tier participant further agrees by submitting this form that it will include this clause titled *Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower-Tier Covered Transactions*, without modification, in all lower-tier covered transactions and in all solicitations for lower-tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the non-procurement list.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith that certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower-tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available

to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

PROTEST PROCEDURES

- A. Any actual or prospective bidder, offer, or contractor who considers himself to have been aggrieved in connection with the solicitation, evaluation, or award of a contract by Altus Public Schools may formally protest to the Assistant Superintendent of Altus Public Schools. Such protest must be made in writing and received by the Assistant Superintendent of Altus Public Schools. The protesting party must mail or deliver copies of the protest to the Altus Public Schools, the State Agency, and other interested parties.
- B. In the event of a timely protest, Altus Public Schools shall not proceed further with the solicitation or award of the contract.
- C. A formal protest must be sworn and contain:
 - 1. A specific identification of the statutory or regulatory provision that the protesting party alleges has been violated.
 - 2. A specific description of each action by Altus Public Schools that the protesting party alleges to be a violation of the statutory or regulatory provision that the protesting party has identified.
 - 3. A precise statement of the relevant facts.
 - 4. A statement of any issues of law or fact that the protesting party contends must be resolved.
 - 5. A statement of the argument and authorities that the protesting party offers in support of the protest.
 - 6. A statement that copies of the protest have been mailed or delivered to the State Agency and all other identifiable interested parties.
- D. Altus Public Schools may settle and resolve the dispute over the solicitation or award of a contract at any time before the matter is submitted on appeal. Altus Public Schools may solicit written responses to the protest from other interested parties.
- E. If the protest is not resolved by mutual agreement, Altus Public Schools shall issue a written determination that resolves the protest.
 - 1. If Altus Public Schools determines that no violation of statutory or regulatory provisions has occurred, the Altus Public Schools shall inform the protesting party, the State Agency, and other interested parties by letter that sets forth the reasons for the determination.
 - 2. If Altus Public Schools determines that a violation of any statutory or regulatory provisions has occurred in a situation in which a contract has not been awarded, then Altus Public Schools shall inform the protesting party, the State Agency, and other interested parties of that determination by letter that details the reasons for the determination and the appropriate remedy.
 - 3. If Altus Public Schools determines that a violation of any statutory or regulatory provisions has occurred in a situation in which a contract has been awarded, then Altus Public Schools shall inform the protesting party, the State Agency, and other interested parties of that determination by letter that details the reasons for the determination. This letter may include an order that declares the contract void.
- F. Altus Public Schools shall maintain all documentation of the purchasing process that is the subject of a protest or appeal in accordance with the retention schedule of Altus Public Schools.

REFUNDING UNUSED PAYMENTS FOR MEALS

Prepayment is the property of the family making the payment until it is charged against any meals taken. Therefore, any prepayments left at the end of fiscal year must be repaid to the family if requested. When moving from the district, refunds will be made upon request.

If the student leaves the school district without requesting a refund and the amount is less than three dollars, the money will be used as a donation to the Child Nutrition Program. If the amount is more than three dollars, the money will be forwarded to the known address of the student. If the envelope is returned unopened, the money will be treated as a donation to the Child Nutrition Program.

PROFESSIONAL DEVELOPMENT REGULATIONS

COMMITTEE

The committee for Staff Development, as mandated by the legislature, shall represent all sectors of the local community including teachers, administrators and parents. A majority of the committee shall be classroom teachers, which are elected annually by their respective faculties.

POLICIES

Section I Minimum Point Requirements

- Reg. 1.1 Each educator must earn a minimum of seventy-five (75) points in a five year period, with a minimum of ten (10) points earned each year, five (5) of which must be local staff development programs. ~~with a minimum of one earned in technology training.~~
- Reg. 1.2 Points for a school year may accumulate from July 1 through June 30, for completion of earned staff development points. Staff development points submitted for the 1st semester are due December 20 and for the 2nd semester April 30.
- Reg. 1.3 If an individual receives credit for one (1) year of experience within a school year, the local staff development points requirement must be fulfilled. If employed less than ~~102 days~~ (120 days effective July 1988), two (2) staff development points are required to fulfill the regulation of some points completed each year. This person should begin or continue his/her staff development five-year cycle the following school year and could be given credit for no more than (2) points from the previous year.

Section II Approved Activities for Which Points May Be Earned

- Reg. 2.1 One point per each clock hour will be credited for attendance at the following meetings, provided the meeting or committee is related to the educators subject taught or responds to one of the identified needs:
- a. Meetings and workshops with educational speakers.
 - b. Curriculum meetings having instructional or curriculum content.
- Reg. 2.2 One point per clock hour may be earned for participation in non-credit workshops provided:
- a. Workshop is related to the educators area of responsibility or responds to an identified need.
 - b. Workshop is required for certification.

Reg. 2.3 Two points per clock hour may be earned for presenting non-credit workshops providing such workshops are within the area of professional education.

Reg. 2.4 Fifteen points may be earned for each college credit hour provided:

- a. Course work is toward an advanced degree, or
- b. Course work is for certification in an educational area, or
- c. Course work is related to the educators area of responsibility.

Reg. 2.5 One point per clock hour may be earned for participation in Professional Educators Meetings, with a maximum of five (5) points per year earned by a participant.

Section III Penalty for Non-Compliance

Reg. 3.1 Failure to earn the minimum points within the designated time period will render the educator ineligible to receive any salary increase for the following contract period.

Reg. 3.2 Failure by an educator to earn the minimum required points three (3) years in succession will be basis for non-renewal on contract.

Section IV General Provisions

Reg. 4.1 Credit may be earned for hours in attendance at workshops, professional meetings, etc. held during the hours of a regular school day in which the Altus Public Schools are in session retroactive July 1, 1990.

Reg. 4.2 No staff development funds will be allotted to pay any participants expenses for activities not approved by the Staff Development Committee, and by the local Board.

Reg. 4.3 Eligibility of points or activities acceptable shall be determined by a five member committee elected from within the staff development committee.

Reg. 4.4 Any teacher or administrator who is in doubt as to whether a workshop, meeting, class, etc., will count, should seek prior approval from the five member committee.

Reg. 4.5 Persons or organizations seeking to present a workshop with the intent of giving staff development points, must have permission from the five member committee elected from within the Local Staff Development Committee. Consideration for such a request will be given only when an identified need has already been established.

Reg. 4.6 The local staff development plan shall include a component of training for all licensed and certificated staff in outreach to parents,

multicultural education, and AIDS awareness/prevention (required for those teaching grades 5-12).

Training in outreach to parents is defined as a program to promote the participation of parents in the education of their children.

Training in racial and ethnic diversity is defined as a program to assist teachers to function effectively with all students in a culturally diverse society.

Training in AIDS Awareness/Prevention and blood born pathogens is defined as a program to provide, on a regular basis, to all teachers and administrators in-service training related to AIDS prevention education required for those teaching grades 5-12 and all new employees.

Training in the recognition of Child Abuse and Neglect is part of the Child Abuse Prevention Act. This program is designed to recognize the sign of child abuse and neglect in an effort to enhance the well being of all Oklahoma's children.

At least one time per year, resident teachers of students in early childhood education programs through grade three are required to complete autism training and at least one time every three years thereafter. All other teacher and education support professionals of students in early childhood programs through grade three are required to complete the autism training at least once every three years.

Section V

Clarifications

- Reg. 5.1 Workshops not held by Altus Public Schools will require verification in order to receive staff development points.
- Reg. 5.2 Business meetings, committee meetings, or planning sessions for professional organizations cannot be counted.

PROFESSIONAL GROWTH AND DEVELOPMENT

It is the policy of the Altus Board of Education that teachers and other employees shall continue their professional growth through seminar and workshop attendance and membership in professional organizations. The board believes that it has a responsibility to provide opportunities for the continual growth of its professional staff. Such opportunities shall include, within budgetary limitation, special in-service training courses and workshops as recommended by a professional development committee and/or the board. Staff members are encouraged to seek additional and higher degrees, to obtain further certification, and to become more proficient not only in their subject area, but also in their ability to handle discipline, to motivate students, and to cope with both personal and job-related stress.

The professional development committee shall be composed of classroom teachers, administrators, and parents, guardians, or custodians of children in the district. A majority of the committee shall be composed of classroom teachers who will be selected by a designated administrator of the district from a list provided by the teachers in the school district. The members selected shall be subject to the approval of a majority vote of the teachers in the district. The administration shall be selected by the board from a list provided by the superintendent. Parents shall be selected by the board from a list provided by the administration and the professional development committee. At a minimum, once every four years the committee shall include at least one school counselor in its membership.

When classes are dismissed for that purpose, teachers are expected to attend professional meetings or forfeit one day's pay for each day of the meeting unattended unless an emergency exists.

The board may authorize the attendance of teachers at educational conferences and may reimburse travel and lodging expenses. Authorization to attend shall be obtained from the board prior to the activity date. Written requests shall be submitted to the superintendent who will forward the request to the board.

REFERENCE: 70 O.S. § 3-104.2
70 O.S. § 6-192, et seq.
70 O.S. § 6-194
70 O.S. § 6-204.2

TELEVISION PRODUCTION CONTRACTS BY ACTV, CHANNEL 2

ACTV, Channel 2, is operated as an instructional facility for students and faculty of the Altus Schools. Its primary purpose is that of dissemination of information for classes from K-12 level and for adult education.

ACTV Channel 2, has an equally important assignment as a training facility for its student staff members who are enrolled in its fully accredited course in television writing and production.

Use of the facilities of ACTV, Channel 2, by any individual or group other than the Altus Schools for the production of or the airing of television programming is forbidden under an agreement between the Altus Schools and Post-Newsweek Cable.

Any contract accepted for production by Altus Schools Instructional Television Facility should be for documentation of material which can later be used by the facility for in-school or community educational purposes.

These programs can be shared with other instructional facilities when such sharing is planned at the time of production, or arranged through ACTV, Channel 2, for this purpose.

Contracts accepted for production by ACTV, Channel 2, must be under the supervision of its television director, and are not for the purpose of being a commercial enterprise, nor shall they be in competition with commercial television.

Any person or group wishing to enter into a contract for television production with the Altus Schools shall meet the requirements listed below:

1. Documentaries will be made only on weekends or on such times as school is not in session.
2. The sponsor must accompany students when documentaries are being made.
3. The superintendent of schools must be consulted for approval of the project.
4. The activity must not interfere with other ACTV endeavors.
5. Those requesting documentaries will be responsible for paying all expenses including the costs for film, travel, meals, lodging and depreciation. The depreciation charge shall be \$20.00 per hour for up to 50 hours, and \$15.00 per hour for each hour beyond 50.
6. Only one vehicle may be claimed regarding the charges for travel.

JOB DESCRIPTIONS

Job descriptions for all certified positions as well as for all support personnel are to be on file in the office of the principal or the office of the supervisor as well as in the office of the superintendent of schools. A copy of the job description will be provided to each employee.

Any extra duty assignments made to the individual will be included on a separate page of the job description.

REVIEW OF INSTRUCTIONAL MATERIAL BY PARENTS

The principal of each school will formulate procedures for parental inspection of all instructional materials including manuals, films and tapes used in connection with any research or experimentation program or project designed to explore or develop new or unproven teaching methods or techniques.

Nothing in this procedure would exclude any materials used in the Altus Schools from review by parents.

PROHIBITION OF RACE AND SEX DISCRIMINATION IN CURRICULUM AND COMPLAINT PROCESS

The board of education hereby directs that neither the district, nor any employee of the district shall teach or include in a course for students or employees the following discriminatory principles.

1. One race or sex is inherently superior to another race or sex,
2. An individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously,
3. An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex,
4. Members of one race or sex cannot and should not attempt to treat others without respect to race or sex,
5. An individual's moral character is necessarily determined by his or her race or sex,
6. An individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex,
7. Any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex, or
8. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race.

A "course" shall include any program or activity where instruction or activities tied to the instruction are provided by or within a public school, including courses, programs, instructional activities, lessons, training sessions, seminars, professional development, lectures, coaching, tutoring, or any other classes.

Any individual may file a complaint alleging that a violation has occurred of enumerated items 1-8 above. In order for a complaint to be accepted for investigation, it must:

- A. Be submitted in writing, signed and dated by the complainant, including complaints submitted through electronic mail that include electronic signatures;
- B. Identify the dates the alleged discriminatory act occurred;
- C. Explain the alleged violation and/ or discriminatory conduct and how enumerated items 1-8 above have been violated;
- D. Include relevant information that would enable a public school to investigate the alleged violation; and
- E. Identify witnesses the school may interview. The school will not dismiss a complaint for failure to identify witnesses.

The district hereby designated Robbie Holder as the employee responsible for receiving complaints. The district will ensure that the employee is unbiased and free of any conflicts of interest. Complaints may be provided via telephone at (580)-481-3075 and via email to rholder@altusps.com. This contact information shall also be accessible on the school district's website.

Upon receipt of a complaint, the complainant shall receive notification from the designated employee that the complaint has been received and whether it will be investigated within (10) days of receipt.

The school district shall investigate all legally sufficient complaints and decide as to whether a violation occurred. The school district shall receive, process and investigate complaints in the same manner as all other complaints of discrimination. The investigation process shall be completed

within forty- five (45) days of receipt of a claim. Within the (10) days or resolution of the complaint, the designated employee shall report the resolution to the State Department of Education.

PROHIBITION OF RACE AND SEX DISCRIMINATION , Con't

No individual shall be retaliated against for (1) filing a complaint; (2) exercising any right or privilege conferred by or referenced within 210:10-1-23 of the Accreditation Standards; (3) exercising any rights or privileges secured by a law referenced in 210:10-1-23 of the Accreditation Standards. Any school employee who retaliates against a complainant may be subject to disciplinary action by the school district or by the State Board of Education.

Any teacher who files a complaint or otherwise discloses information that the teacher reasonably believes is a violation of the prohibited concepts listed above shall be entitled to Whistleblower Protections.

Any teacher or other school employee who, willfully, knowingly, and without probable cause makes a false report may be subject to disciplinary action by the school district or by the State Board of Education.

LEGAL REFERENCE: **70 O.S. § 24-158**
 State Accreditation Standard 210:10-1-23

**A policy on this issue is required by the
Standards of Accreditation for Oklahoma Schools
Effective July of 2021**

LENGTH OF SCHOOL DAY AND TERM

The length of the instructional school day shall consist of 420 minutes or as prescribed by the Superintendent. The length of the instructional school term shall be a minimum of 1080 hours to include a minimum of 30 hours of professional development. In addition, parent-teacher conferences may be held during the school day and counted as classroom instruction for no more than 6 hours per semester, for a total of 12 hours per school year.

REFERENCE: 70 O.S. §1-109

CROSS-REFERENCE: Policy EC, School Day
Policy EIAD, Parent-Teacher Conferences

PROFICIENCY BASED PROMOTION

Upon the request of a student, parent, guardian, or educator, to the Curriculum Coordinator, a student enrolled in the Altus Public Schools will be given the opportunity to demonstrate proficiency in the Learner Outcomes: State Competencies. Students demonstrating proficiency in a set of competencies at the 90% level shall be given the opportunity to advance to the next level of study in the appropriate curriculum area(s). The school will confer with parents in making such promotion/acceleration decisions taking into consideration such factors as social, emotional, physical and mental growth.

Options for accommodating student needs for advancement may include, but are not limited to the following:

1. Individualized instruction
2. Correspondence courses
3. Independent study
4. Concurrent enrollment
5. Cross-grade grouping
6. Cluster grouping
7. Grade/course skipping
8. Individualized education programs
9. **Home School**

Failure to demonstrate proficiency will not be noted on the transcript.

Elementary, middle school, junior high, or high school students who demonstrate proficiency in the Learner Outcomes may advance to the next level of study. For those demonstrating proficiency **for courses in language arts, science, mathematics, social studies and the arts** at the ninth through twelfth grade level, appropriate notation will be placed on the high school transcript. This unit shall count toward the requirements for the high school diploma but shall not replace or supplant a grade already entered into the transcript. Students taking the proficiency exam for credit after completing instruction for the course must demonstrate competency at passing rate on the current grade scale.

Proficiency based promotions for students transferring to Altus from accredited schools will be honored.

Altus schools will disseminate materials explaining the requirements, features and opportunities of proficiency based promotion to parents in the district annually. Altus schools will offer testing opportunities twice annually.

This policy is in compliance with the provisions of Section 1210.508 of title 70 of the Oklahoma Statutes.

USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The Altus School District will use the following criteria to determine who are school officials.

An official is:

1. A person duly elected to the school board **during a regular, special, or emergency meeting.**
2. A person certified by the state and appointed by the school board to an administrative or supervisory position.
3. A person certified by the state and under contract to the school board as an instructor.
4. A person employed by the school board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of his performance as a substitute.
5. A person employed by or under contract to the school board to perform a special task such as a secretary, a clerk, the school board attorney or auditor for the period of his or her performance as an employee or contractor.

School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so. A "legitimate educational interest" is the person's need to know in order to:

1. Perform an administrative task required in the school employee's job description approved by the school board.
2. Perform a supervisory or instructional task directly related to the student's education.
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

The Altus School District will only release information from or permit access to a student's education record with a parent or eligible student's prior written consent except that the school superintendent may permit disclosure:

1. When a student seeks or intends to enroll in another school district or a postsecondary school. The district will not further notify parents or eligible students prior to such a transfer of records. Parents and students have a right to obtain copies of records transferred under this provision.
2. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the district.
3. The parties who provide or may provide financial aid to a student to:
 - a. Establish the student's eligibility for the aid.

- b. Determine the amount of financial aid.
 - c. Establish the conditions for the receipt of the financial aid.
 - d. Enforce the agreement between the provider and the receiver of financial aid.
4. If a state law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials.
 5. When the Altus School District has entered into a written agreement or contract for an organization to conduct studies on the school district's behalf to develop tests, administer student aid, or improve instruction.
 6. To accrediting organizations to carry out their accrediting functions.
 7. To parents of eligible students if the parents claim the student as a dependent as defined by the Internal Revenue Code of 1954.
 8. To comply with a judicial order or lawfully issued subpoena. The district will make a reasonable effort to notify the student's parents or the eligible student before making a disclosure under this provision.
 9. If the disclosure is an item of directory information and the student's parent or the eligible student has not refused to allow the district to designate that item as directory information for that student.

The Altus School District will permit any of its officials to make the needed disclosure from student education records in a health or safety emergency if:

1. He or she deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons.
2. The information is necessary and needed to meet the emergency.
3. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency.
4. Time is an important and limiting factor in dealing with the emergency.

Altus School District officials may release information from a student's education record if the student's parent or the eligible student gives his/her prior written consent for the disclosure. The written consent must include at least:

1. A specification of the records to be released.
2. The reasons for the disclosure.
3. The person or the organization or the class of persons or organizations to whom the disclosure is to be made.
4. The parent or student's signature.
5. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parent or the student may obtain a copy of any records disclosed under this provision.

RECORDS OF REQUESTS FOR ACCESS AND
DISCLOSURES MADE FROM EDUCATION RECORDS
(Required)
(Study & 99.32 of the FERPA Regulations)

The Altus School District will maintain an accurate record of all requests for it to disclose information from or to permit access to a student's education records and of information it discloses and access it permits with some exceptions listed below. This record will be kept with but will not be a part of, each student's cumulative school records. It will be available only to the record custodian, the eligible student, the parent of the student, or to federal, state, or local officials for the purpose of audition or enforcing federally supported educational programs.

The record will include at least:

1. The name of the person or agency that made the request.
2. The interest the person or agency had in the information.
3. The date the person or agency made the request.
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The district will maintain this record as long as it maintains the student's education record.

The record will not include requests for access or access granted to parents of the student or to an eligible student, request for access or access granted to officials of the Altus School District who have a legitimate educational interest in the student, requests for or disclosures of information contained in the student's education record if the request is accompanied by the prior written consent of a parent of the student or the eligible student or the disclosure is authorized by such prior consent, or for request for, or disclosure of directory information designated for that student.

DESTRUCTION OF SPECIAL EDUCATION AND 504 RECORDS

Altus Public Schools will maintain special education records and 504 plan records, including eligibility documentation, IEPs, and 504 plans for at least 5 years from the student leaving Altus Public Schools to demonstrate fiscal accountability and program compliance with the IDEA requirements. Altus Public Schools will provide notice to a parent and/or adult student when personally identifiable information collected, maintained, or used is to be destroyed because the information is no longer needed to provide educational services to the student. Parents and/or adult students may request and receive a copy of the special education records before the date of destruction of the special education records or 504 records. The special education department will maintain a log that documents the date of destruction or release of records.

Any other personally identifiable information must be destroyed at the request of the parent and/or adult student if it is older than 5 years and no longer needed to provide special education or 504 services. Parents and/or adult students will receive a notice of their FERPA rights. Parents and/or adult students will be reminded that the records might be needed for Social Security Benefits or other purposes in the future.

Destruction of Special Education and 504 Records

Altus Public Schools will maintain special education records and 504 plan records, including eligibility documentation, IEPs, and 504 plans for at least 5 years from the student leaving Altus Public Schools to demonstrate fiscal accountability and program compliance with the IDEA requirements. Altus Public Schools will provide notice to a parent and/or adult student when personally identifiable information collected, maintained, or used is to be destroyed because the information is no longer needed to provide educational services to the student. Parents and/or adult students may request and receive a copy of the special education records before the date of destruction of the special education records or 504 records. The special education department will maintain a log that documents the date of destruction or release of records.

Any other personally identifiable information must be destroyed at the request of the parent and/or adult student if it is older than 5 years and no longer needed to provide special education or 504 services. Parents and/or adult students will receive a notice of their FERPA rights. Parents and/or adult students will be reminded that the records might be needed for Social Security Benefits or other purposes in the future.

STUDENT NAME: _____ **DATE OF BIRTH:** _____

PARENT / GUARDIAN NAME: _____

PARENT / GUARDIAN / ADULT STUDENT PERMANENT ADDRESS:

PARENT / GUARDIAN / ADULT STUDENT SIGNATURE:

STUDENT EXIT DATE:

LOCATION OF EDUCATION RECORDS

TYPES	LOCATION	CUSTODIAN
Cumulative School Records	School Principal's Office or Counselor	Altus High School P.O.Box 558 Altus, OK 73522
		Altus Intermediate School P.O. Box 558 Altus, OK 73522
		Altus Junior High P.O. Box 558 Altus, OK 73522
		Bulldog Academy P. O. Box 558 Altus, OK 73522
		L. Mendel Rivers P. O. Box 558 Altus, OK 73522
		Altus Primary School P.O. Box 558 Altus, OK 73522
		Altus Elementary School P.O. Box 558 Altus, OK 73522
Cumulative School Records (former students)	School Principal	Altus Early Childhood Center P.O. Box 558 Altus, OK 73522
		Board of Education P.O. Box 558 Altus, OK 73522
		Principal of School pupil is attending
		Speech Therapist in School pupil is attending
Health Records	School Principal's Office	Principal of School pupil is attending
Speech Therapy Records	Speech Therapist's Office	Speech Therapist in School pupil is attending
Psychological	School Principal's Office School Psychologist	Principal of School pupil is attending Board of Education

Revised 06/10/97
Revised 07/09/07
Revised 08/12/19

Special Education Records	School Principal's Office/Spec. Ed. Classrooms Special Education Director	Principal of School pupil is attending Spec. Ed. Teachers Board of Education
Special Test Records	Counselor's or Principal's Office	Principal of School pupil is attending or Curriculum Director P.O. Box 558 Altus, OK 73522
Talented	Chairman Art Dept High School	Altus High School P.O. Box 558 Altus, Ok 73522
Gifted	Director of Gifted is	Principal of school pupil attending
Migrant	Director of Migrant	Board of Education P.O. Box 558 Altus, Ok. 73522
School Transportation Records	Director of Related Services	Director of Related Services P.O. Box 558 Altus, OK 73522

AREA VOCATIONAL AND TECHNICAL SCHOOL ENROLLMENT

Students may enroll in vocational courses at the comprehensive high school or in the area vocational-technical school (AVTS) or both. The area vocational-technical school curriculum is an extension of the high school for students currently enrolled in a high school. (A.S. 53.02)

All high school students shall be enrolled through a cooperative effort of sending comprehensive high schools and the AVTS except in cases where the student's parent or guardian has provided an affidavit and sufficient evidence that he/she is participating in a home-schooled education plan in accordance with 70-10-105. (A.S.53.02-1)

Student discipline and control shall be a cooperative effort between the comprehensive high school and the AVTS. Each institution shall enforce rules and regulations in accordance with their board-approved policies. Both institutions shall recognize the student's right to due process. (A.S. 53.02-2)

The comprehensive high school shall notify the AVTS when students wish to withdraw from an AVTS. (A.S. 53.02-3)

Attendance records and records of course work completed by a student in an AVTS in Oklahoma shall be certified by the AVTS to the sending school in which the student is regularly enrolled and shall be entered on the student's transcript according to the appropriate course title. These units of course work shall be counted toward meeting local and state requirements for graduation. (A.S. 53.02-4)

The standard school year shall consist of not less than 180 days. Courses offered in the AVTS on the secondary level shall meet at least 175 days per school year and be accredited for 3 units. (A.S. 53.02-5)

Secondary vocational classes offered for credit outside the time frame of the regular school day shall meet the following criteria:

The curriculum must be an accredited program and be taught by a certified instructor.

Classes must meet a minimum of 70 hours for one-half unit or 140 hours for 1 unit of credit. (A.S. 53.02-6)

Sophomores may be enrolled at the discretion of the high school principal and AVTS administration. Factors to be considered for sophomore enrollment include over-age students, potential dropouts, and students with special needs. The high school principal shall present to the State Department of Education, Accreditation Section, a list of any sophomores included under the provision.

Students who are on an Individualized Education Plan (IEP) may participate in the AVTS program for up to 4 years. (A.S. 53.02-7)

USE OF TENNIS COURTS DURING SCHOOL TERM

1. All courts will be closed to the general public during school days from 8:00 a.m. to 5:00 p.m.
2. All courts will be closed to the general public until completion of High School or Junior High School matches.
3. All courts will be closed to the general public on Saturdays and Sundays when a supervised practice is being conducted by the High School or Junior High.

AGREEMENT WITH THE CITY OF ALTUS ON INSTRUCTIONAL USE OF SCHOOL TENNIS COURTS

The courts may be used by the city for instructional purposes only with the high school coach acting as instructor. When such a course is being taught, it is understood that the City of Altus will pay the utilities.

SURVEYS

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Altus Public Schools to notify, obtain consent, and/or allow parent(s) to opt out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as those of lawyers, doctors, and ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income (other than required by law to determine program eligibility).

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

All surveys must be approved by the superintendent whether they are to be distributed to faculty, parents, and/or students.

APPEALS CHANNELS

In the interest of harmony and efficiency, the following procedures shall be observed in instances involving grievances or appeals.

The Altus School District recognizes that teachers, support employees, parents and other school patrons have a fundamental right to discuss grievances that they might have with the district. However, it is also recognized that there must be an orderly procedure for carrying out the grievances.

If the grievance is directed toward a teacher, the parent should make an appointment to visit the teacher.

After this initial meeting, if the grievance is not settled, the parent should discuss the problem with the principal.

If the issue is not resolved, an appointment should be made with the superintendent or his/her designee.

After exhausting all of these available channels, the parents may appeal to the Board of Education following the procedure outlined in the board policy. The board's action shall be the final determination of the grievance.

INTERFERENCE WITH THE PEACEFUL CONDUCT OF SCHOOL ACTIVITIES

The Superintendent or anyone designated by the Superintendent or the Board of Education to maintain order in the District shall have the authority and power to direct any person to leave District property who is not a student, officer or employee thereof, and who:

1. Interferes with the peaceful conduct of activities on School District property;
2. Commits an act that interferes with the peaceful conduct of activities on School District property; or
3. Enters School District property for the purpose of committing an act that may interfere with the peaceful conduct of activities on School District property.

For purposes of this policy, the term “interferes with the peaceful conduct” includes, but is not limited to, actions that directly interfere with classes, study, student or faculty safety, housing or parking areas or extracurricular activities; threatening or stalking any person; damaging or causing waste to any property belonging to another person or the District; or direct interference with administration, maintenance or security of property belonging to the District.

Any person to whom this policy applies, who fails to leave District property as directed or returns within six (6) months thereafter, without first obtaining written permission from the Superintendent or anyone designated by the Superintendent or the Board of Education, shall be guilty of a misdemeanor.

Appeal Process

After receiving a directive to leave District property under this policy, the person issued the directive may request reconsideration by taking the following steps:

- First Level of Appeal:** The person may request review of the initial decision by letter to the Assistant Superintendent. If no written request is received within five (5) calendar days of the person’s receipt of written notification of the directive to leave District property, the directive will be final and nonappealable. If the Assistant Superintendent issued the initial directive to leave District property, the person issued the directive may proceed directly to the final level of appeal.
- Final Level of Appeal:** The person may request review of the Assistant Superintendent’s decision by letter to the Superintendent or the Clerk of the Board of Education. If no written request is received within five (5) calendar days of the person’s receipt of the Assistant Superintendent’s written notification of his or her decision, the Assistant Superintendent’s decision will be final and nonappealable. The person will be notified in writing of the date, time and place of the Board meeting at which the decision will be reviewed. The Board’s decision will be final and nonappealable.

The person directed to leave District property will be sent a copy of this policy by restricted certified return receipt requested mail no later than three (3) school days after the directive to leave District property. During any appeal process, the person given the directive to leave school property must remain off school property unless the Superintendent, or his designee, in writing, instructs that the directive is to be stayed pending the appeal process.

DISCIPLINARY ACTION FOR MISUSE OF SCHOOL BATHROOMS AND CHANGING FACILITIES

Individuals who fail to comply with Oklahoma law regarding the use of school bathrooms or changing facilities may be disciplined as follows:

1. **Students.** Students may be subject to the disciplinary methods listed in the student discipline code.
2. **Staff.** Staff members may be subject to disciplinary action. Due process procedures will be followed as required by law or negotiated agreement.
3. **Patrons.** Patrons may be removed from the premises for interfering with peaceful orderly conduct in accordance with 21 O.S. §§ 1375 AND 1376.

MEDICINE ADMINISTRATION

It is the policy of the Altus Board of Education that if a student is required to take medication during school hours and the parent or guardian cannot be at school to administer the medication or if circumstances exist that indicate it is in the best interest of the student that a non-prescribed medication be dispensed to that student, the principal, or the principal's designee, may administer the medication only as follows:

1. Prescription medication must be in a container that indicates the following:
 - a. Student's name
 - b. Name and strength of medication
 - c. Dosage and directions for administration
 - d. Name of physician or dentist
 - e. Date and name of pharmacy
 - f. Whether the child has asthma or other disability which may require immediate dispensation of medication.

The medication must be delivered to the principal's office in person by the parent or guardian of the student unless the medication must be retained by the student for immediate self-administration. The medication will be accompanied by written authorization from the parent, guardian, or person having legal custody that indicates the following:

- a. purpose of the medication
 - b. time to be administered
 - c. whether the medication must be retained by student for self-administration
 - d. termination date for administering the medication, and
 - e. other appropriate information requested by the principal or the principal's designee.
2. Self-administration of inhaled asthma medication by a student for treatment of asthma or an anaphylaxis medication used to treat anaphylaxis is permitted with written parental authorization. The parent or guardian of the student must also provide a written statement from the physician treating the student that the student has the asthma or anaphylaxis and is capable of, and has been instructed in the proper method of, self-administration of medication. Additionally:
 - A. The parent or guardian must provide the school with an emergency supply of the student's medication to be administered as authorized by state law.
 - B. The school district will inform the parent or guardian of the student, in writing, and the parent or guardian shall sign a statement acknowledging, that the school district and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student.
 - C. Permission for the self-administration of asthma or anaphylaxis medication is effective for the school year for which it is granted and shall be renewed each subsequent school year upon fulfillment of the above requirements.
 - D. A student who is permitted to self-administer asthma medication or anaphylaxis medication shall be permitted to possess and use a prescribed inhaler or anaphylaxis medication at all times.
 - E. Definitions:

1. **Medication** means a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, prescribed by a physician and having an individual label, or an anaphylaxis medication used to treat anaphylaxis, including but not limited to Epinephrine injectors, prescribed by a physician and having an individual label.
2. **Self-administration** means a student's use of medication pursuant to prescription or written direction from a physician.
3. Nonprescription medication may be administered only with the written request and permission of a parent, guardian, or person having legal custody when other alternatives, such as resting or changing activities, are inappropriate or ineffective. The medication will be administered in accordance with label directions or written instructions from the student's physician.

The administrator, or administrator's designee, will:

- A. Inform appropriate school personnel of the medication being administered
- B. Keep an accurate record of the administration of the medication
- C. Keep all medication in a locked cabinet except medication retained by a student per physician's order
- D. Return unused prescription to the parent or guardian only

The parent, guardian, or person having legal custody of the student is responsible for informing the designated official of any change in the student's health or change in medication.

This policy statement will be provided to a parent or guardian upon receipt of a request for long-term administration of medication.

REFERENCE: **10 O.S. §170.1**
 59 O.S. §353.1
 70 O.S. §1-116, et seq.

MEDICAL MARIJUANA

The district will not regulate or take any adverse action against an employee for holding a medical marijuana license. The school district may take action against an employee who possesses a medical marijuana license if the employee uses or possesses marijuana while at school or during the hours of employment as per 63 O.S. § 424.

Students whose medical condition requires the use of medical marijuana are allowed to access and utilize marijuana in accordance with state law. School personnel are not legally permitted to administer medical marijuana to students. The district will provide a private location for a caregiver to administer medical marijuana to students at school. Oklahoma law limits who may act as a caregiver and any caregiver will have a medical marijuana license designating them to act on behalf of a student. The caregiver is responsible for bringing the medical marijuana to the qualifying student and promptly removing the medical marijuana from the premises after consumption or use.

Upon arriving at school, the caregiver will follow district protocol with regard to check in and departure.

There will be no smoking on school premises of any substance 24/7 in accordance with the state's no smoking act. At no time will marijuana be grown or stored on school premises.

School employees will not under any circumstances

- a. Assist students in obtaining or using medical marijuana;**
- b. Store medical marijuana for students;**
- c. Take and/or use a student's medical marijuana;**
- d. Serve as a student's designated caregiver, unless the student is the child or in the legal custody of the employee.**

The district reserves the right to discipline employees or students who fail to adhere to Oklahoma law and/or the requirements of this policy. Such disciplinary action will be addressed in accordance with the student discipline code and/or the standards of conduct for employees. Employees may be subject to termination or non-reemployment.

If a student has specific procedures regarding medical marijuana that are written in the student's Individualized Education Program (IEP) and such procedures are consistent with state and federal law, those provisions will take precedent over this policy.

FOOD ALLERGY GUIDELINES (REGULATION)

The following guidelines are designed to reduce the risk of exposure to potentially life-threatening food allergens for our growing number of students with severe allergies. It is the district's goal to provide a school setting that minimizes the risk of accidental exposure while maintaining a safe, positive educational environment for all students.

Impact on the School

Every school should expect at some point to have students with food allergies. Schools must be prepared to deal with food allergies and the potential for anaphylaxis.

The student with an undiagnosed food allergy may experience a first allergy reaction while at school.

When a physician assesses that a child's food allergy will result in anaphylaxis, the child's condition meets the definition of "disability" and is covered under the Federal Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and may be covered under Individuals with Disabilities Education Act (IDEA) if the allergy management affects the student's ability to make educational progress.

Adequate plans and staff, who are knowledgeable regarding preventive measures and are prepared to handle severe allergic reactions, can save the life of a child.

Family Responsibility

It is the responsibility of the parent or guardian to:

1. Notify the school of a child's allergies and provide updates as necessary.
2. Help to establish a core team of, but not limited to, the child's physician, school principal, school nurse, teacher, guidance counselor, and food service manager to develop a plan that addresses the child's needs, including the school transportation, classroom, cafeteria, assemblies, etc. A detailed food allergy action plan should also be included.
3. Provide written medical documentation, instructions, and prescribed medications, using the food allergy action plan as a guide. A photo of the child must also be included.
4. Provide the child with a medical alert bracelet identifying the life-threatening allergy. The bracelet should be worn at all times while at school or school-sponsored events.
5. Replace expired and/or used medications as per the food allergy action plan.
6. Educate the child in the self-management of the food allergy, including: safe and unsafe foods, strategies for avoiding exposure to unsafe foods, symptoms of allergic reactions, how to communicate an allergy-related problem, how to read food labels (age appropriate). The child should not accept food from other students.

7. Review guidelines/procedures with the core team members as soon as possible following reaction.

Student Responsibility

It is the responsibility of the student to:

1. Take a proactive role in the care and management of his/her food allergies (age appropriate).
2. Not accept food items from or trade food items with other students.
3. Avoid food items with unknown ingredients or known allergens.
4. Immediately notify any teacher, administrator, assistant, or school nurse of possible exposure to food allergen.
5. Wear a medic-alert bracelet at all times.

School Responsibility

It is the responsibility of the school personnel to:

1. Keep informed of and follow all applicable federal laws, including ADA, IDEA, Section 504, and FERPA, as well as all state laws and district policies/guidelines that may apply.
2. Include food-allergic students in school activities. Students shall not be excluded from school activities solely based on their food allergies unless those activities pose a legitimate threat to the health of the students.
3. Inform and update all families registered in the district about known allergens in order to minimize the risk of life-threatening exposure. Extracurricular groups using school facilities will also be notified, and shall be excluded from using any area designated as "allergen-free."
4. Provide all families with a copy of food allergy guidelines as well as a listing of resources regarding food allergies, such as Food Allergy and Anaphylaxis Network (FAAN).
5. Identify a core team of, but not limited to, the child's physician, school principal, school nurse, teacher, guidance counselor, and food service manager to work with the parents and student (age appropriate) to establish a food allergy action plan specific to that child. Changes will be made as necessary with team participation.
6. Consult with local emergency management personnel to establish and/or update emergency protocols and drill procedures as needed.
7. Educate staff who interact with students with food allergies, on a regular basis so they understand food allergy, can recognize symptoms, can take emergency action, and will work with other school staff to eliminate the use of food allergens in the lunch program, educational tools, arts and crafts projects, or incentives.

8. Identify school personnel who are properly trained to administer medications in accordance with state nursing and Good Samaritan laws governing the administration of emergency medications.
9. Coordinate with the school nurse to assure that medications are stored appropriately (easily accessible, secure location such as the main office) and that an emergency kit is readily available and contains a physician's standing order for epinephrine.
10. Practice the food allergy action plan as a drill to assure the efficiency/effectiveness of the plan. Emergency protocols shall be updated as needed with team participation.
11. Review the food allergy action plan with core team members and physician as soon as possible following a reaction.
12. Discuss planned field trips as a team to decide appropriate strategies for managing the child's food allergy. Encourage parents of the child to participate as chaperones.
13. Take seriously threats or harassment against an allergic child.

Everyone's Responsibility

1. Read information made available by the school regarding food allergies. Any questions regarding the food allergy guidelines should be directed to the school principal or school nurse.
2. Understand the seriousness of food allergies and consider how food choices may impact the lives of severely allergic students.
3. Promote understanding, acceptance, and compassion.

CROSS-REFERENCE: Policy EHAJ, Health Education

REPORTING SUSPECTED CHILD ABUSE, SEXUAL ABUSE, AND/OR NEGLECT

In accordance with Oklahoma law, any person is required to immediately report suspected cases of physical abuse or neglect involving students under the age of eighteen (18) to the **statewide toll free hotline** of the Department of Human Services and local law enforcement. **The statewide DHS hotline number is 1-800-522-3511.** Any person having reason to believe that a student age eighteen (18) or older is a victim of abuse or neglect shall immediately report the matter to local law enforcement. The board of education fully supports that requirement and has established this policy to facilitate such reporting.

Every teacher, support person, or other employee of this school district shall report any suspected physical, mental, or sexual abuse or neglect of any school student to the Department of Human Services by telephone. The employee shall also inform the building principal who will advise the superintendent that the report was made using Form FFG-E.

“Child Abuse and Neglect” shall include, but is not limited to:

1. Child Abuse as defined in Section 843.5 of Title 21 of the Oklahoma Statutes;
2. Sexual abuse or sexual exploitation as defined in Section 1-1-105 of Title 10A of the Oklahoma Statutes.
3. Contributing to the delinquency of a minor as defined in Section 856 of Title 21 of the Oklahoma Statutes.
4. Trafficking in children, as defined in Section 866 of Title 21 of the Oklahoma Statutes.
5. Incest as described in Section 885 of Title 21 of Oklahoma Statutes.
6. Forcible sodomy, as described in Section 888 of Title 21 of the Oklahoma Statutes.
7. Maliciously, forcibly or fraudulently taking or enticing a child away, as described in Section 891 of Title 21 of the Oklahoma Statutes.
8. Soliciting or aiding a minor child to perform or showing, exhibiting, loaning or distributing obscene material or child pornography, as described in Section 1021
9. Procuring or causing the participation of any minor child in any child pornography, or knowingly possessing, procuring or manufacturing child pornography, as described in Section 102.1 of Title 21 of the Oklahoma Statutes.
10. Permitting or consenting the participation of a minor child in any child pornography, as described in Section 1021.3 of Title 21 of the Oklahoma Statutes.
11. Facilitating, encouraging, offering or soliciting sexual conduct with a minor, as described in Section 1040.13a of Title 21 of the Oklahoma Statutes.
12. Offering or offering to secure a minor child for the purposes of prostitution or any lewd or indecent act, as described in Section 1087 of Title 21 of the Oklahoma Statutes.
13. Causing, inducing, persuading or encouraging a minor child to engage or continue to engage in prostitution, as described in Section 1088 of Title 21 of the Oklahoma Statutes.
14. Rape or rape by instrumentation, as described in Sections 111.1 and 114 of Title 21 of the Oklahoma Statutes and
15. Making any oral, written or electronically or computer-generated lewd or indecent proposals to a minor child under the age of sixteen (16) as described in Section 1123 Title 21 of the Oklahoma Statutes.

The reporting obligations under this section are individual, and no employer, supervisor or administrator of a person required to provide information pursuant to

this section shall discharge, or in any manner discriminate or retaliate against, any such 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 such person did not perpetrate or inflict such abuse or neglect. Any such employer, supervisor, or administrator who discharges, discriminates, or retaliates against such person shall be liable for damages, costs, and attorney fees. Any person who knowingly and willfully fails to promptly report any incident of child abuse may be reported by the Department of Human Services to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor. Any person who knowingly and willfully makes a false report, or makes a report that the person knows lacks factual foundation may be reported by the Department of Human Services to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor.

Any person participating in good faith and exercising due care in the making of a report or any person who, in good faith and exercising due care, allows access to a child by persons authorized to investigate a report concerning the child shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any judicial proceeding resulting from such report.

**REFERENCE: 21 O.S. 1981, § 846,847
 63 O.S. § 1-120(G)
 Atty. Gen. Op. No. 78-202 (Dec. 28, 1978)**

CROSS-REFERENCE: Policy FFGB, Child Abuse Investigations

GUIDELINES FOR OUTSIDE AGENCY REPRESENTATIVES INTERVIEWING CHILDREN AT THE SCHOOL

The Altus Board of Education recognizes that the primary function of the Altus Public Schools is to educate the students in a secure, non-threatening environment. For this purpose, the Board requests that interviewing of students by any outside agency at the school be kept to a minimum. The purpose of this policy is to assist the school representatives in fostering a trusting relationship with the parents of the students. Promoting trust and open communication with the parents is essential to the student's education. The following criteria are established to minimize the disruption to the student, while still protecting the student from any abusive situations arising outside the school setting:

- 1. The principal/designee will inquire of the agency representative whether it is necessary to interview the student during the school day and on school grounds, and request that the interviewing be done outside of the school day if possible.**
- 2. All outside agency representatives (DHS, Child Welfare, Law Enforcement, etc.) seeking authority to interview a student at school must receive authorization to do so from the building principal, or designee.**
- 3. If a child abuse report is received while the student is in school, the principal/designee will allow agency representatives access to the student. Identification should be requested from the person seeking to interview the**

student at school from any person unknown to the principal/designee. If the principal/designee is uncomfortable with the person seeking to interview the student, or that person's credentials, or if the principal/designee perceives that conditions or circumstances are not in the student's best interest, access to the student should be denied until further information or clarification can be obtained.

4. It is not required that the parents be notified prior to allowing the agency representative access to the student, however the principal/designee may determine that it is in the best interest of the child to do so. If any agency representative produces a court order to interview the student, the principal/designee must comply without notifying the parent. The court order relieves the school district, its officials and employees, from any legal responsibility.
5. An agency representative may not physically remove a student from the school without a court order or prior notification of the parents.

REFERENCE: 10 O.S. §7102-7106

CROSS REFERENCE: Policy FFG, Reporting Suspected Child Abuse and/or Neglect Exhibit FFG-E, Suspected Child Abuse Report Form

NOTE: 10 O.S. §7105 states that “[a]ny person who, in good faith and exercising due care, allows access to a child by persons authorized to investigate a report concerning the child shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed.”

SUBSTITUTE TEACHERS

The Altus Board of Education realizes that teachers may occasionally be absent from the classroom and recognizes the need for qualified substitute teachers. In recognizing that need, the board has decided that noncertified substitute receive \$51.00 per day. Degreed substitutes and teachers or substitute teachers with a lapsed or expired teaching certificate shall be paid at the rate of \$55.00 per teaching day. Oklahoma certified substitute teachers shall be paid \$60.00 per day.

District personnel are to be responsible for familiarizing teachers with the Substitute Teacher's Handbook. This handbook, devised by a committee of staff members, is to be followed.

Salary for substitute teachers is approved annually by the Board of Education.

A workshop for substitutes is to be held each school year to acquaint the substitutes with some overall procedures of the school system and review the substitute handbook thoroughly.

Substitute teachers are to be approved by the superintendent. All substitutes will be employed by the school system and paid by the school system.

No noncertified, non-degreed substitute teacher shall be employed for a total period of time in excess of 135 days per school year and may not be employed for the same assignment for more than 135 days during the school year.

No substitute teacher with a lapsed or expired certificate or who has a bachelors' level college degree, shall be employed for a total period of time in excess of 145 days per school year and may not be employed for the same assignment for more than 145 days during a school year.

Substitute teachers who do not hold a valid certificate and who are employed to teach special education for physically handicapped students or mentally retarded students are not subject to these restrictions if no certified teachers are available to teach such students and the students would be denied instruction in special education if the substitute teacher were not employed. The district will provide in-service training for a substitute teacher employed to teach special education for more 15 consecutive days or 30 total days in the same assignment.

An Oklahoma certified substitute teacher may be employed on a monthly or annual basis in accordance with the terms of a written employment contract in the same manner and under the same conditions as regular teachers. Such substitute teachers shall receive the same compensation as regular teachers, at the same salary level, and will be employed pursuant to temporary employment contract.

**Reference: 70 O.S. §6-105
Atty. Gen. Op. No. 80-112 (June 16, 1980)**

SUBSTITUTE TEACHERS

Administrators are to be aware of the substitutes in their buildings and check on them several times a day. Let these people know that the administration is aware that the substitutes are in the building.

Emphasize discipline. Administrators are to emphasize this to teachers, and teachers emphasize this constantly to their students. When teachers know they are going to be out, go all out on expected behavior. Have follow-up by teacher and administrator about these students that are constant problems for substitutes.

Principals are to constantly emphasize the need for more exact lesson plans. Teachers are to expect substitutes to be something more than babysitters. This requires planning on the part of the teacher. There should be some follow-up on the part of the administration if this is not done by the teacher.

Each teacher is to maintain a substitute file. This file should be kept in the principal's office or in a common place in all classrooms. Include in this file, things that would help a substitute. Such as:

- a. A complete, detailed schedule.
- b. What is expected in terms of supervision.
- c. The location of teacher when hall, recess, etc., duty is required.
- d. A list of extra activities that students can do when needed.
- e. The location of games or such, especially on lower grade levels, that students may do if needed.
- f. The names of some reliable students that can help a substitute with questions or such if needed.
- g. The names and location of teachers on same grade or subject level that could help with needed details.
- h. Any other information that a teacher wants a substitute to know about the class.

FACULTY MEETINGS

Principals should evaluate their building faculty meetings very carefully and schedule only those that are essential and profitable. Principals should feel free, however, to schedule as many meetings as are necessary to the successful operation of the school program.

Effective schooling operations can best be accomplished by having knowledgeable and well-informed staff members. A primary purpose of building level faculty meetings should therefore be to create an atmosphere for effective communications.

It is important that teachers attend meetings which are scheduled for them. They should be on time and should stay until the meeting is completed. If it is necessary for a teacher to be absent from a meeting or to come in late or leave early, this information should be given to the principal prior to the meeting so it can be relayed to the person in charge.

PARENT-TEACHER CONFERENCES

Due to the importance of parent-teacher conferences, the following procedures will be used:

Open house meetings are not to be used as a time that parents meet with teachers to discuss student progress.

Parent-Teacher conferences will be held once each semester each school year.

At the Elementary Schools, attempts should be made so that parents can be scheduled a 15 minute time period which must be adhered to so others can take off work and plan accordingly. At the Intermediate, Junior High, and High School parents are welcome to attend with non-scheduled appointments.

REPRODUCTION OF RECORDS

Records, covered by the Oklahoma Open Records Act 51 Oklahoma Statute Section 24A.1, will be made available to the public upon request. The assistant superintendent of schools will handle citizens' request for inspection, copying, or reproduction of records during regular business hours.

In cases where excessive copies or labor is involved, the superintendent may set a reproduction fee to cover actual expenses.

NOTICE TO RECORD REQUESTERS

(To be posted in appropriate school office where records are maintained.)

SCHOOL _____

A. CUSTODIANS:

The official custodian of records found in this school is:

—

Persons designated as record custodians for this office are:

—

B. OFFICE HOURS FOR RECORD REQUESTS:

Any person requesting a public school record made, maintained, or kept by this office may make such request anytime during the following hours:

Monday -- _____:_____ A.M. to _____:_____ P.M.

Tuesday -- _____:_____ A.M. to _____:_____ P.M.
Wednesday -- _____:_____ A.M. to _____:_____ P.M.
Thursday -- _____:_____ A.M. to _____:_____ P.M.
Friday -- _____:_____ A.M. to _____:_____ P.M.

B. INSPECTION AND COPYING CHARGES:

The school district has established certain record search and record copying charges that are intended to compensate the school for the expenses it incurs in the course of honoring your request. The fee schedule is posted in this office.

D. INSPECTION AND COPYING POLICIES:

The school has adopted certain policies and procedures regarding the manner in which your request for record inspection and/or copying is to be made by you and how that request will be handled by this office. Such policies and procedures are public records and may be reviewed and/or copied.

PLACEMENT IN SPECIAL EDUCATION PROGRAMS

It shall be the policy of the Altus Public Schools to follow state and federal laws and regulations with respect to eligibility and placement in special education.

The Altus School District will consider students with intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disability and who needs special education and related services.

Other factors such as, but not limited to limited English proficiency (as defined by the Elementary and Secondary Education Act of 1965), lack of appropriate instruction, number of years in school, attendance and other factors which are common causes of poor student achievement shall be considered by the multidisciplinary team in determining eligibility.

We further establish as policy the use of diverse placements in determining the least restrictive educational environment for placing students with disabilities.

IDEA COMPLAINT PROCEDURE

Altus Public schools have procedures for filing and for resolution of specific complaints. Regarding alleged violations of the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) and the Policies and Procedures for Special Education in Oklahoma, 2007.

This policy specifies the process to be used by the Altus Public Schools in the investigation resolutions of these complaints.

Questions regarding the Complaint Resolution Process should be directed to:

Altus Public Schools
 Superintendent
 P.O. Box 558
 Altus, Oklahoma 73521
 (580) 481-2100

COMPLAINT RECEPTION AND NOTIFICATION

A complaint must be filed with the Altus Public Schools, Department of Special Education in writing. Anonymous complaints will not be accepted. All written complaints received by the School will be investigated. The timelines contained in these guidelines will commence on the date upon which the School receives a written complaint. The written complaint must include:

1. A statement that a public agency has violated a requirement of Part B of the IDEA or Oklahoma Policies and Procedures for Special Education
2. The facts upon which the statement is based.
3. Complaints pertaining to a specific child with a disability should include the child's name, date of birth, and current educational status.
4. The signature of the person filing the complaint.

Upon receipt of a complaint the Altus Schools Superintendent and/or his/her designee will:

1. Conduct a preliminary complaint review to determine whether the complaint raises potential procedural issues that may have been violated by the school district and whether the complainant's name, address, and telephone number are included.
2. Commence the investigation in order to achieve timelines or when particular expertise is required.
3. Send the Complainant written notification of the receipt of the complaint and the school district's complaint investigation process, and explain the Complainant's right to submit additional documentation or information to the complaint investigator.
4. Complaints must allege that a violation occurred not more than one year prior to the date the complaint is received by the Altus Schools unless: (a) the violation is ongoing, or (b) there is a request for compensatory services for a violation that occurred not more than three years prior to the date the complaint is received by the Altus Schools.

COMPLAINT INVESTIGATION & REPORT

Telephone calls and/or other contact shall be made to determine the circumstances and facts pertaining to the complaint. The parties involved may be requested to submit documentation,

such as copies of student records or other written verification of action. Through these inquiries, the context and nature of the complaint will be more clearly defined.

The Complainant will be given the opportunity to submit additional information about the allegations in the complaint.

Activities to assist resolution of the complaint may include technical assistance, consultation, mediation conferences, negotiation, corrective actions, or other recommended intervention. In many instances, early resolution of the complaint may be accomplished through the voluntary participation and agreement of the parties in IEP meetings and/or mediation conferences, negotiations, or other remedies.

After facts are gathered, the Altus Schools will report the findings in writing. The findings of fact and conclusions will address whether the complaint of alleged violations under Part B is substantiated, and the written decision will include instructions for correcting any substantiated violations.

Complainants have the right to an OSDE review of the Altus Schools decision regarding the complaint filed.

Investigation and resolution of complaints filed with the Altus Schools shall be completed within 60 calendar days from receipt of the formal written complaint. Extensions of the timelines may be granted only if exceptional circumstances exist regarding a specific complaint.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT COMPLAINT FORM

1. Name and Address of Charging Party (Complainant):

2. Date: _____

3. Phone numbers where I may be reached:

Home _____

Office _____

4. Statement of alleged violation of a requirement or requirements of IDEA Part B and facts pertaining to the alleged violation (please provide as detailed a statement as is possible and feel free to attach supplemental pages if necessary for a complete understanding of your concerns):

5. Please identify any documents or other materials that support your complaint. If documents or materials are in your possession, please attach copies to this complaint.

6. Please identify what action or relief you are seeking as a result of this complaint.

Signature of Complainant

ALTUS PUBLIC SCHOOLS EXTENDED SCHOOLS YEAR POLICY

Extended School Year (ESY) is defined as special education and/or related services which are provided by the Altus Schools to eligible students with disabilities beyond the regular instructional school year (180 days) as a necessary part of a free appropriate public education required by the Individuals with Disabilities Education Act (IDEA), P.L. 101-476. ESY services should not be confused with traditional summer school or with summer services typically made available to all students. ESY services must be developed and documented through the Individualized Education Program (IEP) process and be provided at no cost to parents for children determined to be eligible for such services by the IEP Team.

The purpose of ESY is not to enhance the present levels of educational performance exhibited by students with disabilities at the end of the regular school year. Most students with disabilities will benefit from vacations just like their non-disabled peers. Breaks in formal education allow for skills and behaviors learned at school to be integrated into the student's natural environment. For most students, "learning" also takes place outside the formal school environment. All students experience some regression or temporary loss of educational skills during school vacations. ESY is intended for students who regress to such an extent in a skill area that recovery of the skill would be unlikely or impossible, and would necessitate an unusually long period of time to recoup the present level of performance. Therefore, the purpose of ESY services is to prevent the loss of skills that take an unreasonable amount of time for the student to recoup when school begins.

Determination of eligibility for ESY services will be on an individual basis by the IEP team. ESY will be available to all special education students who qualify. Special education students will be screened upon request of the principal, teacher, or parent. ESY services will be developed and documented by the IEP school team through the IEP process and will be provided at no cost to parents for students determined to be eligible for such services. ESY services will only be provided under the provision of an IEP and are limited to special education and related services as defined by the IDEA.

The following factors will be considered by the Altus Schools IEP teams in determining eligibility for ESY services:

- Degree of impairment

- The degree of regression suffered by the child
- The recovery time from this regression
- The ability of the child's parents to provide the educational structure at home
- The child's rate of progress
- The child's behavioral problems
- The child's physical problems
- The availability of alternative resources
- The ability of the child to interact with non-disabled children
- The areas of the child's curriculum which need continuous attention
- The child's vocational needs
- Whether the request service is extraordinary for the child's condition, as opposed to an integral part of a program for those with the child's condition
- Other relevant factors as determined by the IEP team

Data Collection for Determining Eligibility

The IEP team must determine a child's eligibility for ESY services by collection reviewing and analyzing existing information and pertinent data, including, but not limited to, the child's disability, educational history, and present levels of performance/education functioning and needs. Such a determination could involve a review of the following:

- Criterion-referenced and standardized test, including pretest and posttest data of a student's progress
- Functional assessments used in a natural environment (e.g., home, community, work, school)
- Analysis of data collected on a regular basis
- Evaluations and progress records for related services
- Parent, student, and/or service provider information
- Attendance records
- Behavior and disciplinary records
- Health/medical information
- Interviews with teachers, parents, and students
- Progress reports and assessments to determine the child's performance of IEP annual goals and objectives or benchmarks across time.

REVOCATION FOR CONSENT FOR SPECIAL EDUCATION SERVICES

The purpose of this notice is to provide the parent/adult student with information to make an informed decision when considering the written withdrawal of consent for special education services and provide information regarding the implications of this decision. The school considered the continuation of special education services but rejected that option because the parent/adult student revoked consent for special education.

There are many rights and protections offered to special education students that are not available to students in regular education. Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability. Eligibility for special education is determined on the basis of evaluations which assess the need for specialized instruction designed to benefit in a public school setting. A copy of the Procedural Safeguards for Children with Disabilities and their Parents under the Individuals with Disabilities Education Act 2004 can be obtained in the school districts central office or from the Department of Special Education/Federal Programs.

I understand that in withdrawing my consent for myself my student to continue to receive special education carries with it the following implications listed below: (Place your initials next to each statement to acknowledge that you understand the content of this Notice).

_____ I/My student will be dismissed from special education and will no longer receive any special education or related services.

_____ I/My student will no longer be considered to have a disability under the Individuals with Disabilities Education Act (IDEA) and will only receive services from regular education.

_____ I understand that I/my student may be ineligible for accommodations under a Section 504 Plan.

_____ I/My student's educational progress will meet the same standards applicable to regular education students. This will include, but is no limited to any federal, state, or District tests, assessments, and criteria for regular education students.

_____ I understand that I/my student must meet grade promotion standards.

_____ I/My student will be required to meet all graduation requirements in order to receive a high school diploma.

_____ I/My student will be expected to follow all school policies concerning student conduct, and will be subject to the same expectations and discipline consequences of regular education students. If, after dismissal from special education, the district proposes to discipline me/my student in a manner that involves removal to a disciplinary alternative education program or suspension and I decide to seek an evaluation to determine eligibility for special education, the

District will be deemed to have no knowledge of my/my student's suspected disability and may implement the discipline pending a new evaluation to determine eligibility.

_____ I/My student have/has already received special education and related services; the District is not required to amend my/my student's education records to remove any references to the receipt of special education and related services because of the revocation of consent.

_____ I understand that the provision of any instructional and related services not completed as stated in any previous Individualized Education Program (IEP) report shall cease on the date of the signature of this document and will not be provided by the District. This includes any compensatory services, request for Independent Education Evaluations (IEE), any services agreed to as part of any resolution session agreements or settlement agreements, and any services ordered by an impartial hearing officer as a result of any due process hearing that may have been filed.

_____ I understand that any future consideration for services in special education will require initiation of the referral process and evaluation of my/my student's current performance levels.

_____ I understand that my revocation of parental consent releases the District from liability for providing a Free Appropriate Public Education (FAPE) under IDEA to myself/my student from the time I revoke consent for special and related services until the time, if any, that I/my student am/is evaluated and deemed eligible, once again, for special education and related services.

If you have questions regarding these Notice or need to obtain assistance in understanding special education issues, you may contact the School District, Department of Special Education/Federal Programs.

Your signature below indicates that you understand the contents of this Prior Written Notice: Revocation of Consent for _____ School District Special Education Services and that you understand the statements above and are withdrawing your consent for the provision of special education and related services. Additionally, you fully understand the consequence of your withdrawal of consent and are in agreement with the termination of special education services effective as of the date that you sign this document.

Dated this _____ day of _____, 20____.

Parent (or student if student is 18)

File this form in the student's confidential IEP folder. Send a copy to the District Special Education Department. Document in the IEP folder that parents or adult student has received a copy.

REFERENCE: Individuals With Disabilities Education Act, 20 USC, §1400, et seq.
34 CFR §300.503, 300.9 and 300.300

LIBRARY RESOURCE CENTER MATERIALS SELECTION POLICY

I. Statement of Philosophy

We believe that the Altus School Media Centers exist to provide high quality services and materials to meet the educational, recreational, and esthetic needs of the students and faculty and to offer services and materials which support the curriculum and contribute to all modes of learning.

We further believe in and support The Library Bill of Rights (below).

*****LIBRARY BILL OF RIGHTS*****

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meetings rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

II. Responsibility for Selection of Materials

The Board of Education, although being recognized as legally responsible for final selection, will delegate the primary selection to the library media specialist. Selection of materials will be a coordinated effort of several people including teachers, administrators, students (when appropriate), library media specialist, and the community.

III. Criteria for Selection

Selection of material will be based on the needs, abilities and interests of the students, as well as the requirements of the curriculum. These materials will be purchased according to the following aspects:

- A. Cost of material
- B. Grade level
- C. Durability
- D. Available space
- E. Community standards
- F. Currency of material
- G. Ethnic groups represented
- H. Format
- I. Curriculum
- J. Reputation of author or producer
- K. Accuracy of material
- L. Importance of subject matter to the collection
- M. Content
- N. Maturity level of material
- O. Language
- P. Current procedures for selection

IV. Procedure of Selection

Selection of material will be made by the media specialist according to the evaluation of the existing collection and the consultation of selection aids such as, but, not limited to, these:

- A. Reviews
- B. Publishers' representatives
- C. State Department of Education
- D. Newberry, Caldecott, Sequoyah and other award winners
- E. Booklist
- F. Choice
- G. School Library Journal
- H. Horn Book
- I. Elementary School Library Collection by Brodard
- J. Wilson Elementary-High School Library
- K. Book Report
- L. ALA Notable Book
- M. Oklahoma Department of Library Books Evaluation Center
- N. AECT (Association for Education & Communications Terminology)
- O. Requests and recommendations from educators, students, parents, interest groups.

Anyone wishing to make a request will fill out a "request form" and return it to the media center. (Attachment "A")

V. Procedure for Gifts

Gift material will be welcomed and appreciated; however, due to space limitation

and prior commitment to specific needs of the school, this material will be evaluated accordingly by the media specialist and appropriately placed.

VI. Procedure for Reconsideration of Material

Material can be removed from the media center by two procedures:

1. Material will be periodically examined and disposed of by the media specialist according to alterations in curriculum, lack of use, inaccuracy of information, and physical condition. Weeding is a necessary part of maintaining a media center for the following reasons:
 - A. To add space
 - B. To facilitate access to the rest of the collection
 - C. To eliminate inaccurate materials
 - D. To assure a more appealing collection
 - E. To increase circulation
 - F. To show that materials selection is ongoing and done by professionals
 - G. To eliminate materials that do not meet selection standards

2. Material that is challenged as to its appropriateness may be removed by the
 - A. Reconsideration Procedure instructions are given to the concerned individual.
 - B. No action can be taken until the media specialist receives the complete reconsideration form (Attachment "B").
 - C. Upon the return of the completed form, all copies and editions of the material in question will be removed from the shelf and placed in the media office, pending a decision.
 - D. A committee, consisting of one school board member, one teacher, the building principal, and the media specialist, and student council president (where applicable), will be given the material in question and will meet within two weeks to decide the issue. The committee shall decide on voting procedures.
 - E. The possible alternatives for the material would be either to remove the material from the shelves, restrict the use of the material, or return the material to the shelves, thereby dropping the consideration
 - F. If desired, the person filing the reconsideration form can be present at the committee meeting. In any case, the person will be notified by mail of the committee's decision.

ATTACHMENT "A"

REQUEST FORM

NAME _____ DATE

Check One: Faculty ____ Student ____ Other

(please specify)

TITLE OF MATERIAL REQUESTED:

AUTHOR/PUBLISHER:

FORMAT: (check one)

_____book _____magazine _____other
(please specify)

BRIEF DESCRIPTION OF CONTENT:

ATTACHMENT "B"

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL

Please complete the following:

1. FULL NAME
2. ADDRESS _____ PHONE
3. Name of school media center:
4. Have you read and do you understand the Selection Policy and the Procedure Policy?
5. NAME OF MATERIAL BEING REVIEWED
6. AUTHOR/PUBLISHER OF MATERIAL
DATE OF PUBLICATION
7. What type of material is it?
(book, magazine, play, etc.)
8. Have you read or viewed this material in its entirety?
9. What part(s) do you find objectionable? Please be specific, listing particular passages and page numbers.

10. Why do you object to this?

11. Which parts do you feel are worthwhile?

12. What brought this material to your attention?

13. For whom would this material be suitable?
14. What would be your recommendation as to what should be done with this material?

15. If this material were removed, what materials could be used for replacement? Be specific.

16. In what capacity are you acting?

(Signature)

ACTION TAKEN:

DATE NOTIFIED:

SOLICITATION OF CURRICULUM MATERIALS UNAUTHORIZED

No individual or organization is authorized by the Altus Board of Education to solicit contributions from individuals, clubs, or businesses for the purposes of providing instructional or curriculum materials for the schools, without the prior approval of the Board of Education or their designee.

PHYSICAL EDUCATION

Health and Fitness Curriculum

The superintendent shall adopt and implement a comprehensive health and fitness curriculum, which will provide opportunities for developmentally appropriate instruction for grades K-12. Evaluation procedures will utilize classroom-based assessments or other strategies and will be in place by the end of the 2011-12 school year.

The specific objectives and goals the district intends to accomplish through the physical education curriculum are to teach self-management and movement skills as well as cooperation, fair play, and responsible participation in physical activity. The goal of the school district is to promote student participation in physical activity for a healthier lifestyle.

All students in grades kindergarten through five are required to complete an average of sixty (60) instructional minutes per week of physical education and sixty (60) minutes of physical activity. The time students participate in recess shall not be counted toward the sixty (60) minutes per week physical education requirement. The sixty (60) minutes of physical activity may include, but is not limited to, physical education, exercise programs, fitness breaks, recess, classroom activities, and wellness and nutrition education. All high school students are strongly encouraged to complete two units or sets of competencies of physical and health education as part of the core curriculum. District high schools are encouraged to offer a variety of health and fitness classes for each grade in the high school.

Suitable adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activities.

In addition to required physical education, students at the elementary level should have the opportunity to participate in daily recess and physical activity. The district may provide daily recess period(s) for elementary school students, featuring time for unstructured but supervised active play.

The school district may exclude from the participation in physical education or exercise programs those students who have been placed into an in-house suspension or determination class or placement or those students who are under an in-school restriction or are subject to an administrative disciplinary action.

Cardiopulmonary Resuscitation Courses

Students in grades nine through twelve may be taught the techniques of cardiopulmonary resuscitation as part of their physical education program.

REFERENCE: 70 O.S. § 1-107
 70 O.S. § 11-103, § 11-103.9
 70 O.S. § 1210.199
 7 CFR, Parts 210 and 220
 7 CFR, Part 245.5

TESTING PROGRAM

State Testing Program:

Students will be tested as part of the statewide testing program. (70-1210.508)

Additional Testing:

Additional testing may be necessary for individual students who are recommended for special education, the gifted education program or to meet other needs. These tests will be administered according to guidelines provided by the state.

All students, who enter the Altus Schools from other than an accredited school, will be required to take placement tests as required by state statute.

USE OF SCHOOL VOLUNTEERS

The Altus Board of Education encourages the use of volunteers in the classrooms and schools of the district, provided the individuals involved are approved by the principal of the building and are part of the school district's approved volunteer program.

Volunteer Regulations

It is the policy of the Board of Education to institute and encourage a Parent Volunteer Program in the school system.

The primary purpose of the school volunteer program shall be to free the teachers from tasks that could be accomplished by others in order for the teachers to spend more time teaching. Examples of activities that can be performed by volunteers are:

1. Making bulletin boards;
2. Clerical tasks, such as filing, typing, etc.;
3. Telling stories to children;
4. Listening to children read;
5. Reinforcing math facts;
6. Tutoring;
7. Anything else as deemed necessary by the cooperating teacher;
8. Other activities too numerous to mention.

The use of volunteers in the classroom is at the discretion of the principal and the classroom teacher.

Volunteers will not be subjected to a dress code, as such, but will be expected to dress appropriately and be neat and clean in appearance

As a rule, volunteers will not be asked to grade papers.

Volunteers will not be asked to assume playground or lunchroom duties, nor will they be left alone with a classroom except in an emergency situation.

Volunteers are expected to be professional in their roles as volunteers and to be positive about their jobs and the school system. A friendly, courteous relationship is expected between teachers and volunteers.

Problems will be dealt with if and when they arise by the teacher and the volunteer. If the situation cannot be resolved at this level, an administrator will be asked to evaluate the situation.

The program will be expanded as deemed necessary by the administration and teachers.

PUBLIC RELATIONS IN THE SCHOOL OFFICES

Good public relations is the job of the entire staff. Every employee should feel a keen personal responsibility for the development of good relations with the public. Each contact made with the school offices, whether in person, by telephone or by letter, should always receive a warm, courteous and personal reception.

Incoming communications and United States mail should be answered or otherwise acted upon with 24 hours after delivery.

Copies should be made of all outgoing letters, and those copies filed for future reference.

Telephone calls should be answered promptly. Delay in answering the one is not conducive to good public relations.

DRESS AND PERSONAL GROOMING FOR STAFF

Recognizing the many different dress and grooming tastes among its professional staff, it is the policy of the Altus Board of Education that principals will dress in the appropriate fashion to maintain the professional image and encourage all school personnel to dress appropriately to reflect pride and professionalism.

The board also feels that the faculty members are professional people and their dress should be a compliment to the profession and a positive example for the students and the community.

All staff shall dress appropriately considering the accepted custom and style of the community and the educational profession. Teachers shall refrain from any style of dress, hairstyling, or personal grooming that might subject the faculty or school to undue criticism. Immodest or suggestive clothing styles or designs, T-shirts, exposed midriff, low-cut or see-through blouses, etc., are not acceptable.

The coaching staff and PE teachers when teaching in their areas of assignment, may wear shorts.

Blue jeans shall not be worn by staff during the school day. Exceptions may be made for certain field trips and excursions or days designated by the school site administrator.

The administration shall be held responsible for interpreting and implementing these regulations.

PARENT-TEACHER ORGANIZATIONS

Each principal shall accept the responsibility of organizing a parent-teacher association in his/her school and for stimulating enthusiasm in the organization. Careful coordination of the activities of local units with the school program and policies is the responsibility of the principal. Interest and enthusiasm of the principal is a fine stimulus to good parent-teacher programs.

HIV PREVENTION EDUCATION

An HIV Prevention Education program shall be offered to students in the Altus School System pursuant to H.B. 1476 of the 1987 Legislative Session.

The State Department of Education shall develop curriculum and material for HIV prevention education in conjunction with the State Department of Health. A school district may also develop its own HIV prevention education curriculum and materials. Any curriculum and materials developed for use in the public schools shall be approved for medical accuracy by the State Department of Health. A school district may use any curriculum and materials which have been developed and approved pursuant to this subsection.

At least one month prior to teaching HIV prevention the principal or his designee of the school shall conduct a meeting for parents or guardians of the students involved presenting the curriculum and material that will be used. Said meeting shall be held during weekend or evening hours.

No student shall be required to participate in HIV prevention education if a parent or guardian of the student objects in writing to such participation (H.B. 1476-1987).

According to House Joint Resolution No. 1078 public school teachers and administrators in grades five through twelve shall participate on a regular basis in an inservice training program related to HIV prevention education. The training program shall be approved by the State Department of Education and the State Department of Health and shall qualify towards staff development requirements for the participating teachers as provided in Section 6-158 of Title 20 of the Oklahoma Statutes.

SCHOOL DISTRICT SCREENING PROTOCOL

In an effort to prevent the spread of communicable diseases, especially during a pandemic or public health crisis, the district may implement the following protocol to control and restrict access to school property, activities and events:

The district encourages parents, legal guardians, and all school employees to self-screen at home. If a student or employee has a temperature of 100 degrees Fahrenheit or higher, the student or employee should remain at home until the individual has been free of fever for twenty four (24) hours.

The district may screen any individual who enters a school facility which screening process may include taking temperatures asking health-related questions, and isolating those that have symptoms of a communicable disease. **HIPPA issues may become applicable.*

The district will adhere to guidelines set by local, state and federal health and safety guidelines when feasible.

REFERENCE: 70 O.S. § 5-117
63 O.S. § 1-507

SEXUAL HARASSMENT

The policy of this school district forbids discrimination against any employee or applicant for employment on the basis of sex. The Board of Education will not tolerate sexual harassment by any of its employees. This policy applies to non-employee volunteers whose work is subject to the control of school personnel.

I. GENERAL PROHIBITIONS

A. Unwelcome Conduct of a Sexual Nature

1. Conduct of a sexual nature may include verbal or physical sexual advances, including subtle pressure for sexual activity, touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually-oriented "kidding" "teasing," double meanings, and jokes.
2. Verbal or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
3. An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

B. Sexual Harassment

For the purpose of this policy, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment if:

1. submission to the conduct is made either an explicit or implicit condition of employment;
2. submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; or
3. the conduct substantially interferes with an employee's work performance, or creates an intimidating, hostile, or offensive work environment.

2. SPECIFIC PROHIBITIONS

A. Administrators and Supervisors

1. It is sexual harassment for an administrator or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

2. Administrators and supervisors ,who either engage in sexual harassment or tolerate such conduct by other employees, shall be subject to sanctions as described below.
- B. Non-administrative and Non-supervisory Employees
1. It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

3. REPORT, INVESTIGATION, AND SANCTIONS

- A. It is the express policy of the Board of Education to encourage victims of sexual harassment to come forward with such claims. This may be done through the Employee Grievance Policy.
1. Employees, who feel that administrators or supervisors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon sexual favors, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the alleged offending person, the report will be made to the next higher level of administration of supervision.
 2. Employees are also urged to report any unwelcome conduct of a sexual nature by supervisors or fellow employees if such conduct interferes with the individual's work performance or creates a hostile or offensive working environment.
 3. Confidentiality will be maintained, and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.
- B. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated. The superintendent has the responsibility of investigating and resolving complaints of sexual harassment.
- C. Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to warning, suspension, or termination subject to applicable procedural and due process requirements.

NONDISCRIMINATION

The Board of Education is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, disability, or veteran status. This policy will prevail in all matters concerning staff, events, students, the public, employment, admissions, financial aid, educational programs and services, facilities access, and individuals, companies, and firms with whom the board does business.

The board directs the superintendent of schools to prepare necessary rules, regulations, and procedures to insure that all local, state, and federal laws, regulations, and guidelines are followed.

The following statement will be included in all course announcements, bulletins disseminated to all students, materials used for recruiting or describing programs and training, application or enrollment forms, brochures, and catalogs.

"The Altus Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status."

The United States Department of Agriculture Equal Opportunity Public Notification Policy require that all Food Nutrition Services (FNS) nutrition assistance programs, State or local agencies, and their subrecipients, post the "Justice For All" poster and the following "Nondiscrimination Statement":

"In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3072) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider. "

Inquiries concerning application of this policy may be referred to

_____ who is the Title IX/504/ADA
Coordinator.

_____ District

_____ Street Address

_____ Telephone

_____ City, State, Zip

REFERENCE: Oklahoma Constitution, Article 1, Section 6 Title 6
Title 7, Civil Rights Acts of 1964 as amended by the Equal Employment
Opportunity Act of 1972
Executive Order 11246, as amended by Executive Order 11375
Equal Pay act, as amended by the Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
Immigration Reform and Control Act of 1986
Americans With Disabilities Act of 1990, 42 U.S.C§12101
USDA Departmental Regulation 4300-003, Equal Opportunity Public
Notification Policy, 02 Jun 2015

DISCRIMINATION COMPLAINTS PROCEDURES

The following procedures will be used by any person, including personnel and students for the filing, processing, and resolution of alleged discrimination complaints.

Definitions

1. **Discrimination Complaint:**
A written complaint alleging any policy, procedure, or practice to discriminate on the basis of race, color, religion, national origin, sex, qualified handicap, veteran status, or other perceived discrimination.
2. **Student Grievant:**
A student of the Altus Public District who submits a complaint alleging discrimination based on race, color, religion, national origin, sex, or qualified handicap.
3. **Employee Grievant:**
An employee of the Altus Public School District who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, age, qualified handicap, or veteran status.
4. **Public Grievant:**
Any person other than a student or employee or employment applicant who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, age, qualified handicap, or veteran status.
5. **Title IX, 504 and ADA Coordinator (Coordinator):**
The person(s) designated to coordinate efforts to comply with and carry out responsibilities under Title IX or the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Americans With Disabilities Act of 1990, and other state and federal law addressing equal educational opportunity. The Coordinator is responsible for processing complaints and serves as moderator and recorder during hearings.
6. **Respondent:**
The person alleged to be responsible for the violation alleged in a complaint. The term may be used to designate person with responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the complaint.
7. **Day:**
Day means a working day. The calculation of days in complaint processing shall exclude Saturdays, Sundays, and holidays.

Pre-Filing Procedures

Prior to the filing of a written complaint, the grievant is encouraged to visit with the district coordinator, and reasonable effort should be made to resolve the problem or complaint.

EMPLOYEE GRIEVANCE POLICY

1. Grievant name,
Submits written complaint to Coordinator stating nature and date of alleged violation; names of persons responsible (where known); and requested action. Complaint must be submitted within 30 days of alleged violation. Complaint forms are available in all school offices.
2. Coordinator
Notifies respondent within 10 days and asks respondent to:
 1. Confirm or deny facts
 2. Indicate acceptance or rejection of grievant's requested action, or
 3. Outline alternatives
3. Respondent
Submits answer within 10 days to Coordinator
4. Coordinator
Within 10 days after receiving respondent's answer, Coordinator refers the written complaint and respondent's answer to the building principal. The Coordinator also schedules a hearing with the grievant, the respondent, and the building principal.
5. Principal, Grievant, Respondent, & Coordinator
Hearing is conducted
6. Principal decision to
Within 10 days after the hearing, issues a written the grievant, respondent, and Coordinator.
7. Grievant or Respondent
If the grievant or respondent is not satisfied with the decision, the Coordinator must be notified within 10 days and a hearing with the superintendent requested.
8. Coordinator
Within 10 days of receiving a request for a hearing, schedules a hearing with the grievant, respondent, and superintendent.
9. Superintendent, Grievant, Respondent, & Coordinator
Hearing is conducted
10. Superintendent
Issues a decision within 10 days following the hearing.
11. Grievant or Respondent
If the grievant or respondent is not satisfied with the decision, the Coordinator must be notified within 10 days and a hearing with the board requested.
12. Coordinator request for
Notifies board within 10 days after receiving a hearing Coordinator schedules the hearing with the board.

The hearing is to be conducted within 30 days from the day of notification of the board.

13. Board of Education or hearing panel established by the board, Grievant, Respondent, & Coordinator Hearing is conducted
14. Board of Education Within 10 days after the hearing, issues a final decision written regarding the validity of the grievance and any action to be taken.

GENERAL PROVISIONS

1. Extension of Time:
Any time limits set by these procedures maybe extended by mutual consent of the parties involved. The total number of days from the date that the complaint is filed until the complaint is resolved shall be not more than 180 days.
2. Access to Regulations:
The Altus Public School District shall provide copies of all regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, age, qualified handicap, or veteran status upon request.
3. Confidentiality of Records:
Complaint records will remain confidential unless permission is given by the parties involved to release such information. No complaint record shall be entered in the personnel files. Complaint records shall be maintained on file for three years after complaint resolution.
4. If respondent and principal are the same persons, the above procedures are adjusted accordingly with the first hearing being with the superintendent.
5. The superintendent will designate an alternate coordinator in the absence of the coordinator.

DISCRIMINATION COMPLAINT FORM

TO: Title IX/504/ADA Coordinator-Assistant Superintendent
Alternate Coordinator-As Named by Superintendent

FROM: Name of Grievant _____

Address/Telephone # _____

Date of Alleged
Violation _____

NATURE OF ALLEGED VIOLATION

NAMES OF PERSONS RESPONSIBLE

REQUESTED ACTION

Date Complaint Filed With Coordinator: _____

Please use reverse of this form or attach additional sheets if necessary.
(Complaint must be submitted within 30 days of alleged violation)

GRIEVANCE PROCEDURES - SEX DISCRIMINATION

It is the policy of the Board of Education that the assistant superintendent shall serve as Title IX coordinator for this school district. The superintendent shall direct the implementing of educational amendments and regulations as it pertains to prohibition of sex discrimination in education, and shall prepare a regulation governing sex discrimination grievance procedures.

The board shall appoint on a periodic basis a sex discrimination grievance committee which shall consist of an administrator, a parent, and a member of the certified teaching staff.

NONDISCRIMINATION (REGULATIONS)

In accordance with the policy of the board of education, the following regulations shall apply to insure that all local, state, and federal laws, regulations, and guidelines are followed.

General

In order for the school district to continue to receive federal financial assistance, it must comply with Title IX and the regulations promulgated through the U.S. Department of Health, Education and Welfare by the Department's Office for Civil Rights interpreting Title IX. If any program or activity of this district fails to comply with Title IX, or the federal administrative regulations implementing Title IX, public hearings would be held by the federal government which could result in the termination of federal funding of this district.

In addition to these sanctions, however, the board of education is of the general view that discrimination on the basis of sex in any education program or activity of this district is not to be permitted except where necessary to accomplish a specific purpose that does not impinge upon essential equality or fundamental fairness in the treatment of students or employees of this district. Accordingly, employees of this district are required by these regulations to comply with these provisions in relation to any rule or regulation adopted by the board of education of this district and to any state and federal laws applicable to this district.

Application to Specific Education Programs and Activities

This prohibition against action by employees or other persons acting in the name and on the behalf of this district which bases any exclusion from participation in, denial of benefits from, or discrimination in, any educational program or activity because of the sex of a student or employee applies to all education programs and activities conducted by this district including, but not limited to, the following.

1. Educational Programs

- A. Course Offerings--Applies to all course offerings, except with respect to physical education classes and activities at the elementary and secondary school levels. The following are not prohibited:
 - 1. Grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performances developed and applied without regard to sex.
 - 2. Separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other body contact sports.
 - 3. Separation of students by sex in classes dealing exclusively with human sexuality; and
 - 4. Separation of persons based on vocal range or quality even though such separation may result in chorus or choruses of one or predominantly one sex.
- B. Athletics--Applies to all athletic programs and activities, except that separate teams for members of each sex may be operated:
 - 1. When the sport involved is a contact sport; or
 - 2. Where selection for the separate teams is based upon competitive skill, provided that where there is no such team for the excluded sex, members of the excluded sex must be allowed to tryout for the team unless the sport involved is a contact sport, as defined above.

- C. Counseling--Applies to all counseling and guidance activities at the elementary and secondary school levels.
- D. Textbooks--Nothing in these regulations shall be interpreted as requiring or prohibiting or abridging in any way the use of particular textbooks or curricular materials.

2. Other Activities or Facilities

- A. Financial Assistance--Applies to offering scholarship or other aid or assisting non-school organizations in the offering of scholarships or other aid to students of this district.
- B. Employment Assistance--Applies to all efforts to place students in employment. The district shall, as part of any employment assistance program for students, ensure that all employment opportunities are made available without discrimination on the basis of sex and refuse participation in its student employment program to employers who would practice such discrimination.
- C. Health and Insurance--Applies to all health or insurance policies offered to students but does not prohibit benefits or services which may be used by a different proportion of students or one sex than of the other, including family planning. If full coverage is provided, such coverage must include gynecological care.
- D. Housing--Nothing in these regulations shall be interpreted as prohibiting the separation of students by sex in housing for field trips or other reasons. Such separate housing must be comparable in quality and availability.
- E. Toilet, Locker, and Shower Facilities--Separate Toilet, lock, and shower facilities may be provided on the basis of sex. Such facilities shall be comparable to similar facilities provided for students of the other sex.

No rule on marital, or parental status that treats one sex different from the other shall be applied or enforced.

3. District Employment Activities

Applies to all aspects of the district's employment programs, including but not limited to, recruitment, advertising, process of application for employment, promotion, granting of tenure, termination, layoffs, wages, job assignments, leaves of absence of all types, fringe benefits, training programs, employer-sponsored programs, including social or recreational programs and any other term, condition or privilege of employment. Specifically, the following personnel employment practices are prohibited:

- A. Tests--Administration of any test or other criterion which has a disproportionately adverse effect on persons on the basis of sex unless it is a valid predictor of job success and alternative tests or criterion are unavailable.
- B. Recruitment--Recruitment of employees from entities which furnish as applicants members of only or predominantly one sex, if such action has the effect of discrimination on the basis of sex.
- C. Compensation--Establishment of rates of pay on the basis of sex.
- D. Job Classification--Classification of jobs as being for males or females.
- E. Fringe Benefits--Provision of fringe benefits on the basis of sex; all fringe benefit plans must treat males and females equally.
- F. Marital and Parental Status--Any action based on marital or parental status; pregnancies are considered temporary disabilities for all job-related purpose and shall be accorded the same treatment by the district as are all other temporary disabilities. No inquiry shall be made by the district in job applications as to the marital status of an applicant, including whether such applicant is "Miss" or "Mrs," but inquiry may be made as to the sex of a job applicant for employment if made of all applicants and is not basis for discrimination.

- G. Employment Advertising--Any expression of preference, limitation, or specification based on sex, unless sex is a bona fide occupational qualification for the particular job in question.

4. USDA Food Nutrition Assistance (FNS) Programs

All USDA Food Nutrition Assistance (FNS) Programs, State or local agencies, and their sub-recipients, must post the revised Non-discrimination Statement (NDS) and Justice for All poster. The NDS should ensure all FNS websites, documents, pamphlets, brochures created prior to 2013, should be updated by 31 Dec 2015, documents, pamphlets, brochures created post 2013 should be updated by 30 Sep 2016; or all new printing must use the 2015 NDS.

Policy Enforcement

To ensure compliance with board policy, the superintendent shall:

1. Designate a member of the administrative staff to:
 - A. Coordinate efforts of the district to comply with these regulations;
 - B. Develop and ensure the maintenance of a filing system to keep all records required under these regulations;
 - C. Investigate any complaints of violation of these regulations;
 - D. Administer the grievance procedure established in these regulations; and
 - E. Develop affirmative action programs, as appropriate;
2. Provide for the publication of these regulations on an ongoing basis to students, parents, employees, prospective employees, and district employee unions or organizations, such publication to include the name, office, address, and telephone number of the compliance administrator designated above.

Application to Child Nutrition Program (CNP)

United States Department of Agriculture (USDA)/Food and Nutrition Service (FNS) Instruction 113-1 (dated 11/8/05) delineates the civil right requirements for participants in Child Nutrition Programs (CNP). The Oklahoma State Department of Education Compliance Manual , Compliance Section, C-20, Jul 2015, specifies the following guidance.

1. Civil Rights Complaints :

- A. All written or verbal complaints alleging discrimination on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by USDA, shall be processed within 90 days upon receipt in the manner prescribed by this instruction.
- B. The Office of Minority Affairs (OMA) has been delegated the authority to determine the manner in which all civil rights complaints, investigations, preliminary inquiries, and compliance reviews are to be handled. Regardless of the administrative or operational level of the CNP where a civil rights complaint is filed, it must be forwarded in accordance with Item D2 (below) to the Director, Civil Rights (CR) Division, for submission to the OMA. The OMA will prepare and issue letters of acknowledgment to the complainant(s).
- C. A preliminary inquiry or an investigation will be conducted on all valid complaints to substantiate or refute the allegations.

2. Procedure for Filing Complaints of Discrimination

A. **Right to File a Complaint:** Any person alleging discrimination based on race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by USDA, has a right to file a complaint **within 180 days** of the alleged discriminatory action. Under special circumstances, this time limit may be extended by OMA.

2. **Acceptance:** All complaints must be in writing and signed by the complainant. All complaints shall be accepted by the SFA, Oklahoma State Department of Education (the **State Agency**), or Food and Nutrition Service Regional Office (FNSRO). The complaints will be forwarded to the FNSRO (as applicable), and then forwarded at once to the CR Division. It is necessary that the information be sufficient to determine the identity of the agency or individual toward which the complaint is directed and to indicate the possibility of a violation. Please see a Civil Rights Complaint Form as follows.⁸ The person who has allegedly been discriminated against must complete and sign the form.

PROGRAM DISCRIMINATION COMPLAINT FORM

First Name: _____ Middle Initial: _____ Last Name: _____

Mailing Address: _____

City: _____ State: _____ Zip Code: _____

E-Mail Address (If You Have One): _____

Telephone Number, Starting With Area Code: _____

Alternate Telephone Number, Starting With Area Code: _____

Best Time of Day to Reach You: _____

_____ Best Way to Reach You
(Check One: Mail _____ Phone _____ E-Mail _____ Other: _____ Do you have a
representative (lawyer or other advocate) for this complaint? Yes _____ No _____

If *Yes*, please provide the following information about your representative:

First Name: _____ Last Name: _____

Address: _____ City: _____ State: _____ Zip Code: _____

Telephone: _____ E-Mail: _____

1. Who do you believe discriminated against you? Use additional pages, if necessary. Name(s) of person(s) involved in the alleged discrimination (if known):

Please name the program you applied for (if known/if applicable): _____

Please check (✓) the United States Department of Agriculture (USDA) agency below that conducts the program or provides federal financial assistance for the program (if known):

- | | |
|--|--|
| <input type="checkbox"/> Farm Service Agency | <input type="checkbox"/> Food and Nutrition Service |
| <input type="checkbox"/> Rural Development | <input type="checkbox"/> Natural Resource Conservation Service |
| <input type="checkbox"/> Forest Service | <input type="checkbox"/> Other: _____ |

2. What happened to you? Use additional pages, if necessary, and please include any supporting documents that would help show what happened.

3. When did the discrimination occur?

Date: _____
Month Day Year

If the discrimination occurred more than once, please provide the other dates:

4. Where did the discrimination occur?

Address of location where incident occurred:

Number and Street, P O Box, or RD Number

City State Zip Code

5. It is a violation of the law to discriminate against you based on the following: race, color, national origin, religion, sex, disability, age, marital status, sexual orientation, family/parental status, income derived from a public assistance program, and political beliefs. (Not all bases apply to all programs.) Reprisal is prohibited based on prior civil rights activity.

I believe I was discriminated against based on my:

6. Remedies: How would you like to see this complaint resolved?

7. Have you filed a complaint about the incident(s) with another federal, state, or local agency or with a court? Yes _____ No _____
If **Yes**, with what agency or court did you file? _____

When did you file? _____
Month Day Year

Signature: _____ Date: _____

Mail Completed Form to:
USDA
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW, Stop 9410
Washington, D.C. 20250-9410

Telephone Numbers:
Local Area: 202-260-1026
Toll-Free: 866-632-9992
Local or Federal Relay: 800-877-8339
Spanish Relay: 800-845-6136
Fax: 202-690-7442

E-Mail Address:
program.intake@usda.gov

**United States Department of Agriculture (USDA) Program
Discrimination Complaint Form Instructions**

PURPOSE: The purpose of this form is to assist you in filing a USDA program discrimination complaint. For help filling out the form, you may call any of the telephone numbers listed at the bottom of the complaint form. You are not required to use the complaint form. You may write a letter instead. If you write a letter, it must contain all of the information requested in the form and be signed by you or your authorized representative. Incomplete information will delay the processing of your complaint.

You may also send a complaint by fax or e-mail. We must have a signed copy of your complaint, so if you send your complaint by e-mail, be sure to attach the signed copy to your e-mail. Incomplete information or an unsigned form will delay the processing of your complaint.

FILING DEADLINE: A program discrimination complaint must be filed no later than 180 days of the date you knew or should have known of the alleged discrimination, unless the time for filing is extended by USDA. Complaints sent by mail are considered filed on the date the complaint was signed, unless the date on the complaint letter differs by seven days or more from the postmark date, in which case the postmark date will be used as the filing date. Complaints sent by fax or e-mail will be considered filed on the day the complaint is faxed or e-mailed. Complaints filed after the 180-day deadline must include a *good cause* explanation for the delay. For example, you may have *good cause* if:

1. You could not reasonably have been expected to know of the discriminatory act within the 180-day period.
2. You were seriously ill or incapacitated.
3. The same complaint was filed with another federal, state, or local agency and that agency failed to act on your complaint.

USDA POLICY: Federal law and policy prohibits discrimination against you based on the following: race, color, national origin, religion, sex, disability, age, marital status, sexual orientation, family/parental status, income derived from a public assistance program, and political beliefs. (Not all bases apply to all programs.)

USDA will determine if it has jurisdiction under the law to process the complaint on the bases identified and in the programs involved. Reprisal that is based on prior civil rights activity is prohibited.

PROPERTY ADDRESS: If this complaint involves a farm or other real estate property that is not your current address, write in the address for that farm or real estate property. Otherwise, this part of the form can be left blank.

PLEASE READ IMPORTANT LEGAL INFORMATION BELOW CONSENT

This USDA Program Discrimination Complaint Form is provided in accordance with the Privacy Act of 1974, 5 U.S.C. §552a, and concerns the information requested in the form to which this Notice is attached. The USDA's Office of the Assistant Secretary for Civil Rights requests this information pursuant to 7 CFR Part 15.

If the completed form is accepted as a complaint case, the information collected during the investigation will be used to process your program discrimination complaint.

Disclosure is voluntary. However, failure to supply the requested information or to sign the form may result in dismissal of your complaint. If your complaint is dismissed, you will be notified. The information you provide in this complaint may be disclosed to outside parties where USDA determines that disclosure is:

1. Relevant and necessary to the Department of Justice, the court or other tribunal, or the other party before such tribunal for purposes of litigation.
2. Necessary for enforcement proceedings against a program that USDA finds to have violated laws or regulations.
3. In response to a Congressional office if you have requested that the Congressional office inquire about your complaint.
4. To the United States Civil Rights Commission in response to its request for information.

REPRISAL (RETALIATION) PROHIBITED

No agency, officer, employee, or agent of the USDA, including persons representing the USDA or its programs, shall intimidate, threaten, harass, coerce, discriminate against, or otherwise retaliate against anyone who has filed a complaint of alleged discrimination or who participates in any manner in any investigation or other proceeding raising claims of discrimination.

PAPERWORK REDUCTION ACT AND PUBLIC BURDEN STATEMENTS

The Paperwork Reduction Act of 1995 (44 U.S.C. 3501 et seq.) requires us to inform you that this information is being collected to ensure that your complaint contains all of the information required to file a complaint. The Office of the Assistant Secretary for Civil Rights will use the information to process your complaint of program discrimination.

Response to this request is voluntary. The information you provide on this form will only be shared with persons who have an official need to know and will be protected from public disclosure pursuant to the provisions of the Privacy Act, 5 U.S.C. §552a(b).

The estimated time required to complete this form is 60 minutes. You may send comments regarding the accuracy of this estimate and any suggestions for reducing the time for completion of the form to USDA, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington DC 20250-9410.

An agency may not conduct or sponsor, nor is a person required to respond to, a collection of information unless it displays a currently valid OMB Control Number. The OMB Control Number for this form is 0508-0002.

GRIEVANCE PROCEDURES - SEX DISCRIMINATION

In accordance with the policy of the board of education, the following procedures will be used in the processing of employee sexual harassment grievances in this school district.

1. Any employee of this school district who wishes to file a sexual harassment grievance against another employee of the district may file a written complaint with the district coordinator. The grievance shall set forth the circumstances of the incident and the identity of the employee(s) involved.
2. The district coordinator shall initiate an investigation of the incident and shall protect the confidentiality of the grievant.
3. The investigation shall be completed within ten days of the filing of the grievance. Results of the investigation, along with recommendations and suggestions, shall be furnished to the grievant.
4. If the grievant believes the issues are not resolved after considering the recommendations and suggestions of the district coordinator, the grievant may request a hearing by the grievance committee.
5. Upon receiving a request for a hearing, the grievance committee shall schedule the hearing to occur within twenty days from the date of the request.
6. Both the grievant and the person against whom the complaint was made may be represented by legal counsel at the hearing.
7. Within ten days of the hearing, the grievance committee shall furnish a written report of its findings and recommendations to the superintendent.
8. The superintendent shall, within five days of the receipt of the grievance committee's report, act upon the recommendations of the committee or furnish a written report to the grievant explaining why the recommendations will not be implemented.
9. Upon receipt of the superintendent's report, the grievant may file a written appeal with the board of education. The board of education shall, within thirty days from the date the appeal was received, review the report and affirm, overrule, or modify the decision of the grievance committee.
10. If the grievant's complaint is based on contract termination, the grievant shall pursue the complaint in accordance with the termination procedures of this district. Such termination procedures are set forth elsewhere in this policy manual or may be obtained from the office of the superintendent.

TITLE 1, ESEA-COMPLAINT RESOLUTION

Any parent, individual, or organization with a complaint with regard to the Title 1 program at Altus Public Schools may make the complaint known to the superintendent of schools in written form by filling out part 1 of the form, "Investigation Report on the Administration of ESEA Title 1 Program Activities." Within 30 days of receipt of the complaint, Altus Public Schools will conduct an investigation of the allegations. The investigation shall include opportunities for the complainant or the complainant's representative to present evidence and question witnesses. Subsequent to the investigation, a report of findings will be filed with the State Department of Education and the complainant.

If the complaint has not been resolved to the satisfaction of the complainant, a hearing shall be conducted by the Altus Board of Education within 30 days of receipt of written request for such a hearing. The hearing shall include opportunities for the complainant or complainant's representative to present evidence and question witnesses.

The complainant has the right to appeal the decision of the Altus Public Schools to the State Department of Education, Compensatory Education Section, Oklahoma City, Oklahoma 73105.

A complaint made directly to the State Department of Education (SDE) without previously being filed with this school district will be reviewed by the SDE to determine if an investigation is warranted by the SDE because of the seriousness of the complaint or if the complaint shall be returned to the complainant to be filed with this school district. Complaints forwarded to this district shall be investigated within 30 days of receipt of the complaint by this district.

CHARTER SCHOOL APPLICATION PROCESS

The school board shall have the following powers and duties with regard to the creation of charter schools in the school district:

1. Provide oversight of the operations of charter schools established in the school district through annual performance reviews of charter schools and reauthorization of charter schools that the school district sponsors;
2. Solicit and evaluate charter application;
3. Approve quality charter applications that meet identified educational needs and promote a diversity of educational choices;
4. Decline to approve weak or inadequate charter applications;
5. Negotiate and execute sound charter contracts with each approved public charter school;
6. Monitor, in accordance with charter contract terms, the performance and legal compliance of charter schools;
7. Determine whether each charter contract merits renewal, nonrenewal, or revocation.

Applications submitted for charter school status should be submitted to the office of the superintendent. Upon receipt of the application, it is expected that the application will be reviewed and acted upon by the senior staff, the superintendent, and the Altus Board of Education within 90 business days. The Board of Education may convert all or any part of a traditional public school into a charter school which may be operated by the Board of Education or by an independent operating board elected by and accountable to the Board of Education. The physical location of any charter school sponsored or operated by the Board of Education shall be within the geographical boundaries of the school district.

Board approval of a charter school application will allow the board's legal counsel and senior staff to prepare a charter school contract with the applicant. The contract will need to be approved by the Board of Education and executed by the board president. The contract will

contain all of the legal requirements set forth by 70 O.S. §3-135. The contract will need to be approved by the Board of Education and executed in accordance with district policy.

Approved charter schools will receive from the school district the State Aid allocation and any other state-appropriated revenue generated by its students for the applicable year less up to five percent (5%) of the State Aid allocation, which will be retained by the district as a fee for administrative services rendered.

The charter school may participate in any federal or state grant program for which it is eligible. Any such funding received will be in addition to the school's budget. The school will make all expenditures in compliance with all applicable local board policies, and state regulations and statutes.

The Board of Education will accept written proposals from any legally authorized entity wishing to establish a charter school. At a minimum, the proposal must contain the following:

1. The names of the charter applicants and requested sponsor Board of Education;
2. The mailing address(es) and telephone number(s) of the applicants;
3. The charter's school's mission and goals statements;
4. A description including, but not limited to, background information_of the organizational structure and the governing body of the charter school. It is required that the governing body meet in person, in compliance with the Oklahoma Open Meetings Act and Open Records Act, at least quarterly in Oklahoma. Charter schools in counties with a population fewer than 500,000 must include on the governing board a majority of members that live within the geographical boundary of the school district.
5. The financial plan for the first five years of operation;
6. The names of the treasurer and other officers who will have primary responsibilities for the finances of the school, along with the "demonstrated experience" such a person has in school finance or equivalent;
7. The school's proposed student attendance area/how students will be admitted to the school;
8. A description of the facility and location of the school;

9. A description of the grades being served;
10. The school's curriculum and instruction plan;
11. Plan for increasing student achievement;
12. Plan for increasing student learning opportunities;
13. Expected instructional outcomes at the end of the first school year and method(s) of evaluation;
14. A description of the charter school's hiring policy;
15. Staffing plan for the school;
16. Plan for professional development opportunities;
17. Any board policies from which the school proposes to be exempt;
18. Any specific state regulations for which the school proposes to apply for deregulation;
19. Any district services (maintenance, custodial, child nutrition, payroll, etc.) the school proposes to use;
20. Proposed procedures for reporting progress to the Board of Education, including frequency and reporting areas;
21. An outline of criteria to be used in measuring the effectiveness of the school;
22. A demonstration of support for the charter school from district residents, which may be satisfied by a survey or petition.
23. A description of the minimum and maximum enrollment planned per year for each term of the charter contract;
24. The proposed calendar for the charter school and sample daily schedule;
25. Unless otherwise authorized by law or regulation a description of the academic program aligned with state standards;
26. A description of the instructional design of the charter school, including the type of learning environment, class size and structure, curriculum overview and teaching methods;
27. The plan for using internal and external assessments to measure and report student progress on the performance framework developed by the applicant in accordance with 70 O.S. §3-135;

28. The plans for identifying and successfully serving students with disabilities, students who are English Language Learners and students who are academically behind;
29. A description of co-curricular or extra-curricular programs and how they will be funded and delivered;
30. Plans and time lines for student recruitment and enrollment, including lottery procedures;
31. The student discipline policies for the charter schools including those for special education students;
32. An organization chart that clearly presents the organizational structure of the charter school, including lines of authority and reporting between the governing board, staff, any related bodies such as advisory bodies or parent and teacher councils and any external organizations that will play a role in managing the school;
33. A clear description of the roles and responsibilities for the governing board, the leadership and management team for the charter school and any other entities shown in the organizational chart;
34. The leadership and teacher employment policies for the charter school;
35. Proposed governing by-laws;
36. Explanations of any partnerships or contractual partnerships central to the operations or mission of the charter school;
37. The plans for providing transportation, food service and all other significant operational or ancillary services;
38. Opportunities and expectations for parental involvement;
39. A detailed school start-up plan that identifies tasks, time lines and responsible individuals;
40. A description of the financial plan and policies for the charter school, including financial controls and audit requirements;
41. A description of the insurance coverage the charter school will obtain;
42. Start-up and five-year budgets with clearly stated assumptions;
43. Start-up and first year cash-flow projections with clearly stated assumptions;
44. Evidence of anticipated fundraising contributions, if claimed in the application;
45. A sound facilities plan, including backup or contingency plans if appropriate;

46. A requirement that the charter school following the requirements of the Oklahoma Open Meeting Act and Oklahoma Open Records Act.

The applicant should be informed by the Board of Education that the applicant will assume any and all liability associated with the operation of the proposed charter school.

After the proposal is received by the Board of Education, the board will accept or reject the proposal within ninety (90) days at a lawfully convened meeting of the Board of Education. Written notification of the acceptance or rejection, and the reasons therefore, will be mailed to the applicants by certified mail, return receipt requested. If the proposal is accepted, the board shall notify the State Board of Education of the sponsorship and shall include in such notice a copy of the charter of the charter school, If the proposal is rejected, the applicants may resubmit a revised application for reconsideration within thirty (30) days of the rejection, and the board will respond to the revised application within thirty (30) days.

If rejected, the applicant may appeal the decision to the State Board of Education with the revised application for review. The State Board of Education shall hear the appeal no later than sixty (60) days from the date received by the board. In order to authorize a charter school that has been rejected by the local school district Board of Education, the State Board of Education shall find evidence of all of the following:

- a. A thorough and high-quality application from the applicant based upon the authorizing standards set forth in 70 O.S. §3-134,
- b. A clear demonstration of community support for the charter school, and
- c. The grounds and basis of objection by the school district denying the operation of the charter are not supported by the greater weight of evidence and the strength of the application.

If the proposal is accepted, the charter school cannot begin serving students until such time as a charter contract is executed and approved in an open meeting of the Board of Education. The school district Board of Education may establish reasonable preopening requirements or conditions to monitor the start-up process of the charter school and to ensure that the charter school meets all building, health, safety, insurance and other legal requirements for the opening

of a school. The charter school will be required to submit performance data to the State Department of Education as required by law.

Approved contracts shall be effective for five (5) years from the first day of operation. A charter contract may be renewed for successive five-year terms of duration, although the school district may vary the term based upon the performance, demonstrated capacities, and particular circumstances of each charter school. The school district may grant renewal with specific conditions for necessary improvements to a charter school.

Prior to the beginning of the fourth year of operation of a charter school, the school administration shall issue a charter school performance report and charter renewal application guidance to the school board and to the charter school board. The performance report shall summarize the performance record to date of the charter school, based on the data required by the Oklahoma Charter Schools Act and the charter contract. The report shall take into consideration the percentage of at-risk students enrolled in the school, and shall provide notice of any weaknesses or concerns perceived by the school administration concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have forty-five (45) days to respond to the performance report and submit any corrections or classification for the report.

Prior to the beginning of the fifth year of operation, the charter school may apply for renewal of the contract with the school district. The renewal application guidance shall, at a minimum, provide an opportunity for the charter school to:

- a. Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal,
- b. Describe the improvements undertaken or planned for the school, and
- c. Detail the plan for the next charter school term for the school.

The school district may deny the request for renewal of sponsorship of the charter school if it is determined that the charter school has failed to complete the obligations of the contract or to comply with the provisions of the Oklahoma Charter School Act. The school district must give

written notice of its intent to deny the request for renewal at least eight (8) months prior to expiration of the contract in accordance with 70 O.S. §3-137.

At the time of charter renewal, the school district Board of Education may close a charter school for performance issues as set forth in 70 O.S. §3-137. If the school district board fails to close a charter school for performance issues, the school district administration shall appear before the State Board of Education to provide support for the decision not to close the charter school. The State Board of Education may, by majority vote, uphold or overturn the decision of the school district Board of Education.

The school district may terminate a contract during the term of the contract for failure to meet the requirements for student performance contained in the contract, failure to meet the standards of fiscal management, violations of the law, or other good cause.

Prior to official action to deny renewal or to terminate a contract, the school district will give at least ninety (90) days' written notice to the governing board prior to terminating the contract. The written notice will include the prospect of revocation or non-renewal and of the reasons for the possible closure. The charter school governing board may request, in writing, an informal hearing before the school district Board of Education within fourteen (14) days of receiving notice. If a hearing is requested, a special meeting of the school district Board of Education will be called. The school district shall conduct an informal hearing before taking action. At the informal hearing, the charter school will be given an opportunity to submit documents and give testimony challenging the rationale for closure and in support of the continuing of the school. The charter school may be represented by legal counsel. The informal hearing may be recorded and official minutes of the meeting shall be maintained in accordance with the Oklahoma Open Records Act. After a reasonable period of deliberation, a final determination will be made by the Board of Education and a formal resolution adopted which clearly states the reason for the revocation or nonrenewal.

If a school district decides to terminate a contract for performance issues, the governing board of the school district may, if requested by the charter school, proceed to binding arbitration as set forth in

70 O.S. §3-134.

Within two (2) calendar weeks of a final closure determination, the administration of the school district shall meet with the governing board and leadership of the charter school to establish a transition team composed of school staff, applicant staff, and others designated by the applicant that will attend to the closure including the transfer of students, student records, and school funds in accordance with 70 O.S. §3-137. The governing board of the charter school shall continue to meet as necessary to wind down school operations, manage school finances, allocate resources, and facilitate all aspects of closures.

REFERENCE: 70 O.S. §3-134 et seq.

This policy is for common education school districts.

CHARTER SCHOOL (REGULATIONS)

Through a contract between the Altus Board of Education as the sponsoring body and the charter school's governing body, the terms and conditions under which a charter school will operate will be determined. Only educationally sound and quality charter school proposals will be considered for implementation.

Any charter school established pursuant to the policies of this district shall adopt a written charter that establishes the following:

1. The charter school has, as its central purpose, the improvement of student achievement and increased learning opportunities for students.
2. Compliance with all federal regulations and state and local rules and statutes relating to health, safety, civil rights, and insurance;
3. The charter school is nonsectarian in its programs, admission policies, employment practices, and all other operations;
4. The charter school shall provide a comprehensive program of instruction for at least a kindergarten program or any grade from grades one to twelve. The charter of a charter school which offers grades nine through twelve shall specifically address whether the charter school will comply with the graduation requirements established in Title 70 O.S. §11-103.6. The charter school cannot be chartered for the purpose of offering a curriculum for deaf or blind students that is the same or similar to the curriculum being provided for students served by the Oklahoma School for the Blind or the Oklahoma School for the Deaf;
5. The charter school shall participate in the testing as required by the Oklahoma School Testing Program Act;
6. The charter school shall be exempt for all statutes and rules relating to schools, boards of education, and school districts, except as provided in the Oklahoma Charter Schools Act, and as may be otherwise provided in the charter school's charter;
7. The charter school shall be subject to the same reporting requirements, financial audits, audit procedures, and audit requirements as other public school districts, and the charter school shall use the Oklahoma Cost Accounting System to report financial transactions to this district;
8. The charter school shall comply with all federal and state laws relating to the education of children with disabilities;
9. The charter school shall provide for a governing body to be responsible for the policies and operational decisions of the charter school;

10. The charter school shall not be used as a method of generating revenue for students who are being homeschooled;
11. The charter school shall not charge tuition or fees, except for those fees normally charged by the school district;
12. The charter school shall provide instruction each year for at least the number of days required of other public school districts;
13. The charter school shall comply with the student suspension requirements followed by other public school districts;
14. The charter school shall be considered a "school district" for the purposes of the Governmental Tort Claims Act;
15. Employees of the charter school shall be allowed to participate as members of the Teachers' Retirement System of Oklahoma;
16. The charter school may participate in all health and related insurance programs available to the employees of the sponsoring district;
17. The charter school shall comply with the Oklahoma Open Meeting Act and the Oklahoma Open Records Act;
18. The charter school governing body shall be subject to the same conflict of interest requirements as members of other public local school boards;
19. The charter must include a description of the personnel policies, personnel qualifications, and method of school governance, and the specific role and duties of the sponsor of the charter school;
20. The charter may be amended at the request for the governing body of the charter school and upon the approval of the sponsor of the charter school; and
21. The charter must include a provision specifying the method(s) to be employed for disposing of real and personal property acquired by the charter school upon expiration or termination of the charter, or failure of the charter school to continue operations.
22. Be accountable to the Board of Education for performance and results.

Upon acceptance of a charter school application, this district shall notify the State Board of Education. Said notice shall include a copy of the charter of the charter school.

Additionally, a properly approved charter school must implement a contract with this school district to include, but not be limited to the following:

1. A description of the program to be offered by the charter school that complies with the purposes outlined in the Oklahoma Charter Schools Act;

2. Admission policies and procedures;
3. Management and administration of the charter school, including that a majority of the charter governing board members are residents of the State of Oklahoma and meet no less than quarterly in a public meeting within the boundaries of the school district;
4. Requirements and procedures for program and financial audits;
5. A description of how the charter school will comply with the charter requirements set forth in the respective charter and the Oklahoma Charter Schools Act;
6. Assumption of liability by the charter school;
7. The term of the contract;
8. A description of the high standards of expectation and rigor for charter school plans and assurance that charter school plans adopted meet at least those standards;
9. Policies that require the charter school be as equally free and open to all students as traditional public schools;
10. Procedures that require students enrolled in the charter school to be selected by lottery to ensure fairness if more students apply than a school has the capacity to accommodate;
11. Policies that require the charter school to be subject to the same academic standards and expectations as existing public schools; and
12. A description of the requirements and procedures for the charter school to receive funding in accordance with statutory requirements and guidelines for existing public schools.

The provisions of the respective charter shall be incorporated into the written contract between the charter school and this school district. The term of the written contract between the charter school and this school district shall be effective for no longer than five (5) years from the first day of operation of the charter school. A charter contract may be renewed for successive five-year terms of duration, although the school district may vary the term based upon the performance, demonstrated capacities, and particular circumstances of each charter school. The school district may grant renewal with specific conditions for necessary improvements to a charter school.

A charter school cannot enter into any employment contracts until the charter school has executed a contract with this school district. The charter school employment contracts shall set forth the personnel policies of the charter school, including, but not limited to, policies related to certification, professional development evaluation, suspension, dismissal and nonreemployment, sick leave, personal business leave, emergency leave, and family and medical leave. The employment contracts shall also specifically set forth the salary, hours, fringe benefits, and work conditions.

Any request from the charter school to renew the written contract between the charter school and this district must be received by the Board of Education prior to the beginning of the last year of the term of the contract. The Board of Education may deny such a request if the board determines that the charter school has failed to complete the obligations of the contract or failed to comply with the Oklahoma Charter Schools Act. The Board of Education shall give written notice of its intent to deny the request for renewal at least eight (8) months prior to expiration of the contract. The school district will adhere to state law and district policy with regard to the non-renewal or termination of a charter school contract.

The Board of Education may terminate the written contract between itself and the charter school prior to the expiration of the term of the contract for any of the following reasons:

1. Failure of the charter school to meet the requirements for student performance contained in the contract;
2. Failure of the charter school to meet the standards of fiscal management;
3. Violations of the law by the charter school; or
4. Other good cause.

The Board of Education shall give at least ninety (90) days written notice to the governing board of the charter school prior to terminating the contract. The governing board may submit a written request to the Board of Education for an informal hearing before the Board of Education to review any decision to terminate the contract. Any such request for hearing must be made by the governing board within fourteen (14) days of receiving notice from the Board of Education of its intent to terminate the contract. If a timely request is made, the Board of Education shall conduct an informal hearing before taking any final action with regard to terminating the contract. If the Board of Education decides to terminate the contract, the governing school district board of the charter school may, if requested by the charter school, proceed to mediation and/or arbitration.

If the contract between the charter school and this school district is not renewed or terminated, any student who attended the charter school may enroll in the resident school district of the student or may apply for a transfer in accordance with Oklahoma law.

REFERENCE: 70 O.S. §§3-135; 3-136; 3-137

lock down drill, and to report to the superintendent in writing the date the drill was held; the length of time consumed in evacuating the building or taking cover, and if the drill was carried on in a satisfactory manner.

12. The principals and staff will be responsible for school policies, rules, regulations and practices to the school patrons.
13. The principal will report to the superintendent promptly the details of any unusual occurrence or accident in which any member of the school is involved, and said of the case, and at least two witnesses if possible.
14. The principal will be responsible for approving the organizing, scheduling, assigning sponsors, and the general administration and supervision of all extracurricular activities.
15. The principal shall see that activities shall not be excessively disruptive or of questionable educational value. (A.S. 8.16)
16. The principal will involve parents in school activities and utilize parental and community resources in the instructional/learning program of the school. (A.S. 2.06)
17. The working relationship among the principal and the staff shall be such as to facilitate the effective administration and operation of the educational program. (A.S. 3.26)
18. The principal, in conjunction with his/her staff members, will annually update the duties and job descriptions for each area of personnel assigned to the building site. These job descriptions and duties available at each site.
19. The principal shall provide a handbook for students, parents, and teachers which includes information on such matters as homework policies, behavior codes, grading policies, absenteeism, vandalism and other kinds of information important to students, parents, guardians, and staff members. The behavior code shall be developed with the appropriate involvement of students, staff, and parents. (A.S. 4.92)
20. The principal shall provide organizations, activities, and leadership groups that offer opportunities for recognition of student accomplishments. (A.S. 4.94)
21. The principal will provide regular and frequent communication from the school to the parents. Other members of the community shall be kept informed about school activities. (A.S. 4.96)
22. The principal shall be responsible for planning and administering the site budget as approved by the Board of Education. (A.S. 9.04)

INVENTORY POLICY

Inventories must be maintained by all personnel of the Altus Public School System should it become necessary to file claims arising from fire, theft, or storm damage.

A separate furniture and equipment list must be used for each room of the building listing all items of furniture and equipment, which are movable or portable.

A furniture and equipment inventory form is provided by the administration office for the purpose of recording all pertinent data.

Building inventories are the responsibility of the principals. Classroom inventories are the responsibility of the teachers. Teacher inventories are due in the principal's office on assigned due dates.

Inventories of furniture and non-consumable equipment are a responsibility of the building principal. Furniture and equipment over \$5000.00 purchased between June and October 1 must be submitted by October 1. Completed inventories are due by June 1 of each year.

No school property or equipment may be removed from the school for non-school use without the approval of the superintendent. Any equipment on loan must be operated by a school approved operator. The borrower shall assume the expense of the operator and the full responsibility for the equipment while it is in the borrower's possession.

Items purchased with federal funds will first be approved by the Director of Special Education or Director of Federal Programs. The items will be procured and labeled at the district level before disbursement to sites.

REFERENCE: 70 O.S. §5-130
Department of Education, Administrator's Handbook

CROSS-REFERENCE: Policy CMA, Equipment Accountability, Lending
Policy CMAA, Use of School Property by District Employees
Policy GK, Use of School Property

INVENTORY POLICY

Inventories must be maintained by all personnel of the Altus Public School System should it become necessary to file claims arising from fire, theft, or storm damage.

A separate furniture and equipment list must be used for each room of the building listing all items of furniture and equipment, which are movable or portable.

A furniture and equipment inventory form is provided by the administration office for the purpose of recording all pertinent data.

Building inventories are the responsibility of the principals. Classroom inventories are the responsibility of the teachers. Teacher inventories are due in the principal's office on assigned due dates.

Inventories of furniture and non-consumable equipment are a responsibility of the building principal. Furniture and equipment over \$5000.00 purchased between June and October 1 must be submitted by October 1. Completed inventories are due by June 1 of each year.

No school property or equipment may be removed from the school for non-school use without the approval of the superintendent. Any equipment on loan must be operated by a school approved operator. The borrower shall assume the expense of the operator and the full responsibility for the equipment while it is in the borrower's possession.

Items purchased with federal funds will first be approved by the Director of Special Education or Director of Federal Programs. The items will be procured and labeled at the district level before disbursement to sites.

REFERENCE: 70 O.S. §5-130
Department of Education, Administrator's Handbook

CROSS-REFERENCE: Policy CMA, Equipment Accountability, Lending
Policy CMAA, Use of School Property by District Employees
Policy GK, Use of School Property

SCHOOL TIME SCHEDULE

The following schedule for beginning and ending the school day will be adhered to by all elementary and secondary schools. This schedule provides for a seven period school day at the Altus High School and Altus Junior High.

7:45	Teachers on duty
7:53	Bell rings to admit students into building (Secondary)
7:50	Bell rings to admit students into building (Elementary) Tardy bell rings - Secondary
8:00	Tardy bell rings - Elementary classroom begins
3:00	Classwork ends – Elementary and Secondary
3:15	Teachers off Duty

DISTRICT-WIDE CALENDAR OF SCHOOL EVENTS

All principals/**directors** will consult with the superintendent prior to scheduling major events which involve people other than students in his or her school. The superintendent will keep a Master Calendar of such events.

All conflicts cannot be resolved, but these should be kept to a minimum. All secondary school principals need to make a special effort to communicate regarding these activities in order to keep conflicts to a minimum.

When events can't be scheduled to avoid conflict, the one placed on the calendar first will be honored.

ANNOUNCEMENT OF NON-SCHOOL FUNCTIONS

Principals may make general announcements without encouragement over the public address system in regard to functions sponsored by churches, civic clubs, fraternal organizations, etc. Such groups, however, are prohibited from soliciting students by disseminating materials, talking with students, etc.

MOMENT OF SILENCE (RELIGION ON SCHOOL CAMPUS)

It shall be the policy of this Altus Board of Education that no sectarian or religious doctrine shall be taught or inculcated into the curriculum or activities of the school. However, those students who wish to do so may participate in voluntary prayer so long as it is during non-instructional time and does not interfere with the rights of other students.

Each school site within the district shall observe one minute of silence each day for the purpose of allowing each student to meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their choice. All school personnel are to afford these options to all students, who will individually make the selection as to which of these behaviors they will engage in during the moment of silence. These options will also be included in the student handbooks.

The minute of silence will be held at the start of the school day.

If the district or a school employee is sued for providing a moment of silence to students, the district must notify the Attorney General within five (5) days. The Attorney General will provide legal representation to the district or employee named as a defendant in an action related to this statutory requirement.

REFERENCE: 70 O.S. §11-101.1
70 O.S. § 11-101.2

GIFTS TO SCHOOLS

No gifts to any school should be accepted from any person or organization without approval of the superintendent. Any gift to the school system becomes the sole property of the school district and shall be subject to control of the Board of Education through the superintendent of schools.

WARNING SYSTEMS INCLEMENT WEATHER

It is policy of the Altus Board of Education to dismiss school if weather conditions deteriorate to the extent that the safety of students may be jeopardized.

During the tornado season, the school administration will be concerned with tornado watches and tornado alerts. A tornado watch is issued by the weather bureau when conditions are favorable for the development of tornadoes. School will not be dismissed because of a tornado watch. However, if a parent is concerned about the safety of a child, the child will be released to the parent's custody at the school. A tornado warning is issued by the weather bureau when a tornado has been sighted. School will be dismissed if the administration feels that it is safe to do so. Otherwise, children shall remain at school and appropriate safety measures shall be taken.

Should the superintendent, or his designee, decide to dismiss school because of weather conditions, the following media sources should be requested to make appropriate announcements: Radio station KWHW 1450 AM and KSWO Television, channel 7. Absent such announcements, students should assume that school will be in session.

Should it become necessary to dismiss school during a school day, KWHW 1450 AM radio and KSWO Television, channel 7 and all bus drivers will be notified by the administration. Students will be dismissed in an orderly fashion once buses have arrived.

SEVERE WEATHER PROCEDURES

The following procedures will be followed in the event of severe weather.

1. Board of Education officials will monitor the situation and work closely with Civil Defense.
2. Children will not be released to leave school unless a parent or adult with parent permission arrives at school to pick up the child.
3. Students will not be released to leave the building until an all clear is sounded.
4. Busses will not run until an all clear sounds.
5. All schools are equipped with battery operated storm sentry radios.
6. Teachers will remain with students until they are released by the building principal.
7. Severe weather drills will be conducted during the school year to be prepared for any

such emergency.

8. All communication from the Board of Education to the schools will be done on KWHW 1450 AM radio and KSWO Television, channel 7, because of the probability of a loss of phone communication.
9. During the winter months you can find out about school closings and delays by listening to KWHW 1450 AM Altus radio station or KSWO Television, channel 7.

SAFETY PROGRAM / HEALTHY AND FIT SCHOOL COMMITTEE

In accordance with state law, the Altus Board of Education has established that each school site shall select a single committee to perform the functions of both the Healthy and Fit School Advisory Committee and the Safe School Committee. The committee will be composed of at least seven members, which will include an equal number of teachers, parents of the children affected, an administrator who participates in the investigation of reports of harassment, intimidation, bullying, and threatening behavior, and students; may also include, health care professionals, and business community representatives. The committee will be selected no later than October 1 of each school year.

The committee will study and make recommendations to the school principal regarding:

1. Health Issues
 - A. Health Education
 - B. Physical education and physical activity
 - C. Nutrition and health services

2. Safety Issues
 - A. Unsafe conditions, possible strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues that prohibit the maintenance of a safe school;
 - B. Student harassment, intimidation, and bullying at school;
 - C. Professional development needs of faculty and staff to implement methods to decrease student harassment, intimidation, and bullying; and
 - D. Methods to encourage the involvement of the community and students, the development of individual relationships between students and school staff, and use of problem-solving teams that include counselors and/or school psychologists.
 - E. Policies and regulations to be revised in light of the Department of Homeland Security's threat assessment guidelines.
 - F. Professional development needs of faculty and staff to recognize and report suspected human trafficking.
 - G. Include the required (10) safety drills: (2) fire, (4) security, (2) tornado, and (2) other safety drills that can consist of any of the aforementioned drills as required and prescribed in law per year.
 - H. No security drill will be conducted at the same time of day as a previous security drill conducted in the same school year, and no more than two security drills shall be conducted in one semester.
 - I. The extent of student involvement in security drills shall be determined by the superintendent in consultation with the building principal.

The committee shall meet annually by October 1.

Responsibilities of the committee include, but are not limited to, the following:

1. Make recommendations to the principal regarding health issues and services, possible strategies for students to avoid harm at school, crime prevention, professional development needs of the faculty and staff concerning school safety and student health, and methods to encourage the involvement of the community members and students.

2. Review traditional and accepted harassment, intimidation, and bullying prevention programs utilized by other states, state agencies, or school districts.

The State Department of Education will provide a list of research based programs appropriate for the prevention of harassment, intimidation, and bullying of students at school. If the district implements a commercial bullying prevention program, it shall use a program listed by the SDE.

3. Review the district's current safety policies and regulations and make recommendations to the administration regarding any changes needed related to the Department of Homeland Security's threat assessment level and required or proposed actions.
4. The written plans and procedures will be reviewed and revised as needed at the March meeting of the board of education. A copy of the district's disaster/emergency plan will be provided to appropriate local emergency management officials.

The principal shall give consideration to recommendations of the committee.

REFERENCE: 70 O.S. §24-100.5

ALTUS PUBLIC SCHOOLS WELLNESS POLICY

Purpose

The Altus Public School District (the District) recognizes the important role that schools play in the development of Children's lifelong health habits, their ability to learn, and their overall well-being. Schools can improve the health of students not only by educating them about the importance of healthy behaviors, but also by implementing policies that promote those behaviors.

The District is committed to support of the Whole School, Whole Community, Whole Child (WSCC) concept. This model is a collaborative effort of school, health and community to support our student's being healthy, safe engaged, supported and challenged. The student's in our district are the focus of our decision making and we seek to align health and education to improve each child's cognitive, physical, social and emotional development.

Therefore, the District establishes the following policy to promote the health and wellness of students and staff and to ensure its schools to comply with those standards established by federal and state law. Specifically, this policy requires all schools in the District to:

- Allow parents, students, representatives of the school food authority, physical education teachers, school health professionals, the school board, school administrators, and general public to participate in the development, implementation, review, and update of the school wellness policy.
- Establish nutrition guidelines that meet or exceed the United States Department of Agriculture's (USDA) school meal requirements and the nutrition standards for competitive foods and beverages.
- Create goals for nutrition promotion and education, physical activity and physical education, and other activities that promote student as well as staff health.
- Adopt a plan to ensure the policy is properly implemented, regularly assessed, and periodically updated.

Definitions

School campus

All areas of the property under the jurisdiction of the school that are accessible to students during the school day.

- **School Day**
The period of time from the midnight before to 30 minutes after the end of the instructional day.

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- **Competitive foods and beverages**
Foods and beverages that are sold on campus outside of the federal reimbursable school meals program during the school day (e.g., in vending machines or school stores).

NUTRITION

School Meal Requirements

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

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

- Accessible, appealing, and attractive to all children
- Served in a clean, pleasant, and supervised setting
- High in fiber, free of added trans fats and low in added fats, sugar, and sodium
- Respectful of cultural diversity (e.g., students will be encouraged to suggest local, cultural, and favorite ethnic foods) and religious preferences
- Menu's will be reviewed by the Child Nutrition Director and other consulting chef's or school nutrition professionals through out the school year. Alternative menu options or menued foods and associated nutritional values will be based on a meal plan provided by a professional resource such as the State Department of Education, the USDA, the Alliance for a Healthier Generation, or other reputable resources

Water: Schools will make clean drinking water available and accessible without restriction and at no charge at every district facility (including cafeterias and eating areas, classrooms, hallways, playgrounds, and faculty lounges) before, during, and after school. Schools will also ensure the following:

- Students will be provided drinking cups, glasses, or reusable water bottles in places where meals and snacks are served.
- Students may be allowed to bring drinking water from home and take water into the classroom, provided that the water is in a capped container, such as a bottle to prevent spills.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene standards (including drinking fountains, water jugs, hydration stations, and other methods for delivering drinking water).
- Federal law requires that schools provide clean drinking water to students during meal time, in areas where school meals are served.

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

Information and Promotion: As required under the National School Lunch Program (7 CFR 210, 12), the District will promote activities to involve students and parents in the School Lunch Program. In addition, the District will do the following:

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

Adequate Time to Eat: The District will allow students at least 10 minutes to eat breakfast and 20 minutes to eat lunch from the time they are seated.

Competitive Foods and Beverages

All competitive foods and beverages sold to students during the school day must seek to meet or exceed the USDA's Smart Snacks standard. The district, however will allow 15 exemptions per site, per semester (15 exemptions less than state allowed exemptions quantity), during the school year, during which the foods and beverages served are not required to meet the Smart snack standards. These exempted fundraisers cannot be held during normal meal service times to include breakfast, lunch or during after school meal programs. The District Wellness Representative will work with Principals to track fundraising efforts at each school site.

Other Foods Provided at School

A variety of healthy food choices are available whenever food is sold or served on district property or at district sponsored events.

Other foods and beverages provided (not sold) on camps (e.g., for classroom parties, celebrations, shared snacks, afterschool-programming) are highly encouraged to meet the USDA's Smart Snacks standards.

The district will provide parents and teachers with a list of ideas for healthy food as well as non-food alternatives for classroom parties (e.g., the USDA's resources on "Healthy Celebrations") and after-school programming (including celebrations).

Fundraising

Fundraising on Campus During the School Day: Only fundraisers that feature non-food items or foods and beverages that meet the Smart Snacks standards will be permitted unless counted as an exemption as described above.

The following will also occur:

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- Fundraising activities will not promote any particular food brands (e.g., fundraisers by fast food chains).
- The District will encourage fundraisers that do not sell food and or that promote physical activity.

Nutrition Education

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

- What it means to eat healthfully, consume the proper nutrients, and maintain a wholesome and balanced diet; weight management; safe food preparation, handling and storage, cultural diversity related to food and eating.
- Age-appropriate nutrition-related skills including, but not limited to, planning healthy meals, and understanding food labels.
- How to read labels and understand the problems associated with unhealthy food marketing to children; critically evaluating nutrition information, misinformation and commercial food advertising.

In addition, schools will ensure that nutrition education:

- Complies with state learning objectives and standards.
- Provides students consistent nutritional messages throughout the school, classroom, After-School Programs (Title 1 and after-school child care), cafeteria and school events
- Provides opportunities for students to practice and apply the skills and knowledge taught in the classroom (e.g., by using the cafeteria as a learning lab, visiting local farms, etc.).
- Is made available for staff
- Is promoted to families and the community.
- The Healthy and Fit School committee at each school site will study evidence based strategies and make recommendation regarding health education, nutrition, health services, physical education and physical activity.

Rewards and Punishment

- The Oklahoma Department of Education prohibits the denial of school meals for Actions.
- Exceptions are allowed when required by a student's IEP, 504, or behavior management plan.

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- The District highly encourages site Principals to capitalize on healthy rewards by minimizing and controlling the use of foods of minimal nutritional value such as candy in the classroom.

Nutrition and Healthy Food Promotion

The District will promote healthy food and beverage choices and appropriate portion sizes by doing the following:

- Exhibiting posters, signs, or other displays on the school campus that promote healthy nutrition choices.
- Providing age-appropriate activities, such as contests, food demonstrations, and taste-testing that promote healthy eating habits.
- Offering information to families (via communications with parents, educational workshops, screening services, and health-related exhibitions and fairs) and encouraging them to teach their children about nutrition and healthy eating behaviors.
- Encouraging school staff to display healthy eating habits and physical activity choices to students (e.g., by eating with students during meal times consuming only healthy snacks, meals, and beverages in front of students, sharing positive experiences with physical activity with students, etc.).

Food and Beverage Marketing

Only foods and beverages that meet the USDA's Smart snacks standards may be marketed in schools. The marketing of any brand, without reference to a specific product, is prohibited unless every food and beverage product manufactured, sold, or distributed under the corporate brand name meets the Smart Snacks standards.

Marketing includes the following:

- Advertising on any property or facility owned or leased by the school and used at any time for school-related activities (including school buildings, athletic fields, parking lots, school buses, vending machines, scoreboards, uniforms, educational materials, and supplies).
- Corporate-sponsored programs that provide funds to schools in exchange for consumer purchases of certain items. Programs involving purchase of foods and beverages that do not meet the USDA's Smart Snacks standards are not permitted.

If the non-compliant advertising is a permanent feature of a permanent fixture (e.g., a scoreboard), such advertising can remain until the permanent fixture is removed or replaced.

Staff Qualifications and Training

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

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

In addition, Child Nutrition Staff will do the following:

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

Farm-to-School Programs and School Gardens

The District will allow school gardens on District property.

The following will also occur:

- The district will incorporate local and/or regional products into the school meal program.
- Schools are encouraged to take field trips to local farms.
- As part of their education, students will learn about agriculture and nutrition.

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

General Requirements

The district will ensure at a minimum that all elementary school students grades K-5 participate in a minimum of 60 minutes of physical activity each week, whether through physical education, exercise programs, after-school athletics. Fitness breaks, recess, classroom activities, or wellness and nutrition education. All students (K-12) will be highly encouraged to participate in physical activity described above on a daily/weekly basis as recommended by the CDC and encouraged by the USDA.

Physical Activity: Recess & Physical Activity Breaks

Recess: The District will require schools to provide elementary school students (K-5) at least 20 minutes of recess each day (in addition to the PE requirements). Additionally, the District will do the following:

- Develop indoor recess guidelines to ensure students can have adequate physical activity on days when recess must be held indoors.
- Encourage schools to hold recess before lunch, in order to increase food consumption, reduce waste, and improve classroom attentiveness when students return from lunch.

Physical Activity:

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- After school enrichment and child care programs are encouraged to incorporate verbally and through the provision for all participants weekly.
- Students will be encouraged to participate in voluntary before-and after-school physical activity programs such as intramurals, clubs, and at the secondary level, interscholastic athletics.
- School sites will establish or encourage physical activity and developmentally appropriate exercise opportunities for students, staff, and parents, such as fitness challenges, family fitness nights, fun walks and runs, walk or bake to school safe route initiatives.
- Students and school staff will collaborate with local recreational departments and youth fitness programs to promote participation in lifelong physical activities.

Physical Activity Breaks: The District will require schools to provide all students (K-12) short breaks (three to five minutes) throughout the day to let them stretch, move around, and break up their time spent sitting. These physical activity breaks may take place during and/or between classroom time.

Physical Education (PE)

The District will require all schools to establish a comprehensive, standards-based PE curriculum offered for each grade (K-12). Schools will ensure that PE classes and equipment afford all students (K-12) an equal opportunity to participate in PE.

Elementary students (K-5) will participate in 60 minutes of moderate to vigorous physical activity each week.

Middle and high school students (6-12) that participate in PE will participate in at least 225 minutes of PE per week throughout the semester.

In addition, the following requirements apply to all students (K-12):

- During PE, students will be given the opportunity to participate in many types of physical activity, including both cooperative and competitive games.
- Students will engage in moderate to vigorous physical activity for more than 50 percent of the PE class time.
- PE classes will have a teacher/student ratio comparable to core subject classroom size.

Teacher Qualifications, Training, and Involvement

- Teachers will be trained on how to integrate physical activity into the curriculum. Some portion of this training will be incorporated into annual professional development.
- Schools will allow teachers the opportunity to participate in or lead physical activities before, during, and after school.

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- PE classes will be taught by licensed teacher who are certified or endorsed to teach PE.

Punishment and Rewards

- Physical activity will not be used or withheld as punishment. (This does not apply to participation on sports teams that have specific academic requirements.)
- The District will provide a list of alternative ways for teachers and staff to discipline students.
- The District will strongly encourage teachers to use physical activity (e.g., extra recess) as a reward.

Grounds, Facilities, and Equipment

The District will ensure the availability of proper equipment and facilities that meet safety standards and will conduct necessary inspections and repairs.

Community Use of Recreational Facilities

The District will encourage school staff, students, families and the community to participate in physical activity outside of the school day. Allowing staff, students, families and the community to use school recreational facilities during non-school hours is one way to increase opportunities to engage in physical activity. Consistent with state law and District policies and procedures, District Policy #300.100 will be followed regarding use of school facilities during non-school hours.

Active Transportation

The District will do the following:

- Encourage children and their families to walk and bike to and from school.
- Work with local officials to designate safe or preferred routes to school.
- Promote National and International Walk and Bike to School Week/Day.
- Provide bike racks for students, faculty, and staff.
- Encourage parents to supervise groups of children who walk or bike together to and from school.

After-School Programs Physical Activity and Screen Time

After-school programming (norm of 1 hour in length) will do the following:

- Dedicate at least 10% of program time to physical activity, which includes a mixture of moderate to vigorous physical activity.
- Utilize outdoor space for physical activity as much as possible each day (weather permitting with appropriate protection from the elements).

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- Provide equal opportunities for children and youth with disabilities to be physically active.
- Encourage staff to join children and you in physical activity whenever possible.

OTHER ACTIVITIES THAT PROMOTE SCHOOL WELLNESS

Staff Wellness

The District recognizes that employee health is essential to student health and to creating healthy school environments. Accordingly, the District will implement an employee wellness program that promotes healthy eating, physical activity, and overall health. The District may partner with community agencies and organizations (e.g., local health departments, hospitals, and health insurance companies) to assist in providing education services, and resources for staff.

The will do the following to support staff wellness:

Nutrition

- Encourage only those foods and beverages that meet Smart Snacks standards at staff meeting, trainings, special occasions (e.g., birthdays and retirement parties), and other workplace gatherings.
- Provide employees with access to a refrigerator, microwave, and sink with a water faucet.
- Provide or partner with community organizations or agencies as available to offer nutrition education through activities such as seminars, workshops, classes, meetings, and newsletters.
- Partner with community organizations or agencies as available to offer staff accessible and free or low cost health eating/weight management programs.

Physical Activity

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

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- Provide information about local physical activity resources and facilities, such as walking trails, community parks, and recreation facilities.

General Wellness

- Partner with community organizations or agencies as available to offer voluntary health screenings annually to staff, including free or low-cost health assessments.
- Partner with community organizations or agencies as available to provide stress management programs annually to staff.
- Promote tobacco prevention and provide referral information on cessation services through the Oklahoma Tobacco Helpline 1 800 QUITNow.
- Provide access to private space (other than a restroom) that has an electrical outlet, and provide flexible paid or unpaid break times to allow mothers to express breast milk and/or breastfeed.
- Partner with community organization agencies as available to offer immunization clinics, (e.g., flu, Tdap, etc.) to staff.
- Provide or partner with community organizations or agencies as available to offer free or low-cost first aid and CPR training.

Professional Development

The District will provide staff with educational resources and annual training in health and health-related topics.

Health Education

Students will be presented with a wide spectrum of health information, delivered in different aspects throughout an instructional program with standards to grow student skillsets such as taking proactive role in preventing disabling chronic health conditions, unnecessary injury and disease along with health promotion; goal setting, decision making and taking responsibility for health enhancement; and to adopt health-enhancing attitudes and behavior; the district shall adopt a comprehensive health education program consistent with the requirements of state and federal law.

The concepts addressed in the health curriculum will be: mental health, human growth and development; nutrition; family and consumer health; prevention and control of disease; health services and medical advances; drugs, including alcohol and tobacco; community and environment health; safety and first aid; and health.

IMPLEMENTATION, MONITORING, AND EVALUATION

Leadership

The District will designate one or more official(s) to facilitate the development of the local school wellness policy, oversee appropriate updates to the policy and ensure each

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

school's compliance with the policy. The District will ensure the designated official(s) fully understand(s) the federal and state laws related to wellness policies. The District Wellness appointed leaders include the Child Nutrition Program Director and Site Principals.

Community Involvement

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

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

Assessments, Revisions, and Policy Updates

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

- Parents, students, physical education teachers, school health professionals, the school board, school administrators, and the general public will be allowed to participate in the development, implementation, and periodic review and update of the local wellness policy.
- The district will assess how its policy compares with the latest national recommendations on school health, and will update the policy accordingly.
- The District will inform and update the public about the content and implementation of the local wellness policy (via the District's website, handouts, newsletters sent directly to families' homes, etc.).
- District leadership will support site Principals in implementation of Board policy and program changes as necessary to increase its effectiveness. In addition the following will be assessed:

USDA Non-Discrimination Statement: This institution is an equal opportunity provider.

Adopted 06/13/06

Revised 12/14/15

Revised 07/09/19

- Additionally, they will designate one person per site to measure how effectively the plan is being implemented and school policy compliance.
- Work with the Child Nutrition Program to track the number of students that participate in the school lunch program.
- Document the number of participants in PE classes, intramural activities and competitive sports.
- Report and document results of testing in curricular areas (Presidents Physical Fitness Testing, etc.).
- Compare the number of participants at each level each year
- All building, grade-level and age appropriate comprehensive nutrition, health and physical education curricula for accuracy, completeness, balance, and consistency with state and local district educational goals and standards.
- Ensure teachers deliver nutrition, health and physical education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities.
- Provide public updates to families and community organizations; support their involvement, to the extent practicable, in nutrition, health and physical education.

COVER SHEET

FOOD SAFETY PLAN for

School District: _____

School: _____

DATE PREPARED: _____ **By:** _____

DATE APPROVED: _____ **BY:** _____

DATE IMPLEMENTED: _____ **BY:** _____

DATE REVIEWED: _____ **BY:** _____

DATE REVISED: _____ **BY:** _____

The Developing A School Food Safety Program training materials were written to accompany the U.S. Department of Agriculture's Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles. The Guidance for School Food Authorities resources is available at <http://www.fns.usda.gov>. The National Service Management Institute developed these materials in Cooperation with the USDA Child Nutrition Division and the USDA Food Safety Division. USDA recommends the Process Approach because it gives you flexibility to create a food safety program specific to your food service operation.

The Process Approach was originally developed by the Food and Drug Administration (FDA) for retail food establishments. Follow your State and local public health requirements and your school district policies and procedures.

Food Safety Plan for

School District: _____

School: _____

This program was developed in (Date) _____ By (Name)

_____ (Title) _____, for the

(Name of District) _____ and is

intended for use at the (School) _____. The

program follows the USDA guidance on developing a food safety program based on the Process Approach. All standards in this plan are based on the

(Year, State or Local Food Code) _____, _____

School Foodservice Staff

Directions: Identify the name of the foodservice staff and their position.

Name

Position

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Date _____

Foodservice Equipment Inventory

Directions: Identify the type and quantity of foodservice equipment located in your facility.

Type	Quantity
Mixer, floor	_____
Mixer, counter	_____
Food Processor	_____
Refrigerator	_____
Freezer	_____
Milk Cooler	_____
Ice machine	_____
Oven, Convection	_____
Holding Unit, Cold	_____
Holding Unit, Hot	_____
Dishmachine	_____
2" Steam Table Pans	_____
Food Bar	_____
Tilting Skillet (Braiser)	_____
Steamer	_____

Foodservice Equipment Inventory

Directions: Identify the type and quantity of foodservice equipment located in your facility.

Type

Quantity

MENU ITEMS

Standardized recipes will be reviewed before grouping the menu items into one of the three categories. How the food is prepared determines if the menu item is a NO Cook, Same Day, or Complex Food Preparation Process category. Following the directions on standardized recipes contributes to the success of your food safety program.

Direction: Identify where your standardized recipes and monthly menus will be located and the length of time they will be kept on file.

Standardized recipes are located in foodservice office are located _____ and will

Be kept on file for _____.

Monthly menus are located _____ and will be kept on file for _____.

Standard Operating Procedures (SOP)

The (Name of School) _____ food safety SOPs have been
Include specific requirements from the local or State Health department. Employees will be
Trained and receive a copy of food safety SOPs. A complete set of the food safety SOPs will
be attached to this food safety program.

Recognizing Hazards

A way to recognize where hazards can be controlled is to think where and when it is important to control time and temperature during food preparation. This includes the operational steps of cold-holding, cooking, cooling, holding, and reheating.

You will find that despite the different specific hazards, the control measures used to prevent, eliminate, or reduce hazards in all menu items under each of the three processes are similar.

Once you identify the appropriate process for each menu item, determine what control measures are needed to prevent the introduction of hazards at each stage of food preparation from receiving to service. Document these control measures. Decide which of the control measures are absolutely essential to ensuring safe food. Follow your State and local health department requirements.

USDA's Quantity Recipes for School Food Service was recently revised to include control Measures and is an excellent resource when preparing food by recipe. These recipes are available through the National Food Service Management Institute's Website at http://www.nfsmi.org/Information/school_recipe_index_alpha.html.

Control Measures for Cold Holding

The control measure for cold foods is cold holding. Hold food at (insert cold-holding temperature) _____ or below. Monitor and record temperatures on log to make sure food is held the proper temperature.

Employees and substitutes staff will be trained on procedures and corrective actions for cold holding foods.

Control Measures for Hot Holding

The control measure for hot foods is hot holding. Hold food at (insert hot-holding temperature) _____ or above. Monitor and record temperatures on log to make sure food is held the proper temperature.

Employees and substitutes staff will be trained on procedures and corrective actions for hot holding foods.

Control Measures for Reheating

The control measure for reheating cooked foods that have been properly cooled is reheating.

Reheat foods to 165°F for 15 seconds within two hours. Monitor and record temperatures on log to make sure food is reheated to the proper temperature

Temperature logs will be located _____ and a copy will be kept on file (location) _____ for 1 year.

Employees and substitutes staff will be trained on procedures and corrective actions for reheating foods.

Control Measures for Cooking

The control measure for cooked foods is cooking. Employees and substitute staff will be trained on procedures and corrective actions for cooking foods. Monitor and record temperatures on log to make sure food is cooked to the proper temperature. Cook foods to the proper temperature (insert temperature)

- Chili _____
- Ground Beef _____
- Tacos Meat _____
- Pizza, Cheese _____
- Pizza, sausage _____
- Stuffed Pasta, lasagna _____
- Chicken Nuggets _____
- Fish _____
- Turkey _____
- Pork, ground _____
- _____
- _____
- _____
- _____

Control Measures for Cooking

The control measure for cooked foods is cooking. Employees and substitute staff will be trained on procedures and corrective actions for cooking foods. Monitor and record

Control Measures for Cooling

The control measures for a food item cooked on one day and served on the next day is cooling. Cool foods from (insert temperatures) _____ in the first 2 hours and to _____ in the next 4 hours. Remember, if the temperature in the first 2 hours has not occurred immediate corrective action must be take before cooling can continue. Therefore, the internal temperature of the food item must be monitored and recorded to make sure it cools from (insert temperatures) _____ in the first 2 hours and to (insert temperatures) _____ in the next 4 hours.

Temperature Rules!

Cooking for Food Service

Hold at specified temperature or above for 15 seconds unless otherwise state

Minimum Temperatures and Holding Times

165°F (15 seconds)

- ❖ Poultry – chicken, turkey, duck, goose – whole, parts or ground
- ❖ Soups, stews, stuffing, casseroles, mixed dishes
- ❖ Stuffed meat, poultry, fish, and pasta
- ❖ Leftovers (to reheat)
- ❖ Food, covered, cooked in microwave oven (hold covered **2 minutes after removal**)

155°F (15 seconds)

- ❖ Hamburger, meatloaf and other ground meats; ground fish*
- ❖ Fresh shell eggs—cooked and held for service (such as, scrambled)

145°F (15 seconds)

- ❖ Beef, corned bee, pork, ham—roasts (hold **4 minutes**)*
- ❖ Beef, lamb, veal, pork—steaks or chops
- ❖ Fish, shellfish
- ❖ Fresh shell eggs—broken, cooked and served immediately

140°F (15 seconds)

- ❖ Ham, other roasts—processed, fully cooked (to reheat)
- ❖ Fruits and vegetables that are cooked

*For alternative times and temperatures, see the **FDA Food Code 2001**
<http://vm.cfsan.fda.gov/~dms/foodcode.html>

Hold all hot food at 135°F or above after cooking

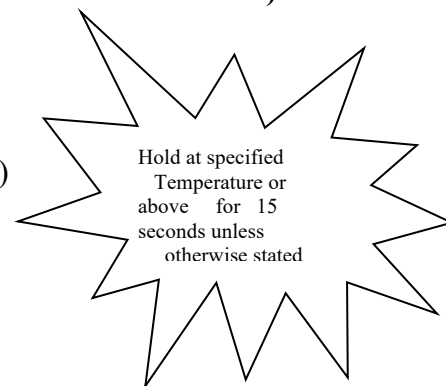
USDA Meat and Poultry Hotlines 1-888-MPHotline

FDA Food Information Line 1-888- SAFE FOOD

(USDA symbol) Food Safety and Inspection Service
 U.S. Department of Agriculture

www.fsis.usda.gov/thermy

USDA is an equal opportunity employer and provider.



The Process Approach

The Process approach groups food preparation into three broad categories based on how many times a menu item moves through the temperature danger zone. The Process Approach is an organized method that links food preparation processes, food safety principles, and your standard operating procedures.

The foods that you serve can be grouped into three broad categories based on specific processes and the number of times a food item passes through the temperature danger zone. These are the preparation categories in the Process Approach:

- Process #1 - No Cook Preparation
- Process#2 – Same Day Service Preparation Process
- Process#3 – Complex Food Preparation Process

Menu items can be grouped into three broad categories based on specific processes and the number of times a specific food item passes through the temperature danger zone. Menu items will be identified according to the food preparation process.

To assign menu items to one of the three processes, consider the processes and procedures used to prepare the food in each of your school district's facilities. Determine whether menu items have no cook step involved, undergo a cook step for same day service, or receive additional cooling and heating and reheating following a cook step. This will enable you to place each menu item into the appropriate process. Remember, identify the number of times each menu item goes up (heating) or comes down (cooling) through the danger zone (41°F - 135°F) and sort menu items in Process #1 – No Cook Preparation, Process #2 – Same Day Preparation Process, and Process #3 – Complex Food Preparation Process.

In some cases, the menu item may not appear to fit into any the processes. However, these types of items will be handled and prepared properly in accordance to the standard operating procedure.

The Process Approach

The (Name of School)_____ will assign each menu item using Process #1 – No Cook Preparation Worksheet, Process #2 – Same Day Preparation Process Worksheet, and Process #3 – Complex Food Preparation Process Worksheet. The Worksheets will be posted (location) _____ and a copy will be kept on file (location)_____ for minimum of 1 year.

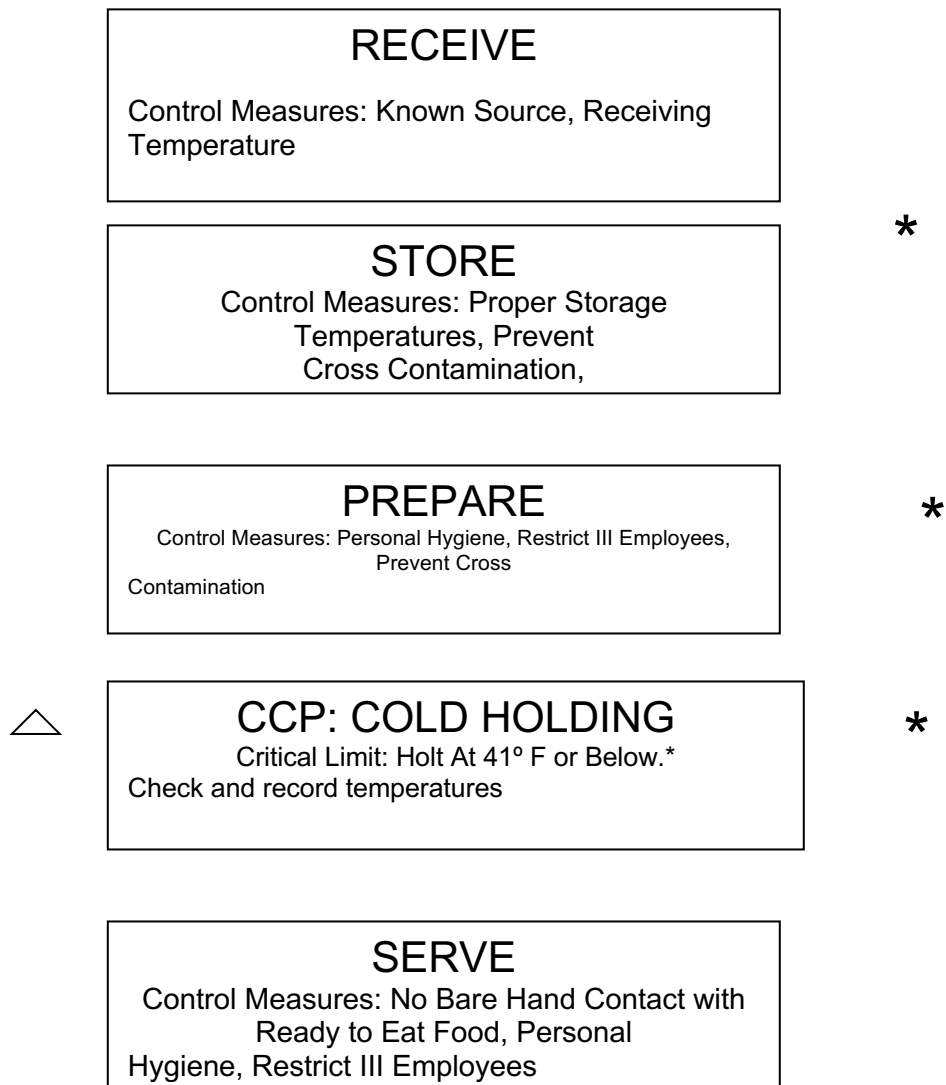
Employees and substitute staff will be trained on using standardized recipes and the three different food preparation processes and Process #1 – No Cook Preparation Worksheet, Process #2 – Same Day Preparation Process Worksheet, and Process #3 --Complex Food Preparation Process worksheet on a quarterly basis. An explanation of the food preparation processes has been included in this food safety plan.

Process #1- NO COOK Preparation


Process #1 – No Cook Preparation food items are meant to be kept cold from preparation through service. Potentially hazardous foods that require no cooking and do not make a complete trio through the temperature danger zone would fall into the No – Cook Preparation Process category.

Process #1- NO COOK

Example: Fruit Salad



 Triangle icon means that taking a temperature is necessary.

 Asterick icon means recording data is necessary.

Process #1 – No Cook Preparation Process Worksheet

Directions: Review the standardized recipe for each of your menu items. Write the name of the menu item, the recipe number, and any specific instructions in the appropriate columns. Follow your SOPs for facility – wide receiving, storing, preparing, holding and serving.

Menu Item	Recipe Number	Specific Instructions

Process #2- Same Day Service Preparation

Process #1 – Same Day Service Preparation food items are meant to be prepared hot and served hot the same day potentially hazardous foods that are cooked and served in the same day would fall into

the Same Day Service Preparation Process category. The food will pass through the temperature danger zone only once before it is served, thus minimizing the opportunity for bacterial growth.

Process #2- Same Day Service

Example: Baked Chicken

	RECEIVE	
	Control Measures: Known Source, Receiving Temperature	
	STORE	
	Control Measures: Proper Storage Temperatures, Prevent Cross Contamination, store away from chemicals Store away form chemicals	
	PREPARE	
	Control Measures: Personal Hygiene, Restrict III Employees, Prevent Cross Contamination	
	CCP: COOK	
	Critical Limit: Internal temperature 165° F for 15 seconds.* Check and record temperatures.	*
△	CCP: HOT HOLD	
	Critical Limit: Hold at no less than 135° F.* Check and record temperatures	*
△	SERVE	
	Control Measures: No Bare Hand Contact with Ready to Eat Food, Personal Hygiene, Restrict III Employees	

△ Triangle icon means that taking a temperature is necessary.

* Asterick icon means recording data is necessary.

Process #2 – Same Day Service Preparation Process Worksheet

Directions: Review the standardized recipe for each of your menu items. Write the name of the menu item, the recipe number, and any specific instructions in the appropriate columns. Follow your SOPs for facility – wide receiving, storing, preparing, holding and serving.

Menu Item	Recipe Number	Specific Instructions

Process #3 – Complex Food Preparation

Process #3 – Complex Food Preparation food items are meant to be prepared hot and served cooled or possibly reheated. In the Complex Food Preparation Process, a potentially hazardous food passes through the temperature danger more than one time.

The Complex Food Preparation Process includes cooling or reheating as part of the food preparation process.

**Process 3: Complex Food Preparation
Example: Beef and Bean tamale Pie**

	RECEIVE Control Measures: Known Source, Receiving Temperatures	*
	STORE Control Measures: Proper Storage Temperatures, Prevent Cross Contamination, store away from chemicals	*
	PREPARE Control Measures: Hygiene, Restrict III Employees, Prevent Cross Contamination	
△	CCP: COOK Critical Limit: Cook to 165° F for at least 15 seconds. Check and record temperatures.	*
△	CCP: COOL Critical Limit :Cool to 70° F within 2 hours and from 70° F to 41° For lower within an additional 4 hours.* Check and record temperatures.	*
△	CCP: REHEAT Critical Limit: Heat to 165° F for at least 15 seconds.* Check and record temperatures.	*
△	CCP: HOT HOLD Critical Limit: Hold for hot service at 135° F or higher.* Check and record temperatures.	*
	SERVE Control Measures: No Bare Hand Contact with Ready to Eat Food, Personal Hygiene, Restrict III Employees	

△ Triangle icon means that taking a temperature is necessary.

* Asterick icon means recording data is necessary.

Monitoring

The (Name of the School) _____ will monitor food safety practices by visually inspecting and documenting time and temperature in accordance to the food safety standard operating procedure. Monitoring will be a constant consideration.

Employees and substitute staff will be trained on Monitoring. Monitoring activities may be included in the standard operating procedure and specific monitoring activities will be identified in this food safety plan.

Corrective actions

The (Name of the School) _____ will be responsible for developing predetermined corrective actions for the most deviations from control measures including cooking, cooling, cold-holding, hot-holding reheating, and standard operating procedures.

Corrective action will be reviewed and updated a minimum of 1 time each year. Foodservice staff will be responsible for documenting any corrective actions taken while handling and preparing food as well as any actions taken while performing standard operating procedures.

Employees and substitute staff will be trained on a continuous basis to take Corrective actions when necessary. Corrective actions may be included in the standard operation procedure and specific corrective actions will be identified in this food safety plan.

Recordkeeping

The (Name of the School) _____ will be responsible for record keeping as indicated in the standard operating procedures or as they are assigned. The foodservice manager will be responsible for ensuring records are being maintained and stored in the proper location. All pertinent information for cooking, cooling, cold-holding, hot-holding, reheating, time and temperature will be kept on clip boards in the kitchen for ease of use. All applicable forms for daily record keeping will be replaced on a weekly basis or sooner, if necessary. In the case of weekly records, forms will be replaced as needed. All completed forms will be kept on file in the foodservice office for a minimum of 1 year. Employees and substitute staff will be trained on Recordkeeping. Recordkeeping procedures may be outlined in the standard operating procedures and specific records will be identified in this food safety plan.

The (Name of the School) _____ school nutrition unit will review the Food safety plan a minimum of once a year. The plan will be reviewed effectiveness by the (position) _____. Revisions will be dated and signed by the foodservice director. Employees and substitute staff will be trained on a regular basis on the changes or modifications to the food safety program. A training log will be kept on file for a minimum of 1 year.

Daily Record Keeping

Menu Item	Food Process Category	Amount Prepared, Served, and Leftover	Cooking/Holding Temperatures	Corrective Action
		Prepared_____	Cooking_____	
		Served_____	Holding_____	
		Leftover_____	Holding_____	
		Prepared_____	Cooking_____	
		Served_____	Holding_____	
		Leftover_____	Holding_____	
		Prepared_____	Cooking_____	
		Served_____	Holding_____	
		Leftover_____	Holding_____	

ELEMENTARY ATHLETICS

Each elementary school will conduct a supervised athletic program in track. Inter-city competition will be arranged for this sport by the superintendent of schools. Schools may conduct other athletic activities on an intramural basis but will not compete on an inter-city basis.

Due to the age of the participants, elementary teams are not to be permitted to make trips outside the city to participate in scrimmages or games (meets etc.) nor are they permitted to host other teams from outside the city for such events.

All elementary schools conduct a physical education program for all students at all grade levels. Participation in the supervised athletic program will not serve to take the place of the physical education program.

This policy will not apply to elementary Special Olympic students.

ATHLETIC RECOMMENDATIONS

The principal and athletic director shall make all recommendations of coaches to the superintendent of schools. In hiring assistant coaches the head coach for that particular sport may be involved. Under no circumstances are recommendations to be discussed with the applicants and no publicity is to be given on recommendations until action is taken by the Board of Education.

ALTUS SCHOOLS INTERNET PUBLISHING AGREEMENT

Introduction

Use of the Internet and associated technology is playing an increasing role in education. Using the Internet to publish materials that will further educational processes, goals, and objectives is a natural extension of the Altus Schools Vision Statement. The Altus School *District Internet Publishing Agreement and Guidelines* will serve to inform contributors to the district's Internet presence of their responsibility to efficiently, ethically, and legally utilize network resources.

Roles and Responsibilities

◆ Altus Schools District Webmaster

Defined: The district's Director of Public Information will manage all information appearing on district Internet servers.

Responsibilities:

- Establish district's *Internet Publishing Agreement*.
- Establish district's *Internet Publishing Guidelines*.
- Serve as Editor-in-Chief of all documents published on district Internet resources.
- Assure accuracy and appropriateness of all materials published, so that they adhere to the district's goals, guidelines, and policies.
- Either publish or resubmit material for editing.

◆ Altus Schools Technology Director

Defined: The district's Director of Technology will serve as the technical manager for Internet published materials.

Responsibilities:

- Maintain district's computing hardware and software.
- Maintain district's network, enabling publication of materials on the Internet.
- Periodically help monitor content served on district computers.
- Ensure that updates to the district's Internet presence are made in a timely manner.

◆ Site Administrator

Defined: All Altus School District Administrators, Principals, or Program Directors who have responsibility for content information published by their school or organization on the Internet.

Responsibilities:

- Establish, with their designated site or organization Webmaster, an *Internet Publishing Procedure* for their site or organization. This procedure shall assure content and materials to be published meet the district standards for quality and excellence **before** the public views them.
- Designate an organization Webmaster who agrees to support the organization's *Internet Publishing Procedure* and the district's *Internet Publishing Agreement*.
- Annually submit their *Internet Publishing Procedure* to the District Webmaster (This will include a copy of their designated Webmaster's *Internet Publishing Agreement*).

- Ensure Webmasters and/or Contributors to Internet published materials understand the *Internet Publishing Procedure*.
- Assure content adheres to the district goals, guidelines, and policies. (Refer to the Altus Schools *Internet Publishing Guidelines*).

◆ **Site or Organization Webmaster**

Defined: A site or organization Webmaster is the person responsible for designing, editing, and preparing content for publication on the district's Internet server. All content shall be in accordance with procedures established by their sponsoring school or organization and the Altus Schools *Internet Publishing Guidelines*.

Responsibilities:

- Work to develop their organization's *Internet Publishing Procedure*.
- Receive their administrator's approval on all materials to be published.
- Ensure accuracy and appropriateness of all materials to be published.
- Practice effective file management so only current materials appear in information submitted for publication on the Internet.
- Keep current back-up copies of all active materials submitted to appear on Internet.
- Ensure Content Contributors understand their *Internet Publishing Procedure*.
- Edit all content submitted by Contributors, to assure it adheres to the district's goals, guidelines, and policies. (Refer to Altus Schools *Internet Publishing Guidelines*.)
- Submit all content to the District Webmaster for publication on the Internet.
- It is strongly encouraged that all webmasters attend an Altus Schools web-publishing workshop.

◆ **Content Contributor**

Defined: Any employee or student of Altus Schools assuming responsibility for preparing materials for publishing on the district's Internet accessible server.

Responsibilities:

- Review and understand their organization's *Internet Publishing Procedure*.
- Ensure accuracy and appropriateness of all material to be published, so that it adheres to the district goals, guidelines, and policies. (Refer to Altus Schools *Internet Publishing Guidelines*).
- Submit materials for approval to the site or organization Webmaster, who will then submit materials to the District Webmaster.

Internet Publishing Process

1. An organization determines its need to publish on the Internet and gains approval of the site administrator.
2. The administrator designates a site or organization Webmaster and identifies Content Contributors.
3. The site administrator and Webmaster develop their organization's *Internet Publishing Procedure*.
4. Administrator, Webmaster, and any Contributors complete the Altus Schools *Internet Publishing Agreement*.
5. Send copies of the organization's *Internet Publishing Procedure* and the designated Webmaster's *Internet Publishing Agreement* to the District Webmaster.
6. The organization publishes materials in compliance with their approved *Internet Publishing Procedure* and forwards completed content to the District Webmaster.

7. The District Webmaster places the content on the district network and gives an assigned address for accessing materials to the designated site or organization Webmaster.
8. The site or organization Webmaster and Content Contributors maintain the organization's Internet published content, ensuring that timely updates are made and forwarded to the District Webmaster.

ALTUS PUBLIC SCHOOLS INTERNET PUBLISHING AGREEMENT

Administrator

I understand that I am responsible for all materials published by my organization on an Internet accessible server. Accordingly, I have established, with input from our Webmaster and Content Contributors, an *Internet Publishing Procedure* for my organization. I have reviewed our *Internet Publishing Procedure* and the district *Internet Publishing Guidelines* with my designated Webmaster. I agree to implement our *Internet Publishing Procedure* and the district *Internet Publishing Guidelines*, and I will keep all signed *Internet Publishing Agreements* on file at my site. I understand any violations of this agreement may result in disciplinary action and/or legal action.

Administrator (please print) _____ Organization _____
 Signature _____ Date _____

Webmaster

I agree to work according to our *Internet Publishing Procedure* and the district *Internet Publishing Guidelines*. I agree to instruct Content Contributors on our *Internet Publishing Procedure* and the district *Internet Publishing Guidelines*. I understand violations of this agreement may result in disciplinary and/or legal action. I agree to report any misuse of the electronic information resources to my administrator.

Webmaster (please print) _____ Organization _____
 Signature _____ Date _____

Content Contributor

I agree to work according to our *Internet Publishing Procedure* and the *district Internet Publishing Guidelines*. I understand violations of this agreement may result in disciplinary and/or legal action. I agree to report any misuse of the electronic information resources to an administrator. Student Content Contributors must also have a signed Parent/Guardian Internet Publishing Permission signature page on file.

Publisher Name (please print) _____ Organization _____
 Signature _____ Date _____

Parent/Guardian Internet Publishing Permission

As the parent or guardian of this student, I have read the *Internet Publishing Agreement* and allow my student to be a Content Contributor *. I agree to allow my student's work to be published on an Internet accessible server. I understand that use of electronic information resources is designed for educational purposes.

Parent or Guardian Name (please print) _____

Signature _____

Name of Student _____

Organization _____

Date _____

* A **Content Contributor** is an individual who contributes content materials to an Internet accessible server. They agree to follow their organization's *Internet Publishing Procedure* and assure the accuracy and appropriateness of all materials they publish so that they adhere to the district goals, guidelines, and policies. (Refer to Altus Schools *Internet Publishing Guidelines*).

ALTUS SCHOOLS INTERNET PUBLISHING GUIDELINES

Guiding Principals

- ◆ **Educational Value** – Material to be published must not display, access, or link to sites deemed offensive by the *Altus Schools Internet and/or Computing Resources Board Policy (200.085)*. All published material must have educational value, support the district guidelines, goals, and policies, and must conform to established school guidelines. Schools should concentrate on submitting material that reflects school activities, student work, special projects, or aspects of the community that they serve.
- ◆ **Quality** – All work published in the district's Internet server must be free of spelling or grammatical errors. All navigation links must work, and no intentionally dead links or "under construction" pages are allowed.
- ◆ **Protect Privacy** – At no time shall any student or employee personal information (home address, home e-mail address, or home phone number) appear on Altus Schools Internet published materials. All contact information should identify a webmaster, content sponsor, or site administrator for a school or organization.
- ◆ **Student Safety** – To assure student safety, individual students should not be identified in photographs appearing on Internet published materials, unless a signed parental permission form is on file at the school. Documents may not include any information that indicates the physical location of a student at a given time, other than attendance at a particular school or participation in school activities. No maps of school facilities may be placed online.
- ◆ **Copyright Laws** – Adhere to all copyright laws.
- ◆ **Content Monitoring/Auditing** – The sponsoring administrator should regularly "visit" Internet accessible content to monitor appropriateness, quality, and educational value. Accordingly, the Altus School District Administration and the District Webmaster reserve the right to audit and/or adjust materials and/or activity on any Internet server publishing content sponsored by any Altus Schools organization.

Site Guidelines

Each school or organization's web site should include the following:

- ◆ A statement identifying the school or organization as a member of Altus Public Schools.
- ◆ A link to the Altus Public School District Home Page.
- ◆ Contact information including the school phone number, fax number, and principal's name, as well as the organization Webmaster's name and a link to that individual's e-mail address.
- ◆ Content that is accurate, up-to-date, and grammatically correct.
- ◆ Content that observes copyright laws.
- ◆ Content that observes the privacy of individuals who work at and attend school at the site.
- ◆ Content that is appropriate for public access.
- ◆ The last date on which the web site was modified.
- ◆ A copyright notice that reserves the publisher's right.
- ◆ Active navigational links. It is suggested that every page contain clear links to the sponsoring site's home page and/or higher level pages. There should always be

navigational clues to help users find their way around (a "back" button is not always adequate).

Sample Footer

It is suggested that web sites adhere to the following sample footer, which contains a disclaimer (via link), contact information (e-mail link) copyright notice, and update information:

Maintained according to Altus Schools Internet Publishing Guidelines by Organization Webmaster

© 1999 Altus Public Schools - All rights reserved.

Last updated on October 31, 1999.

SCHOOL WEBSITE EVALUATION RUBRIC

This rubric is based on the best qualities observed in a variety of outstanding K-12 school web sites. It is meant to be a self-rating assessment and not a means to compare school sites. Scores lower than 4-5 in any area suggest the need for more attention in that area.

LEVEL 1	LEVEL 3	LEVEL 5
Navigation		
Navigation is inconsistent; different methods of navigation are used; user feels lost or stranded; buttons or links do not act predictably; user must use "Back" or "Go" buttons in browser to navigate; frames (if used) are not targeted correctly and create confusion; no links to district home page	Buttons and links usually work predictably; some inconsistency with navigation conventions; user might need to resort to browser controls for navigation in some cases; frames (if used) are mostly consistent but do not contribute to navigation and user experience; links to district home page are present but may not follow standard	Navigation is consistent; buttons and links work predictably; navigation conventions are clear; frames (if used) are targeted correctly and aid in navigation and user experience; links to district home page are present and standard
Appearance		
Pages do not show evidence of overall design or layout; graphics and logos are poor quality; text is difficult to read	Pages show some evidence of overall design or layout using colors, backgrounds, fonts, or icons; graphics are mostly of good quality; text is mostly legible but not entirely consistent	Pages show clear evidence of overall design themes; graphics are of high quality; text is easy to read in all instances
Legal/Guidelines		
Copyrighted images are used without permission; student home pages do not comply with district guidelines	Copyrighted images are used with permission but not always clearly credited; student home pages or projects mostly comply with district guidelines	Copyrighted images are used with permission and clearly credited; all student pages comply with district guidelines
Timeliness		
Web site is rarely updated; old projects are presented as new or current; e-mail addresses or home pages of staff or students no longer at the school are present; published dates for upcoming projects are already past; pages with "under construction" messages are common and not updated	Pages are updated infrequently; some "under construction" messages persist; e-mail and home page addresses are mostly current; some project dates are past; teachers identified in a specific grade/subject/department may have moved to another	Pages are updated regularly; material is dated correctly; e-mail addresses or home pages for staff and students are current; ongoing projects are truly current; no "under construction" messages

School Content		
No school history is present; no pictures of school activities are present; no mission/philosophy statement is present; no principal statement is present; school or student handbook not present; site does not present a "picture" of the school	School history, activities, mission/philosophy statement, handbook, or principal's statement may be present, but not all five; site presents a fair picture of the school	School history, activities, mission/philosophy statement, handbook, and principals' statement are all present and current; a clear picture of school life is evident
Parent Involvement		
No PTA/PTO page is present; PTA/PTO page is not current and does not provide methods for parental input or contact; links to sites for parents are not present	PTA/PTO page is present but does not include information about ongoing projects; minimal parental input options are present (e.g., phone numbers); newsletter is not published consistently; some links to parent sites are present	PTA/PTO page is current; parental involvement is encouraged with at least three methods for input (e.g., phone, e-mail, suggestion box form, bulletin board, etc.); ongoing projects are listed; newsletter is published consistently; links to parent sites are present
Community Resources		
No links or information about community resources	Some links or information about community resources; some information may not be current	Links and information about a variety of community resources are present and current
School Activity Calendars		
No school activity calendars are present; activity calendars are out of date	School activity calendar is present but links to district calendars are not; activity calendars are mostly up-to-date but may omit some events	School activity calendars are always up-to-date and reliable; calendars are updated frequently; links are provided to district and other applicable calendars
Staff Directory		
No staff directory is present; staff directory does not provide ways to contact staff (e.g., e-mail, phone)	Staff directory is present but not always current; does not include all staff members; contact information is provided	Staff directory is current and lists all staff, including itinerant staff; contact information is provided
Student Projects		
Few if any student projects are published; projects are limited to basic home pages; projects show limited editing or proofing	Some student work is present; teacher-created information about student projects (rather than actual student work) predominates; student projects are limited to only a few classes or individuals (e.g., only a few teachers or classes are involved in publishing work); some ongoing projects (such as literary magazines) are present; projects show some evidence of editing and proofing	Student projects are clearly featured; projects are from a variety of classes, levels, or individuals; projects feature original student work, including drawings, writing, photographs, videos, etc.; projects are related to curriculum; ongoing projects are present; projects show strong evidence of editing and proofing

INTERNET AND/OR COMPUTING RESOURCES

I. PURPOSE

The purpose of this policy is to set forth guidelines for implementing a plan for acceptable use of District-provided computers, equipment, software, computer networks, telecommunications resources, related services, and the INTERNET, hereinafter called "District computing resources."

II. DEFINITIONS

- A. District computing resources: Computers, computer networks, cabling, hubs, file servers, telecommunications services, and equipment owned or leased by Altus Schools.
- B. INTERNET: An international network of computers.
- C. Offensive: E-mail, data, graphic, or program which contains profanity, sexually-explicit material, expressions of bigotry, hatred, or racial discrimination or is harassing, defamatory, antisocial or pornographic in nature.
- D. User: A Board member, student, client, guest or employee of the District who uses District owned computers, computer software, the District Network, District INTERNET access, or any other District computing resource.

III. POLICY

It is the policy of the Board of Education of Altus Schools District I-18 that District computer usage complies with: (a) Federal and State laws and regulations, (B) INTERNET policies and procedures, and © other related Board of Education policies.

District Computing resources are intended for administration, education, training, research and planning purposes.

District computing resources shall not be used for unauthorized purposes such as, but not limited to, transmission of commercial or personal advertisements, solicitations, promotions, destructive programs and/or distribution of political or religious material or material considered offensive.

Use of electronic communications (such as e-mail, voice mail or systems with similar functions) to send fraudulent, harassing, obscene, indecent, sexually explicit, intimidating, ethnically inflammatory, biased or other unlawful information or material is prohibited.

To protect the integrity of the systems, workstations, networks and instructional facilities, the District reserves the right to monitor and restrict access to District computing resources and the INTERNET.

The District makes no warranty of any kind, whether expressed or implied, for the services it provides through District computing resources.

IV. WILLFUL NEGLIGENCE OF AND/OR DAMAGE TO DISTRICT COMPUTING RESOURCES

It is the policy of the Board of Education that any user who willfully or through gross negligence destroys or damages any District computing resources may be held financially responsible for the repair or replacement of those resources.

V. PROCEDURES

The purpose of these procedures is to establish written guidelines to implement the board of Education Policy on Acceptable Use of district Computers, Software, Computer Networks, Telecommunications Resources, Related Services and the INTERNET.

VI. GENERAL COMPUTER USE

A. Copyrighted Material

Illegal installation of copyrighted material is prohibited. Illegal copying of software from any District computer, network, or program diskette is prohibited. Computer software and data protected under copyright laws may not be downloaded or uploaded to a computer owned by the District without written consent of the copyright holder.

B. Harassing or Inflammatory Material

Harassing or inflammatory material may not be transmitted via e-mail, posted on computers, posted to electronic bulletin boards or included in electronic news groups. Accessing, downloading or uploading e-mail, data, graphics and/or programs considered offensive is prohibited.

C. Acceptable Use

District computing resources are intended for administration, education, and academic research only. No student, client or guest may use computers in a classroom, lab, workshop or office unless there is an instructor or other appropriate District employee present.

Transmission of material violating federal or state regulations is prohibited. This material may include, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret.

Use for private commercial activities is prohibited.

Use for product advertisement, political lobbying or distribution of religious material is also prohibited.

D. Virus Checking

Downloaded software programs or data may not be installed or executed without first being checked for computer viruses. A diskette or CD-Rom from an outside source

may not be used in a District office, classroom, lab or workshop without first being checked by an instructor or appropriate staff member for computer viruses.

Executable files may not be sent or received via e-mail without the approval of appropriate district staff.

Any computer infected by a virus that can be traced to user neglect, will be repaired at a cost to the site budget where the computer is housed.

E. District Support

No operating system or application software that interferes with network operations or the INTERNET may be installed on any District computer, workstation or file server.

Improperly installed software that interferes with network operations will be removed at a cost to the site budget where the computer is housed.

Improperly installed software may result in loss of district support or disciplinary action.

District staff will not support or maintain any computer operating system or application software that does not meet District standards.

District computer maintenance forms must be completed before services can be rendered. Any charges incurred for a system or software without a maintenance form attached will be charged to the site budget where the computer is housed.

In the event of a "computer crash" or major failure, the district will restore the operating system and networking software to any district supported machine. Any software added by the user will not be restored by the district.

If the cause of the "crash" can be traced to the user, then all costs associated with the restoration of the machine will be charged to the site budget where the computer is housed.

F. Security

All reasonably available physical security measures will be taken to safeguard District computing resources.

District computing resources shall be secured by the user when not in use or when unattended.

A computer logged into the District Wide Area Network or the INTERNET should not be left unattended. Users are responsible for all transactions made under their USER ID and PASSWORD.

All users who have access to the District Wide Area Network or the INTERNET will be assigned a USER ID and a PASSWORD. Safeguarding of the PASSWORD will be the responsibility of the individual user. The individual user will be held 100% responsible for safeguarding his/her USER ID and PASSWORD.

The district has the right to restrict user's access to the District Wide Area Network or the INTERNET by : restricting the locations and workstations from which the user may log in, limiting the times at which the user may log in, or by denying or limiting access to programs and files.

The administration, faculty, or staff of the District may request a system administrator to deny, revoke, or suspend specific user accounts for violation of these policies or procedures.

G. District Standards

With the implementation of the district wide-area-network, no computer system will be allowed to share in these resources unless it is of quality.

Computer printers must also meet a high standard set by the district. These printers must be of quality.

Any computer system or printer found utilizing district resources that does not meet district standards will be immediately removed from the system.

VII. INTERNET

A. INTERNET USERS have:

1. The INTERNET access software loaded on their workstation.
2. Been trained in the proper access and use of the INTERNET **in accordance with the Children's Internet Protection Act (CIPA)**
3. Received an INTERNET USER ID; and
4. Signed a District computing Resource Use Agreement Form. In the case of minor students, parent(s) or legal guardian(s) must also sign the District computing Resource Use Agreement Form.

B. Acceptable Use of INTERNET

The INTERNET is a resource provided by the District for administration, education, and academic research.

C. INTERNET addresses and Passwords

Users are 100% responsible for any transactions under their USER ID or PASSWORD. The PASSWORD is considered confidential District information and should be protected.

D. Subscriptions to LISTSERVES

Information downloaded by LISTSERVERS can completely fill computer disk storage space. Therefore, the use of LISTSERVERS must be managed.

1. Prior approval by the system administrator is required for users to subscribe to a LISTSERVE.
2. LISTSERVE mail must be checked regularly. Users must delete obsolete mail and free disk storage space on a regular basis.

E. Automatic INTERNET Search Tools

Use of automatic search tools known as “crawlers” or “spiders” which automatically download data should be used with caution since their use could overload the District Wide Area Network.

F. Incurring Charges on the INTERNET

Users may not contract for or incur any charges for services or products offered on the INTERNET through District computing resources without first obtaining a District Purchase Order. Charges incurred without a purchase order will be the personal responsibility of the individual user.

VIII. CYBER BULLYING

Altus Public Schools strives to provide a safe, positive learning climate for students. Therefore, it shall be the policy of Altus Public Schools to maintain an educational environment in which bullying and cyber bullying in any form are not tolerated.

All forms of bullying and cyber bullying by school district students are hereby prohibited. Anyone who engages in bullying or cyber bullying in violation of this Policy shall be subject to appropriate discipline.

Students who have been bullied or cyber bullied shall promptly report such incidents to any staff member.

Complaints of bullying or cyber bullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint.

Altus Public Schools shall annually inform students that bullying or cyber bullying of students will not be tolerated.

Definitions:

Bullying shall mean unwelcome verbal, written or physical conduct directed at a student by another student that has the effect of:

1. Physically, emotionally or mentally harming a student;
2. Damaging, extorting or taking a student's personal property;
3. Placing a student in reasonable fear of physical, emotional or mental harm;
4. Placing a student in reasonable fear of damage to or loss of personal property; or
5. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs) which has the effect of:

1. Physically, emotionally or mentally harming a student;

2. Placing a student in reasonable fear of physical, emotional or mental harm;
3. Placing a student in reasonable fear of damage to or loss of personal property; or
4. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

All forms of bullying are unacceptable and, to the extent that such actions are disruptive of the educational process of Altus Public Schools, offenders shall be subject to appropriate staff intervention, which may result in administrative discipline.

The term "bullying" and "cyber bullying" shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.

Delegation of Responsibility:

Each staff member shall be responsible to maintain an educational environment free of bullying and cyber bullying.

Each student shall be responsible to respect the rights of his/her fellow students and to ensure an atmosphere free from all forms of bullying and cyber bullying.

Students shall be encouraged to report bullying or cyber bullying complaints to any staff member.

Any staff member who receives a bullying or cyber bullying complaint shall gather information or seek administrative assistance to determine if bullying or cyber bullying has occurred. The principal or his/her designee will inform the parents or guardians of the victim and also the parents or guardians of the accused.

Complaint Procedure:

A student shall report a complaint of bullying or cyber bullying, orally or in writing, to a staff member. If a parent initiates the complaint, the appropriate staff member will follow-up with the student.

The staff member will either gather the information or seek administrative assistance to determine if the alleged bullying or cyber bullying conduct occurred.

IX. DISCIPLINARY ACTION

The use of District computing resources is a privilege, not a right. Violation of District Policies and Procedures may result in cancellation of computer-use privileges and/or other disciplinary action. If Federal or State laws are violated, the offender will be reported to the proper authorities. System administrators will deem what is inappropriate use of District networks under their jurisdiction.

Computer Vandalism will result in cancellation of District computing resource privileges and/or other disciplinary action.

Altus Schools

USE AGREEMENT DISTRICT COMPUTING RESOURCES AND INTERNET

Users Full Name (Print) _____

Home Address _____

Home Phone _____

Work Phone _____

Type of User: Board of Education Member Student
 Administrator Client
 Instructor/Instructional Support Staff Guest

I have received a copy of the Policy and Procedures "Acceptable Use of District Computers, Software, Computer Networks, Telecommunication Resources, Related Services and the INTERNET."

I understand and will abide by the District Policy and Procedures. I further understand that any violation of the procedures is unethical and may constitute a criminal offense. Should I commit any violation of the District Policies and Procedures related to the Use of District Computing Resources or the INTERNET, I further understand that my access privileges may be revoked and school disciplinary and/or appropriate legal action may be taken. I also understand that I may be held financially responsible for any damage or destruction caused to District Computing Resources .

User Signature _____ Date _____

Parent or Guardian: (If the user is under the age of 18, a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this User, I have read the Procedures related to use of the Altus Schools Computing Resources and the INTERNET. I understand that access for my child may be denied and that he/she may be subject to disciplinary action or be subject to legal action if the Provisions are violated, and that I may be held personally responsible for any damage or destruction caused by my child/ward. I understand that access to these resources is for educational purposes, and that Altus Schools has taken available precautions to eliminate controversial material. However, I also recognize it is impossible for Altus Schools to prevent access to all controversial materials, and I will not hold Altus Schools responsible for materials acquired through the use of District Computing Resources or the INTERNET.

Parent or Guardian (Print) _____

Parent or Guardian (Signature) _____ Date _____

SOCIAL MEDIA & ONLINE COMMUNICATIONS POLICY

The Superintendent, District Public Relations Director and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process.

As per state law, employees will be discouraged from sharing content or comments containing the following when directed at a citizen of the State of Oklahoma:

1. Obscene sexual content or links to obscene sexual content;
2. Abusive behavior and bullying language or tone;
3. Conduct or encouragement of illegal activity; and
4. Disclosure of any information required to be maintained as confidential by law, regulation, or internal policy.

“Social networking or “social media” means interaction with external websites or services based upon participant contributions to the content. Types of social media include social and professional networks, blogs, micro blogs, video or phone sharing and social bookmarking; and

“Comment” means a response to an article or social media content submitted by a commenter.

Employees who engage in any of the above-referenced prohibited behaviors are subject to the possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Technology Department and/or the Public Relations Department shall approve the technologies and networks suitable for use by Altus Public Schools and their programs. Altus Public Schools will not create, install, or implement their own social media, social networking, or Web 2.0 accounts or with technology services providers without following the provisions of this policy.

Everything you contribute online stays forever and everything you do, often on a personal basis, reflects on Altus Public Schools as an organization. Failure to follow these policies may result in disciplinary action.

Disclaimer

Each social media site (including but not limited to, blogs, wikis, Facebook, LinkedIn, Edmodo, Twitter, Instagram, etc.) established by Altus Public Schools group and/or associated personnel shall contain the following disclaimer: “The opinions expressed here are the personal opinions of the author and do not necessarily represent the views and opinions of Altus Public Schools.”

Confidential Information

You may not disclose any sensitive, proprietary, confidential, or financial information about the organization that is not considered public record. Altus Public School employees, students and parents should not be cited or obviously referenced without their approval. Never identify a teacher, staff member, student or parent by name without permission, and never discuss the confidential details of these individuals.

Respectful Tone

You may not post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful or embarrassing to another person or any other person or entity. This includes, but is not limited to, comments regarding Altus Public Schools, our employees, partners, students, teachers, parents, staff and administrators. You may not personally attack fellow employees, authors, parents, vendors, or stakeholders.

Be Considerate

Remember that anyone, including your colleagues, may be actively reading what you publish online. In choosing your words and your content, it is a good practice to imagine that your supervisor and your family are reading everything you post. It is all about judgment: using your social media accounts to bash or embarrass Altus Public schools, our students, teachers, staff, parents or your co-workers is not smart or professional. If you have suggestions for improvements at Altus Public Schools, please state them constructively and go through the proper channels to air your concerns and share your suggestions.

Be Transparent

If you discuss anything regarding Altus Public Schools, then you have a duty to disclose your role within the organization.

The Altus Public Schools Public Relations Department and its respective divisions is responsible for creating Altus Public Schools online presences.

Copyrights and Trademarks

Respect copyright and fair use laws. Trademarks such as logos, slogans and various digital content (art, music, photos, etc.) may require permission from the copyright owner. It is your responsibility to seek that permission if you intend to use any such trademarked content.

Personal

Social media is about individual participation. You are personally responsible for anything you publish online. Posts should express individual opinions, and not take positions for Altus Public Schools. You may post about the organization and educational trends but also about your personal opinions and even the occasional non-work related topics. (Remember to have the disclaimer in a prominent location). Even though your social media posts may be primarily made up of personal opinion, do your research and check that your facts are accurate.

Authenticity

Posts should be factual. Posts should not make comparative statements concerning Altus Public Schools partners without prior approval of the Office of the Superintendent and verification of accuracy from the Office of Public Relations. You should always disclose your employment or association with Altus Public Schools.

Respect Work Commitments

Please remember that the use of social media and other social networking activities are personal and should be done on your own time unless you have specifically been assigned to perform an online activity related to your Altus Public School responsibilities as an employee or student.

SOCIAL MEDIA & ONLINE COMMUNICATIONS POLICY

The Superintendent, District Public Relations Director and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process.

As per state law, employees will be discouraged from sharing content or comments containing the following when directed at a citizen of the State of Oklahoma:

1. Obscene sexual content or links to obscene sexual content;
2. Abusive behavior and bullying language or tone;
3. Conduct or encouragement of illegal activity; and
4. Disclosure of any information required to be maintained as confidential by law, regulation, or internal policy.

“Social networking or “social media” means interaction with external websites or services based upon participant contributions to the content. Types of social media include social and professional networks, blogs, micro blogs, video or phone sharing and social bookmarking; and

“Comment” means a response to an article or social media content submitted by a commenter.

Employees who engage in any of the above-referenced prohibited behaviors are subject to the possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Technology Department and/or the Public Relations Department shall approve the technologies and networks suitable for use by Altus Public Schools and their programs. Altus Public Schools will not create, install, or implement their own social media, social networking, or Web 2.0 accounts or with technology services providers without following the provisions of this policy.

Everything you contribute online stays forever and everything you do, often on a personal basis, reflects on Altus Public Schools as an organization. Failure to follow these policies may result in disciplinary action.

Disclaimer

Each social media site (including but not limited to, blogs, wikis, Facebook, LinkedIn, Edmodo, Twitter, Instagram, etc.) established by Altus Public Schools group and/or associated personnel shall contain the following disclaimer: “The opinions expressed here are the personal opinions of the author and do not necessarily represent the views and opinions of Altus Public Schools.”

Confidential Information

You may not disclose any sensitive, proprietary, confidential, or financial information about the organization that is not considered public record. Altus Public School employees, students and parents should not be cited or obviously referenced without their approval. Never identify a teacher, staff member, student or parent by name without permission, and never discuss the confidential details of these individuals.

Respectful Tone

You may not post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful or embarrassing to another person or any other person or entity. This includes, but is not limited to, comments regarding Altus Public Schools, our employees, partners, students, teachers, parents, staff and administrators. You may not personally attack fellow employees, authors, parents, vendors, or stakeholders.

Be Considerate

Remember that anyone, including your colleagues, may be actively reading what you publish online. In choosing your words and your content, it is a good practice to imagine that your supervisor and your family are reading everything you post. It is all about judgment: using your social media accounts to bash or embarrass Altus Public schools, our students, teachers, staff, parents or your co-workers is not smart or professional. If you have suggestions for improvements at Altus Public Schools, please state them constructively and go through the proper channels to air your concerns and share your suggestions.

Be Transparent

If you discuss anything regarding Altus Public Schools, then you have a duty to disclose your role within the organization.

The Altus Public Schools Public Relations Department and its respective divisions is responsible for creating Altus Public Schools online presences.

Copyrights and Trademarks

Respect copyright and fair use laws. Trademarks such as logos, slogans and various digital content (art, music, photos, etc.) may require permission from the copyright owner. It is your responsibility to seek that permission if you intend to use any such trademarked content.

Personal

Social media is about individual participation. You are personally responsible for anything you publish online. Posts should express individual opinions, and not take positions for Altus Public Schools. You may post about the organization and educational trends but also about your personal opinions and even the occasional non-work related topics. (Remember to have the disclaimer in a prominent location). Even though your social media posts may be primarily made up of personal opinion, do your research and check that your facts are accurate.

Authenticity

Posts should be factual. Posts should not make comparative statements concerning Altus Public Schools partners without prior approval of the Office of the Superintendent and verification of accuracy from the Office of Public Relations. You should always disclose your employment or association with Altus Public Schools.

Respect Work Commitments

Please remember that the use of social media and other social networking activities are personal and should be done on your own time unless you have specifically been assigned to perform an online activity related to your Altus Public School responsibilities as an employee or student.

1:1 DIGITAL LEARNING INITIATIVE

The Altus Public School District's Board of Education is pleased to implement the **Altus Public School District's 1:1 Digital Learning Initiative**, an innovative plan focused on enhancing academic learning through new technology resources. As such, the District provides its students and staff access to a variety of technological resources, including laptop computers and iPads/tablets.

The purpose of this policy is to provide clear guidelines and regulations regarding the safe, legal, considerate and responsible use of this technology, as well as all technological resources utilized by students, staff, parents, and volunteers of the Altus Public School District. All Altus Public School District technological resources and information stored on them are governed by district policies and are subject to school supervision and inspection. This policy applies regardless of whether such use occurs on or off school district property, and it applies to all school district technological resources, including but not limited to computer networks and connections, the resources, tools and learning environments made available by or on the networks, and all devices that connect to those networks. The Altus Public School District reserves the right to monitor, access, retrieve, read and disclose all messages, information, and files which have been created, sent, posted from, stored on, or utilized by its technological resources to law enforcement officials and others without prior notice. Any individual who violates this policy or any applicable local, state or federal laws is subject to disciplinary action, a loss of technology privileges and may face legal action.

A. EXPECTATIONS FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

School district technological resources may only be used by students, staff and others expressly authorized by the Technology Department. The use of school district technological resources, including access to the Internet, is a privilege, not a right.

Individual users of the school district's technological resources are responsible for their behavior and communications when using those resources. Responsible use of school district technological resources is used that is ethical, legal, respectful, academically honest and supportive of student learning. Each user has the responsibility to respect others in the school community and on the Internet. Users are expected to abide by the generally accepted rules of network etiquette. General student and employee behavior standards, including those prescribed in applicable board policies, the Student and Employee Handbook and other regulations and school rules, apply to use of the Internet and other school technological resources.

In addition, anyone who uses school district computers or electronic devices or who accesses the school network or the Internet using school district resources must comply with the additional rules for responsible use listed in Section B, below. These rules are intended to clarify expectations for conduct, should not be construed as all-inclusive.

All students and employees must be informed annually of the requirements of this policy and the methods by which they may obtain a copy of this policy. Before using school district technological resources, students and employees must sign a statement indicating that they understand and will strictly comply with these requirements. Failure to adhere to these requirements will result in disciplinary action, including revocation of user privileges. Willful misuse may result in disciplinary action and/or criminal prosecution under applicable state and federal law.

B. RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

1. School district technological resources are provided for school-related purposes only during school hours. Acceptable uses of such technological resources are limited to responsible, efficient and legal activities that support learning and teaching. Use of school district technological resources for political purposes or for commercial gain or profit is prohibited. Student personal use of school district technological resources for amusement or entertainment is also prohibited.
2. School district technological resources are installed and maintained by members of the Technology Department. Students and employees shall not attempt to perform any installation or maintenance without the permission of the Technology Department.
3. Under no circumstances may software purchased by the school district be copied for personal use.
4. Students and employees must comply with all applicable laws, including those relating to copyrights and trademarks, confidential information, and public records. Any use that violates state or federal law is strictly prohibited. Plagiarism of Internet resources will be treated in the same manner as cheating, as stated in the Student Code of Conduct.
5. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages or other material that is obscene, defamatory, profane, pornographic, harassing, abusive or considered to be harmful to minors. All users must comply with District policy on Student Bullying, Harassment, Threat, Violence and Assault, when using school district technology.
6. The use of anonymous proxies to circumvent content filtering is prohibited.
7. Users may not install or use any Internet-based file-sharing program designed to facilitate sharing of copyrighted material.
8. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
9. Users must respect the privacy of others. When using e-mail, chat rooms, blogs or other forms of electronic communication, students must not reveal personal identifying information, or information that is private or confidential, such as the home address or telephone number, credit or checking account information or social security number of themselves or fellow students. In addition, school employees must not disclose on school district websites or web pages or elsewhere on the Internet any personally identifiable, private or confidential information concerning students (including names, addresses or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Education Rights and Privacy Act (FERPA). Users also may not forward or post personal communications without the author's prior consent.

10. Users may not intentionally or negligently damage computers, computer systems, digital or electronic devices, software, computer networks or data of any user connected to school district technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance. Users must scan any downloaded files for viruses.
11. Users may not create or introduce games, network communications programs or any foreign program or software onto any school district computer, electronic device or network without the express permission of the director of technology or designee.
12. Users are prohibited from engaging in unauthorized or unlawful activities, such as “hacking” or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems or accounts.
13. Users are prohibited from using another individual’s ID or password for any technological resource without permission from the individual. Students must also have permission from the teacher or other school official.
14. Users may not read, alter, change, block, execute or delete files or communications belonging to another user without the owner’s express prior permission.
15. Employees shall not use passwords or user IDs for any data system for an unauthorized or improper purpose.
16. If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.
17. Teachers shall make reasonable efforts to supervise students’ use of the Internet during instructional time, to ensure that such use is appropriate for the student’s age and the circumstances and purpose of the use.
18. Views may be expressed on the Internet or other technological resources as representing the view of the school district or part of the school district only with prior approval by the superintendent or designee.
19. Without permission by the board, users may not connect any personally-owned technologies such as laptops and workstations, wireless access points and routers, etc. to district owned and maintained networks. Connection of personal devices such as iPods, smartphones, digital tablets and printers is not permitted. The board is not responsible for the content accessed by users who connect to the Internet via their personal mobile telephone technology (e.g., 3G, 4G service).
20. Users must back up data and other important files regularly.
21. Those who use district owned and maintained technologies to access the Internet at home are responsible for both the cost and configuration of such use.

22. Students who are issued district owned and maintained iPads must also follow these guidelines:

- a. Keep the iPad secure and damage free.
- b. Do not loan out the iPad, charger or cords.
- c. Do not leave the iPad in your vehicle.
- d. Do not leave the iPad unattended.
- e. Do not eat or drink while using the iPad or have food or drinks in close proximity to the laptop.
- f. Do not allow pets near the iPad.
- g. Do not place the iPad on the floor or on a sitting area such as a chair or couch.
- h. Do not leave the iPad near table or desk edges.
- i. Do not stack objects on top of the iPad.
- j. Do not leave the iPad outside.
- k. Do not use the iPad near water such as a pool.
- l. Do not check the iPad as luggage at the airport.
- m. Back up data and other important files regularly.

The Altus Public School District will at times perform maintenance on the laptops by imaging and other support-related services. All files not backed up to server storage space or other storage devices will be deleted during this process. Keep a personal backup of all files for data retrieval.

C. RESTRICTED MATERIAL ON THE INTERNET

The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from diverse and rapidly changing sources, including some that may be harmful to students. The board recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. Nevertheless school district personnel shall take reasonable precautions to prevent students from accessing material and information that is obscene, pornographic or otherwise harmful to minors, including violence, nudity or graphic language that does not serve a legitimate pedagogical purpose. The superintendent shall ensure that technology protection measures are used and are disabled or minimized only when permitted by law and board policy. The board is not responsible for the content accessed by users who connect to the internet via their personal mobile telephone technology (e.g., 3G, 4G service).

D. PARENTAL CONSENT

The board recognizes that parents of minors are responsible for setting and conveying the standards their children should follow when using media and information sources. Accordingly, before a student may independently access the Internet, the student's parent or guardian must be made aware of the possibility that the student could obtain access to inappropriate material while engaged in independent use of the Internet. The parent and student must consent to the student's independent access to the Internet and to monitoring of the student's e-mail communication by school personnel. In addition, in accordance with the board's goals and visions for technology, students may require accounts in third party systems for school related projects designed to assist students in mastering effective and proper online communications or to meet other educational goals. Parental permission will be obtained when necessary to create and manage such third party accounts.

E. PRIVACY

No right of privacy exists in the use of technological resources. Users should not assume that files or communications accessed, downloaded, created or transmitted using school district technological

resources or stored on services or hard drives of individual computers will be private. School district administrators or individuals designated by the superintendent may review files, monitor all communication and intercept e-mail messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations. School district personnel shall monitor online activities of individuals who access the Internet via a school-owned computer or district-owned equipment. Under certain circumstances, the board may be required to disclose such electronic information to law enforcement or other third parties, for example, as a response to a document production request in a lawsuit against the board, as a response to a public records request or as evidence of illegal activity in a criminal investigation.

F. SECURITY/CARE OF PROPERTY

Security on any computer system is a high priority, especially when the system involves many users. Employees are responsible for reporting information security violation to appropriate personnel. Employees should not demonstrate the suspected security violation to other users. Unauthorized attempts to log onto any school system computer on the board's network as a system administrator may result in cancellation of user privileges and/or additional disciplinary action. Any user identified as a security risk or having a history of problems with other systems may be denied access. Users of school district technology resources are expected to respect school district property and be responsible in using the equipment. Users are to follow all instructions regarding maintenance or care of the equipment. Users may be held responsible for any loss or damage caused by intentional or negligent acts in caring for computers while under their control. The school district is responsible for any routine maintenance or standard repairs to school system computers.

G. PERSONAL WEBSITES/SOCIAL MEDIA

The district recognizes the use of online social media networks as a communications and e-learning tool. As a result, the district provides password-protected, innovative social tools for e-learning and collaboration purposes. However, public social media networks may not be used for classroom instruction without prior consent of the superintendent. The use of social media for personal use during district (on-contract) time is prohibited. The district may use publicly available social media for fulfilling its responsibility for effectively communicating in a timely manner with the general public, through designated employees at the direction of the board.

The superintendent may use any means available to request the removal of personal websites that substantially disrupt the school environment or that utilize school district or individual school names, logos or trademarks without permission.

1. Students

Though school personnel generally do not monitor students' Internet activity conducted on non-school district devices during non-school hours, when the student's online behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with board policy.

2. Employees

All employees are to maintain an appropriate, professional relationship with students at all times. Employees' personal websites and social media posts, displays or communications must comply with all state and federal laws and any applicable district policies, including the Oklahoma Educator Code of Ethics and Standards of Conduct which requires professional, ethical conduct.

3. Volunteers

Volunteers are to maintain an appropriate relationship with students at all times. A volunteer is encouraged to block students from viewing personal information on the volunteer's personal websites or online networking profiles in order to prevent the possibility that students could view materials that are not age-appropriate. An individual volunteer's relationship with the school district may be terminated if the volunteer engages in inappropriate online interaction with students.

H. FEDERAL ACCOUNTABILITY

The Altus Public School District in order to be eligible for Federal Funds is required to incorporate and comply with both CIPA and COPPA requirements into the district's Acceptable Use Policy.

Children's Internet Protection Act (CIPA)

CIPA requires that schools and libraries that receive specific Federal Funds must certify to the funding agency that they have an Internet Safety Policy in place. Such a policy should use technology that blocks access to obscenity, child pornography, or material harmful to minors. It may also include monitoring of children as they are online. Congress wants the Internet Safety Policy to address hacking, chat rooms, e-mail safety, disclosure of personal information concerning children, and unlawful activities of children online. CIPA became effective on April 21, 2001.

Additionally, the Altus Public School District, in accordance with the Broadband Data Improvement Act (BDIA) of 2008, is implementing a policy addressing cyber-bullying and other social networking issues.

Broadband Data Improvement Act (BDIA)

BDIA declares that the issue of Internet safety includes issues regarding the use of the Internet in a manner that promotes safe, online activity for children, protects children from cybercrimes, including crimes by online predators, and helps parents shield their children from material that is inappropriate for minors. BDIA amends the Communications Act of 1934 to require elementary and secondary schools with computer access to the Internet to educate minors about appropriate online behavior, including online interaction with other individuals in social networking websites and in chat rooms and cyber-bullying awareness and response.

I. DISCLAIMER

The board makes no warranties of any kind, whether express or implied, for the service it is providing. The board will not be responsible for any damages suffered by any user. Such damages include, but are not limited to, loss of data resulting from delays, non-deliveries or service interruptions, whether caused by the school district's or the user's negligence, errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school district specifically disclaims any responsibility for the accuracy or quality of information obtained through its Internet services.

ONLINE INSTRUCTION

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the Altus Board of Education. The proposed course(s) may be evaluated by the State Department of Education.

Definitions

Synchronous instruction occurs when the instructor and the student's primary interactions are in real-time. Regular classroom instruction is synchronous instruction, as well as two-way interactive video. Web-based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

Supplemental online course is an online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required by student attendance and participation in the district.

Educationally appropriate means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of whether a course is similar to or identical to the instruction that is currently offered in the school district. The determination of educationally appropriate will be made at the local school district level.

Web-based instruction uses the World Wide Web as the primary medium of instruction, with a computer serving as the primary tool of instruction. Web-based instruction may be synchronous or asynchronous.

Two-way interactive video instruction provides for real-time (synchronous) interaction between students(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

Guidelines

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommended by the State Department of Education:

1. Web-based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to the students.
2. The board of education will grant students credit for completion of courses offered by means of online instruction. School district policies governing grading scales and credits earned shall be applied to Oklahoma Supplemental Online Course Program courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the supplemental online program shall be treated the same as any other course offered by the district.

3. Only students who are enrolled in this district will be granted access to supplemental online courses.
4. Requests for enrollment in supplemental online courses shall be as follows:
 - a. Interested students shall be required to fill out a request for enrollment in supplemental online course(s) form.
 - b. The principal or designee shall evaluate the application and determine whether the supplemental online course is educationally appropriate for the student.
 - c. If the supplemental online course is not deemed to be educationally appropriate, notification shall be provided to the student in writing as to the reasons in support of the principal's recommendation and the student shall be afforded the opportunity to appeal the principal's decision to the local school board. The decision of the local board with regard to whether a course is educationally appropriate is final and non-appealable. A copy of the notification shall be provided to the Director of Instructional Technology at the State Department of Education.
5. If enrollment in the supplemental online course is allowed, the principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in online courses and to serve as a liaison to the online teachers and provider(s). Students shall have a grace period for withdrawal from a supplemental online course of fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A written request for withdrawal should be provided to the principal from the student prior to the expiration of the fifteen (15) day period.
6. Students earning credit by means of online instruction shall participate in required state level academic assessments in the same manner as other regularly enrolled students within the district. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.
7. Courses offered for credit by means of online instruction shall be aligned with the Priority Academic Student Skills (PASS) and by 2014-15 Common Core State Standards (CCSS).
8. Student progress shall be monitored on a weekly basis by the supplemental online course provider. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons. The student may be counted "present" or "in attendance" when the supplemental online course provider provides evidence of student/teacher/course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the school district reports that reflect daily attendance/participation, progress reports, and grades. Such attendance/participation reports, progress reports, and grades shall be provided on a regular weekly basis to parents and the school district via electronic format. The district will review progress reports and grades twice per month.
9. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online instruction courses shall be used for any purposes other than those that support the instruction of the individual student.
10. District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities.

11. All federal and state statutes pertaining to student privacy, the posting of images on the World Wide Web, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district. (See cross-referenced policies concerning these issues.)
12. Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, bell schedules, school calendars, student behavior, teacher evaluation, textbooks, class periods, student grades and grading policies, teacher load, and instructor employment.
13. Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course costs and equipment.
14. Instructors of online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.
15. Students at remote sites who participate in the online courses offered by the district will be responsible for providing their own equipment and Internet access.
16. The board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or charges for any online course for a student who has not complied with district policies and procedures.

REFERENCE: 70 O.S. §1-111

ONLINE COURSE GUIDELINES

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the Altus Board of Education. The proposed course(s) may be evaluated by the State Department of Education.

Definitions

Synchronous instruction occurs when the instructor and the student's primary interactions are in real-time. Regular classroom instruction is synchronous instruction, as well as two-way interactive video. Web-based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

Web-based instruction uses the World Wide Web as the primary medium of instruction, with a computer serving as the primary tool of instruction. Web-based instruction may be synchronous or asynchronous.

Two-way interactive video instruction provides for real-time (synchronous) interaction between students(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

Guidelines

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommended by the State Department of Education:

1. Web-based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to students.
2. The board of education will grant students credit for completion of courses offered by means of online instruction and will assume all responsibility for such coursework.
3. Only students who are regularly enrolled in this district shall be allowed to enroll in alternative instructional delivery systems courses for credit through this district.
4. The principal or designee shall evaluate and approve/disapprove all students' requests to participate in courses delivered by means of online instruction. Only those approved enrollments shall be eligible for credit granted by the district.
5. The principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in online courses and to serve as a liaison to the online teachers and providers.
6. Students earning credit by means of online instruction shall participate in all assessments required by the Oklahoma School Testing Program. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.

7. Courses offered for credit by means of online instruction shall be aligned with the Priority Academic Student Skills (PASS).
8. Oklahoma statutes limiting the number of students teachers may supervise in each period of instruction and the total number of students allowed daily shall apply to synchronous web-based and two-way interactive video courses. The number of students each instructor may be required to supervise in asynchronous online courses shall be five.
9. Each teacher for two-way interactive video and web-based courses shall be provided in-service training pertaining to the methodology of instructional delivery and the technical aspects of distance learning.
10. Student progress shall be monitored on a weekly basis by the teacher/proctor. Assignments shall be graded by the teacher/proctor on a weekly basis. A syllabus shall be prepared by the teacher and posted on the school district's web-site prior to the commencement of the first class. The syllabus shall provide details to students including assignment grading, testing, and the grading scale used.
11. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online instruction courses shall be used for any purposes other than those that support the instruction of the individual student.
12. District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities.
13. All federal and state statutes pertaining to student privacy, the posting of images on the World Wide Web, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district. (See cross-referenced policies concerning these issues).
14. Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, bell schedules, school calendars, student behavior, teacher evaluation, textbooks, class periods, student grades and grading policies, teacher load, and instructor employment.
15. Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course cost and equipment.
16. Instructors of online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.
17. Students at remote sites who participate in the online courses offered by the district will be responsible for providing their own equipment and internet access.
18. Annually, the board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or charges for any online course for a student who has not complied with district policies and procedures.

REFERENCE: 70 O.S. §1-111

SOFTWARE COPYRIGHT

It is the intent of the Altus Public Schools to adhere to the provisions of copyright laws in the area of microcomputer programs. Though there continues to be controversy regarding interpretation of those copyright laws, the following procedures represent a sincere effort to operate legally. We recognize that computer software piracy is a major problem for the industry and that violations of computer copyright laws contribute to higher costs and greater efforts to prevent copies and/or lessen incentives for the development of effective educational uses of microcomputers. Therefore, in an effort to discourage violation of copyright laws and to prevent such illegal activities:

1. The ethical and practical problems caused by software piracy will be taught in all schools in the district.
2. District employees will be expected to adhere to the provisions of Public Law 96-517, Section 7(b) which amends Section 117 of Title 17 of the United States Code to allow for the making of a back-up copy of computer programs. This states that "...it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:
 - a. That such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner, or
 - b. that such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful."
3. When software is to be used on a disk sharing system, efforts will be made to secure this software from copying.
4. Illegal copies of copyrighted programs may not be made or used on school equipment.
5. The legal or insurance protection of the district will not be extended to employees who violate copyright laws.
6. The technology director of this school district is designated as the only individual who may sign license agreements for software for schools in the district.
7. The principal of each school site is responsible for establishing practices which will enforce this policy at the school level.

Duplicated with permission of High Tech for Schools:
Problems and Solutions. American Association of School Administrators.

RECORDS INVESTIGATION

The Altus Board of Education believes that it has a responsibility to employ only those persons who are qualified in every respect. The board further believes that it should avail itself of means and methods provided by the legislature to assist in the selection of employees. Therefore, it is the policy of this board of education that a national criminal history record check shall be conducted of all prospective employees. The board of education is not required to obtain a new criminal history record check for an individual who has obtained certification from the Oklahoma State Department of Education within the previous twelve (12) months. A national criminal history record check is defined at 74 O.S. § 150.9 and requires a check of criminal history records entailing the fingerprinting of the individual and submission of the fingerprints to the United States Federal Bureau of Investigation (FBI) for the purpose of obtaining the national criminal history record of the person from the FBI.

Any teacher employed prior to May 19, 2020, who does not have an Oklahoma criminal history record check from the Oklahoma State Bureau of Investigation as well as a national criminal history record check as defined above on file with the school district shall complete the criminal history background checks upon the next renewal of his or her Standard Teaching Certificate. Any other employee employed by the district prior to May 19, 2020, who does not have an Oklahoma criminal history record check from the Oklahoma State Bureau of Investigation as well as a national criminal history record check as defined above on file with the school district shall have until July 1, 2022, to complete the criminal history background checks.

Any person applying for employment as a substitute teacher shall only be required to have one such felony records search for the school year. Upon request of the substitute teacher, that felony records search results may be sent to any other school district in which the substitute teacher is applying to teach.

A written consent will be required from the prospective employee consenting to a felony records check to be conducted as authorized by Oklahoma law. The records check shall be initiated by the school district's written request, through the superintendent, to the State Department of Education. Effective November 1, 2012, the school district may contract with a third-party vendor who is a member in good standing with the National Association of Professional Background Screeners to perform any and all employment screenings, background checks, and credit checks.

Any person employed as a full time teacher by a school district in Oklahoma in the (5) years immediately preceding an application for employment as a substitute teacher may not be required to have a national criminal history record check, if the teacher produces a copy of a national criminal history record check completed within the preceding five (5) years and a letter from the school district in which the teacher was last employed stating the teacher left in good standing.

Any person who has been employed as a full-time teacher by a school district who applies for employment as a full-time teacher in another school district may not be required to have a national criminal history background check completed if the teacher produces a copy of a national criminal history record check completed within the preceding five (5) years and a letter from the school district in which the teacher was employed stating the teacher left in good standing.

Any person who has been employed as a substitute teacher by a school for a minimum of five (5) years preceding an application to be employed as a full-time teacher may not be required to have a national criminal history record check completed if the teacher can produce a copy of a national criminal history

record check completed within the preceding five (5) years and a letter from the school district in which the teacher was employed as a substitute teacher stating that the teacher left in good standing.

Any person employed as a full-time teacher by a school district in Oklahoma for ten (10) or more consecutive years immediately preceding an application for employment as a substitute teacher in the same school district is not required to have a national criminal history record for as long as that person remains employed for consecutive years by that school. If the substitute teacher wishes to work in another Oklahoma school district, a national criminal history background check will be required.

If the applicant for employment meets all other criteria for employment in this school district, the applicant may be employed on a temporary basis for a maximum of sixty (60) days pending receipt of the national criminal history record check results. The temporary employment of the prospective employee shall terminate after sixty (60) days unless the school district receives the results of the national criminal history records check. The sixty (60) day temporary employment period shall begin on the first day the prospective employee reports for duty at the employing school district. If the applicant is offered permanent employment following the review of the records search, the search fee will be reimbursed in full.

RECORDS INVESTIGATION

CONSENT

The name and fingerprints of an applicant for employment with this school district will be submitted to the Oklahoma State Bureau of Investigation for a national felony records search. Such a search will require that you be fingerprinted by the OSBI, or designee, and that you pay the cost of the search up to \$50.00. If you are subsequently employed or are employed for a temporary period pending the receipt of the search results, then the district MAY reimburse you for the cost of the search. The school district may conduct a national felony records search of any current school employee if the board of education recommends the search.

I state that I have read the above requirements and do consent to being fingerprinted. I will pay the fee for an OSBI felony records search.

Signed this _____ day of _____, _____.

Applicant

TEMPORARY CONTRACT NOTICE OF LIMITED EMPLOYMENT

It is agreed by the employee and the Altus School District that employment will begin as of the date below even though the results of the requested felony records search have not yet been received. It is specifically agreed by the district and the employee that the attached contract provides employment only up to the time the pending requested felony records search report is received by the district and that the employee has no contractual or property rights of whatever nature in continued employment with the district past the receipt and review of the felony records search report or 60 days from the first day of district employment if no such report is received, whichever occurs earlier. If the felony records search shows that the employee has a felony record, then the district, through its superintendent, will void this contract and will immediately terminate employment without further notice or hearing. Employment will automatically end if the felony records search report is not received within 60 days of the first day of service of employment duties. It is agreed that this temporary contract shall supersede any and all statements made otherwise in the attached regular employment contract.

If the felony records search report is received and shows no felony record, the employee and district may enter into an employment contract. If a felony conviction is shown on the report, then employment will end when the report is received, unless the district, through the superintendent, decides to offer continued employment to the employee.

I acknowledge that I have read the above statement, that I understand my employment may cease prior to 60 days if the felony records search report shows a felony conviction, and that my employment will terminate at the end of 60 days if no felony search record is received during that time period.

Signed this _____ day of _____, _____.

Temporary Employee

USE OF AUTOMATIC EXTERNAL DEFIBRILLATOR

The Altus Public Schools district will follow the American Heart Association guidelines for automatic external defibrillator (AED) use and storage. Responders' use of the AED should not replace the care provided by emergency medical services (EMS), but is meant to provide a lifesaving bridge during the first few critical minutes it takes for advanced life support providers to arrive.

The AEDs are to be located so that any victim may be reached in five minutes or less. Therefore, they will be stored in the main office at all schools with the exception of Roosevelt Elementary which will be stored in the nurse's office.

Roles and Responsibilities

The AED coordinator will serve as the primary liaison between the local EMS and the AED program. The coordinator will be responsible for purchasing equipment and supplies, organizing training programs, forwarding incident data to the local EMS, and holding post-event debriefing sessions for employees involved.

Certified district employees authorized to utilize the AED are specific employees trained and certified to use an AED in a sudden cardiac arrest emergency. These employees will attend a four-hour, American Heart Association AED training session, will have yearly refresher classes, and will be recertified every two years.

Procedure

When an apneic, pulseless victim is discovered, activate the emergency response plan by following the suggested guidelines set by the American Heart Association. This district will follow the American Heart Association AED treatment algorithm. The school nurse will notify the medical director's office of the use of the AED. An accident report form will be used to document an event and to document the practice drills.

Maintenance

The district will follow the manufacture's suggested guidelines for maintenance of the AED. The AED coordinator will supervise the procedure.

The school nurse will:

1. Daily check the status indicator, verifying alternating dark and hourglass shapes, which indicates readiness for use, and recording the status on the AED battery check sheet.
2. Notify the AED coordinator if a flashing red X, a solid red X, or constant dark shape appears.

TOBACCO USE IN SCHOOLS

The district understands the concerns regarding the adverse effects of tobacco and second hand smoke. We are dedicated to providing a safe and healthy environment for our students, staff, and community. Therefore, Altus Schools shall prohibit the use of tobacco in any form and will not be used by anyone, anywhere, anytime (including non-school hours) on school grounds, property, school vehicles, personal vehicles while on school property during any school sponsored functions held off campus.

This regulation applies to employees of the school district (full time, part time, contract employees), students, and visitors. This regulation also applies to all public school functions (ballgames, concerts, etc.) and any outside agency using the district's facilities, including stadiums. It is specifically directed that this ban on the use of tobacco products will be in effect 24 hours a day, seven days a week, and will apply to **all persons**.

DEFINITIONS

Tobacco: is defined as cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and all other kinds and forms of tobacco prepared in such a manner to be suitable for chewing, smoking or both, and includes e-cigarettes/vaping devices or any other product packaged for smoking or the simulation of smoking.

COMMUNICATION

The district will make every effort to educate district employees, students and visitors of this policy through signage posted in prominent places on school property, event announcements and personal professional reminders to ask smokers to refrain from smoking upon observation of anyone violating this policy. All students will receive instruction on avoiding tobacco use.

The District will communicate and promote the available tobacco cessation benefits and insurance coverage for employees to all prospective employees, new employees at the time of hire, and all existing employees on an annual basis.

ENFORCEMENT

All individuals on school premises share in the responsibility for adhering to and enforcing this regulation. Each site administrator/principal will take appropriate steps to enforce the regulation. Those staff or students found in violation of this policy will be provided information about the Oklahoma Tobacco Helpline 1-800 QuitNow as a resource for tobacco cessation.

In addition, the district prohibits advertising/marketing of tobacco products (including electronic smoking devices) on school ground and will not accept donations of gifts, money, or materials from the tobacco industry. This district will not participate in any type of services that are funded by the tobacco industry or electronic smoking device companies.

REFERENCE: EXECUTIVE ORDER 2013-43

21 O.S. 1247

20 U.S.C. 6083

63 O.S. 1-1522, et seq.

ALTUS SCHOOL DISTRICT POLICY ON TESTING EMPLOYEES AND APPLICANTS FOR EMPLOYMENT (OTHER THAN BUS DRIVERS) WITH REGARD TO THE USE OF ALCOHOL AND ILLEGAL CHEMICAL SUBSTANCES

In recognition of the clear danger resulting from drug abuse, and in good faith effort to promote the health, safety, and welfare to employees, students and the community, it is the policy of this school district to provide a drug-free workplace in compliance with the Drug-Free Schools and Communities Act Amendment of 1989 (P.L. 101-226). This policy becomes effective November 1, 2012.

NOTE: A copy of this policy and the accompanying regulations must be distributed to each affected employee 30 days prior to implementation of the policy. This notice is also required prior to the implementation of any changes to this policy or to the regulations.

WORKPLACE DRUG AND ALCOHOL TESTING (REGULATIONS)

The board of education may require drug and alcohol testing of all new applicants upon a conditional offer of employment. Substances tested shall be for drugs and alcohol. The refusal of a job applicant who has been offered conditional employment to take the test will be considered as a basis for not employing the applicant. Each case will be reviewed to assure compliance with current regulations of the Americans with Disabilities Act.

The school district may request or require an employee to undergo drug and/or alcohol testing as set forth below and when the superintendent at any time reasonably believes that the employee may be under the influence of drugs or alcohol, including but not limited to, the following:

- a. Drugs or alcohol on or about the employee's person or in the employee's vicinity,
- b. Conduct on the employee's part that suggests impairment or influence of drugs or alcohol.
- c. A report of drug or alcohol use while at work or on duty,
- d. Information that an employee has tampered with drug or alcohol testing at any time,
- e. Negative performance patterns, or
- f. Excessive or unexplained absenteeism or tardiness;

Substances tested shall be for drugs and alcohol.

This school district will require school bus drivers, mechanics, maintenance employees, and any employee who is required to obtain a commercial driver's license (CDL) to undergo drug or alcohol testing prior to employment and on a random selection basis. The superintendent shall ensure that employees who are selected for random testing are selected on a basis that is entirely random and on a basis which results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected and does not give the district discretion to waive the selection of any employee selected.

This school district will require bus drivers, mechanics, maintenance personnel, and any district employee who is required to obtain a commercial driver's license (CDL) to undergo drug or alcohol testing during routine employee fitness-for-duty medical examinations.

This school district will require periodic drug and alcohol testing without prior notice of any employee who has tested positively under this policy, who has participated in a drug or alcohol dependency treatment program as a result of this policy, or an employee who is required to obtain a commercial driver's license (CDL).

Any employee who refuses to submit to drug or alcohol testing may be subject to disciplinary action including, but not limited to, termination of employment subject to all applicable due process procedures. Employees who refuse to undergo a drug or alcohol test shall be considered to have been discharged for misconduct for purposes of unemployment compensation benefits. In order to provide misconduct, the employer need only provide proof of a testing policy and either a refusal to take a drug or alcohol test or a positive test result.

Drug Testing Procedures

Drug and alcohol testing standards and procedures of this school district shall conform fully to the provisions of the State Board of Health. Testing facilities used by this district shall provide evidence of having met all licensing and/or certification requirements of the State Board of Health including the following:

1. Samples shall be collected and tested only by individuals deemed qualified by the State Board of Health. Such samples may be collected on the premises of the school district or at a testing facility.
2. Only samples deemed appropriate by the State Board of Health for drug and alcohol testing shall be collected.

3. The collection of samples shall be performed under reasonable and sanitary conditions.
4. Samples shall be collected in sufficient quantity for splitting into two separate specimens, pursuant to rules of the State Board of Health, to provide for any subsequent independent analysis in the event of challenge of the test results of the main specimen.
5. Samples shall be collected and tested with due regard to the privacy of the individual being tested. In the instances of urinalysis, no representative, agent, or designee of the school district shall directly observe an applicant or employee in the process of producing a urine sample; provided, however, collection shall be in a manner reasonably calculated to prevent substitutions or interference with the collection or testing of reliable samples.
6. The testing facility will provide the necessary documentation of testing procedure and test results to the employer requesting testing services as may be required by a court or administrative proceeding.
7. A written record of the chain of custody of the sample shall be maintained from the time of the collection of the sample until the sample is no longer required.

Testing Results

The following steps will be taken when an employee's medical exam is positive for the presence of drugs or alcohol:

1. The employee will be notified of the results of the test. The applicant or employee has a right to obtain all information and records relating to that individual's testing.
2. The employee will be advised of the outcome of the drug screening and will be immediately removed from the current job assignment.
3. The employee will be given a reasonable opportunity for confidential rebuttal of the results.
4. To continue employment with the district, the employee must develop a written plan for improvement with the employee's supervisor. As an element of every plan for improvement, the employee will be encouraged to voluntarily seek professional assistance and/or participate in an appropriate rehabilitation program. Drug and alcohol dependency evaluation and referral services for substance abuse counseling, treatment, or rehabilitation shall be provided to the employee.
5. The employee will be suspended until the employee has tested negative on a follow-up drug screening. The follow-up drug screening will be administered no earlier than seven, nor more than forty-five (45) calendar days following the initial positive drug screening. The physician who administered and interpreted the initial drug screening will make a recommendation to the district as to the amount of time that is appropriate before administering the follow-up drug screening, depending on the type and amount of chemical substance initially detected in the employee's system. The employee may use existing accrued leave during this suspension. If the employee does not have sufficient accrued leave to cover the absence, the leave will be without pay unless prohibited by applicable law. All employees hereby affected by this policy and regulation will be provided appropriate due process procedures.
6. If the follow-up drug screening is negative, the employee may be returned to regular assignment. If the drug screening is positive, procedures for the employee's termination will be implemented in accordance with this policy and the district's employment termination policies.
7. Any employee whose drug screening is positive a second time, regardless of the length of time which has passed since the first positive test, will be recommended to the board for dismissal. Any employee who has once tested positive may be subject to random drug screening sampling for a period of two years, commencing with the employee's return to work, and/or may be recommended for dismissal.

Confidentiality

The school district shall maintain the results of any drug/alcohol test in confidentiality to the extent possible. The employee who participates in a drug/alcohol test will be provided an opportunity to review and to obtain copies of any information and records pertaining to the drug/alcohol test.

1. The school district will maintain all drug and alcohol test results and related information, including, but not limited to, interviews, reports, statements, and memoranda, as confidential records, separate from other personnel records. Such records, including the records of the testing facility, shall not be used in any criminal proceeding, or any civil or administrative proceeding, except in those actions taken by the district or in any action involving the individual tests and the district or unless such records are ordered released pursuant to a valid subpoena or other court order.
2. The records described above and maintained by the district shall be the property of this school district and, upon the request of the applicant or employee tested, shall be made available for inspection and copying to the applicant or employee. The district will not release such records to any person other than the applicant, employee, or the district's review officer, unless the applicant or employee has expressly granted permission in writing, following receipt of the test results, for the district to release such records or pursuant to a valid court order.
3. A testing facility, or any agent, representative or designee of the facility, or any review officer, shall not disclose to the district, based on the analysis of a sample collected from an applicant or employee for the purpose of testing for the presence of drugs or alcohol, any information relating to the general health, pregnancy or other physical or mental condition of the of the applicant or employee.

A testing facility shall release the results of the drug or alcohol test, and any analysis and information related thereto, to the individual tested upon his/her request.

Other Provisions

Drug/alcohol tests required pursuant to this policy will be conducted during, prior to, or immediately after the regular work period for current employees and shall be deemed work time for purposes of compensation and benefits for current employees.

The school district shall pay all costs of testing for drugs or alcohol including any school requested confirmation tests and the costs of transportation to the drug/alcohol test site. Any individual who requests a retest of a sample in order to challenge the results of a positive test shall pay all costs of the retest, unless the retest reverses the findings of the challenged positive test in which case the school district shall reimburse the individual for the costs of the retest.

Any employee or applicant for employment who refuses to undergo drug or alcohol testing conducted in accordance with board policy and these regulations may be disciplined up to and including termination of employment. An employee discharged on the basis of a refusal to undergo drug or alcohol testing or a confirmed positive drug or alcohol test conducted in accordance with the provisions of the Standards for Workplace Drug and Alcohol Testing Act shall be considered to have been discharged for misconduct and shall be disqualified for unemployment compensation.

REFERENCE: 40 O.S. §2-406A
 40 O.S. §551, et seq.

ALTUS SCHOOL DISTRICT POLICY ON ALCOHOL AND DRUG TESTING FOR BUS DRIVERS

I. PURPOSE

The purpose of this Policy is to prevent accidents and injuries resulting from alcohol or controlled substance use by drivers of commercial motor vehicles. This Policy is intended to comply with the School District's obligations under the regulations issued by the United States Department of Transportation ("DOT").

II. DEFINITIONS

Certain terms used in this Policy have the following meaning unless the context plainly shows otherwise:

- "Alcohol" means the intoxicating agent in beverage alcohol, ethyl alcohol or other low molecular weight alcohols including methyl or isopropyl alcohol.
- "Alcohol concentration" means the number of grams of alcohol (for example: 0.04) in 210 liters of expired deep lung air.
- "Alcohol confirmation test" means a subsequent test using an EBT, following a screening test with a result of 0.02 or greater, that provides quantitative data about the alcohol concentration. "Alcohol screening device" ("ASD") means a breath or saliva device, other than an EBT, that is approved by the National Highway Traffic Safety Administration and placed on a conforming products list for such devices.
- "Alcohol use" means the consumption of any beverage, mixture or preparation, including any medication, containing alcohol.
- "BAT" means a qualified breath alcohol technician.
- "Blind specimen" means a specimen submitted to a laboratory for quality control testing purposes, with a fictitious identifier, so that the laboratory cannot distinguish it from an employee specimen.
- "Cancelled test" means a drug or alcohol test that has a problem identified and cannot be or has not been corrected. A cancelled test is neither a positive or a negative test.
- "CDL" means commercial driver's license.
- "Collection site" means a place selected by the employer where employees present themselves for the purpose of providing a urine specimen for a drug test.
- "Confirmatory drug test" means a second analytical procedure performed on a urine specimen to identify and quantify the presence of a specific drug or drug metabolite.
- "Confirmed drug test" means a confirmatory drug test result received by a MRO from a laboratory.
- "Controlled substance" means amphetamines, cannabinoids, cocaine, phencyclidine (PCP), opiates, or a metabolite of any of these substances.
- "Designated employer representative" ("DER") means an employee authorized by the employer to take immediate action(s) to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation processes. The DER also receives test results and other communications for the employer.
- "Dilute specimen" means a urine specimen with creatinine and specific gravity values that are lower than expected for human urine.
- "Driver" means: (i) a school district employee who is required to have a CDL to perform the employee's duties; (ii) employees of independent contractors who are

required to have CDLs; (iii) owner-operators; (iv) leased drivers; and (v) occasional drivers.

- "EBT" means an evidential breath testing device on the National Highway Traffic Safety Administration's Conforming Products List for Evidential Breath Measurement Devices for the evidential testing of breath at the .02 and .04 alcohol concentrations.
- "Federal Act" means the Omnibus Transportation Testing Act of 1991 and the regulations issued by the Department of Transportation pursuant to that Act.
- "Initial drug test" means the test used to differentiate a negative specimen from one that requires further testing for drugs or drug metabolites.
- "Initial validity test" means the first test used to determine if a specimen is adulterated, diluted, or substituted.
- "Invalid drug test" means the result for a urine specimen that contains an unidentified adulterant or an unidentified interfering substance, has abnormal physical characteristics, or has an endogenous substance at an abnormal concentration that prevents the laboratory from completing or obtaining a valid drug test result.
- "Medical review officer" ("MRO") means a person who is a licensed physician and who is responsible for receiving and reviewing laboratory results generated by an employer's drug testing program and evaluating medical explanations for certain drug test results.
- "Safety-sensitive function" means all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work.
- "Screening Test Technician" ("STT") means a person who instructs and assists employees in the alcohol testing process and operates an ASD.
- "Service agent" means any person or entity, other than an employee of the employer, who provides services specified under this part to employers and/or employees in connection with DOT drug and alcohol testing requirements.
- "Split specimen" means a part of the urine specimen that is sent to a first laboratory and retained unopened, and which is transported to a second laboratory in the event that the employee requests that it be tested following a verified positive test of the primary specimen or a verified adulterated or substituted test result.
- "Stand-down" means the practice of temporarily removing an employee from the performance of safety-sensitive functions based only on a report from a laboratory to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test, before the MRO has completed verification of the test result.
- "Substance Abuse Professional" ("SAP") means a person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.
- "Substituted specimen" means a specimen with creatinine and specific gravity values that are so diminished that they are not consistent with human urine.
- "Verified test" means a drug test result or validity testing result from a Department of Health and Human Services certified laboratory that has undergone review and final determination by the MRO.

III. REQUIRED TESTING & CONSENT

The following testing is required of all drivers:

A. PRE-EMPLOYMENT TESTING AND CONSENT

A driver must pass an alcohol and controlled substance test prior to performing a safety-sensitive function. The test will be conducted during the hiring process or immediately before the driver first performs a safety-sensitive function.

1. Alcohol Testing.

A driver may not commence the performance of duties unless the test shows a concentration of less than 0.04. If the test shows a concentration of between 0.02 and 0.04, no safety-sensitive duties may be performed for at least 24 hours.

A pre-employment alcohol test will not be required if:

- The driver has undergone an alcohol test required by the Federal Act within the previous six weeks and tested under 0.04; and
- The driver provides evidence that no prior employer of the driver has any record of alcohol misuse by the driver within the previous six months.

2. Controlled Substances.

The driver must receive a confirmed negative controlled substance test result from a medical officer, except that no testing is required if:

- The driver has participated within the previous 30 days in a drug testing program meeting the requirements of the Federal Act; and
- While participating in the program, the driver either (i) was tested for controlled substances within six months prior to the date of employment application or (ii) participated in a random controlled substance testing program for the 12 months prior to the date of the employment application; and
- The driver provides evidence that no prior employer of the driver has any record of a violation of controlled substance use rules by the driver within the previous six months.

3. Preemployment Consent.

An employer must request the driver's written consent to obtain the following information from DOT-regulated employers who have employed the driver during the two (2) years before the date of the driver's application to a position requiring safety-sensitive duties:

- Alcohol tests with a result of 0.04 or higher alcohol concentration;
- Verified positive drug tests;
- Refusals to be tested (including verified adulterated or substituted drug test results);
- Other violations of DOT agency drug and alcohol testing regulations; and
- Documentation of the driver's successful completion of return-to-duty requirements (for those drivers who have violated a drug or alcohol regulation).
- If the previous employer does not have this documentation, the School District must request that the driver produce it.

A driver may not perform safety-sensitive functions if s/he refuses to consent in writing to the release of the above information.

The School District must maintain a written, confidential record of the information obtained or of the good faith efforts made to obtain the information. This record must be maintained for three years from the date of the driver's first performance of safety-sensitive functions. Prior to the driver's first performance of safety-sensitive functions, the School District must ask the driver whether s/he has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the driver applied for, but did not obtain, safety-sensitive transportation work during the past

two years. If the driver admits to a positive test or a refusal to test within the past two years, the School District must not allow the driver to perform safety-sensitive functions until and unless the driver documents successful completion of the return-to-duty process.

B. POST-ACCIDENT TESTING

1. Alcohol.

As soon as practical following an accident, an alcohol test will be administered to the following drivers:

- Each surviving driver who was performing safety-sensitive functions with respect to the vehicle, if the accident involves loss of life.
- Each surviving driver who received a moving traffic violation arising from the accident, if the accident involved:
 - a. bodily injury to any person that necessitated immediate medical treatment away from the scene of the accident; or
 - b. at least one vehicle incurred disabling damage as a result of the accident that required the vehicle to be transported away from the scene by a tow truck or other vehicle.

The test is to be administered within two hours of the accident. If the test is not administered within that time, the driver's supervisor shall cease attempts to administer an alcohol test and shall prepare a written report explaining why a test was not given.

Drivers shall remain readily available for testing. A driver leaving the scene of an accident without a valid reason prior to submission to the test may be deemed to have refused to submit to testing.

A breath or blood alcohol test conducted by a law enforcement agency will be considered to meet these requirements if the test meets the requirements of the Federal Act and the results are obtained by the School District.

2. Controlled Substances.

As soon as practical following an accident, a test for controlled substances will be administered to the following drivers:

- Each surviving driver who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life.
- Each surviving driver who received a moving traffic violation arising from the accident, in the accident involved:
 - a. bodily injury to any person that necessitated immediate medical treatment away from the scene of the accident; or
 - b. at least one vehicle incurred disabling damage as a result of the accident that required the vehicle to be transported away from the scene by a tow truck or other vehicle.

The test is to be administered within thirty-two (32) hours of the accident. If no test is made within that time period, then no test will be made and the driver's supervisor will prepare a written report stating the reasons for not administering a prompt test.

Drivers shall remain readily available for testing. A driver leaving the scene of an accident without a valid reason prior to submission to the test may be deemed to have refused to submit to testing.

A urine test for controlled substances administered by a law enforcement agency will be considered to meet these requirements if the test meets the requirements of the Federal Act and the results are obtained by the School District.

C. RANDOM TESTING

Random alcohol and controlled substances testing of drivers will be conducted throughout the year. Selection of the drivers to be tested will be made by a scientifically valid method, such as random-number table or a computer based random-generator matched with drivers' social security numbers, payroll identification numbers or other comparable identifying numbers. Dates for administering unannounced testing shall be unpredictable and spread reasonably throughout a 12 month period. Drivers are to be tested while performing safety-sensitive functions, just before performing those functions, or just after ceasing those functions. A driver who is notified of selection for random alcohol or controlled substances testing must proceed to the test site immediately, unless the driver is performing a safety-sensitive function other than driving, in which case the driver must cease performing the safety-sensitive function and proceed to the test site as soon as possible.

The minimum annual percentage rate for random alcohol testing will be 25 percent of the average number of driver positions, subject to adjustment of the percentage by the Federal Highway Administration. The minimum annual percentage rate for random testing for controlled substances will be 50 percent of the average number of driver positions.

D. REASONABLE SUSPICION TESTING

Alcohol and controlled substance testing will be conducted when there is reasonable suspicion to believe that a driver has violated a provision in this Policy. Reasonable suspicion shall be based on specific, contemporaneous, articulable observations concerning the appearance, behavior, speech or body odors of the driver. Reasonable suspicion for controlled substance use may also be based on indications of the chronic and withdrawal effects of controlled substances.

Alcohol testing is authorized only if the observations are made during, just preceding, or just after the period of the work day that the driver is performing a safety-sensitive function. A written record must be made as to why an alcohol test was not made within two hours following a determination of reasonable suspicion of misuse. No test is to be made if eight hours passed after the determination.

Persons designated to determine whether reasonable suspicion exists must receive at least 60 minutes of training on performance indicators of probable alcohol misuse. The required observations shall be made by a supervisor who has received training in detecting the symptoms of alcohol/controlled substance misuse. The supervisor who makes the determination that reasonable suspicion exists shall not conduct the alcohol test.

A written record will be made of the observations leading to a controlled substance reasonable suspicion test. The record will be signed by the supervisor who made the observations. The record will be made within 24 hours of the observed behavior or before the test results are received, whichever is earlier.

E. RETURN TO DUTY TESTING

1. Returning after Reasonable Suspicion of Alcohol Abuse Determination.

A driver suspected of being under the influence of or impaired by alcohol will not be permitted to perform a safety-sensitive function until: (i) an alcohol test shows a concentration of less than 0.02; or (ii) 24 hours have elapsed following a determination that there was reasonable suspicion to believe the driver has violated the rules in this Policy against alcohol misuse.

2. Returning after Violation of Prohibitions in this Policy.

A driver who has engaged in conduct prohibited by this Policy shall not be permitted to perform safety-sensitive functions until s/he first passes a controlled substance test and/or an alcohol test with an alcohol concentration of less than 0.02.

A driver who has violated a provision in this Policy cannot again perform any safety-sensitive duties for any employer until and unless the driver completes the Substance Abuse Professional ("SAP") evaluation, referral, and education/treatment process.

F. FOLLOW-UP TESTING

A driver who has been identified by a SAP as needing assistance in resolving problems with alcohol misuse or controlled substance use and who has returned to duty involving the performance of a safety-sensitive function will be subject to a minimum of six (6) unannounced follow-up alcohol and/or controlled substance tests over the following twelve (12) months. The SAP is the sole determiner of the number and frequency of follow-up tests, as well as whether the tests will be for drugs, alcohol or both. The SAP can direct additional testing during this period or for an additional period up to a maximum of sixty (60) months. The School District must carry out the SAP's follow-up testing requirements.

IV. TEST PROCEDURES

Testing methodology will comply with the requirements of the Oklahoma Act, except that the requirements of the Federal Act stated in this Section V supersede the provisions of the Oklahoma Act. The School District may use a service agent to perform the tasks necessary to comply with DOT agency drug and alcohol testing, but the School District must not permit a service agent to act as its Designated Employer Representative ("DER"). The School District is responsible for ensuring that its service agents are qualified. Even if the School District uses a service agent, the School District remains responsible for compliance with the law. The School District is responsible for obtaining information from its service agents.

A. ALCOHOL TESTING PROCEDURES

1. General Rules Regarding Alcohol Testing Procedures.

- ("STT") and Breath Alcohol Technicians ("BAT"). Alcohol confirmation testing must be conducted by a BAT.
- Each BAT and STT must maintain documentation showing that s/he meets all of the training and qualification requirements provided by federal and state law.
- The School District will establish and retain documentation of the training and proficiency of each BAT and STT. Their demonstrated proficiency must be specific as to particular breath testing models.

- A BAT- or STT-qualified immediate supervisor of a driver may conduct an alcohol test for that driver only if another BAT is not available to perform the test in a timely manner.
- Law enforcement officers certified by their agencies to conduct breath alcohol testing are deemed to be qualified as BATs. In order for a test conducted by such an officer to be accepted, the officer must have been certified to use the EBT or ASD that was used for the test.
- The School District will provide the name and telephone number of its DER (and C/TPA, where applicable) to the STT and BAT.
- Evidential Breath Testing Devices (“EBTs”) and Alcohol Screening Devices (“ASDs”) on the National Highway Transportation Safety Administration’s (“NHTSA”) conforming products lists for evidential and non-evidential devices are the only devices that may be used to conduct alcohol screening tests.
- EBTs on the NHTSA’s conforming products list and that meet the following requirements are the only devices that may be used to conduct alcohol confirmation tests:
 - a. Provides a printed triplicate result of each breath test;
 - b. Assigns a unique number to each completed test, which the BAT and driver can read before each test and which is printed on each copy of the result;
 - c. Prints, on each copy of the result, the manufacturer’s name for the device, its serial number, and the time of the test;
 - d. Distinguishes alcohol from acetone at the 0.02 alcohol concentration level;
 - e. Tests an air blank; and
 - f. Performs an external calibration check.
- ASDs may not be used for alcohol confirmation tests.
- A screening or confirmation EBT must have a quality assurance plan developed by the manufacturer. The School District will comply with the plan, which will involve: external calibration checks, removing the EBT from service if it fails a check, and maintaining records of external calibration. The external calibration must be performed by the manufacturer or a state health agency. If the EBT is owned by a third party, the School District will require a written certification that the third party is familiar with these requirements and will be responsible for compliance. The School District will require the third party to make its compliance records available for inspection by representatives of the School District.
- The DOT Alcohol Testing Form (“ATF”) must be used for every DOT alcohol test. The ATF must be a three-part carbonless manifold form. The ATF may not be used for non-DOT alcohol tests.
- Alcohol testing must be conducted in a location that provides visual and aural privacy to the driver, sufficient to prevent unauthorized persons from seeing or hearing the test.

2. Procedures for an Alcohol Screening Test Using an EBT or Non-Evidential Breath ASD.

- When the driver enters the testing location, the BAT or STT will require the driver to provide positive identification. If the driver

requests, the BAT or STT will provide positive identification. The BAT or STT will explain the testing procedure. An individually-sealed mouthpiece is opened in the view of the driver and attached to the EBT. The driver will then blow into the mouthpiece for at least six (6) seconds. If the EBT does not provide a printed result, the BAT or STT will record the test number, date, technician's name, location and test result in a log book. The driver will initial the log book. If the EBT provides a printed result, the result is either: (i) printed on the testing form; or (ii) affixed to the form with tamper-evident tape.

- If the screening test result is less than 0.02, the BAT or STT will transmit the result in a confidential manner to the School District's DER, who is designated by the board of education or the school superintendent to receive and handle alcohol test results in a confidential manner.
- If the breath test is 0.02 or higher, a confirmation test is required. The confirmation test must be conducted no less than fifteen (15) and no more than thirty (30) minutes after the screening test. Before a confirmation test is given, the BAT must conduct a "blank" test on the EBT to obtain a reading of 0.00. The remainder of the confirmation test is identical to the screening test for EBTs.
- If the confirmation test result is lower than 0.02, nothing further is required of the driver.
- If the confirmation test result is 0.02 or higher, the driver must sign and date the ATF. The BAT will immediately transmit the result to the DER in a confidential manner.
- Refusal to take a required test has the same consequences as if the driver had tested 0.04 or more. The following constitutes a refusal to take a test: (1) failure to appear for any test within a time required to appear; (2) failure to provide an adequate amount of saliva or breath for testing without a valid medical explanation; (3) failure to cooperate with any part of the testing process; (4) failure to sign the alcohol testing form or ATF certification; (5) failure to remain at the testing site until the testing process is complete, unless the test is a pre-employment test; (6) failure to undergo a medical examination or evaluation due to insufficient breath sampling; (7) leaving the scene of an accident before being tested, except when reasonably necessary to receive medical treatment.

3. Procedure for an Alcohol Screening Test Using Saliva ASD.

- When the driver enters the testing location, the STT will require the driver to provide positive identification. If the driver requests, the STT will provide positive identification. The STT will explain the testing procedure. The STT will check the expiration date on the device and show it to the driver. An individually wrapped package containing the device will be opened in the presence of the driver, and the driver will be instructed to insert the device into his or her mouth and use it in the manner described by the manufacturer. If the driver chooses not to use the device, the STT must insert the device into the driver's mouth and gather saliva.

B. CONTROLLED SUBSTANCES TESTING PROCEDURES

1. Procedures for Collection of Urine Specimens.
 - The School District should ensure that the urine collector it uses has documentation showing that s/he meets all DOT qualifications for a collector.
 - The immediate supervisor of a driver being tested may not act as the collector.
 - The School District must provide collectors with the name and telephone number of the appropriate DER or C/TPA to contact about any problems or issues that may arise during the testing process.
 - The Federal Drug Testing Custody and Control Form (CCF) must be used to document every urine collection. The CCF must not be used for non-Federal urine collections.
 - All urine collections must be split specimen collections.
 - The School District must direct an immediate urine collection under direct observation with no advance notice to the driver, if:
 - (a) the laboratory reported to the Medical Review Officer ("MRO") that a specimen is invalid and the MRO has reported that there is not an adequate medical explanation for the result; or
 - (b) the MRO reported that the original positive, adulterated, or substituted test result had to be cancelled because the test of the split specimen could not be performed.
 - The School District may direct a collection under direct observation of a driver if the drug test is a return-to-duty test or a follow-up test.
 - A driver must receive an explanation of the reasons for a directly observed collection.
 - If a driver declines to allow a directly observed collection, that driver will be considered to have refused to test.
2. Procedures for Testing of Urine Specimens.
 - Testing of urine samples for controlled substances must be performed by a laboratory certified by the federal Department of Health and Human Services ("DHHS") under the National Laboratory Certification Program.
 - Controlled substance testing may only be performed for the following five drugs or classes of drugs: (a) marijuana metabolites, (b) cocaine metabolites, (c) amphetamines, (d) opiate metabolites, and (e) phencyclidine (PCP).
 - If the driver requests a test of a split specimen, the first laboratory will ship the unopened split specimen to a second DHHS-approved laboratory for testing. If the test of the split specimen fails to confirm the presence of a controlled substance, the entire test is cancelled.
 - The driver must request a split specimen test verbally or in writing within 72 hours of being notified of a verified positive drug test or refusal to test because of adulteration or substitution.
 - If a driver does not make a request within 72 hours, the driver may present information to the MRO documenting that serious injury, illness, lack of actual notice of the verified test result, inability to contact the MRO, or other circumstances unavoidably prevented the driver from making a timely request.

- If a driver makes a timely request for a split specimen test, the School District must ensure that the MRO, first laboratory and second laboratory perform the split-specimen testing functions in a timely manner. If necessary, the School District must pay for the split specimen testing and seek reimbursement from the driver.
- The MRO will report split specimen test results to the DER and driver.
- The laboratory will report results directly to the MRO. The laboratory will not report the results to anyone else.
- If the School District has more than 2000 employees who use commercial drivers licenses to perform their job duties, the School District must send blind specimens to the laboratories it uses. If the result of a blind specimen is different from that expected, the School District must investigate the discrepancy.
- A confirmed positive, adulterated, substituted or invalid controlled substance test must be verified by a MRO before the test results are transmitted to the School District or DER.
- If the School District has a waiver from the stand-down prohibition, the MRO may report to the DER that it has received a driver's laboratory confirmed positive, adulterated, or substituted test result, consistent with the terms of the waiver the School District received.
- If the School District does not have a stand-down waiver, the MRO must not inform the School District that it has received a driver's laboratory confirmed positive, adulterated, or substituted test result until the MRO has verified the test result.
- The MRO must be a licensed physician (M.D. or D.O.) who has knowledge about and clinical experience in controlled substance abuse disorders, including appropriate medical training to interpret and evaluate the test result, the driver's medical history, and any other relevant biomedical information, including possible alternative medical explanations.
- When the MRO receives a confirmed positive, adulterated, substituted, or invalid test result from the laboratory, the MRO will attempt to contact the driver to determine whether the driver wants to discuss the test result. If the MRO cannot reach the driver after reasonable efforts to do so, the MRO must contact the DER but cannot tell the DER that the driver has a confirmed positive, adulterated, substituted, or invalid test result. The DER must then attempt to contact the driver. If the DER makes contact with the driver, the DER should simply direct the driver to contact the MRO immediately and inform the driver of the consequences of failing to contact the MRO within the next 72 hours. If the DER is unable to reach the driver after making three (3) attempts, spaced reasonably, over a 24-hour period, then the DER may place the driver on temporary medically unqualified status or medical leave. Documentation must be kept by the DER of any actual and/or attempted contacts with the driver, including the dates and times of the contacts. If the DER is unable to contact the driver within the 24-hour period, the DER must leave a message for the driver by voice mail, e-mail or letter to contact the MRO and inform the MRO of the date and time of this message.

- Confirmation testing for controlled substances will be performed in accordance with the Oklahoma Act, except when the Oklahoma Act conflicts with Federal law.
- The MRO must verify a confirmed positive test result for marijuana, cocaine, amphetamines, and/or PCP unless the driver presents a legitimate medical explanation for the presence of the drug(s)/metabolite(s) in her or his system.
- As part of the verification decision, the MRO must conduct a medical interview that includes reviewing the driver's medical history and any other relevant biomedical factors presented by the driver, as well as directing the driver to undergo further medical evaluation.
- DOT tests must be completely separate from non-DOT tests in all respects, and DOT tests must take priority over non-DOT tests. DOT tests must be completed before a non-DOT test is begun. The results of a DOT test shall not be disregarded or changed based on the results of a non-DOT test.
- The School District must not perform any tests on DOT urine specimens, including testing urine specimens for additional drugs, other than those specifically authorized by DOT regulations.

3. Testing Procedure Errors:

- Errors in the testing process must be documented by anyone having knowledge of errors, even if the error does not result in a cancelled test. A cancelled test is neither positive or negative and the School District will not attach the consequences of a positive or negative drug test to a cancelled test. A cancelled test does not count toward compliance with DOT requirements.

V. PROHIBITIONS

A driver will not be permitted to report to duty or to remain on duty requiring the performance of a safety-sensitive function if:

A. ALCOHOL

- The driver has an alcohol concentration of 0.02 or higher as measured on a breath test.
- The driver displays behavior or appearance characteristic of alcohol misuse.
- The driver is under the influence of or is impaired by alcohol, as shown by behavioral speech and performance indicators of alcohol misuse.
- The driver possesses alcohol while on duty.
- The driver uses alcohol during duty performance.
- The driver has used alcohol within the four hours prior to performing duties.
- The driver has had an accident within the last eight hours and has not taken a breath test showing clearance from prohibited alcohol levels.
- The driver has refused to take a breath test for alcohol use.
- The driver is taking any prescription or non-prescription medication containing alcohol, even if the driver has notified the driver's supervisor of the medication use.

B. CONTROLLED SUBSTANCES

- The driver uses any controlled substance, unless the use is pursuant to a physician's written certification stating that the use does not adversely affect the driver's ability to safely operate a motor vehicle.
- A supervisor or administrative employee has actual knowledge that a driver has used a controlled substance.
- The driver has a positive confirmed test for a controlled substance.
- The driver displays behavior or appearance characteristic of controlled substance use.
- The driver has refused to take a controlled substance test.

C. REFUSAL TO TEST

A driver has refused to take an alcohol or controlled substance test if s/he:

- Fails to appear for any test as directed by the School District.
- Fails to remain at the testing site until the testing is complete.
- Fails to provide a urine specimen.
- Fails to provide a sufficient amount of urine when there is no adequate medical explanation for the failure.
- Fails to permit a directly observed or monitored collection.
- Fails or declines to take a second test the School District or collector has directed.
- Fails to undergo a medical examination or evaluation as directed by the MRO as part of the verification process or as directed by the DER when the urine sample was insufficient.
- Fails to cooperate with any part of the testing process (e.g. refuses to empty pockets when directed to do so, behaves in a confrontational way that disrupts the collection process).
- Has a verified adulterated or substituted test result.

D. STANDING DOWN EMPLOYEES

- The School District must not stand drivers down, unless the School District has a waiver.

VI. REFERRAL AND TREATMENT

A driver who violates any of the Prohibitions in this Policy shall be advised of the resources available to the driver for evaluating and resolving problems associated with the misuse of alcohol or use of controlled substances, including the names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs.

A driver who violates any of the Prohibitions this Policy must be evaluated by a substance abuse professional ("SAP") who shall determine what assistance, if any, the driver needs in resolving problems associated with alcohol misuse or controlled substance use. The driver will not be permitted to perform safety-sensitive duties for any employer until and unless he or she completes the SAP evaluation, referral, and education/treatment process. If the driver is identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, the driver must be evaluated by a SAP to determine if the driver has properly followed the prescribed rehabilitation program. The driver must be subject to unannounced follow-up alcohol and/or controlled substance tests upon return-to-duty. The SAP will provide a written report directly to the DER highlighting the SAP's specific recommendations for a course of education and treatment with which the driver must comply prior to returning to the performance of safety-sensitive functions. Neither the driver nor the School District shall seek a second SAP's evaluation in order to obtain another

recommendation. Only the SAP who made the initial evaluation may modify his or her initial recommendations.

If the SAP recommends that the driver continue treatment, aftercare or support group services after returning to safety-sensitive duties, the School District may require the driver to participate in the recommended treatment or services as part of the return-to-duty agreement.

These requirements do not apply to drivers refusing to be tested or drivers having a preemployment test of 0.04 or more.

The School District is not required to return a driver to safety-sensitive duties just because the driver complies with the SAP's recommendations.

VII. MANAGEMENT INFORMATION SYSTEM

The School District will prepare an annual calendar year summary of its alcohol and controlled substances testing programs, when requested by the Secretary of Transportation, any DOT agency, or any State or local officials with regulatory authority over the employer or any of its drivers. The report for the prior year will be submitted in accordance with the requirements of the Federal Act by March 15. The report will contain the information and statistical data required by 49 C.F.R. § 382.403 (2002).

VIII. EDUCATIONAL MATERIALS

Each driver must receive educational materials that explain: (1) the alcohol misuse prevention requirements; (2) the School District's policies and procedures; (3) the identity of a contact person knowledgeable about the materials; (4) factual information on the effects of controlled substance use and alcohol misuse on personal life; (5) health and safety; (6) where help can be obtained, including the School District's Employee Assistance Program; (7) categories of employees subject to testing; (8) what functions are covered by the Policy; (9) a description of prohibited conduct and the circumstances that trigger testing; (10) testing procedures and safeguards; (11) what constitutes a refusal to submit to testing and the consequences; (12) signs and symptoms of an alcohol or controlled substance problem; (13) consequences for drivers with an alcohol test level of 0.02 or more but less than 0.04; and (14) the consequences of violating the rules in this Policy. The staff will prepare appropriate educational materials.

IX. MAINTENANCE OF RECORDS

The School District shall maintain the following records in a location with controlled access for the period of time specified:

A. FIVE YEARS

- Records of alcohol test results indicating an alcohol concentration of 0.02 or greater;
- Records of verified positive drug test results;
- Documentation of refusals to take required alcohol and/or drug tests (including substituted or adulterated drug test results);
- SAP reports; and
- All follow-up tests and schedules for follow-up tests.

B. THREE YEARS

- Information obtained from previous employers concerning drug and alcohol test results of employees.

C. TWO YEARS

- Records of the inspection, maintenance, and calibration of EBTs.

D. ONE YEAR

- Records of negative and cancelled drug test results and alcohol test results.
- Records of alcohol test results with a concentration of less than 0.02.

Upon written request, a driver is entitled to obtain copies of any School District records concerning the driver's use of alcohol or controlled substances, including test results. The School District shall not release individual test results or medical information about a driver to third parties without the employee's specific written consent to the release of a particular piece of information to a particular person or organization. Notwithstanding this prohibition, the School District may release information pertaining to a driver's drug or alcohol test without the employee's consent in certain legal proceedings.

X. PUBLIC INTEREST EXCLUSIONS

In an effort to protect the public interest, the Department of Transportation ("DOT") uses Public Interest Exclusions ("PIEs") to exclude from participation in DOT drug and alcohol testing programs any service agent who, by serious noncompliance with DOT regulations, has shown that it is not currently acting in a responsible manner.

The School District shall not use any service agent who has had a PIE issued against it. The School District must designate an individual to check the list of service agents that have PIEs issued against them. This list can be found on the DOT web site (<http://www.dot.gov/ost/dapc>). The list also appears in the Federal Register.

If the School District discovers that it is using a service agent against whom a PIE is issued, the School District must stop using the services of that service agent no less than 90 days after the DOT has published the decision to issue a PIE in the Federal Register.

XI. DISCIPLINARY ACTION

Employees who violate any prohibition in this Policy will be subject to disciplinary measures, including employment termination.

XII. OTHER POLICIES

This Policy does not supersede any other School District policy pertaining to alcohol misuse or controlled substance use by School District employees, except to the extent that this Policy is specific to drivers performing safety-sensitive functions. To the extent permitted by federal law, this Policy is to be interpreted consistent with the Oklahoma Act.

**REPORTING STUDENTS UNDER THE INFLUENCE OF OR
POSSESSING NONINTOXICATING BEVERAGES, ALCOHOLIC
BEVERAGES, OR CONTROLLED DANGEROUS SUBSTANCES.**

It shall be the policy of the Altus Board of Education that any employee who has reasonable cause to suspect that a student may be under the influence of or said student has in his or her possession:

- (1) non-intoxicating beverages;
- (2) alcoholic beverages; or a
- (3) controlled dangerous substance;

as the above are now defined by state law, shall immediately notify the principal or his or her designee of such suspicions. The principal shall immediately notify the superintendent of schools and a parent or legal guardian of said student of the matter.

Reference: O.S. Title 70 Section 24-138

Any suspension and/or search of said student shall be subject to any applicable school policy, state law or student handbook regulation.

Every employee employed by the Altus Board of Education, who has reasonable cause to suspect that a student is under the influence of or has in his or her possession nonintoxicating beverages, alcoholic beverages, or a controlled dangerous substance and who reports such information to the appropriate school official, shall be immune from all civil liability.

Reverence: O.S. Title 70 Section 24-138

BLOOD PATHOGENS

The Blood Pathogen Policy is in place and under the administration of the Assistant Superintendent/Director of Related Services.

Due to this policy's length, it will not be placed in the Board Policy Book but is available upon request from the secretary of the Assistant Superintendent/Director of Related Services.

HIV POLICY FOR SCHOOL EMPLOYEES

The Altus Schools is committed to providing a safe working environment for all its employees. The purpose of this policy is to outline procedures which serve to protect their rights and privileges of the HIV infected employee and to safeguard the health and welfare of students and other employees.

The Altus Schools does not discriminate on the basis of HIV infection or association with another person with HIV infection. In accordance with the Americans With Disabilities Act of 1990, an employee with HIV infection may continue working as long as he or she is able to perform the essential functions.

An employee with HIV infection does not pose a risk of transmitting HIV to others in schools, locker rooms, offices, or other public places when current infection control guidelines are followed. There is no need to restrict a person's work in any way solely on the basis of the infection. Nevertheless, if an employee with HIV infection also has another infection or other condition that is known to present a risk of disease transmission at school, established policies concerning the prevention of communicable disease should still apply.

Employee benefits, such as insurance, sick leave or other benefits, shall be the same for the HIV infected employee as for other employees.

New developments in HIV research will be shared with school staff members through district publications and staff development meetings.

The school district will keep abreast of new developments in HIV research in view of modification of policy as required.

LONG DISTANCE TELEPHONE CALLS

All long distance calls shall be logged with the administrative staff member who has supervisory authority over the telephone. It is not anticipated that school telephones will be used for making personal long distance telephone calls. In some cases, however, an emergency might arise in which the principal would authorize use of the telephone for such a call provided the call is charged to the individual's home number.

TELEPHONES

The Altus Board of Education recognizes that telephone communications by staff and students are occasionally necessary. However, classes must not be interrupted for routine telephone calls.

School staff may possess, without permission, wireless telecommunications devices on school property or while attending any school-sponsored activities on or off school property. Wireless telecommunications devices include, but are not limited to, beepers, pagers, and cellular telephones. Devices should be turned off while teachers are in their instructional setting with students. Devices may not be used while the teacher or other staff are in control of students unless needed for an emergency or needed for duties and responsibilities of that position. Devices that include imaging capabilities shall not be utilized to take any photographs or create digital images on school premises.

Therefore, the superintendent is directed to establish a regulation to provide reasonable access to telephones for both students and staff.

CREDIT CARDS

Gasoline credit cards will only be used to fill school-owned or leased vehicles.

The Director of Related Services for operations will be the custodian of all gasoline credit cards and will check them out to school employees who are driving school vehicles on approved school business if the trip requires refueling of the vehicle before arriving back in Altus.

The Director of Related Services for operation will require records necessary to assure that abuse of gasoline credit cards is avoided.

CREDIT CARDS

The Altus Schools will not maintain credit cards, except for gasoline purchases.

Gasoline credit cards will only be used to fill school-owned or leased vehicles.

The Assistant Superintendent/Director of Related Services for operations will be the custodian of all gasoline credit cards and will check them out to school employees who are driving school vehicles on approved school business if the trip requires refueling of the vehicle before arriving back in Altus.

The Assistant Superintendent/Director of Related Services for operation will require records necessary to assure that abuse of gasoline credit cards is avoided.

USE OF SCHOOL VEHICLES

Individuals who have school-owned vehicles assigned to them by the superintendent may not use the vehicle for personal purposes, other than commuting or *de minimis* personal use (such as a stop for a personal errand between the work place and employee's home). All regulations of the Internal Revenue Service will be strictly adhered to regarding use of school vehicles.

School employees are prohibited from text messaging and/or using cell phones while driving a school bus or school owned vehicle. If an emergency situation arises, the employee shall remove the bus or vehicle from the roadway and place an emergency call to the appropriate legal authorities. Any employee found to have engaged in text messaging or the nonschool emergency use of a cell phone while driving a school vehicle shall be subject to disciplinary measures which could include termination of employment.

USE OF BUSES

School-owned buses may be used for transportation of pupils to and from school, and also to and from contests in which the students are involved. Buses may also be used by pupils on educational trips sponsored by the school, or organizations normally a part of the total educational program when sponsored by personnel other than regularly employed school officials with the approval of the superintendent. Buses may be used for summer activities upon approval of the superintendent. Buses may not be rented or loaned to agencies or groups other than those specified above.

No school bus owned by the Altus School District shall leave the state of Oklahoma unless approved by the Board of Education.

All school buses used for any purpose must be driven by an employee of the Altus Public Schools who has met current state certification requirements for school bus drivers.

School bus drivers are prohibited from text messaging and/or using cell phones while driving a school bus or school owned vehicle. If an emergency situation arises, the bus driver shall remove the bus from the roadway and place an emergency call to the appropriate legal authorities. Any bus driver found to have engaged in text messaging or the nonschool emergency use of a cell phone while driving a school vehicle shall be subject to disciplinary measures which could include termination of employment.

SCHOOL BUS TRANSPORTATION

Transportation will be provided to/from a bus stop in the area of the physical address in which the student resides. Altus Public Schools will not transport to/from daycares, parents place of business, relatives other than to the student's physical address, etc. For a student to be transported, he/she must meet the guidelines listed below:

I. Elementary Schools

A. ALTUS EARLY CHILDHOOD CENTER

1. Students living east of Park Lane
2. Students living north of Falcon Road
3. Students living west of Main St.
4. Students living south of Broadway
5. Students living on rural routes within the Altus School District

B. ALTUS PRIMARY SCHOOL

1. Students living west of Main St.
2. Students living north of Broadway
3. Students living on rural routes within the Altus School District

C. ALTUS ELEMENTARY SCHOOL

1. Students living south of "A" St.
2. Students living east of Main St.
3. Students living on rural routes within the Altus School District

D. L. MENDEL RIVERS ELEMENTARY (AAFB)

No bus transportation will be provided to students attending Rivers Elementary. Only those students living in base housing, Rivers employees' children or students with a parent working full time for AAFB either military or civilian will be accepted at Rivers Elementary School.

II. Secondary Schools

A. ALTUS INTERMEDIATE SCHOOL

The boundaries for transportation to and from Altus Intermediate School will be as follows:

1. Students living on Altus Air Force Base
2. Students living east of Park Lane
3. Students living north of Falcon Road
4. Students living west of Main St.
5. Students living south of Broadway
6. Students living on rural routes within the Altus School District

B. ALTUS JR. HIGH SCHOOL

The boundaries for transportation to and from Altus Jr. High School will be as follows:

1. Students living on Altus Air Force Base
2. Students living west of Main St.
3. Students living north of Broadway
4. Students living on rural routes within the Altus School District

C. ALTUS HIGH SCHOOL

The boundaries for transportation to and from Altus High School will be as follows:

1. Students living on Altus Air Force Base
2. Students living north of Falcon Rd.
3. Students living west of Main St.
4. Students living south of Ridgecrest
5. Students living on rural routes within the Altus School District

D. TRANSFER STUDENTS

Transfer students coming into the Altus School District will be provided transportation only if there is room available on the bus. In town, students must be dropped only at a school site to receive this service. In rural areas, they must be dropped at a designated bus stop.

E. PRE-KINDERGARTEN STUDENTS

There will be no transportation provided for pre-kindergarten students.

F. COUNTRY ROUTES

Transportation will be provided to all Altus Schools if students live within the Altus School District.

BUS REGULATIONS FOR ACTIVITY TRIPS

1. Buses are not to be used at any time without first being cleared through the Board of Education Office.
2. Each school using a bus for an activity trip is responsible for repairing any marring of the bus by students while on the trip.
3. A teacher or sponsor must accompany any group of students on the bus.
4. A CDL chauffeur's license and school bus driving certificate are required for anyone driving a school bus.
5.
 - (A) Submit the school transportation request form ten(10) days in advance of the date of the activity to the Director of Related Services, complete all information including the sponsor, destination, purpose of trip, source of funds, signed approval by appropriate administrator, departure time and return time.
 - (B) Upon approval of activity and assignment of bus, arrange for keys and access to the bus through the Director of Related Services.
6. Transportation of students to and from school will be given first consideration. If buses are available, transportation for other school activities will be provided.

FOOD PROCUREMENT (REGULATION)

The Altus Public Schools School Food Authority (SFA) Procurement Plan provides for free and open competition in transactions, comparability, and documentation for all procurement activities. The SFA will purchase food and other items for use in the Child Nutrition Programs (CNP) in compliance with 7 CFR Part 3016 and State Law, using the procedures and practices outlined as follows and the attached Chart of Procedures.

Various procurement methods practiced addressed below will be utilized as needed as needed each school year. The sitting Child Nutrition Program Director will direct procurement activities to include documentation maintenance for minimum of three years post contract award and/or final payment for negotiated contracts.

1. **Formal Procurement:**

Formal Procurement purchases over \$250,000 will be evaluated/awarded via public solicitation and a firm fixed-price contract (lump sum or unit price). This bid will be awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the Competitive sealed bid Invitation for Bid (IFB), is the lowest in price. Or Request for Proposal. Quotes awarded will be the lowest and best quote based on customer service, quality, service availability, price, capability, experience in providing products or services and compliance with requirements.

When Sealed Bid, RFD or IFB procurement methods are used the following conditions, stipulations, and terms must be met:

- The Sealed Bid, Request for Proposal (RFP or Invitation for Bid (IFB) will be publicly advertised a minimum of one publication/legal notice.
- The bid request will be inclusive of evaluation factors, description, deadline date for submission and district point of contact.
- Bids will be solicited from an adequate number of known suppliers (minimum of two) in sufficient time prior to the date set for the opening of the bids.
- The bid will clearly define the goods, equipment, or services needed in order for the bidders to properly respond. These include product specifications and general purchasing conditions.
- All bids will be opened publicly at the time and place stated in bid package.
- A firm fixed-price contract award will be made by written notice to the responsible bidder whose bid is based on factors determining lowest and best quote and conforms to the requirements in the Sealed Bid/ RFP/IFB.
- Where specified in bidding documents, factors such as discounts, transportation costs, and life cycle costs (for equipment), if applicable, will be considered in determining which bid is lowest or most advantageous to the SFA.
- Payment discounts will only be used to determine the low bid when prior experience of the SFA indicates that such discounts are generally taken.
- Any and all bids may be rejected when there are sound, documented reasons that the best interest of the program will not be served by the potential suppliers.
- Price adjustment clause (escalation/de-escalation) based on appropriate standard or cost index.
- Statement of efforts to involve minority and small business.
- Specific bid protest procedures include contact information of person and address and the date by which a written protest must be received.

2. **Small Purchase Procedures** may be used to purchase goods, equipment, and services where the aggregate cost is greater than \$10,000 and less than \$250,000 and for fresh produce regardless of aggregate amount. For equipment acquisitions of \$5,000 or more per item, the USDA Memo SP-39-2016 allows state agencies to grant blanket approval for items commonly used in kitchens for the sole purpose of the Child Nutrition Program. A list of these items is available from the state agency.

When small purchase procedures are used, the following conditions, stipulations, and terms must be met:

- Food specifications for goods, equipment, or services to be purchased must be adequately and consistently described for each prospective supplier so that each one can provide price quotes on the same merchandise or service.
- Written or verbal requests from an adequate number of qualified sources (two quotes) must be contacted/obtained to provide such quotes. The number of quotes is determined by local market conditions.
- Responses from vendors can be in either written or verbal form. Verbal quotes will be documented.
- The price quotes will receive appropriate confidentiality before award.
- Quotes awarded will be to the lowest and best quote based on customer service, quality, service availability, price, capability, capability, experience in providing products or services and compliance with requirements.

3. **Micropurchasing** is used to purchase products and services (similar or dissimilar purchased once a single, collective unit) whose aggregate costs do not exceed \$10,000. This would be considered a one-time purchase and bid/quotes are not required.

- Price comparisons are not required for micropurchases as long as the SFA considers the price to be reasonable.
- Program operators **may not always purchase from only one source**; rather, purchases must regularly be made using available qualified sources to the extent practicable.
- If the aggregate cost of these items (that is, the total bill) does not exceed the micro purchase threshold, this transaction qualifies as a micropurchase under 2 CFR part 200.320(a).

4. **Noncompetitive Negotiation** will be used only when the procurement is not feasible under small purchase procedures, sealed bid (formal advertising), or competitive proposals. The decision to use noncompetitive proposal will be justified in writing and be available for audit and review.

Circumstances under which a procurement may be conducted by noncompetitive proposal must include at least one of the following circumstances:

- The merchandise or service is available only from a single source.
- An emergency exists, and the urgency for the requirement will not permit the delay involved with sealed bids (formal advertising) or competitive proposal.
- After solicitation from a number of sources, competition is found to be lacking.
- Awarding agency authorizes noncompetitive proposals.

5. **Purchasing Through the State Contract.** SFAs may choose to purchase food and foodservice supplies using a statewide contract established by the Department of Central Services, Central Purchasing Division for the State of Oklahoma. The contract between the vendor and state of Oklahoma is for one year, with an option to renew every year for four additional years. This contract is a fixed-cost (vendor cost) plus fixed fee.

6. Procurement Guidance, Provisions and Certifications:

- A. All purchases will be conducted in accordance with the attached Chart of Procedures.
- B. The following records will be maintained for a period of three years after the end of the fiscal year to which they pertain or until the findings of audits and reviews are resolved.
- Records of all telephone price quotes
 - Logs of all emergency and noncompetitive purchases
 - All written quotes and bid documents
 - Comparison of all price quotes and bids with the effective date shown
 - Price comparison showing vendors
 - Log of approved substitutions
- C. **Contract Cost and Price.** As applicable to competitive, noncompetitive, and sealed bids, the SFA is required to perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold, including contract modifications. Cost plus-a-percentage-of-cost and percentage of construction cost methods of contracting method of purchasing is prohibited.
- D. **Minority Firms, Women's Business Enterprises.** The SFA will take all necessary affirmative steps to assure that minority firms, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps shall include:
- Placing qualified small and minority businesses and women's business enterprises on solicitation lists and ensuring solicited to whenever they are potential sources.
 - Divide requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses and women's business enterprises.
 - Establish delivery schedules, where the requirements permits, which encourage participation by small and minority businesses and women's business enterprises.
 - Use services and assistance of the Small Business Administration (SBA) and the steps listed above.
- E. **Code of Conduct.** The following conduct will be expected of all persons who are engaged in the award and administration of contracts supported by CNP funds.
- No employee, officer, or agent of the Altus Public Schools SFA shall participate in selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.
 - Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award: —the employee, officer, or agent — any member of his/her immediate family —his or her partner —an organization which employs or is about to employ one of the above.
 - Altus Public Schools SFA employees, officers, or agents shall neither solicit nor accept gratuities, favors, or anything of material/monetary value from contractors, potential contractors, or parties to sub-agreements.
 - The purchase during the school day of any food or service from a contractor for individual use is prohibited.
 - The outside sale of such items as used oil, empty cans, and the like will be sold by contract between the Altus Public Schools SFA and the outside agency. Individual sales by any SFA employee to an outside agency or any other SFA employees are prohibited.
 - Failure of any employee to abide by the above-stated code could result in a fine

or suspension or both, or dismissal. Interpretation of the code will be given at any time by contacting the Assistant Superintendent at Altus Board of Education. The Altus Public Schools SFA will not be responsible for any other explanation or interpretation which anyone presumes to make on behalf of the Board.

- F. **Buy American Provision.** Per Section 104(d) amended Section 12(n) of the National School Lunch Act (NSLA) (42 U.S.C. 1760) to require SFAs participating in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) in the contiguous United States to purchase for those programs, to the maximum extent practicable, domestic USDA Foods or products. For purposes of this provision, the term domestic food commodity or product means agricultural USDA Foods produced in the United States and food products processed in the United States SUBSTANTIALLY using agricultural USDA Foods that are produced in the United States. The Conference Report accompanying Public Law 105-336 makes it clear that the term substantially means that over 51 percent of the processed food comes from American-produced products.
- G. **Geographic Preference.** The use of statutorily or administratively imposed in-state or local geographic preferences for procurements under USDA entitlement programs is prohibited, except for unprocessed locally grown or locally raised agricultural products.
- When geographic preference is used, an SFA must still get quotes from several farmers when procuring unprocessed grown or locally raised agricultural products so that competitors have an opportunity to compete for the bid.
 - Formal or informal procurement methods would determine how geographic preference is applied.
 - Competition must be ensured by developing solicitation containing criteria required by all respondents.
 - If the small purchase threshold is exceeded, a formal procurement method such as sealed bids or competitive negotiation (i.e. RFP) must be used. Public notification would be required and procurement of unprocessed agriculture products may require notification focused on the locale in which the school is situated as a criteria of the solicitation. If solicitation for locally unprocessed agricultural products is in fact open to offerors beyond the local area, geographic preference may be applied with preference points to the local farmers who respond to the solicitation (Reference USDA Policy Memo 2009-SP-11 and SP-03-2013).
- H. **Protest procedures** are required. SFAs will have protest procedures to handle and resolve disputes relating to their procurements and shall in all instances disclose information regarding the protest of the awarding agency. A protestor must exhaust all administrative remedies with the SFA before pursuing a protest with a federal agency. Reviews of protest by the federal agency will be limited to: (Reference USDA Policy Memo 2006-SNP-06)
- Violations of federal law or regulations and the standard of 2 CFR §200 (violations of state or local law will be under the jurisdiction of state or local authorities).
 - Violations of the SFA's protest procedures for failure to review a complaint or protest. Protests received by the federal agency other than those specified above will be referred to the SFA.
- I. **Beverage and Snack Agreements** (Reference USDA Policy Memo 99-SP-09)
 In some cases, the exclusive contracts do not involve nonprofit school food service account (SFSA) funds, in which case there are no federal FNS procurement issues involved. However, if any nonprofit school food service products are purchased via the exclusive contract, then all federal procurement requirements must be met. If small purchase procedures are used for a procurement of \$250,000 or less, price or rate quotations must be obtained from an adequate number of qualified sources. Additionally, if nonprofit school food service products are included in the contract, any rebates, commissions, scholarship fund contributions, or any other

payments back to the SFA or SFA-related organizations must be reimbursed to the nonprofit SFA on a prorated basis.

- No federal prohibition on multiyear contracts other than for FSMCs. It is suggested, however, that school procurement officials consider the impact of multiyear contracts, as opposed to one-year contracts, on beverages and snacks. Long-term contracts would appear to be more appropriate for nonperishable products and services such as warehousing and equipment rental. As noted above, however, there is no federal prohibition on these longer-term contracts.
- Public Law 108-265, Section 102, requires a school participating in the NSLP shall not directly or indirectly restrict the sale or marketing of fluid milk products by the school (or by a person approved by the school) at any time or any place on the school premises or at any school-sponsored event.
- Schools participating in the NSLP must check all beverage contracts for language that may limit the sale of milk on school grounds. The sale of milk cannot be limited at any time during the school day or at any place on the school premises. Contracts may have language that is hard to understand. Look for the term **Exclusive Pouring Rights**. Every school district must have amended their beverage contracts that limit the sale of milk should such language exist. The primary effect of this provision is to prevent contract limitations on the sale of fluid milk in competition with other beverages.

J. **Certifications.**

Nonkickback Affidavit - Please note that Oklahoma statute 62 **O.S.** §310.9 requires a signed and notarized nonkickback affidavit on every purchase order of \$25,000 or more. The affidavit is to be signed by the person or persons authorized to accept payment on behalf of the architect, contractor, engineer, or supplier.

Lobbying Certification (Reference 200.326 (1))

- a. Lobbying certification must be obtained for procurement contracts of more than \$100,000. Any vendor whose contract award is for more than \$150,000 must complete a Certification Regarding Lobbying from located **on page P-55**. The SFA must keep this signed certification statement on file with a copy of the vendor's contract.
- b. Any SFA or its vendors who participate in lobbying activities must complete a Disclosure of Lobbying form on page **P-57**. SFAs must submit this completed form to the State Agency. A vendor would submit its completed form to the SFA.

K. Debarment or Suspension. An SFA is prohibited from contracting with an individual or company that has been disbarred or suspended in accordance with 2 CFR §180, as adopted and modified by USDA regulations at 2 CFR §417. This prohibition does not extend to contracts in existence at the time of the debarment or suspension or to most contracts under \$25,000. Rather, it applies to new contracts and extensions or renewals of existing contracts of \$25,000 or more and to contracts for audit services, regardless of amount (**FORMAL CONTRACTS**)

L. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, **all contracts** awarded by the nonfederal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 70 U.S.C. 3702 and 3704, the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surrounding or under working conditions which are unsanitary, hazardous, or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market or contracts for transportation or transmission of intelligence.

M. **Equal Opportunity and Discrimination.** The vendor certifies it is an Equal Opportunity Employer, a provider of services and/or assistance, and is in compliance with the 1964 Civil Rights Act. Title IX of the Education Amendments of 1972, Section 5047 of the Rehabilitation Act of 1973, as amended, and Executive Orders 11246 and 11375. The vendor assures compliance with the Americans With Disabilities Act of 1990 (Public Law 101-336), all amendments to, and all requirements imposed by the regulations issued pursuant. **(FORMAL CONTRACTS OF \$10,000 OR MORE.)**

Contracts in excess of \$150,00 shall contain provisions that require compliance with all applicable standards, orders, or requirements issued under Section 306 of the **Clean Air Act** (42 U.S.C. 11857(h), Section 508 of the **Clean Water Act** (42 U.S.C. **Environmental Protection Agency (EPA) Regulation** (40 CFR §15), which prohibit the use of nonexempt federal contracts, grants, or loans of facilities included on the EPA list of violating facilities. The provision shall require reporting of violations to the grantor agency and to the EPA Assistant Administrator for Enforcement (EN-329). 23. The contract must recognize mandatory conservation plan issued in compliance with the energy Policy and Conservation Act (Public Law 94-163). Changes in this Procurement Plan will be made as conditions warrant upon the approval of the SFA.

Changes in this Procurement Plan will be made as conditions warrant upon the approval of the SFA.

This plan adopted by the Altus Publics Schools Board of Education at the regularly scheduled meeting on this, the 8 day of July in the year 2019.

Signatures: _____
SFA Official

Clerk of the Board

CHART OF PROCEDURES

The Altus Public Schools SFA will purchase the following products or group of products and services as per the stated purchase period using the identified procurement method. **Price quote time frame** period is defined as the time frame for which bids or quotes are obtained and awarded.

PRODUCT USED	PRICE QUOTE TIME FRAME	PROCUREMENT METHOD
Milk	_____	_____
Bread	_____	_____
Canned fruits	_____	_____
Canned vegetables	_____	_____
Frozen fruits	_____	_____
Frozen vegetables	_____	_____
Pre-prepared fruits and vegetables	_____	_____
Fresh fruits	_____	_____
Fresh vegetables	_____	_____
Meats	_____	_____
Paper products	_____	_____
Chemicals	_____	_____
Small equipment	_____	_____
Large equipment	_____	_____

DATE	ITEM SPECS	VENDORS						REASONS			
		VENDOR	\$ PRICE	VENDOR	\$ PRICE	VENDOR	\$ PRICE				

School Food Authority _____

Year _____

VENDOR CONTACTS

This form is to be used for SFAs to document single vendor responses. If only one vendor responds, the school food authority (SFA) does not need to do price comparisons.

NAME, ADDRESS, AND TELEPHONE NUMBER OF VENDOR	NAME OF PERSON CONTACTED	DATE OF CONTACT	TYPE OF CONTACT (LETTER, PHONE, PERSONAL)	RESPONSE RECEIVED

NONKICKBACK AFFIDAVIT FORM

STATE OF OKLAHOMA)
)
COUNTY OF) SS

The undersigned (architect, contractor, supplier, or engineer), of lawful age, being first duly sworn, on oath says that this contract is true and correct. Affiant further states that the (work, services, or materials) will be (completed or supplied) in accordance with the plans, specifications, orders, or requests furnished the affiant. Affiant further states that he or she has made no payment, directly or indirectly, to any elected official, officer, or employee of the SFA or technology center SFA, of money or any other thing of value to obtain or procure the contract or purchase order.

(Contractor, Supplier, Engineer, or Architect)

Vendor/Company Name

Attested to before me this _____ day of _____, _____.

Notary Public (or Clerk or Judge)

My Commission Expires: _____

INDEPENDENT PRICE DETERMINATION CERTIFICATE

Name of School Food Authority

Name of School Food Authority

- A. By submission of this offer, the Offerer certifies, and in the case of joint offer, each part hereto certifies as to his or her own organization, that in connection with this procurement:
 - 1. The prices in this offer have been arrived at independently, without consultation, communication, or agreement for the purpose of restricting competition, as to any matter relating to such prices with any other Offerer or with any competitor.
 - 2. Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed by the Offerer and will not knowingly be disclosed by the Offerer prior to opening in the case of an advertised procurement or prior to award in the case of a negotiated procurement, directly or indirectly to any other Offerer for the purpose of restricting competition.
 - 3. No attempt has been made or will be made by the Offerer to induce any person or firm to submit or not to submit an offer for the purpose of restricting competition.

- B. Each person signing this offer on behalf of the Offerer certifies that:
 - 1. He or she is the person in the Offerer's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to A.1 through A.3 above; or
 - 2. He or she is not the person in other Offerer's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate in any action contrary to A.1 through A.3 above, and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any action contrary to A.1 through A.3 above.

To the best of my knowledge, this Offerer, its affiliates, subsidiaries, officers, directors, and employees are not currently under investigation by any government agency and have not in the last three years been convicted of or found liable for any act prohibited by state or federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows:

Signature of Food Service Management Company's Authorized Representative	Title	Date
---	-------	------

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above.

Signature of School Food Authority's Authorized Representative	Title	Date
---	-------	------

NOTE: Accepting a bidder's/offerer's offer does not constitute award of the contract.

CERTIFICATION REGARDING LOBBYING

**Applicable to Grants, Subgrants, Cooperative Agreements, and
Contracts Exceeding \$100,000 in Federal Funds**

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by Section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- 1. No federally appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a federal contract, the making of a federal grant, the making of a federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a federal contract, grant, loan, or cooperative agreement.
- 2. If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, *Disclosure Form to Report Lobbying*, in accordance with its instructions.
- 3. The undersigned shall require that the language of this certification be included in the award documents for all covered sub-awards exceeding \$100,000 in federal funds at all appropriate tiers and that all sub-recipients shall certify and disclose accordingly.

Name/Address of Organization

Name/Title of Submitting Official

Signature

Date

STANDARD FORM-LLL

DISCLOSURE OF LOBBYING ACTIVITIES
APPROVED BY OMB
COMPLETE THIS FORM TO DISCLOSE LOBBYING ACTIVITIES PURSUANT
TO 31 U.S.C. 1352
(SEE REVERSE FOR PUBLIC DISCLOSURE)

Form with 16 numbered sections: 1. Type of Federal Action, 2. Status of Federal Action, 3. Report Type, 4. Name and Address of Reporting Entity, 5. If Reporting Entity in No. 4 Is Subawardee, Enter Name and Address of Prime, 6. Federal Department/Agency, 7. Federal Program Name/Description, 8. Federal Action Number, 9. Award Amount, 10. Name and Address of Lobbying Entity, 11. Amount of Payment, 12. Form of Payment, 13. Type of Payment, 14. Brief Description of services performed, 15. Continuation Sheets Attached, 16. Information requested through this form is authorized by Title 31 U.S.C. § 1352.

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime federal recipient, at the initiation or receipt of a covered federal action or a material change to a previous filing, pursuant to Title 31 U.S.C. § 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered federal action. Use a Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget (OMB) for additional information.

1. Identify the type of covered federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered federal action.
2. Identify the status of the covered federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered federal action.
4. Enter the full name, address, city, state, and zip code of the reporting entity. Include Congressional district, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee; e.g., the first subawardee of the prime is the first tier. Subawards include, but are not limited to, subcontracts, subgrants, and contract awards under grants.
5. If the organization filing the report in Item 4 checks *Subawardee*, then enter the full name, address, city, state, and zip code of the prime federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example: Department of Transportation, United States Coast Guard.
7. Enter the federal program name or description for the covered federal action (Item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate federal identifying number available for the federal action identified in Item 1; e.g., Request for Proposal (RFP) number; Invitation to Bid (ITB) number; grant announcement number; the contract, grant, or loan award number; the application/ proposal control number assigned by the federal agency. Include prefixes; e.g., *RFP- DE-90-001*.
9. For a covered federal action where there has been an award or loan commitment by the federal agency, enter the federal amount of the award/loan commitment

for the prime entity identified in Item 4 or Item 5.

10. a. Enter the full name, address, city, state, and zip code of the lobbying entity engaged by the reporting entity identified in Item 4 to influence the covered federal action.
b. Enter the full name of the individual performing services, and include full address if different from 10a. Enter last name, first name, and middle initial (MI).
11. *Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (Item 4) to the lobbying entity (Item 9). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.*
12. *Check the appropriate item. Check all items that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.*
13. *Check the appropriate box. Check all boxes that apply. If other, specify nature.*
14. *Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the dates of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with federal officials. Identify the federal officials or employees contacted or the officers, employees, or Members of Congress that were contacted.*
15. Check whether Continuation Sheets are attached.
16. The certifying official shall sign and date the form, print his or her name, title, and telephone number.

SUSPENSION AND DEBARMENT COMPLIANCE

It is the policy of the Altus Board of Education that all contracts and purchase orders reimbursed using federal funds need to include suspension and debarment language. The purpose of this certification is to protect the government from entering into business relations with unethical or otherwise irresponsible companies and individuals.

The following language shall be included within the terms of any contract for goods and services that will be paid for using federal funding.

Certification Regarding Debarment, Suspension and Ineligibility:
To the best of its knowledge and belief, the contractor or any of its principals are not presently debarred, suspended, proposed for debarment or otherwise declared ineligible for the award of contracts by any Federal agency by the inclusion of the contractor or its principals in the current "LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NONPROCUREMENT PROGRAMS" published by the U.S. General Services Administration Office of Acquisition Policy.

The prospective lower tier participant shall provide immediate written notice to the District if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances. Should the prospective lower tier participant enter into a covered transaction with another person at the next lower tier, the prospective lower tier participant agrees by accepting this agreement that it will verify that the person with whom it intends to do business is not excluded or disqualified.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON REVERSE.)

1. The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Organization/Vendor Name

Name(s) and Title(s) of Authorized Representative(s)

Name of Institution/SFA Official

Title of Official

Signature

Date

THE SCHOOL DISTRICT IS REQUIRED BY FEDERAL LAW TO HAVE A POLICY FOR DEBARMENT AND SUSPENSION FROM PROGRAMS AND ACTIVITIES INVOLVING FEDERAL FINANCIAL BENEFITS. IF THE DISTRICT ELECTS NOT TO UTILIZE THIS POLICY, A POLICY ON THIS TOPIC WILL BE REQUIRED TO ENSURE THAT EITHER THE VENDOR OR THE SCHOOL DISTRICT IS VERIFYING THAT THE VENDORS ARE NOT LISTED ON THE

EXCLUDED PARTIES LISTING SYSTEM ON THE FEDERAL WEBSITE OF THE SAME NAME.

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this form, the prospective lower-tier participant is providing the certification set out on the reverse side in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower-tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower-tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower-tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms *covered transaction*, *debarred*, *suspended*, *ineligible*, *lower-tier covered transaction*, *participant*, *person*, *primary covered transaction*, *principal*, *proposal*, and *voluntarily excluded*, as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower-tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower-tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which the transaction originated.
6. The prospective lower-tier participant further agrees by submitting this form that it will include this clause titled *Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower-Tier Covered Transactions*, without modification, in all lower-tier covered transactions and in all solicitations for lower-tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the non-procurement list.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith that certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower-tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available

to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

PROTEST PROCEDURES

- A. Any actual or prospective bidder, offer, or contractor who considers himself to have been aggrieved in connection with the solicitation, evaluation, or award of a contract by Altus Public Schools may formally protest to the Assistant Superintendent of Altus Public Schools. Such protest must be made in writing and received by the Assistant Superintendent of Altus Public Schools. The protesting party must mail or deliver copies of the protest to the Altus Public Schools, the State Agency, and other interested parties.
- B. In the event of a timely protest, Altus Public Schools shall not proceed further with the solicitation or award of the contract.
- C. A formal protest must be sworn and contain:
 - 1. A specific identification of the statutory or regulatory provision that the protesting party alleges has been violated.
 - 2. A specific description of each action by Altus Public Schools that the protesting party alleges to be a violation of the statutory or regulatory provision that the protesting party has identified.
 - 3. A precise statement of the relevant facts.
 - 4. A statement of any issues of law or fact that the protesting party contends must be resolved.
 - 5. A statement of the argument and authorities that the protesting party offers in support of the protest.
 - 6. A statement that copies of the protest have been mailed or delivered to the State Agency and all other identifiable interested parties.
- D. Altus Public Schools may settle and resolve the dispute over the solicitation or award of a contract at any time before the matter is submitted on appeal. Altus Public Schools may solicit written responses to the protest from other interested parties.
- E. If the protest is not resolved by mutual agreement, Altus Public Schools shall issue a written determination that resolves the protest.
 - 1. If Altus Public Schools determines that no violation of statutory or regulatory provisions has occurred, the Altus Public Schools shall inform the protesting party, the State Agency, and other interested parties by letter that sets forth the reasons for the determination.
 - 2. If Altus Public Schools determines that a violation of any statutory or regulatory provisions has occurred in a situation in which a contract has not been awarded, then Altus Public Schools shall inform the protesting party, the State Agency, and other interested parties of that determination by letter that details the reasons for the determination and the appropriate remedy.
 - 3. If Altus Public Schools determines that a violation of any statutory or regulatory provisions has occurred in a situation in which a contract has been awarded, then Altus Public Schools shall inform the protesting party, the State Agency, and other interested parties of that determination by letter that details the reasons for the determination. This letter may include an order that declares the contract void.
- F. Altus Public Schools shall maintain all documentation of the purchasing process that is the subject of a protest or appeal in accordance with the retention schedule of Altus Public Schools.

REFUNDING UNUSED PAYMENTS FOR MEALS

Prepayment is the property of the family making the payment until it is charged against any meals taken. Therefore, any prepayments left at the end of fiscal year must be repaid to the family if requested. When moving from the district, refunds will be made upon request.

If the student leaves the school district without requesting a refund and the amount is less than three dollars, the money will be used as a donation to the Child Nutrition Program. If the amount is more than three dollars, the money will be forwarded to the known address of the student. If the envelope is returned unopened, the money will be treated as a donation to the Child Nutrition Program.

PROFESSIONAL DEVELOPMENT REGULATIONS

COMMITTEE

The committee for Staff Development, as mandated by the legislature, shall represent all sectors of the local community including teachers, administrators and parents. A majority of the committee shall be classroom teachers, which are elected annually by their respective faculties.

POLICIES

Section I Minimum Point Requirements

- Reg. 1.1 Each educator must earn a minimum of seventy-five (75) points in a five year period, with a minimum of ten (10) points earned each year, five (5) of which must be local staff development programs. ~~with a minimum of one earned in technology training.~~
- Reg. 1.2 Points for a school year may accumulate from July 1 through June 30, for completion of earned staff development points. Staff development points submitted for the 1st semester are due December 20 and for the 2nd semester April 30.
- Reg. 1.3 If an individual receives credit for one (1) year of experience within a school year, the local staff development points requirement must be fulfilled. If employed less than ~~102 days~~ (120 days effective July 1988), two (2) staff development points are required to fulfill the regulation of some points completed each year. This person should begin or continue his/her staff development five-year cycle the following school year and could be given credit for no more than (2) points from the previous year.

Section II Approved Activities for Which Points May Be Earned

- Reg. 2.1 One point per each clock hour will be credited for attendance at the following meetings, provided the meeting or committee is related to the educators subject taught or responds to one of the identified needs:
- a. Meetings and workshops with educational speakers.
 - b. Curriculum meetings having instructional or curriculum content.
- Reg. 2.2 One point per clock hour may be earned for participation in non-credit workshops provided:
- a. Workshop is related to the educators area of responsibility or responds to an identified need.
 - b. Workshop is required for certification.

Reg. 2.3 Two points per clock hour may be earned for presenting non-credit workshops providing such workshops are within the area of professional education.

Reg. 2.4 Fifteen points may be earned for each college credit hour provided:

- a. Course work is toward an advanced degree, or
- b. Course work is for certification in an educational area, or
- c. Course work is related to the educators area of responsibility.

Reg. 2.5 One point per clock hour may be earned for participation in Professional Educators Meetings, with a maximum of five (5) points per year earned by a participant.

Section III Penalty for Non-Compliance

Reg. 3.1 Failure to earn the minimum points within the designated time period will render the educator ineligible to receive any salary increase for the following contract period.

Reg. 3.2 Failure by an educator to earn the minimum required points three (3) years in succession will be basis for non-renewal on contract.

Section IV General Provisions

Reg. 4.1 Credit may be earned for hours in attendance at workshops, professional meetings, etc. held during the hours of a regular school day in which the Altus Public Schools are in session retroactive July 1, 1990.

Reg. 4.2 No staff development funds will be allotted to pay any participants expenses for activities not approved by the Staff Development Committee, and by the local Board.

Reg. 4.3 Eligibility of points or activities acceptable shall be determined by a five member committee elected from within the staff development committee.

Reg. 4.4 Any teacher or administrator who is in doubt as to whether a workshop, meeting, class, etc., will count, should seek prior approval from the five member committee.

Reg. 4.5 Persons or organizations seeking to present a workshop with the intent of giving staff development points, must have permission from the five member committee elected from within the Local Staff Development Committee. Consideration for such a request will be given only when an identified need has already been established.

Reg. 4.6 The local staff development plan shall include a component of training for all licensed and certificated staff in outreach to parents,

multicultural education, and AIDS awareness/prevention (required for those teaching grades 5-12).

Training in outreach to parents is defined as a program to promote the participation of parents in the education of their children.

Training in racial and ethnic diversity is defined as a program to assist teachers to function effectively with all students in a culturally diverse society.

Training in AIDS Awareness/Prevention and blood born pathogens is defined as a program to provide, on a regular basis, to all teachers and administrators in-service training related to AIDS prevention education required for those teaching grades 5-12 and all new employees.

Training in the recognition of Child Abuse and Neglect is part of the Child Abuse Prevention Act. This program is designed to recognize the sign of child abuse and neglect in an effort to enhance the well being of all Oklahoma's children.

At least one time per year, resident teachers of students in early childhood education programs through grade three are required to complete autism training and at least one time every three years thereafter. All other teacher and education support professionals of students in early childhood programs through grade three are required to complete the autism training at least once every three years.

Section V

Clarifications

- Reg. 5.1 Workshops not held by Altus Public Schools will require verification in order to receive staff development points.
- Reg. 5.2 Business meetings, committee meetings, or planning sessions for professional organizations cannot be counted.

PROFESSIONAL GROWTH AND DEVELOPMENT

It is the policy of the Altus Board of Education that teachers and other employees shall continue their professional growth through seminar and workshop attendance and membership in professional organizations. The board believes that it has a responsibility to provide opportunities for the continual growth of its professional staff. Such opportunities shall include, within budgetary limitation, special in-service training courses and workshops as recommended by a professional development committee and/or the board. Staff members are encouraged to seek additional and higher degrees, to obtain further certification, and to become more proficient not only in their subject area, but also in their ability to handle discipline, to motivate students, and to cope with both personal and job-related stress.

The professional development committee shall be composed of classroom teachers, administrators, and parents, guardians, or custodians of children in the district. A majority of the committee shall be composed of classroom teachers who will be selected by a designated administrator of the district from a list provided by the teachers in the school district. The members selected shall be subject to the approval of a majority vote of the teachers in the district. The administration shall be selected by the board from a list provided by the superintendent. Parents shall be selected by the board from a list provided by the administration and the professional development committee. At a minimum, once every four years the committee shall include at least one school counselor in its membership.

When classes are dismissed for that purpose, teachers are expected to attend professional meetings or forfeit one day's pay for each day of the meeting unattended unless an emergency exists.

The board may authorize the attendance of teachers at educational conferences and may reimburse travel and lodging expenses. Authorization to attend shall be obtained from the board prior to the activity date. Written requests shall be submitted to the superintendent who will forward the request to the board.

REFERENCE: 70 O.S. § 3-104.2
70 O.S. § 6-192, et seq.
70 O.S. § 6-194
70 O.S. § 6-204.2

TELEVISION PRODUCTION CONTRACTS BY ACTV, CHANNEL 2

ACTV, Channel 2, is operated as an instructional facility for students and faculty of the Altus Schools. Its primary purpose is that of dissemination of information for classes from K-12 level and for adult education.

ACTV Channel 2, has an equally important assignment as a training facility for its student staff members who are enrolled in its fully accredited course in television writing and production.

Use of the facilities of ACTV, Channel 2, by any individual or group other than the Altus Schools for the production of or the airing of television programming is forbidden under an agreement between the Altus Schools and Post-Newsweek Cable.

Any contract accepted for production by Altus Schools Instructional Television Facility should be for documentation of material which can later be used by the facility for in-school or community educational purposes.

These programs can be shared with other instructional facilities when such sharing is planned at the time of production, or arranged through ACTV, Channel 2, for this purpose.

Contracts accepted for production by ACTV, Channel 2, must be under the supervision of its television director, and are not for the purpose of being a commercial enterprise, nor shall they be in competition with commercial television.

Any person or group wishing to enter into a contract for television production with the Altus Schools shall meet the requirements listed below:

1. Documentaries will be made only on weekends or on such times as school is not in session.
2. The sponsor must accompany students when documentaries are being made.
3. The superintendent of schools must be consulted for approval of the project.
4. The activity must not interfere with other ACTV endeavors.
5. Those requesting documentaries will be responsible for paying all expenses including the costs for film, travel, meals, lodging and depreciation. The depreciation charge shall be \$20.00 per hour for up to 50 hours, and \$15.00 per hour for each hour beyond 50.
6. Only one vehicle may be claimed regarding the charges for travel.

JOB DESCRIPTIONS

Job descriptions for all certified positions as well as for all support personnel are to be on file in the office of the principal or the office of the supervisor as well as in the office of the superintendent of schools. A copy of the job description will be provided to each employee.

Any extra duty assignments made to the individual will be included on a separate page of the job description.

REVIEW OF INSTRUCTIONAL MATERIAL BY PARENTS

The principal of each school will formulate procedures for parental inspection of all instructional materials including manuals, films and tapes used in connection with any research or experimentation program or project designed to explore or develop new or unproven teaching methods or techniques.

Nothing in this procedure would exclude any materials used in the Altus Schools from review by parents.

PROHIBITION OF RACE AND SEX DISCRIMINATION IN CURRICULUM AND COMPLAINT PROCESS

The board of education hereby directs that neither the district, nor any employee of the district shall teach or include in a course for students or employees the following discriminatory principles.

1. One race or sex is inherently superior to another race or sex,
2. An individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously,
3. An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex,
4. Members of one race or sex cannot and should not attempt to treat others without respect to race or sex,
5. An individual's moral character is necessarily determined by his or her race or sex,
6. An individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex,
7. Any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex, or
8. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race.

A "course" shall include any program or activity where instruction or activities tied to the instruction are provided by or within a public school, including courses, programs, instructional activities, lessons, training sessions, seminars, professional development, lectures, coaching, tutoring, or any other classes.

Any individual may file a complaint alleging that a violation has occurred of enumerated items 1-8 above. In order for a complaint to be accepted for investigation, it must:

- A. Be submitted in writing, signed and dated by the complainant, including complaints submitted through electronic mail that include electronic signatures;
- B. Identify the dates the alleged discriminatory act occurred;
- C. Explain the alleged violation and/ or discriminatory conduct and how enumerated items 1-8 above have been violated;
- D. Include relevant information that would enable a public school to investigate the alleged violation; and
- E. Identify witnesses the school may interview. The school will not dismiss a complaint for failure to identify witnesses.

The district hereby designated Robbie Holder as the employee responsible for receiving complaints. The district will ensure that the employee is unbiased and free of any conflicts of interest. Complaints may be provided via telephone at (580)-481-3075 and via email to rholder@altusps.com. This contact information shall also be accessible on the school district's website.

Upon receipt of a complaint, the complainant shall receive notification from the designated employee that the complaint has been received and whether it will be investigated within (10) days of receipt.

The school district shall investigate all legally sufficient complaints and decide as to whether a violation occurred. The school district shall receive, process and investigate complaints in the same manner as all other complaints of discrimination. The investigation process shall be completed

within forty- five (45) days of receipt of a claim. Within the (10) days or resolution of the complaint, the designated employee shall report the resolution to the State Department of Education.

PROHIBITION OF RACE AND SEX DISCRIMINATION , Con't

No individual shall be retaliated against for (1) filing a complaint; (2) exercising any right or privilege conferred by or referenced within 210:10-1-23 of the Accreditation Standards; (3) exercising any rights or privileges secured by a law referenced in 210:10-1-23 of the Accreditation Standards. Any school employee who retaliates against a complainant may be subject to disciplinary action by the school district or by the State Board of Education.

Any teacher who files a complaint or otherwise discloses information that the teacher reasonably believes is a violation of the prohibited concepts listed above shall be entitled to Whistleblower Protections.

Any teacher or other school employee who, willfully, knowingly, and without probable cause makes a false report may be subject to disciplinary action by the school district or by the State Board of Education.

LEGAL REFERENCE: **70 O.S. § 24-158**
 State Accreditation Standard 210:10-1-23

**A policy on this issue is required by the
Standards of Accreditation for Oklahoma Schools
Effective July of 2021**

LENGTH OF SCHOOL DAY AND TERM

The length of the instructional school day shall consist of 420 minutes or as prescribed by the Superintendent. The length of the instructional school term shall be a minimum of 1080 hours to include a minimum of 30 hours of professional development. In addition, parent-teacher conferences may be held during the school day and counted as classroom instruction for no more than 6 hours per semester, for a total of 12 hours per school year.

REFERENCE: 70 O.S. §1-109

CROSS-REFERENCE: Policy EC, School Day
Policy EIAD, Parent-Teacher Conferences

PROFICIENCY BASED PROMOTION

Upon the request of a student, parent, guardian, or educator, to the Curriculum Coordinator, a student enrolled in the Altus Public Schools will be given the opportunity to demonstrate proficiency in the Learner Outcomes: State Competencies. Students demonstrating proficiency in a set of competencies at the 90% level shall be given the opportunity to advance to the next level of study in the appropriate curriculum area(s). The school will confer with parents in making such promotion/acceleration decisions taking into consideration such factors as social, emotional, physical and mental growth.

Options for accommodating student needs for advancement may include, but are not limited to the following:

1. Individualized instruction
2. Correspondence courses
3. Independent study
4. Concurrent enrollment
5. Cross-grade grouping
6. Cluster grouping
7. Grade/course skipping
8. Individualized education programs
9. **Home School**

Failure to demonstrate proficiency will not be noted on the transcript.

Elementary, middle school, junior high, or high school students who demonstrate proficiency in the Learner Outcomes may advance to the next level of study. For those demonstrating proficiency **for courses in language arts, science, mathematics, social studies and the arts** at the ninth through twelfth grade level, appropriate notation will be placed on the high school transcript. This unit shall count toward the requirements for the high school diploma but shall not replace or supplant a grade already entered into the transcript. Students taking the proficiency exam for credit after completing instruction for the course must demonstrate competency at passing rate on the current grade scale.

Proficiency based promotions for students transferring to Altus from accredited schools will be honored.

Altus schools will disseminate materials explaining the requirements, features and opportunities of proficiency based promotion to parents in the district annually. Altus schools will offer testing opportunities twice annually.

This policy is in compliance with the provisions of Section 1210.508 of title 70 of the Oklahoma Statutes.

USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The Altus School District will use the following criteria to determine who are school officials.

An official is:

1. A person duly elected to the school board **during a regular, special, or emergency meeting.**
2. A person certified by the state and appointed by the school board to an administrative or supervisory position.
3. A person certified by the state and under contract to the school board as an instructor.
4. A person employed by the school board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of his performance as a substitute.
5. A person employed by or under contract to the school board to perform a special task such as a secretary, a clerk, the school board attorney or auditor for the period of his or her performance as an employee or contractor.

School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so. A "legitimate educational interest" is the person's need to know in order to:

1. Perform an administrative task required in the school employee's job description approved by the school board.
2. Perform a supervisory or instructional task directly related to the student's education.
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

The Altus School District will only release information from or permit access to a student's education record with a parent or eligible student's prior written consent except that the school superintendent may permit disclosure:

1. When a student seeks or intends to enroll in another school district or a postsecondary school. The district will not further notify parents or eligible students prior to such a transfer of records. Parents and students have a right to obtain copies of records transferred under this provision.
2. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the district.
3. The parties who provide or may provide financial aid to a student to:
 - a. Establish the student's eligibility for the aid.

- b. Determine the amount of financial aid.
 - c. Establish the conditions for the receipt of the financial aid.
 - d. Enforce the agreement between the provider and the receiver of financial aid.
4. If a state law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials.
 5. When the Altus School District has entered into a written agreement or contract for an organization to conduct studies on the school district's behalf to develop tests, administer student aid, or improve instruction.
 6. To accrediting organizations to carry out their accrediting functions.
 7. To parents of eligible students if the parents claim the student as a dependent as defined by the Internal Revenue Code of 1954.
 8. To comply with a judicial order or lawfully issued subpoena. The district will make a reasonable effort to notify the student's parents or the eligible student before making a disclosure under this provision.
 9. If the disclosure is an item of directory information and the student's parent or the eligible student has not refused to allow the district to designate that item as directory information for that student.

The Altus School District will permit any of its officials to make the needed disclosure from student education records in a health or safety emergency if:

1. He or she deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons.
2. The information is necessary and needed to meet the emergency.
3. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency.
4. Time is an important and limiting factor in dealing with the emergency.

Altus School District officials may release information from a student's education record if the student's parent or the eligible student gives his/her prior written consent for the disclosure. The written consent must include at least:

1. A specification of the records to be released.
2. The reasons for the disclosure.
3. The person or the organization or the class of persons or organizations to whom the disclosure is to be made.
4. The parent or student's signature.
5. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parent or the student may obtain a copy of any records disclosed under this provision.

RECORDS OF REQUESTS FOR ACCESS AND
DISCLOSURES MADE FROM EDUCATION RECORDS
(Required)
(Study & 99.32 of the FERPA Regulations)

The Altus School District will maintain an accurate record of all requests for it to disclose information from or to permit access to a student's education records and of information it discloses and access it permits with some exceptions listed below. This record will be kept with but will not be a part of, each student's cumulative school records. It will be available only to the record custodian, the eligible student, the parent of the student, or to federal, state, or local officials for the purpose of audition or enforcing federally supported educational programs.

The record will include at least:

1. The name of the person or agency that made the request.
2. The interest the person or agency had in the information.
3. The date the person or agency made the request.
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The district will maintain this record as long as it maintains the student's education record.

The record will not include requests for access or access granted to parents of the student or to an eligible student, request for access or access granted to officials of the Altus School District who have a legitimate educational interest in the student, requests for or disclosures of information contained in the student's education record if the request is accompanied by the prior written consent of a parent of the student or the eligible student or the disclosure is authorized by such prior consent, or for request for, or disclosure of directory information designated for that student.

DESTRUCTION OF SPECIAL EDUCATION AND 504 RECORDS

Altus Public Schools will maintain special education records and 504 plan records, including eligibility documentation, IEPs, and 504 plans for at least 5 years from the student leaving Altus Public Schools to demonstrate fiscal accountability and program compliance with the IDEA requirements. Altus Public Schools will provide notice to a parent and/or adult student when personally identifiable information collected, maintained, or used is to be destroyed because the information is no longer needed to provide educational services to the student. Parents and/or adult students may request and receive a copy of the special education records before the date of destruction of the special education records or 504 records. The special education department will maintain a log that documents the date of destruction or release of records.

Any other personally identifiable information must be destroyed at the request of the parent and/or adult student if it is older than 5 years and no longer needed to provide special education or 504 services. Parents and/or adult students will receive a notice of their FERPA rights. Parents and/or adult students will be reminded that the records might be needed for Social Security Benefits or other purposes in the future.

Destruction of Special Education and 504 Records

Altus Public Schools will maintain special education records and 504 plan records, including eligibility documentation, IEPs, and 504 plans for at least 5 years from the student leaving Altus Public Schools to demonstrate fiscal accountability and program compliance with the IDEA requirements. Altus Public Schools will provide notice to a parent and/or adult student when personally identifiable information collected, maintained, or used is to be destroyed because the information is no longer needed to provide educational services to the student. Parents and/or adult students may request and receive a copy of the special education records before the date of destruction of the special education records or 504 records. The special education department will maintain a log that documents the date of destruction or release of records.

Any other personally identifiable information must be destroyed at the request of the parent and/or adult student if it is older than 5 years and no longer needed to provide special education or 504 services. Parents and/or adult students will receive a notice of their FERPA rights. Parents and/or adult students will be reminded that the records might be needed for Social Security Benefits or other purposes in the future.

STUDENT NAME: _____ **DATE OF BIRTH:** _____

PARENT / GUARDIAN NAME: _____

PARENT / GUARDIAN / ADULT STUDENT PERMANENT ADDRESS:

PARENT / GUARDIAN / ADULT STUDENT SIGNATURE:

STUDENT EXIT DATE:

LOCATION OF EDUCATION RECORDS

TYPES	LOCATION	CUSTODIAN
Cumulative School Records	School Principal's Office or Counselor	Altus High School P.O.Box 558 Altus, OK 73522
		Altus Intermediate School P.O. Box 558 Altus, OK 73522
		Altus Junior High P.O. Box 558 Altus, OK 73522
		Bulldog Academy P. O. Box 558 Altus, OK 73522
		L. Mendel Rivers P. O. Box 558 Altus, OK 73522
		Altus Primary School P.O. Box 558 Altus, OK 73522
		Altus Elementary School P.O. Box 558 Altus, OK 73522
		Altus Early Childhood Center P.O. Box 558 Altus, OK 73522
Cumulative School Records (former students)	School Principal	Board of Education P.O. Box 558 Altus, OK 73522
Health Records	School Principal's Office	Principal of School pupil is attending
Speech Therapy Records	Speech Therapist's Office	Speech Therapist in School pupil is attending
Psychological	School Principal's Office School Psychologist	Principal of School pupil is attending Board of Education

Revised 06/10/97
Revised 07/09/07
Revised 08/12/19

Special Education Records	School Principal's Office/Spec. Ed. Classrooms Special Education Director	Principal of School pupil is attending Spec. Ed. Teachers Board of Education
Special Test Records	Counselor's or Principal's Office	Principal of School pupil is attending or Curriculum Director P.O. Box 558 Altus, OK 73522
Talented	Chairman Art Dept High School	Altus High School P.O. Box 558 Altus, Ok 73522
Gifted	Director of Gifted is	Principal of school pupil attending
Migrant	Director of Migrant	Board of Education P.O. Box 558 Altus, Ok. 73522
School Transportation Records	Director of Related Services	Director of Related Services P.O. Box 558 Altus, OK 73522

AREA VOCATIONAL AND TECHNICAL SCHOOL ENROLLMENT

Students may enroll in vocational courses at the comprehensive high school or in the area vocational-technical school (AVTS) or both. The area vocational-technical school curriculum is an extension of the high school for students currently enrolled in a high school. (A.S. 53.02)

All high school students shall be enrolled through a cooperative effort of sending comprehensive high schools and the AVTS except in cases where the student's parent or guardian has provided an affidavit and sufficient evidence that he/she is participating in a home-schooled education plan in accordance with 70-10-105. (A.S.53.02-1)

Student discipline and control shall be a cooperative effort between the comprehensive high school and the AVTS. Each institution shall enforce rules and regulations in accordance with their board-approved policies. Both institutions shall recognize the student's right to due process. (A.S. 53.02-2)

The comprehensive high school shall notify the AVTS when students wish to withdraw from an AVTS. (A.S. 53.02-3)

Attendance records and records of course work completed by a student in an AVTS in Oklahoma shall be certified by the AVTS to the sending school in which the student is regularly enrolled and shall be entered on the student's transcript according to the appropriate course title. These units of course work shall be counted toward meeting local and state requirements for graduation. (A.S. 53.02-4)

The standard school year shall consist of not less than 180 days. Courses offered in the AVTS on the secondary level shall meet at least 175 days per school year and be accredited for 3 units. (A.S. 53.02-5)

Secondary vocational classes offered for credit outside the time frame of the regular school day shall meet the following criteria:

The curriculum must be an accredited program and be taught by a certified instructor.

Classes must meet a minimum of 70 hours for one-half unit or 140 hours for 1 unit of credit. (A.S. 53.02-6)

Sophomores may be enrolled at the discretion of the high school principal and AVTS administration. Factors to be considered for sophomore enrollment include over-age students, potential dropouts, and students with special needs. The high school principal shall present to the State Department of Education, Accreditation Section, a list of any sophomores included under the provision.

Students who are on an Individualized Education Plan (IEP) may participate in the AVTS program for up to 4 years. (A.S. 53.02-7)

USE OF TENNIS COURTS DURING SCHOOL TERM

1. All courts will be closed to the general public during school days from 8:00 a.m. to 5:00 p.m.
2. All courts will be closed to the general public until completion of High School or Junior High School matches.
3. All courts will be closed to the general public on Saturdays and Sundays when a supervised practice is being conducted by the High School or Junior High.

AGREEMENT WITH THE CITY OF ALTUS ON INSTRUCTIONAL USE OF SCHOOL TENNIS COURTS

The courts may be used by the city for instructional purposes only with the high school coach acting as instructor. When such a course is being taught, it is understood that the City of Altus will pay the utilities.

SURVEYS

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Altus Public Schools to notify, obtain consent, and/or allow parent(s) to opt out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as those of lawyers, doctors, and ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income (other than required by law to determine program eligibility).

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

All surveys must be approved by the superintendent whether they are to be distributed to faculty, parents, and/or students.

APPEALS CHANNELS

In the interest of harmony and efficiency, the following procedures shall be observed in instances involving grievances or appeals.

The Altus School District recognizes that teachers, support employees, parents and other school patrons have a fundamental right to discuss grievances that they might have with the district. However, it is also recognized that there must be an orderly procedure for carrying out the grievances.

If the grievance is directed toward a teacher, the parent should make an appointment to visit the teacher.

After this initial meeting, if the grievance is not settled, the parent should discuss the problem with the principal.

If the issue is not resolved, an appointment should be made with the superintendent or his/her designee.

After exhausting all of these available channels, the parents may appeal to the Board of Education following the procedure outlined in the board policy. The board's action shall be the final determination of the grievance.

INTERFERENCE WITH THE PEACEFUL CONDUCT OF SCHOOL ACTIVITIES

The Superintendent or anyone designated by the Superintendent or the Board of Education to maintain order in the District shall have the authority and power to direct any person to leave District property who is not a student, officer or employee thereof, and who:

1. Interferes with the peaceful conduct of activities on School District property;
2. Commits an act that interferes with the peaceful conduct of activities on School District property; or
3. Enters School District property for the purpose of committing an act that may interfere with the peaceful conduct of activities on School District property.

For purposes of this policy, the term “interferes with the peaceful conduct” includes, but is not limited to, actions that directly interfere with classes, study, student or faculty safety, housing or parking areas or extracurricular activities; threatening or stalking any person; damaging or causing waste to any property belonging to another person or the District; or direct interference with administration, maintenance or security of property belonging to the District.

Any person to whom this policy applies, who fails to leave District property as directed or returns within six (6) months thereafter, without first obtaining written permission from the Superintendent or anyone designated by the Superintendent or the Board of Education, shall be guilty of a misdemeanor.

Appeal Process

After receiving a directive to leave District property under this policy, the person issued the directive may request reconsideration by taking the following steps:

First Level of Appeal: The person may request review of the initial decision by letter to the Assistant Superintendent. If no written request is received within five (5) calendar days of the person’s receipt of written notification of the directive to leave District property, the directive will be final and nonappealable. If the Assistant Superintendent issued the initial directive to leave District property, the person issued the directive may proceed directly to the final level of appeal.

Final Level of Appeal: The person may request review of the Assistant Superintendent’s decision by letter to the Superintendent or the Clerk of the Board of Education. If no written request is received within five (5) calendar days of the person’s receipt of the Assistant Superintendent’s written notification of his or her decision, the Assistant Superintendent’s decision will be final and nonappealable. The person will be notified in writing of the date, time and place of the Board meeting at which the decision will be reviewed. The Board’s decision will be final and nonappealable.

The person directed to leave District property will be sent a copy of this policy by restricted certified return receipt requested mail no later than three (3) school days after the directive to leave District property. During any appeal process, the person given the directive to leave school property must remain off school property unless the Superintendent, or his designee, in writing, instructs that the directive is to be stayed pending the appeal process.

DISCIPLINARY ACTION FOR MISUSE OF SCHOOL BATHROOMS AND CHANGING FACILITIES

Individuals who fail to comply with Oklahoma law regarding the use of school bathrooms or changing facilities may be disciplined as follows:

1. **Students.** Students may be subject to the disciplinary methods listed in the student discipline code.
2. **Staff.** Staff members may be subject to disciplinary action. Due process procedures will be followed as required by law or negotiated agreement.
3. **Patrons.** Patrons may be removed from the premises for interfering with peaceful orderly conduct in accordance with 21 O.S. §§ 1375 AND 1376.

DISCIPLINARY ACTION FOR MISUSE OF SCHOOL BATHROOMS AND CHANGING FACILITIES

Individuals who fail to comply with Oklahoma law regarding the use of school bathrooms or changing facilities may be disciplined as follows:

1. **Students.** Students may be subject to the disciplinary methods listed in the student discipline code.
2. **Staff.** Staff members may be subject to disciplinary action. Due process procedures will be followed as required by law or negotiated agreement.
3. **Patrons.** Patrons may be removed from the premises for interfering with peaceful orderly conduct in accordance with 21 O.S. §§ 1375 AND 1376.

MEDICINE ADMINISTRATION

It is the policy of the Altus Board of Education that if a student is required to take medication during school hours and the parent or guardian cannot be at school to administer the medication or if circumstances exist that indicate it is in the best interest of the student that a non-prescribed medication be dispensed to that student, the principal, or the principal's designee, may administer the medication only as follows:

1. Prescription medication must be in a container that indicates the following:
 - a. Student's name
 - b. Name and strength of medication
 - c. Dosage and directions for administration
 - d. Name of physician or dentist
 - e. Date and name of pharmacy
 - f. Whether the child has asthma or other disability which may require immediate dispensation of medication.

The medication must be delivered to the principal's office in person by the parent or guardian of the student unless the medication must be retained by the student for immediate self-administration. The medication will be accompanied by written authorization from the parent, guardian, or person having legal custody that indicates the following:

- a. purpose of the medication
 - b. time to be administered
 - c. whether the medication must be retained by student for self-administration
 - d. termination date for administering the medication, and
 - e. other appropriate information requested by the principal or the principal's designee.
2. Self-administration of inhaled asthma medication by a student for treatment of asthma or an anaphylaxis medication used to treat anaphylaxis is permitted with written parental authorization. The parent or guardian of the student must also provide a written statement from the physician treating the student that the student has the asthma or anaphylaxis and is capable of, and has been instructed in the proper method of, self-administration of medication. Additionally:
 - A. The parent or guardian must provide the school with an emergency supply of the student's medication to be administered as authorized by state law.
 - B. The school district will inform the parent or guardian of the student, in writing, and the parent or guardian shall sign a statement acknowledging, that the school district and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student.
 - C. Permission for the self-administration of asthma or anaphylaxis medication is effective for the school year for which it is granted and shall be renewed each subsequent school year upon fulfillment of the above requirements.
 - D. A student who is permitted to self-administer asthma medication or anaphylaxis medication shall be permitted to possess and use a prescribed inhaler or anaphylaxis medication at all times.
 - E. Definitions:

1. **Medication** means a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, prescribed by a physician and having an individual label, or an anaphylaxis medication used to treat anaphylaxis, including but not limited to Epinephrine injectors, prescribed by a physician and having an individual label.
2. **Self-administration** means a student's use of medication pursuant to prescription or written direction from a physician.
3. Nonprescription medication may be administered only with the written request and permission of a parent, guardian, or person having legal custody when other alternatives, such as resting or changing activities, are inappropriate or ineffective. The medication will be administered in accordance with label directions or written instructions from the student's physician.

The administrator, or administrator's designee, will:

- A. Inform appropriate school personnel of the medication being administered
- B. Keep an accurate record of the administration of the medication
- C. Keep all medication in a locked cabinet except medication retained by a student per physician's order
- D. Return unused prescription to the parent or guardian only

The parent, guardian, or person having legal custody of the student is responsible for informing the designated official of any change in the student's health or change in medication.

This policy statement will be provided to a parent or guardian upon receipt of a request for long-term administration of medication.

REFERENCE: **10 O.S. §170.1**
 59 O.S. §353.1
 70 O.S. §1-116, et seq.

VISION SCREENING OF STUDENTS

During enrollment, parents or guardians of students who enroll in kindergarten, first, or third grade for the 2007-08 school year and thereafter, shall receive notification of state law via a copy of this policy regarding vision screening.

Beginning in the 2007-08 school year, the parent or guardian of each student enrolled in kindergarten, first, or third grade shall provide certification to school personnel that the student passed a vision screening within the previous twelve months or during the school year. The screening shall be conducted by personnel listed on the statewide registry maintained by the State Health Department.

No student shall be prohibited from attending school for a parent's or guardian's failure to furnish a report of the student's vision screening.

REFERENCE: 70 O.S. §1210.284

FOOD ALLERGY GUIDELINES (REGULATION)

The following guidelines are designed to reduce the risk of exposure to potentially life-threatening food allergens for our growing number of students with severe allergies. It is the district's goal to provide a school setting that minimizes the risk of accidental exposure while maintaining a safe, positive educational environment for all students.

Impact on the School

Every school should expect at some point to have students with food allergies. Schools must be prepared to deal with food allergies and the potential for anaphylaxis.

The student with an undiagnosed food allergy may experience a first allergy reaction while at school.

When a physician assesses that a child's food allergy will result in anaphylaxis, the child's condition meets the definition of "disability" and is covered under the Federal Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and may be covered under Individuals with Disabilities Education Act (IDEA) if the allergy management affects the student's ability to make educational progress.

Adequate plans and staff, who are knowledgeable regarding preventive measures and are prepared to handle severe allergic reactions, can save the life of a child.

Family Responsibility

It is the responsibility of the parent or guardian to:

1. Notify the school of a child's allergies and provide updates as necessary.
2. Help to establish a core team of, but not limited to, the child's physician, school principal, school nurse, teacher, guidance counselor, and food service manager to develop a plan that addresses the child's needs, including the school transportation, classroom, cafeteria, assemblies, etc. A detailed food allergy action plan should also be included.
3. Provide written medical documentation, instructions, and prescribed medications, using the food allergy action plan as a guide. A photo of the child must also be included.
4. Provide the child with a medical alert bracelet identifying the life-threatening allergy. The bracelet should be worn at all times while at school or school-sponsored events.
5. Replace expired and/or used medications as per the food allergy action plan.
6. Educate the child in the self-management of the food allergy, including: safe and unsafe foods, strategies for avoiding exposure to unsafe foods, symptoms of allergic reactions, how to communicate an allergy-related problem, how to read food labels (age appropriate). The child should not accept food from other students.

7. Review guidelines/procedures with the core team members as soon as possible following reaction.

Student Responsibility

It is the responsibility of the student to:

1. Take a proactive role in the care and management of his/her food allergies (age appropriate).
2. Not accept food items from or trade food items with other students.
3. Avoid food items with unknown ingredients or known allergens.
4. Immediately notify any teacher, administrator, assistant, or school nurse of possible exposure to food allergen.
5. Wear a medic-alert bracelet at all times.

School Responsibility

It is the responsibility of the school personnel to:

1. Keep informed of and follow all applicable federal laws, including ADA, IDEA, Section 504, and FERPA, as well as all state laws and district policies/guidelines that may apply.
2. Include food-allergic students in school activities. Students shall not be excluded from school activities solely based on their food allergies unless those activities pose a legitimate threat to the health of the students.
3. Inform and update all families registered in the district about known allergens in order to minimize the risk of life-threatening exposure. Extracurricular groups using school facilities will also be notified, and shall be excluded from using any area designated as "allergen-free."
4. Provide all families with a copy of food allergy guidelines as well as a listing of resources regarding food allergies, such as Food Allergy and Anaphylaxis Network (FAAN).
5. Identify a core team of, but not limited to, the child's physician, school principal, school nurse, teacher, guidance counselor, and food service manager to work with the parents and student (age appropriate) to establish a food allergy action plan specific to that child. Changes will be made as necessary with team participation.
6. Consult with local emergency management personnel to establish and/or update emergency protocols and drill procedures as needed.
7. Educate staff who interact with students with food allergies, on a regular basis so they understand food allergy, can recognize symptoms, can take emergency action, and will work with other school staff to eliminate the use of food allergens in the lunch program, educational tools, arts and crafts projects, or incentives.

8. Identify school personnel who are properly trained to administer medications in accordance with state nursing and Good Samaritan laws governing the administration of emergency medications.
9. Coordinate with the school nurse to assure that medications are stored appropriately (easily accessible, secure location such as the main office) and that an emergency kit is readily available and contains a physician's standing order for epinephrine.
10. Practice the food allergy action plan as a drill to assure the efficiency/effectiveness of the plan. Emergency protocols shall be updated as needed with team participation.
11. Review the food allergy action plan with core team members and physician as soon as possible following a reaction.
12. Discuss planned field trips as a team to decide appropriate strategies for managing the child's food allergy. Encourage parents of the child to participate as chaperones.
13. Take seriously threats or harassment against an allergic child.

Everyone's Responsibility

1. Read information made available by the school regarding food allergies. Any questions regarding the food allergy guidelines should be directed to the school principal or school nurse.
2. Understand the seriousness of food allergies and consider how food choices may impact the lives of severely allergic students.
3. Promote understanding, acceptance, and compassion.

CROSS-REFERENCE: Policy EHAJ, Health Education

REPORTING SUSPECTED CHILD ABUSE, SEXUAL ABUSE, AND/OR NEGLECT

In accordance with Oklahoma law, any person is required to immediately report suspected cases of physical abuse or neglect involving students under the age of eighteen (18) to the **statewide toll free hotline** of the Department of Human Services and local law enforcement. **The statewide DHS hotline number is 1-800-522-3511.** Any person having reason to believe that a student age eighteen (18) or older is a victim of abuse or neglect shall immediately report the matter to local law enforcement. The board of education fully supports that requirement and has established this policy to facilitate such reporting.

Every teacher, support person, or other employee of this school district shall report any suspected physical, mental, or sexual abuse or neglect of any school student to the Department of Human Services by telephone. The employee shall also inform the building principal who will advise the superintendent that the report was made using Form FFG-E.

“Child Abuse and Neglect” shall include, but is not limited to:

1. Child Abuse as defined in Section 843.5 of Title 21 of the Oklahoma Statutes;
2. Sexual abuse or sexual exploitation as defined in Section 1-1-105 of Title 10A of the Oklahoma Statutes.
3. Contributing to the delinquency of a minor as defined in Section 856 of Title 21 of the Oklahoma Statutes.
4. Trafficking in children, as defined in Section 866 of Title 21 of the Oklahoma Statutes.
5. Incest as described in Section 885 of Title 21 of Oklahoma Statutes.
6. Forcible sodomy, as described in Section 888 of Title 21 of the Oklahoma Statutes.
7. Maliciously, forcibly or fraudulently taking or enticing a child away, as described in Section 891 of Title 21 of the Oklahoma Statutes.
8. Soliciting or aiding a minor child to perform or showing, exhibiting, loaning or distributing obscene material or child pornography, as described in Section 1021
9. Procuring or causing the participation of any minor child in any child pornography, or knowingly possessing, procuring or manufacturing child pornography, as described in Section 102.1 of Title 21 of the Oklahoma Statutes.
10. Permitting or consenting the participation of a minor child in any child pornography, as described in Section 1021.3 of Title 21 of the Oklahoma Statutes.
11. Facilitating, encouraging, offering or soliciting sexual conduct with a minor, as described in Section 1040.13a of Title 21 of the Oklahoma Statutes.
12. Offering or offering to secure a minor child for the purposes of prostitution or any lewd or indecent act, as described in Section 1087 of Title 21 of the Oklahoma Statutes.
13. Causing, inducing, persuading or encouraging a minor child to engage or continue to engage in prostitution, as described in Section 1088 of Title 21 of the Oklahoma Statutes.
14. Rape or rape by instrumentation, as described in Sections 111.1 and 114 of Title 21 of the Oklahoma Statutes and
15. Making any oral, written or electronically or computer-generated lewd or indecent proposals to a minor child under the age of sixteen (16) as described in Section 1123 Title 21 of the Oklahoma Statutes.

The reporting obligations under this section are individual, and no employer, supervisor or administrator of a person required to provide information pursuant to

this section shall discharge, or in any manner discriminate or retaliate against, any such 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 such person did not perpetrate or inflict such abuse or neglect. Any such employer, supervisor, or administrator who discharges, discriminates, or retaliates against such person shall be liable for damages, costs, and attorney fees. Any person who knowingly and willfully fails to promptly report any incident of child abuse may be reported by the Department of Human Services to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor. Any person who knowingly and willfully makes a false report, or makes a report that the person knows lacks factual foundation may be reported by the Department of Human Services to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor.

Any person participating in good faith and exercising due care in the making of a report or any person who, in good faith and exercising due care, allows access to a child by persons authorized to investigate a report concerning the child shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any judicial proceeding resulting from such report.

**REFERENCE: 21 O.S. 1981, § 846,847
 63 O.S. § 1-120(G)
 Atty. Gen. Op. No. 78-202 (Dec. 28, 1978)**

CROSS-REFERENCE: Policy FFGB, Child Abuse Investigations

GUIDELINES FOR OUTSIDE AGENCY REPRESENTATIVES INTERVIEWING CHILDREN AT THE SCHOOL

The Altus Board of Education recognizes that the primary function of the Altus Public Schools is to educate the students in a secure, non-threatening environment. For this purpose, the Board requests that interviewing of students by any outside agency at the school be kept to a minimum. The purpose of this policy is to assist the school representatives in fostering a trusting relationship with the parents of the students. Promoting trust and open communication with the parents is essential to the student's education. The following criteria are established to minimize the disruption to the student, while still protecting the student from any abusive situations arising outside the school setting:

- 1. The principal/designee will inquire of the agency representative whether it is necessary to interview the student during the school day and on school grounds, and request that the interviewing be done outside of the school day if possible.**
- 2. All outside agency representatives (DHS, Child Welfare, Law Enforcement, etc.) seeking authority to interview a student at school must receive authorization to do so from the building principal, or designee.**
- 3. If a child abuse report is received while the student is in school, the principal/designee will allow agency representatives access to the student. Identification should be requested from the person seeking to interview the**

student at school from any person unknown to the principal/designee. If the principal/designee is uncomfortable with the person seeking to interview the student, or that person's credentials, or if the principal/designee perceives that conditions or circumstances are not in the student's best interest, access to the student should be denied until further information or clarification can be obtained.

4. It is not required that the parents be notified prior to allowing the agency representative access to the student, however the principal/designee may determine that it is in the best interest of the child to do so. If any agency representative produces a court order to interview the student, the principal/designee must comply without notifying the parent. The court order relieves the school district, its officials and employees, from any legal responsibility.
5. An agency representative may not physically remove a student from the school without a court order or prior notification of the parents.

REFERENCE: 10 O.S. §7102-7106

CROSS REFERENCE: Policy FFG, Reporting Suspected Child Abuse and/or Neglect Exhibit FFG-E, Suspected Child Abuse Report Form

NOTE: 10 O.S. §7105 states that “[a]ny person who, in good faith and exercising due care, allows access to a child by persons authorized to investigate a report concerning the child shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed.”

SUBSTITUTE TEACHERS

The Altus Board of Education realizes that teachers may occasionally be absent from the classroom and recognizes the need for qualified substitute teachers. In recognizing that need, the board has decided that noncertified substitute receive \$51.00 per day. Degreed substitutes and teachers or substitute teachers with a lapsed or expired teaching certificate shall be paid at the rate of \$55.00 per teaching day. Oklahoma certified substitute teachers shall be paid \$60.00 per day.

District personnel are to be responsible for familiarizing teachers with the Substitute Teacher's Handbook. This handbook, devised by a committee of staff members, is to be followed.

Salary for substitute teachers is approved annually by the Board of Education.

A workshop for substitutes is to be held each school year to acquaint the substitutes with some overall procedures of the school system and review the substitute handbook thoroughly.

Substitute teachers are to be approved by the superintendent. All substitutes will be employed by the school system and paid by the school system.

No noncertified, non-degreed substitute teacher shall be employed for a total period of time in excess of 135 days per school year and may not be employed for the same assignment for more than 135 days during the school year.

No substitute teacher with a lapsed or expired certificate or who has a bachelors' level college degree, shall be employed for a total period of time in excess of 145 days per school year and may not be employed for the same assignment for more than 145 days during a school year.

Substitute teachers who do not hold a valid certificate and who are employed to teach special education for physically handicapped students or mentally retarded students are not subject to these restrictions if no certified teachers are available to teach such students and the students would be denied instruction in special education if the substitute teacher were not employed. The district will provide in-service training for a substitute teacher employed to teach special education for more 15 consecutive days or 30 total days in the same assignment.

An Oklahoma certified substitute teacher may be employed on a monthly or annual basis in accordance with the terms of a written employment contract in the same manner and under the same conditions as regular teachers. Such substitute teachers shall receive the same compensation as regular teachers, at the same salary level, and will be employed pursuant to temporary employment contract.

**Reference: 70 O.S. §6-105
Atty. Gen. Op. No. 80-112 (June 16, 1980)**

SUBSTITUTE TEACHERS

Administrators are to be aware of the substitutes in their buildings and check on them several times a day. Let these people know that the administration is aware that the substitutes are in the building.

Emphasize discipline. Administrators are to emphasize this to teachers, and teachers emphasize this constantly to their students. When teachers know they are going to be out, go all out on expected behavior. Have follow-up by teacher and administrator about these students that are constant problems for substitutes.

Principals are to constantly emphasize the need for more exact lesson plans. Teachers are to expect substitutes to be something more than babysitters. This requires planning on the part of the teacher. There should be some follow-up on the part of the administration if this is not done by the teacher.

Each teacher is to maintain a substitute file. This file should be kept in the principal's office or in a common place in all classrooms. Include in this file, things that would help a substitute. Such as:

- a. A complete, detailed schedule.
- b. What is expected in terms of supervision.
- c. The location of teacher when hall, recess, etc., duty is required.
- d. A list of extra activities that students can do when needed.
- e. The location of games or such, especially on lower grade levels, that students may do if needed.
- f. The names of some reliable students that can help a substitute with questions or such if needed.
- g. The names and location of teachers on same grade or subject level that could help with needed details.
- h. Any other information that a teacher wants a substitute to know about the class.

FACULTY MEETINGS

Principals should evaluate their building faculty meetings very carefully and schedule only those that are essential and profitable. Principals should feel free, however, to schedule as many meetings as are necessary to the successful operation of the school program.

Effective schooling operations can best be accomplished by having knowledgeable and well-informed staff members. A primary purpose of building level faculty meetings should therefore be to create an atmosphere for effective communications.

It is important that teachers attend meetings which are scheduled for them. They should be on time and should stay until the meeting is completed. If it is necessary for a teacher to be absent from a meeting or to come in late or leave early, this information should be given to the principal prior to the meeting so it can be relayed to the person in charge.

PARENT-TEACHER CONFERENCES

Due to the importance of parent-teacher conferences, the following procedures will be used:

Open house meetings are not to be used as a time that parents meet with teachers to discuss student progress.

Parent-Teacher conferences will be held once each semester each school year.

At the Elementary Schools, attempts should be made so that parents can be scheduled a 15 minute time period which must be adhered to so others can take off work and plan accordingly. At the Intermediate, Junior High, and High School parents are welcome to attend with non-scheduled appointments.

REPRODUCTION OF RECORDS

Records, covered by the Oklahoma Open Records Act 51 Oklahoma Statute Section 24A.1, will be made available to the public upon request. The assistant superintendent of schools will handle citizens' request for inspection, copying, or reproduction of records during regular business hours.

In cases where excessive copies or labor is involved, the superintendent may set a reproduction fee to cover actual expenses.

NOTICE TO RECORD REQUESTERS

(To be posted in appropriate school office where records are maintained.)

SCHOOL _____

A. CUSTODIANS:

The official custodian of records found in this school is:

—

Persons designated as record custodians for this office are:

—

B. OFFICE HOURS FOR RECORD REQUESTS:

Any person requesting a public school record made, maintained, or kept by this office may make such request anytime during the following hours:

Monday -- _____:_____ A.M. to _____:_____ P.M.

Tuesday -- _____:_____ A.M. to _____:_____ P.M.
Wednesday -- _____:_____ A.M. to _____:_____ P.M.
Thursday -- _____:_____ A.M. to _____:_____ P.M.
Friday -- _____:_____ A.M. to _____:_____ P.M.

B. INSPECTION AND COPYING CHARGES:

The school district has established certain record search and record copying charges that are intended to compensate the school for the expenses it incurs in the course of honoring your request. The fee schedule is posted in this office.

D. INSPECTION AND COPYING POLICIES:

The school has adopted certain policies and procedures regarding the manner in which your request for record inspection and/or copying is to be made by you and how that request will be handled by this office. Such policies and procedures are public records and may be reviewed and/or copied.

PLACEMENT IN SPECIAL EDUCATION PROGRAMS

It shall be the policy of the Altus Public Schools to follow state and federal laws and regulations with respect to eligibility and placement in special education.

The Altus School District will consider students with intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disability and who needs special education and related services.

Other factors such as, but not limited to limited English proficiency (as defined by the Elementary and Secondary Education Act of 1965), lack of appropriate instruction, number of years in school, attendance and other factors which are common causes of poor student achievement shall be considered by the multidisciplinary team in determining eligibility.

We further establish as policy the use of diverse placements in determining the least restrictive educational environment for placing students with disabilities.

IDEA COMPLAINT PROCEDURE

Altus Public schools have procedures for filing and for resolution of specific complaints. Regarding alleged violations of the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) and the Policies and Procedures for Special Education in Oklahoma, 2007.

This policy specifies the process to be used by the Altus Public Schools in the investigation resolutions of these complaints.

Questions regarding the Complaint Resolution Process should be directed to:

Altus Public Schools
 Superintendent
 P.O. Box 558
 Altus, Oklahoma 73521
 (580) 481-2100

COMPLAINT RECEPTION AND NOTIFICATION

A complaint must be filed with the Altus Public Schools, Department of Special Education in writing. Anonymous complaints will not be accepted. All written complaints received by the School will be investigated. The timelines contained in these guidelines will commence on the date upon which the School receives a written complaint. The written complaint must include:

1. A statement that a public agency has violated a requirement of Part B of the IDEA or Oklahoma Policies and Procedures for Special Education
2. The facts upon which the statement is based.
3. Complaints pertaining to a specific child with a disability should include the child's name, date of birth, and current educational status.
4. The signature of the person filing the complaint.

Upon receipt of a complaint the Altus Schools Superintendent and/or his/her designee will:

1. Conduct a preliminary complaint review to determine whether the complaint raises potential procedural issues that may have been violated by the school district and whether the complainant's name, address, and telephone number are included.
2. Commence the investigation in order to achieve timelines or when particular expertise is required.
3. Send the Complainant written notification of the receipt of the complaint and the school district's complaint investigation process, and explain the Complainant's right to submit additional documentation or information to the complaint investigator.
4. Complaints must allege that a violation occurred not more than one year prior to the date the complaint is received by the Altus Schools unless: (a) the violation is ongoing, or (b) there is a request for compensatory services for a violation that occurred not more than three years prior to the date the complaint is received by the Altus Schools.

COMPLAINT INVESTIGATION & REPORT

Telephone calls and/or other contact shall be made to determine the circumstances and facts pertaining to the complaint. The parties involved may be requested to submit documentation,

such as copies of student records or other written verification of action. Through these inquiries, the context and nature of the complaint will be more clearly defined.

The Complainant will be given the opportunity to submit additional information about the allegations in the complaint.

Activities to assist resolution of the complaint may include technical assistance, consultation, mediation conferences, negotiation, corrective actions, or other recommended intervention. In many instances, early resolution of the complaint may be accomplished through the voluntary participation and agreement of the parties in IEP meetings and/or mediation conferences, negotiations, or other remedies.

After facts are gathered, the Altus Schools will report the findings in writing. The findings of fact and conclusions will address whether the complaint of alleged violations under Part B is substantiated, and the written decision will include instructions for correcting any substantiated violations.

Complainants have the right to an OSDE review of the Altus Schools decision regarding the complaint filed.

Investigation and resolution of complaints filed with the Altus Schools shall be completed within 60 calendar days from receipt of the formal written complaint. Extensions of the timelines may be granted only if exceptional circumstances exist regarding a specific complaint.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT COMPLAINT FORM

1. Name and Address of Charging Party (Complainant):

2. Date: _____

3. Phone numbers where I may be reached:

Home _____

Office _____

4. Statement of alleged violation of a requirement or requirements of IDEA Part B and facts pertaining to the alleged violation (please provide as detailed a statement as is possible and feel free to attach supplemental pages if necessary for a complete understanding of your concerns):

5. Please identify any documents or other materials that support your complaint. If documents or materials are in your possession, please attach copies to this complaint.

6. Please identify what action or relief you are seeking as a result of this complaint.

Signature of Complainant

ALTUS PUBLIC SCHOOLS EXTENDED SCHOOLS YEAR POLICY

Extended School Year (ESY) is defined as special education and/or related services which are provided by the Altus Schools to eligible students with disabilities beyond the regular instructional school year (180 days) as a necessary part of a free appropriate public education required by the Individuals with Disabilities Education Act (IDEA), P.L. 101-476. ESY services should not be confused with traditional summer school or with summer services typically made available to all students. ESY services must be developed and documented through the Individualized Education Program (IEP) process and be provided at no cost to parents for children determined to be eligible for such services by the IEP Team.

The purpose of ESY is not to enhance the present levels of educational performance exhibited by students with disabilities at the end of the regular school year. Most students with disabilities will benefit from vacations just like their non-disabled peers. Breaks in formal education allow for skills and behaviors learned at school to be integrated into the student's natural environment. For most students, "learning" also takes place outside the formal school environment. All students experience some regression or temporary loss of educational skills during school vacations. ESY is intended for students who regress to such an extent in a skill area that recovery of the skill would be unlikely or impossible, and would necessitate an unusually long period of time to recoup the present level of performance. Therefore, the purpose of ESY services is to prevent the loss of skills that take an unreasonable amount of time for the student to recoup when school begins.

Determination of eligibility for ESY services will be on an individual basis by the IEP team. ESY will be available to all special education students who qualify. Special education students will be screened upon request of the principal, teacher, or parent. ESY services will be developed and documented by the IEP school team through the IEP process and will be provided at no cost to parents for students determined to be eligible for such services. ESY services will only be provided under the provision of an IEP and are limited to special education and related services as defined by the IDEA.

The following factors will be considered by the Altus Schools IEP teams in determining eligibility for ESY services:

- Degree of impairment

- The degree of regression suffered by the child
- The recovery time from this regression
- The ability of the child's parents to provide the educational structure at home
- The child's rate of progress
- The child's behavioral problems
- The child's physical problems
- The availability of alternative resources
- The ability of the child to interact with non-disabled children
- The areas of the child's curriculum which need continuous attention
- The child's vocational needs
- Whether the request service is extraordinary for the child's condition, as opposed to an integral part of a program for those with the child's condition
- Other relevant factors as determined by the IEP team

Data Collection for Determining Eligibility

The IEP team must determine a child's eligibility for ESY services by collection reviewing and analyzing existing information and pertinent data, including, but not limited to, the child's disability, educational history, and present levels of performance/education functioning and needs. Such a determination could involve a review of the following:

- Criterion-referenced and standardized test, including pretest and posttest data of a student's progress
- Functional assessments used in a natural environment (e.g., home, community, work, school)
- Analysis of data collected on a regular basis
- Evaluations and progress records for related services
- Parent, student, and/or service provider information
- Attendance records
- Behavior and disciplinary records
- Health/medical information
- Interviews with teachers, parents, and students
- Progress reports and assessments to determine the child's performance of IEP annual goals and objectives or benchmarks across time.

REVOCATION FOR CONSENT FOR SPECIAL EDUCATION SERVICES

The purpose of this notice is to provide the parent/adult student with information to make an informed decision when considering the written withdrawal of consent for special education services and provide information regarding the implications of this decision. The school considered the continuation of special education services but rejected that option because the parent/adult student revoked consent for special education.

There are many rights and protections offered to special education students that are not available to students in regular education. Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability. Eligibility for special education is determined on the basis of evaluations which assess the need for specialized instruction designed to benefit in a public school setting. A copy of the Procedural Safeguards for Children with Disabilities and their Parents under the Individuals with Disabilities Education Act 2004 can be obtained in the school districts central office or from the Department of Special Education/Federal Programs.

I understand that in withdrawing my consent for myself my student to continue to receive special education carries with it the following implications listed below: (Place your initials next to each statement to acknowledge that you understand the content of this Notice).

_____ I/My student will be dismissed from special education and will no longer receive any special education or related services.

_____ I/My student will no longer be considered to have a disability under the Individuals with Disabilities Education Act (IDEA) and will only receive services from regular education.

_____ I understand that I/my student may be ineligible for accommodations under a Section 504 Plan.

_____ I/My student's educational progress will meet the same standards applicable to regular education students. This will include, but is no limited to any federal, state, or District tests, assessments, and criteria for regular education students.

_____ I understand that I/my student must meet grade promotion standards.

_____ I/My student will be required to meet all graduation requirements in order to receive a high school diploma.

_____ I/My student will be expected to follow all school policies concerning student conduct, and will be subject to the same expectations and discipline consequences of regular education students. If, after dismissal from special education, the district proposes to discipline me/my student in a manner that involves removal to a disciplinary alternative education program or suspension and I decide to seek an evaluation to determine eligibility for special education, the

District will be deemed to have no knowledge of my/my student's suspected disability and may implement the discipline pending a new evaluation to determine eligibility.

_____ I/My student have/has already received special education and related services; the District is not required to amend my/my student's education records to remove any references to the receipt of special education and related services because of the revocation of consent.

_____ I understand that the provision of any instructional and related services not completed as stated in any previous Individualized Education Program (IEP) report shall cease on the date of the signature of this document and will not be provided by the District. This includes any compensatory services, request for Independent Education Evaluations (IEE), any services agreed to as part of any resolution session agreements or settlement agreements, and any services ordered by an impartial hearing officer as a result of any due process hearing that may have been filed.

_____ I understand that any future consideration for services in special education will require initiation of the referral process and evaluation of my/my student's current performance levels.

_____ I understand that my revocation of parental consent releases the District from liability for providing a Free Appropriate Public Education (FAPE) under IDEA to myself/my student from the time I revoke consent for special and related services until the time, if any, that I/my student am/is evaluated and deemed eligible, once again, for special education and related services.

If you have questions regarding these Notice or need to obtain assistance in understanding special education issues, you may contact the School District, Department of Special Education/Federal Programs.

Your signature below indicates that you understand the contents of this Prior Written Notice: Revocation of Consent for _____ School District Special Education Services and that you understand the statements above and are withdrawing your consent for the provision of special education and related services. Additionally, you fully understand the consequence of your withdrawal of consent and are in agreement with the termination of special education services effective as of the date that you sign this document.

Dated this _____ day of _____, 20____.

Parent (or student if student is 18)

File this form in the student's confidential IEP folder. Send a copy to the District Special Education Department. Document in the IEP folder that parents or adult student has received a copy.

REFERENCE: Individuals With Disabilities Education Act, 20 USC, §1400, et seq.
34 CFR §300.503, 300.9 and 300.300

USING COPYRIGHTED MATERIAL

It is the intent of the Altus Public Schools to adhere to the provisions of the copyright law (Title 17 of the U.S. Code) as they affect the district and its employees. While the law identifies some "fair use" provisions, it also defines specific restrictions on the reproduction of copyrighted materials. A copyright is a property right; willful infringement of a copyright can result in criminal prosecution. It is the position of Altus Public Schools that copyrighted materials, whether they are print or nonprint, will not be duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received. Illegal copies of copyrighted materials may not be made or used on district equipment.

Congress has identified four criteria to be balanced in considering questions of "fair use:"

1. The purpose and character of the use, including whether such is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon potential market for or value of the copyrighted work.

In an effort to discourage violation of the copyright law and to prevent such illegal activities:

1. All employees will be advised of this policy; and
2. Employees who willfully disregard the district's copyright position are in violation of board policy; they do so at their own risk and assume all liability responsibility. The legal and/or insurance protection of the district will not be extended to anyone who violates the fair use standards of this policy.

USING COPYRIGHTED MATERIAL (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the use of copyrighted material by employees of this school district.

Employees are urged to follow these guidelines and to instruct students in the importance of observing copyright provisions.

TELEVISION/VIDEO AND AUDIO

1. Off-air recordings of broadcast programs available to the general public without charge may be used once to meet instructional objectives in a classroom and repeated once for reinforcement during a 10-day period following the broadcast.

If you are seeking written permission from the copyright owner to keep and use the program in teaching/learning activities, the recording may be retained an additional 35 days. If permission is not granted, the tape must be erased. Schools may not build library collections of off-air recordings without permission of copyright owners.

2. Programs recorded from pay television channels (HBO, Cinemax, Disney, etc.) do not qualify under “fair use” guidelines and may not be recorded or used in the classroom.
3. Teachers must file formal requests for off-air taping as principals and library media specialists may not make such requests on their behalf.
4. Off-air recordings of broadcast programs may be taped only once for or by a teacher, regardless of the number of rebroadcasts in the same or succeeding years.
5. Off-air recordings must meet the tests of spontaneity:
 - A. The copying is at the instance and inspiration of the individual teacher, and
 - B. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.
6. A videotape marked “For Home Use Only” may be used in school only in a regular instructional situation by a classroom teacher in a face-to-face setting to meet an instructional objective. It may not be used for entertainment, filler, or any other purpose without prior permission of the copyright owner. Face-to-face teaching exemptions apply if all of the following requirements are met:
 - A. Performance must be given by an instructor or student;
 - B. Performance must take place at a non-profit educational institution;
 - C. Performance must be part of a regular instructional activity limited to when instructor and students are in a face-to-face situation;
 - D. Performance takes place in a classroom or in a similar place devoted to instruction;
 - E. Performance must utilize a lawfully-made copy.
7. Audio and video tapes may not be borrowed from other school districts and used in the classroom.
8. It is not legal to make a “shelf” or archival copy of any audio/visual material or duplicate any material on another format without written permission for the copyright owner.

PRINT GRAPHICS

No charge shall be made to the student beyond the actual cost of the photocopying.

1. Prohibited copying
 - A. The reproduction of copyrighted, consumable materials such as workbooks, exercises, activity sheets, standardized tests and test booklets, answer sheets, and other such materials is specifically prohibited by the copyright law. Once the ditto ink is depleted from a purchased ditto master, no further copies are to be made.
 - B. Copying shall not
 1. Substitute for the purchase of books, publishers’ updates or reprints, or periodicals;

2. Be directed by higher authority.
 - C. Copyrighted comic strip or cartoon characters may not be reproduced or altered for use on bulletin boards, hallways, cafeteria walls, publications, or school uniform/clothing.
 - D. Copying of the same item may not be repeated from term to term (school semester or school year).
2. Permissible copying
- A. A single copy may be made of any of the following by or for a teacher for scholarly research, teaching, or preparation to teach a class:
 1. A chapter from a book;
 2. An article from a periodical or newspaper;
 3. A short story, short essay, or short poem;
 4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.
 - B. One transparency for classroom instruction may be made from consumable materials such as workbooks, exercises, activity sheets, and other such materials.
 - C. Multiple copies of nonconsumable materials for classroom use or discussion may be made by or for the teacher giving the course, provided that
 1. The copying meets the tests of brevity, spontaneity, and cumulative effect as defined below;
 2. Each copy includes a notice of copyright; and
 3. No more than one copy per pupil in a course is made.

DEFINITIONS

1. Brevity
 - A. Poetry: (1) a complete poem of less than 250 words and if printed on not more than two pages, or (2) from a longer poem, an excerpt of not more than 250 words. (Copying may be expanded to permit completion of a stanza.)
 - B. Prose: (1) either a complete article, story, or essay of less than 2,500 words, or (2) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. (Copying may be expanded to permit completion of an unfinished paragraph.)
 - C. Illustration: one chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.
 - D. "Special" works (picture books and certain works in poetry and prose that combine language with illustrations and which are less than 2,500 words in their entirety): such

“special” works may not be reproduced in their entirety; however, two of the published pages of such a special work may be reproduced.

2. Spontaneity
 - A. The copying is at the request and inspiration of the individual teacher, and
 - B. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.
3. Cumulative Effect
 - A. The copying of the material is for only one course in the school in which the copies are made.
 - B. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term (with the exclusion of current news periodicals, newspapers, and current news sections of other periodicals.)
 - C. No more than nine instances of such multiple copying shall be made for one course during one class term (with the exclusion of current news periodicals, newspapers, and current news sections of other periodicals.)

FACSIMILE SHARING OF PRINTS AND GRAPHICS

1. Copyrighted material may be faxed to any person making a legal request.
2. After making a copy of a work and then faxing that copy, it must be destroyed. This complies with the regulation that only one copy of the original work may be in existence.
3. Any faxed material received can be used as resource/research sharing, but not as resource building. No additional copies of the received material may be made.
4. Received faxed material may not substitute for purchasing books or subscriptions.

MUSIC/THEATRE

Royalties must be paid, as specified by the publisher, for the public performance of copyrighted plays or music.

1. Permissible copying
 - A. Sheet music or plays may be copied only if a purchase order for the materials has been issued but the materials have not yet been received. Once the purchase materials are received, all other copies must be destroyed.
 - B. For academic purpose other than performance, multiple copies of excerpts of words may be made provided that
 1. Excerpts are not a performable unit (a section, movement, or aria) or more than 10% of the whole work;

2. No more than one copy per pupil in the class is made; and
 3. The copyright notice appears on the printed copy.
- C. For academic purposes other than performance, a single copy of an entire performable unit (a section, movement, or aria) may be made for the teacher for scholarly research or in preparation to teach a class provided that
1. The work is confirmed by the copyright holder to be out of print;
 2. The work is unavailable except in a larger work; and
 3. The copyright notice appears on the printed copy.
- D. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added, if none exist.
- E. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teachers.
- F. A single copy of a sound recording (tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)
- G. Copyrighted music recordings may be used as background for a media presentation only if the presentation is required for instructional purposes, and not for entertainment.
2. Prohibited copying
- A. Copyrighted music recordings may not be reproduced from album to tape.
 - B. Music or plays may not be recorded from a broadcast.
 - C. Copying for the purpose of performance may not be done.

INTERNET

1. The rights of the owner of copyrighted material on the Internet are exactly the same as the rights for the owner of traditional materials.
2. The rights of the copyright holder include:
 - A. The sole right to make copies;
 - B. The sole right to distribute copies;
 - C. The sole right to produce derivative copies;

- D. The sole right to perform or display a work publicly.
3. All the criteria for “fair use” apply to works on the Internet just as they apply to other materials.

DIGITAL TRANSMISSION (DISTANCE EDUCATION)

The Technology, Education, and Copyright Harmonization Act of 2001 (the TEACH Act) provides that it is not copyright infringement for teachers and students in an accredited, nonprofit educational institution to transmit performances and displays of copyrighted works as part of a course if certain conditions are not or cannot be met, use of the material will have to qualify as a fair use or permission from the copyright holder(s) must be obtained.

1. Teachers who want to incorporate works into digital transmission for instructional purposes must:
 - A. Avoid the use of commercial works that are sold or licensed for purposes of digital distance education.
 - B. Avoid the use of pirated works, or works where the teacher may otherwise have reason to know the copy was not lawfully made.
 - C. Generally limit the use of works to an amount and duration comparable to what would be displayed or performed in a live physical classroom setting.
 - D. Supervise the digital performance or display, make it an integral part of a class session, and make it part of a systematic mediated instructional activity. In other words, teachers should interactively use the copyrighted work as part of a class assignment in the distance education course. It should be made by, at the direction of, or under the supervision of the instructor; and directly related and of material assistance to the teaching content. It should not be an entertainment add-on or passive background/optional reading.
 - E. Use software tools provided by the district to limit access to the works to students enrolled in the course, to prevent downstream copying by those students, and to prevent the students from retaining the works for longer than a class session. The performance or display must be for, and technologically limited to, the students enrolled in the class.
 - F. Notify the students that the works may be subject to copyright protection and that they may not violate the legal rights of the copyright holder(s). A sample notice might read:

The materials on this course Web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.
2. The TEACH Act permits the transmission of the following:
 - A. Performances of all of a nondramatic literary or musical work. Nondramatic literary works, as defined in the Act, exclude audiovisual works; thus, examples of permitted performances in which entire works may be displayed and performed might include a poetry or short story reading. Nondramatic musical works would include all music other than opera, music videos (because they are audiovisual), and musicals.

- B. Reasonable and limited portions of any other performance. This would include all audiovisual works such as films and videos of all types, and any dramatic musical works excluded above.
- C. Displays of any work in amounts comparable to typical face-to-face displays. This would include still images of all kinds.

Exclude from coverage are the use of works primarily produced or marketed for in-class use in the digital distance education market; works the instructor knows or has reason to believe were not lawfully made or acquired; and textbooks, coursepacks, and other materials typically purchased by students individually.

3. Conversion from Analog to Digital

The TEACH Act specifically authorized the digitization of print or other works in analog format under the following conditions:

- A. Only the amounts authorized to be performed or displayed may be digitized; and
- B. There is no digital version available to the district; or
- C. The digital version that is available to the district is technologically protected in a manner that prevents its use for authorized purposes.
- D. Such copies are retained only by the district and used only for the activities authorized by copyright law.

PERMISSION FOR USE

Employees are encouraged to seek written permission for use of copyrighted materials which have instructional value but which cannot be purchased because of lack of funds or availability. A request for permission should include:

- Specific description of the item to be copied (title, author, edition, page numbers, frames, excerpts, etc.):
- Type of duplication and number of copies;
- Plans for usage and distribution of copies and the frequency of use.

COPYRIGHTED MATERIALS CHECKLISTS

TEACH ACT CHECKLIST

1. The district is an accredited nonprofit educational institution or governmental body.
2. The district has an institutional policy that addresses the use of copyrighted materials and promotes compliance with U.S. copyright law.
3. The district provides educational materials/resources to faculty, students, and staff that accurately describe copyright rights and responsibilities.
4. The work is not a digital educational work produced or marketed primarily for performance/display as part of mediated instructional activities transmitted via digital networks.
5. The work is not a textbook, coursepack, electronic reserves, or similar material typically purchased individually by the students for independent review outside the classroom or class session.
6. The work is lawfully made and acquired. Would a reasonable evaluation indicate the origin of the work to be questionable?
7. The work is an integral part of the class session. The materials are specifically for students enrolled in the course.
8. The work is part of systematic mediated instructional activities, provided at the instructor's direction during the relevant lesson.
9. The work is directly related and of material assistance to the teaching content and is a part of the regular offerings of the district.
10. The work is (check one):
 - Nondramatic literary work (may use all)
 - Nondramatic musical (may use all)
 - Reasonable and limited portion of any other work (dramatic literary, musical, or audiovisual works) or
 - Display of any work in an amount similar to typical displays in face-to-face teaching in a live classroom setting
11. The transmission of the work is limited, as technically feasible, to the students enrolled in the course.
12. Reasonable downstream controls have been instituted.
 - Reasonable measures been implemented to prevent retention of the works for longer than the class session.

- Reasonable measures have been implemented to prevent unauthorized dissemination in accessible form by the recipients.
13. Materials will be stored on a secure server and transmitted only as permitted by the TEACH Act.
 14. Copies of the work will not be made other than the one needed to make the transmission.
 15. For conversions of analog to digital
 - No digital version is available to the educational institution.
 - The digital version available is technologically protected to prevent TEACH uses.

Yes: Conversion of analog to digital permitted

No: Conversion of analog to digital not permitted.
 16. There is a warning notice present on the work notifying students that the work may be protected by copyright.

PERMISSION GUIDE

1. Does the proposed use require permission from the copyright holder?
 - A. Is the work subject to copyright?
 - Is it an original work of authorship?
 - Is it fixed in a tangible medium of expression?
 - Is it not an “idea, procedure, process, system, method of operation, concept, principle, or discovery, regardless of the form in which it is described, explained, illustrated, or embodied” in a copyrighted work?
 - Is it not a work produced by a U.S. government employee in the scope of employment?
 - Is it not a work the author has expressly made available for unrestricted copying, distribution, etc., effectively dedicated to the public domain?
 - Has the copyright expired?
 - B. Is there a legal basis for use without permission?
 - Is it fair use? To enhance the fair use argument, especially for coursepacks and web-based teaching materials, (1) use excerpts that are short and qualitatively insubstantial; (2) limit access to students enrolled in the course; (3) end access after the course; (4) do not use the material repeatedly for a course; (5) include the copyright notice and appropriate attributions; (6) obtain permission of easy to do so (cost and timing perspective).
 - Is it performance and/or display of a work in a face-to-face teaching setting?

- Is it a transmission of a performance and/or display of limited works to a classroom setting for teaching purposes?

2. Obtaining permission to use copyrighted works:

- Identify the copyright holder (best to confirm by phone or e-mail before seeking permission).
- Send written request for permission to use.

Allow several weeks lead time.

Can the district pay a licensing fee/royalty?

- If license fee is too much or there is no response, be prepared to use a limited amount that qualifies for fair use, or use alternative materials.
- Obtain legal review/contract review for any license agreements other than the district's permissions form.

PERMISSION RELEASE FOR COPYRIGHTED MATERIALS

Date _____

Firm _____

Address _____

School _____

Address _____

Telephone _____

Person making request _____

To Whom It May Concern:

We would like to request permission to copy the following copyrighted materials:

Number of copies to be made _____

Copy medium _____

Use of copies _____

Thank you for your cooperation,

Sincerely,

PRODUCERS REPLY

Permission is hereby: _____ granted, _____ denied.

Details: (include fees, limitations, etc.)

Signature _____

Title _____

Date _____

SCHOOL LIBRARY MEDIA CENTER

It is the policy of the Altus Board of Education that efforts be made to staff and maintain a school library media center adequate for the needs of students and teachers.

The library media program shall be reflective of the community standards for the population the library media center serves when acquiring an age-appropriate collection of print materials, non-print materials, multimedia resources, equipment and supplies adequate in quality and quantity to meet the needs of students in all areas of the school library media program.

The superintendent is directed to develop regulations governing the selection of materials for and the use of the library media center.

LEGAL REFERENCE: 70 O.S. § 11-201

SCHOOL LIBRARY MEDIA CENTER

It is the policy of the Altus Board of Education that efforts be made to staff and maintain a school library media center adequate for the needs of students and teachers.

The library media program shall be reflective of the community standards for the population the library media center serves when acquiring an age-appropriate collection of print materials, non-print materials, multimedia resources, equipment and supplies adequate in quality and quantity to meet the needs of students in all areas of the school library media program.

The superintendent is directed to develop regulations governing the selection of materials for and the use of the library media center.

LEGAL REFERENCE: 70 O.S. § 11-201

SCHOOL LIBRARY MEDIA CENTER SELECTION OF MATERIALS (REGULATIONS)

The responsibility for the selection of library media center materials rests with the Altus Board of Education. Authority for the selection of popper materials shall be delegated to the library media center staff. Materials shall be selected in accordance with the principles established by the School Library Bill of Right as approved by the American Association of School librarians. Final selection will be made by the media specialist subject to approval by the board. Suggestion from the administration, the faculty, and from the students are encouraged.

The Board of education and the media staff of the Altus Public Schools subscribe in principal to the following statement of policy expressed by the American Association of School Librarians:

BILL OF RIGHT FOR LIBRARY MEDIA CENTER PROGRAM

The professional staff of school media centers is concerned with the development of informed and responsible citizens. To this day, the American Association of School Librarians reaffirms the Library Bill of Right of the American Library Association and asserts that the responsibility of the school media center is:

To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the student served.

To provide materials that will stimulate growth in knowledge and develop literary, cultural, and aesthetic appreciations and ethical standards.

To provide materials on all sides of issues, beliefs, and ideas so that young citizens may develop the habit of critical thinking, reading, listening, and viewing, thereby enabling them to develop an intellectual integrity in forming judgments.

To provide materials which accurately reflect all religious, social, political, and ethnic groups, and their contributions to our American heritage as well as knowledge and appreciation of world history and culture.

To provide a comprehensive collection of instructional materials which, when selected in compliance with basic selection principles, can be defended on the basis of their appropriateness for the users of the media center

Responsibility for Selection

The board of education, the governing body of the school district, is legally responsible for the selection of instructional materials. This authority is delegated to the professional personnel of the selection materials.

Materials for the library media center are selected primarily by the librarian with input from the Review Committee.

**SCHOOL LIBRARY MEDIA CENTER, SELECTION
OF MATERIALS, REGULATION (Cont.)**

Review Committee

Library Media Specialist
Principal
Counselor
Classroom Teacher

This committee must be approved by the Superintendent.

Types of Materials for Purchase

1. Instructional materials are chosen because they are of interest and have learning value for the student in the community. Materials are not excluded because of race, nationality, religion, or political views of the writer.
2. Insofar as it is practical, materials are provided which present all points of view concerning the problems and issues of our time: international, national, and local. Books and materials of sound factual authority are not removed or banned from library media center shelves because of partisan or doctrinal disapproval.
3. Periodicals and newspapers that supplement the curriculum needs shall be chosen for accuracy, objectivity, accessibility, demand, and prices.
4. Multiple items of outstanding quality and much in demand media are purchased as needed.
5. Nonfiction subjects that are topics of criticism are carefully considered before selection. Among these are:
 - A. Religion– Factual unbiased material that represents all major religions may be included in the library center collection. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value or appear in magazine indexes.
 - B. Ideologies – The library media center should, without making any effort to sway the reader’s judgment, make available basic factual information on the maturity level of its reading public of ideologies or philosophies that are of current or continuing interest.
 - C. Science – Medical and scientific knowledge suitable to the development stage of the student should be made available without any biased selection of facts.

Criteria for Selection

1. Selections are made for, and in accordance with, the different maturity levels of the students.
2. Materials are selected which fill a need related to the curriculum and/or contribute to the development and enrichment of the student.
3. Interests, needs, abilities of the students, and correlation of materials with the curriculum are dominating factors in the selection of materials.

**SCHOOL LIBRARY MEDIA CENTER, SELECTION
OF MATERIALS, REGULATION (Cont.)**

Criteria for Evaluation

1. The author or producer should be qualified as a subject specialist.
2. Concepts, content, and vocabulary should be appropriate for the potential user.
3. Facts presented should be accurate and up-to-date.
4. Information should be logically arranged.
5. Subject matter should hold the attention of the student.
6. Format of the material should be attractive and durable.
7. Illustrations should be pertinent and well executed.
8. Each medium should meet a real or potential need.
9. Elevation from standard selection aids should be given consideration.

Selection Tools

In selecting materials for purchase, the media specialist evaluates the existing collection and consults reputable, unbiased, professionally prepared selection aids, such as:

Booklist
Bulletin of the Center for Children's Books
Children's Catalog
The Elementary School Library collection
Hornbook
Oklahoma Department of Libraries Book
School Library Journal
Junior High & Senior High School Catalog
Fiction Catalog

When possible, audiovisual materials shall be previewed before purchase or ordered with return privilege guaranteed.

SCHOOL LIBRARY MEDIA CENTER, SELECTION OF MATERIALS, REGULATION (Cont.)

Gift Books and Materials

1. Gift books and materials and accepted with the understanding that they must meet the same selection criteria as materials purchased with board of education funds. The practice of the donors purchasing books or materials as library media center gifts is discouraged. It is preferable that donors make monetary gifts for the purchase of books and materials because the school receives a discount and can purchase more books for the same amount of money.
2. Gift books and other materials, once accepted by the Altus Public Schools, become the property of Altus Public Schools.

Procedures for Reconsideration of Materials

It is recommended that a student or the student's parent should have the right to reject the use of library media center materials which seem incompatible with the students values or beliefs. It is further recommended that classroom assignments involving library media center materials provide for alternative choices. This procedure is consistent with the Nation Council of Teachers of English Statement on Students Rights to Read, which is endorsed in its entirety. However, no parent has the right to determine the reading matter for students other than his/her own children. Books and other materials shall not be removed or banned solely because of partisan or doctrinal disapproval.

If an objection to a selection is made by the public, the procedures are as follows:

Be courteous and inform the patron of the process of media review, make no commitments.

Invite the complainant to file his/her objections in writing on forms provided through the principal's office.

Completed forms are to be returned to the principal.

An informal conference with the principal will be held.

If unable to satisfy the complainant , refer the complaint to the Review Committee.

Material is not to be withdrawn without referring to the review Committee, which determines whether the material should be withdrawn.

Material is reviewed and judged by this committee as to conformity with selection criteria and instructional goals

The decision of the committee is submitted to the complainant and a file of the objection and decision is kept by the library specialist and the principal.

In the event that the complainant does not accept the decision of the Review Committee, he/she may appeal to the board of education through the superintendent.

Final decision rests with the Board of Education.

**SCHOOL LIBRARY MEDIA CENTER, SELECTION
OF MATERIALS, REGULATION (Cont.)**

Weeding and Discarding

Worn or missing standar items will be replaced periodically.

Out-of-date or no longer useful media are withdrawn from the collection.

Definition of Critical Terms

Selection – the act or process of selecting materials.

Instructional Materials – materials that fill a need related to the curriculum or contribute to the development and enrichment of the student.

Evaluation – to examine and judge the quality of materials.

Inquiry – an information request, usually informal. that seeks to determine the rationale behind the presence of a particular item in a collection.

Expression of Concern – an inquiry that has judgemental overtones. The inquirer has already made a value judgment on the material in question.

Complaint – an oral charge against the presence and/or appropriateness of the material in question.

Challenge – a formal written complaint filed with the library media center questioning the presence and/or appropriateness of specific material.

Attack – a publicly worded statement questioning the value of the material, presented to the media and/or others outside the library media center organization, in order to gain public support for further action.

Censorship – the removal of material from open access by any governing authority or its representative (boards of education/trustees, principals/library media center directors, etc.).

**PUBLIC COMPLAINTS ABOUT LIBRARY
CURRICULUM OR INSTRUCTIONAL MATERIALS
(PROCEDURE)**

Procedures to be followed concerning complaints or requests to review library or instructional material used by the Altus Public Schools:

Level One:

1. All complaints to be considered shall be submitted in writing to the principal and the complaint or request properly signed and identified.
2. The librarian, teacher, and administration shall be informed of the nature and facts concerning the complaint.
3. The complaint or request to review the material shall be submitted by the principal to a faculty committee composed of persons teaching in the subject matter field of the materials challenged.
4. The materials are judged by the committee and a written recommendation shall be submitted to the principal and a copy of the complaint and recommendation shall be kept on file in the principal's office for future reference.
5. From this point on, appeal of the principal's decision will follow procedures as outlined in policy DGBA-R.

Level Two:

1. In the event the complainant is not satisfied with the principal's decision, the complainant may appeal the decision to the superintendent. The complaint should be put in writing.
2. The superintendent must hear the complaint within three school days after receiving a request for a hearing.
3. At Level Two, the complainant will present the complaint on his own behalf but may be accompanied by a friend of his own choosing.
4. Within three school days, the superintendent shall make his decision. The decision will be communicated in writing to the complainant.
5. If the decision is appealed to Level Three, the superintendent shall provide the board with a written record of the Level Two hearing including his decision in the matter with supporting reasons for his decision. A record of the Level One hearing shall also be made available to the board.

Level Three:

1. Within five days of receiving the decision of the superintendent, the complainant may appeal his decision to the board of education. The request for a hearing must be made through the superintendent or clerk of the board of education in writing.
2. The hearing will be held at the next regular school board meeting with all persons who participated at Level One and Two.

3. The complainant may be represented at Level Three by anyone of his choosing, but the complainant must be present at the hearing.
4. Within ten days, the board shall issue a decision to all parties involved. Such decision by the board shall be final except that proper redress may be sought through the courts, should the complainant choose to do so.

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL

Name _____

Address _____

Telephone _____

Type of material _____

Title _____

Author _____

State specific objections. (Please cite pages or portions)

State any merits noted in the material

What do you believe might result from using this material?

What do you believe is the theme or purpose of this material?

Have you reviewed the entire material? _____

Have you reviewed other material by this person? _____

If yes, please list the material _____

What material dealing with same subject would you recommend as replacement?

Date

Signature

REPORT OF RECONSIDERATION

Author: _____ Type of Resource: _____

Title: _____

This decision was made on the _____ day of _____, _____

Minority report is attached. _____

FINDINGS OF FACT: _____

DECISION: _____

The following committee member are in agreement with the above decision:

The following committee members are not in agreement with the above decision:

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL

Name _____

Address _____

Telephone _____

Type of material _____

Title _____

Author _____

State specific objections. (Please cite pages or portions)

State any merits noted in the material

What do you believe might result from using this material?

What do you believe is the theme or purpose of this material?

Have you reviewed the entire material? _____

Have you reviewed other material by this person? _____

If yes, please list the material _____

What material dealing with same subject would you recommend as replacement?

_____ Date _____

_____ Signature _____

SOLICITATION OF CURRICULUM MATERIALS UNAUTHORIZED

No individual or organization is authorized by the Altus Board of Education to solicit contributions from individuals, clubs, or businesses for the purposes of providing instructional or curriculum materials for the schools, without the prior approval of the Board of Education or their designee.

CONSTITUTION

CONSTITUTION

It is the policy of the Altus Board of Education that the school district will comply with a federal requirement to teach students about the United States Constitution on September 17 ("Constitution Day") of each year. The school district shall utilize rules of the United States Department of Education to ensure that this education is provided.

REFERENCE: Federal Appropriations Bill, signed December 3, 2004

MILITARY RECOGNITION

MILITARY RECOGNITION

The legislature of the state of Oklahoma has designated the second Tuesday of April as the Oklahoma National Guard and the 45th Infantry Division Appreciation Day. The school district may consider planning an event to show appreciation for the brave and courageous deeds exhibited by the members of the Oklahoma National Guard and 45th Infantry Division.

The legislature of the state of Oklahoma has also designated the date of November 11 as "Veterans Day" and the week in which November 11 falls is hereby designated "Celebrate Freedom Week" for the public schools of Oklahoma. If the date of November 11 falls on a Saturday or Sunday or if classes are not in regular session, Veterans Day will be observed on the preceding school day. If Veterans Day falls on a Sunday, the following week will be Celebrate Freedom Week.

The Altus Board of Education shall ensure that on Veterans Day each school in this district will conduct and observe an appropriate program of at least one class period to remember and honor American veterans. If scheduling allows, the schools may choose to have a moment of silence beginning at 11:00 a.m. on November 11 of each year. This activity is intended to educate students about the termination of World War I at 11:00 a.m. on November 11, 1918.

During Celebrate Freedom Week or during another full school week, as a part of a social studies class, school districts will be required to include appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical context.

The study of the Declaration of Independence will include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement. The Civil Rights movement and the passage of Civil Rights legislation via the passage of HB 2239.

During Celebrate Freedom Week, students in grades three through twelve shall study and recite the following text:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among men, deriving their just powers from the consent of the governed."

Students may be excused from the recitation of the text set forth above if:

1. The parent or guardian of the student submits to the school district a written request that the student be excused;
2. As determined by the school districts, the student has a conscientious objections to the recitation; or
3. The student is the child of representative of a foreign government to whom the United States government extends diplomatic immunity.

REFERENCE: 70 O.S. §24-152

PHYSICAL EDUCATION FOR ELEMENTARY STUDENTS

In accordance with House Bill 1601, each elementary site will provide a physical activity report to parents and guardians through each individual site's handbook which addresses the following:

1. A summary on how physical activity is being incorporated into the school day;
2. A summary of the types of physical activities the students are exposed to in the physical education programs;
3. Suggestions on monitoring the physical activity progress of a child and how to encourage regular participation in physical activity;
4. Information on the benefits of physical education and physical activity.

REFERENCE: 70 O.S. §1-107
70 O.S. §11-103, §11-103.9
70 O.S. §1210.199
7 CFR, Parts 210 and 220
7 CFR, Part 245.5

CROSS-REFERENCE: Policy FFA, Health: Students
Policy EHAJ, Health Education

PHYSICAL EDUCATION

Health and Fitness Curriculum

The superintendent shall adopt and implement a comprehensive health and fitness curriculum, which will provide opportunities for developmentally appropriate instruction for grades K-12. Evaluation procedures will utilize classroom-based assessments or other strategies and will be in place by the end of the 2011-12 school year.

The specific objectives and goals the district intends to accomplish through the physical education curriculum are to teach self-management and movement skills as well as cooperation, fair play, and responsible participation in physical activity. The goal of the school district is to promote student participation in physical activity for a healthier lifestyle.

All students in grades kindergarten through five are required to complete an average of sixty (60) instructional minutes per week of physical education and sixty (60) minutes of physical activity. The time students participate in recess shall not be counted toward the sixty (60) minutes per week physical education requirement. The sixty (60) minutes of physical activity may include, but is not limited to, physical education, exercise programs, fitness breaks, recess, classroom activities, and wellness and nutrition education. All high school students are strongly encouraged to complete two units or sets of competencies of physical and health education as part of the core curriculum. District high schools are encouraged to offer a variety of health and fitness classes for each grade in the high school.

Suitable adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activities.

In addition to required physical education, students at the elementary level should have the opportunity to participate in daily recess and physical activity. The district may provide daily recess period(s) for elementary school students, featuring time for unstructured but supervised active play.

The school district may exclude from the participation in physical education or exercise programs those students who have been placed into an in-house suspension or determination class or placement or those students who are under an in-school restriction or are subject to an administrative disciplinary action.

Cardiopulmonary Resuscitation Courses

Students in grades nine through twelve may be taught the techniques of cardiopulmonary resuscitation as part of their physical education program.

REFERENCE: 70 O.S. § 1-107
 70 O.S. § 11-103, § 11-103.9
 70 O.S. § 1210.199
 7 CFR, Parts 210 and 220
 7 CFR, Part 245.5

TESTING PROGRAM

State Testing Program:

Students will be tested as part of the statewide testing program. (70-1210.508)

Additional Testing:

Additional testing may be necessary for individual students who are recommended for special education, the gifted education program or to meet other needs. These tests will be administered according to guidelines provided by the state.

All students, who enter the Altus Schools from other than an accredited school, will be required to take placement tests as required by state statute.

USE OF SCHOOL VOLUNTEERS

The Altus Board of Education encourages the use of volunteers in the classrooms and schools of the district, provided the individuals involved are approved by the principal of the building and are part of the school district's approved volunteer program.

Volunteer Regulations

It is the policy of the Board of Education to institute and encourage a Parent Volunteer Program in the school system.

The primary purpose of the school volunteer program shall be to free the teachers from tasks that could be accomplished by others in order for the teachers to spend more time teaching. Examples of activities that can be performed by volunteers are:

1. Making bulletin boards;
2. Clerical tasks, such as filing, typing, etc.;
3. Telling stories to children;
4. Listening to children read;
5. Reinforcing math facts;
6. Tutoring;
7. Anything else as deemed necessary by the cooperating teacher;
8. Other activities too numerous to mention.

The use of volunteers in the classroom is at the discretion of the principal and the classroom teacher.

Volunteers will not be subjected to a dress code, as such, but will be expected to dress appropriately and be neat and clean in appearance

As a rule, volunteers will not be asked to grade papers.

Volunteers will not be asked to assume playground or lunchroom duties, nor will they be left alone with a classroom except in an emergency situation.

Volunteers are expected to be professional in their roles as volunteers and to be positive about their jobs and the school system. A friendly, courteous relationship is expected between teachers and volunteers.

Problems will be dealt with if and when they arise by the teacher and the volunteer. If the situation cannot be resolved at this level, an administrator will be asked to evaluate the situation.

The program will be expanded as deemed necessary by the administration and teachers.

PUBLIC RELATIONS IN THE SCHOOL OFFICES

Good public relations is the job of the entire staff. Every employee should feel a keen personal responsibility for the development of good relations with the public. Each contact made with the school offices, whether in person, by telephone or by letter, should always receive a warm, courteous and personal reception.

Incoming communications and United States mail should be answered or otherwise acted upon with 24 hours after delivery.

Copies should be made of all outgoing letters, and those copies filed for future reference.

Telephone calls should be answered promptly. Delay in answering the one is not conducive to good public relations.

DRESS AND PERSONAL GROOMING FOR STAFF

Recognizing the many different dress and grooming tastes among its professional staff, it is the policy of the Altus Board of Education that principals will dress in the appropriate fashion to maintain the professional image and encourage all school personnel to dress appropriately to reflect pride and professionalism.

The board also feels that the faculty members are professional people and their dress should be a compliment to the profession and a positive example for the students and the community.

All staff shall dress appropriately considering the accepted custom and style of the community and the educational profession. Teachers shall refrain from any style of dress, hairstyling, or personal grooming that might subject the faculty or school to undue criticism. Immodest or suggestive clothing styles or designs, T-shirts, exposed midriff, low-cut or see-through blouses, etc., are not acceptable.

The coaching staff and PE teachers when teaching in their areas of assignment, may wear shorts.

Blue jeans shall not be worn by staff during the school day. Exceptions may be made for certain field trips and excursions or days designated by the school site administrator.

The administration shall be held responsible for interpreting and implementing these regulations.

PARENT-TEACHER ORGANIZATIONS

Each principal shall accept the responsibility of organizing a parent-teacher association in his/her school and for stimulating enthusiasm in the organization. Careful coordination of the activities of local units with the school program and policies is the responsibility of the principal. Interest and enthusiasm of the principal is a fine stimulus to good parent-teacher programs.

HIV PREVENTION EDUCATION

An HIV Prevention Education program shall be offered to students in the Altus School System pursuant to H.B. 1476 of the 1987 Legislative Session.

The State Department of Education shall develop curriculum and material for HIV prevention education in conjunction with the State Department of Health. A school district may also develop its own HIV prevention education curriculum and materials. Any curriculum and materials developed for use in the public schools shall be approved for medical accuracy by the State Department of Health. A school district may use any curriculum and materials which have been developed and approved pursuant to this subsection.

At least one month prior to teaching HIV prevention the principal or his designee of the school shall conduct a meeting for parents or guardians of the students involved presenting the curriculum and material that will be used. Said meeting shall be held during weekend or evening hours.

No student shall be required to participate in HIV prevention education if a parent or guardian of the student objects in writing to such participation (H.B. 1476-1987).

According to House Joint Resolution No. 1078 public school teachers and administrators in grades five through twelve shall participate on a regular basis in an inservice training program related to HIV prevention education. The training program shall be approved by the State Department of Education and the State Department of Health and shall qualify towards staff development requirements for the participating teachers as provided in Section 6-158 of Title 20 of the Oklahoma Statutes.

SEXUAL HARASSMENT

The policy of this school district forbids discrimination against any employee or applicant for employment on the basis of sex. The Board of Education will not tolerate sexual harassment by any of its employees. This policy applies to non-employee volunteers whose work is subject to the control of school personnel.

I. GENERAL PROHIBITIONS

A. Unwelcome Conduct of a Sexual Nature

1. Conduct of a sexual nature may include verbal or physical sexual advances, including subtle pressure for sexual activity, touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually-oriented "kidding" "teasing," double meanings, and jokes.
2. Verbal or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
3. An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

B. Sexual Harassment

For the purpose of this policy, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment if:

1. submission to the conduct is made either an explicit or implicit condition of employment;
2. submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; or
3. the conduct substantially interferes with an employee's work performance, or creates an intimidating, hostile, or offensive work environment.

2. SPECIFIC PROHIBITIONS

A. Administrators and Supervisors

1. It is sexual harassment for an administrator or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

2. Administrators and supervisors ,who either engage in sexual harassment or tolerate such conduct by other employees, shall be subject to sanctions as described below.
- B. Non-administrative and Non-supervisory Employees
1. It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

3. REPORT, INVESTIGATION, AND SANCTIONS

- A. It is the express policy of the Board of Education to encourage victims of sexual harassment to come forward with such claims. This may be done through the Employee Grievance Policy.
1. Employees, who feel that administrators or supervisors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon sexual favors, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the alleged offending person, the report will be made to the next higher level of administration of supervision.
 2. Employees are also urged to report any unwelcome conduct of a sexual nature by supervisors or fellow employees if such conduct interferes with the individual's work performance or creates a hostile or offensive working environment.
 3. Confidentiality will be maintained, and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.
- B. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated. The superintendent has the responsibility of investigating and resolving complaints of sexual harassment.
- C. Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to warning, suspension, or termination subject to applicable procedural and due process requirements.

NONDISCRIMINATION

The Board of Education is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, disability, or veteran status. This policy will prevail in all matters concerning staff, events, students, the public, employment, admissions, financial aid, educational programs and services, facilities access, and individuals, companies, and firms with whom the board does business.

The board directs the superintendent of schools to prepare necessary rules, regulations, and procedures to insure that all local, state, and federal laws, regulations, and guidelines are followed.

The following statement will be included in all course announcements, bulletins disseminated to all students, materials used for recruiting or describing programs and training, application or enrollment forms, brochures, and catalogs.

"The Altus Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status."

The United States Department of Agriculture Equal Opportunity Public Notification Policy require that all Food Nutrition Services (FNS) nutrition assistance programs, State or local agencies, and their subrecipients, post the "Justice For All" poster and the following "Nondiscrimination Statement":

"In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3072) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider. "

Inquiries concerning application of this policy may be referred to

_____ who is the Title IX/504/ADA
Coordinator.

_____ District

_____ Street Address

_____ Telephone

_____ City, State, Zip

REFERENCE: Oklahoma Constitution, Article 1, Section 6 Title 6
Title 7, Civil Rights Acts of 1964 as amended by the Equal Employment
Opportunity Act of 1972
Executive Order 11246, as amended by Executive Order 11375
Equal Pay act, as amended by the Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
Immigration Reform and Control Act of 1986
Americans With Disabilities Act of 1990, 42 U.S.C§12101
USDA Departmental Regulation 4300-003, Equal Opportunity Public
Notification Policy, 02 Jun 2015

DISCRIMINATION COMPLAINTS PROCEDURES

The following procedures will be used by any person, including personnel and students for the filing, processing, and resolution of alleged discrimination complaints.

Definitions

1. **Discrimination Complaint:**
A written complaint alleging any policy, procedure, or practice to discriminate on the basis of race, color, religion, national origin, sex, qualified handicap, veteran status, or other perceived discrimination.
2. **Student Grievant:**
A student of the Altus Public District who submits a complaint alleging discrimination based on race, color, religion, national origin, sex, or qualified handicap.
3. **Employee Grievant:**
An employee of the Altus Public School District who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, age, qualified handicap, or veteran status.
4. **Public Grievant:**
Any person other than a student or employee or employment applicant who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, age, qualified handicap, or veteran status.
5. **Title IX, 504 and ADA Coordinator (Coordinator):**
The person(s) designated to coordinate efforts to comply with and carry out responsibilities under Title IX or the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Americans With Disabilities Act of 1990, and other state and federal law addressing equal educational opportunity. The Coordinator is responsible for processing complaints and serves as moderator and recorder during hearings.
6. **Respondent:**
The person alleged to be responsible for the violation alleged in a complaint. The term may be used to designate person with responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the complaint.
7. **Day:**
Day means a working day. The calculation of days in complaint processing shall exclude Saturdays, Sundays, and holidays.

Pre-Filing Procedures

Prior to the filing of a written complaint, the grievant is encouraged to visit with the district coordinator, and reasonable effort should be made to resolve the problem or complaint.

EMPLOYEE GRIEVANCE POLICY

1. Grievant name,
Submits written complaint to Coordinator stating nature and date of alleged violation; names of persons responsible (where known); and requested action. Complaint must be submitted within 30 days of alleged violation. Complaint forms are available in all school offices.
2. Coordinator
Notifies respondent within 10 days and asks respondent to:
 1. Confirm or deny facts
 2. Indicate acceptance or rejection of grievant's requested action, or
 3. Outline alternatives
3. Respondent
Submits answer within 10 days to Coordinator
4. Coordinator
Within 10 days after receiving respondent's answer, Coordinator refers the written complaint and respondent's answer to the building principal. The Coordinator also schedules a hearing with the grievant, the respondent, and the building principal.
5. Principal, Grievant, Respondent, & Coordinator
Hearing is conducted
6. Principal decision to
Within 10 days after the hearing, issues a written the grievant, respondent, and Coordinator.
7. Grievant or Respondent
If the grievant or respondent is not satisfied with the decision, the Coordinator must be notified within 10 days and a hearing with the superintendent requested.
8. Coordinator
Within 10 days of receiving a request for a hearing, schedules a hearing with the grievant, respondent, and superintendent.
9. Superintendent, Grievant, Respondent, & Coordinator
Hearing is conducted
10. Superintendent
Issues a decision within 10 days following the hearing.
11. Grievant or Respondent
If the grievant or respondent is not satisfied with the decision, the Coordinator must be notified within 10 days and a hearing with the board requested.
12. Coordinator request for
Notifies board within 10 days after receiving a hearing Coordinator schedules the hearing with the board.

The hearing is to be conducted within 30 days from the day of notification of the board.

13. Board of Education or hearing panel established by the board, Grievant, Respondent, & Coordinator Hearing is conducted
14. Board of Education Within 10 days after the hearing, issues a final decision written regarding the validity of the grievance and any action to be taken.

GENERAL PROVISIONS

1. Extension of Time:
Any time limits set by these procedures maybe extended by mutual consent of the parties involved. The total number of days from the date that the complaint is filed until the complaint is resolved shall be not more than 180 days.
2. Access to Regulations:
The Altus Public School District shall provide copies of all regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, age, qualified handicap, or veteran status upon request.
3. Confidentiality of Records:
Complaint records will remain confidential unless permission is given by the parties involved to release such information. No complaint record shall be entered in the personnel files. Complaint records shall be maintained on file for three years after complaint resolution.
4. If respondent and principal are the same persons, the above procedures are adjusted accordingly with the first hearing being with the superintendent.
5. The superintendent will designate an alternate coordinator in the absence of the coordinator.

DISCRIMINATION COMPLAINT FORM

TO: Title IX/504/ADA Coordinator-Assistant Superintendent
Alternate Coordinator-As Named by Superintendent

FROM: Name of Grievant _____

Address/Telephone # _____

Date of Alleged
Violation _____

NATURE OF ALLEGED VIOLATION

NAMES OF PERSONS RESPONSIBLE

REQUESTED ACTION

Date Complaint Filed With Coordinator: _____

Please use reverse of this form or attach additional sheets if necessary.
(Complaint must be submitted within 30 days of alleged violation)

GRIEVANCE PROCEDURES - SEX DISCRIMINATION

It is the policy of the Board of Education that the assistant superintendent shall serve as Title IX coordinator for this school district. The superintendent shall direct the implementing of educational amendments and regulations as it pertains to prohibition of sex discrimination in education, and shall prepare a regulation governing sex discrimination grievance procedures.

The board shall appoint on a periodic basis a sex discrimination grievance committee which shall consist of an administrator, a parent, and a member of the certified teaching staff.

NONDISCRIMINATION (REGULATIONS)

In accordance with the policy of the board of education, the following regulations shall apply to insure that all local, state, and federal laws, regulations, and guidelines are followed.

General

In order for the school district to continue to receive federal financial assistance, it must comply with Title IX and the regulations promulgated through the U.S. Department of Health, Education and Welfare by the Department's Office for Civil Rights interpreting Title IX. If any program or activity of this district fails to comply with Title IX, or the federal administrative regulations implementing Title IX, public hearings would be held by the federal government which could result in the termination of federal funding of this district.

In addition to these sanctions, however, the board of education is of the general view that discrimination on the basis of sex in any education program or activity of this district is not to be permitted except where necessary to accomplish a specific purpose that does not impinge upon essential equality or fundamental fairness in the treatment of students or employees of this district. Accordingly, employees of this district are required by these regulations to comply with these provisions in relation to any rule or regulation adopted by the board of education of this district and to any state and federal laws applicable to this district.

Application to Specific Education Programs and Activities

This prohibition against action by employees or other persons acting in the name and on the behalf of this district which bases any exclusion from participation in, denial of benefits from, or discrimination in, any educational program or activity because of the sex of a student or employee applies to all education programs and activities conducted by this district including, but not limited to, the following.

1. Educational Programs

- A. Course Offerings--Applies to all course offerings, except with respect to physical education classes and activities at the elementary and secondary school levels. The following are not prohibited:
 - 1. Grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performances developed and applied without regard to sex.
 - 2. Separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other body contact sports.
 - 3. Separation of students by sex in classes dealing exclusively with human sexuality; and
 - 4. Separation of persons based on vocal range or quality even though such separation may result in chorus or choruses of one or predominantly one sex.
- B. Athletics--Applies to all athletic programs and activities, except that separate teams for members of each sex may be operated:
 - 1. When the sport involved is a contact sport; or
 - 2. Where selection for the separate teams is based upon competitive skill, provided that where there is no such team for the excluded sex, members of the excluded sex must be allowed to tryout for the team unless the sport involved is a contact sport, as defined above.

- C. Counseling--Applies to all counseling and guidance activities at the elementary and secondary school levels.
- D. Textbooks--Nothing in these regulations shall be interpreted as requiring or prohibiting or abridging in any way the use of particular textbooks or curricular materials.

2. Other Activities or Facilities

- A. Financial Assistance--Applies to offering scholarship or other aid or assisting non-school organizations in the offering of scholarships or other aid to students of this district.
- B. Employment Assistance--Applies to all efforts to place students in employment. The district shall, as part of any employment assistance program for students, ensure that all employment opportunities are made available without discrimination on the basis of sex and refuse participation in its student employment program to employers who would practice such discrimination.
- C. Health and Insurance--Applies to all health or insurance policies offered to students but does not prohibit benefits or services which may be used by a different proportion of students or one sex than of the other, including family planning. If full coverage is provided, such coverage must include gynecological care.
- D. Housing--Nothing in these regulations shall be interpreted as prohibiting the separation of students by sex in housing for field trips or other reasons. Such separate housing must be comparable in quality and availability.
- E. Toilet, Locker, and Shower Facilities--Separate Toilet, lock, and shower facilities may be provided on the basis of sex. Such facilities shall be comparable to similar facilities provided for students of the other sex.

No rule on marital, or parental status that treats one sex different from the other shall be applied or enforced.

3. District Employment Activities

Applies to all aspects of the district's employment programs, including but not limited to, recruitment, advertising, process of application for employment, promotion, granting of tenure, termination, layoffs, wages, job assignments, leaves of absence of all types, fringe benefits, training programs, employer-sponsored programs, including social or recreational programs and any other term, condition or privilege of employment. Specifically, the following personnel employment practices are prohibited:

- A. Tests--Administration of any test or other criterion which has a disproportionately adverse effect on persons on the basis of sex unless it is a valid predictor of job success and alternative tests or criterion are unavailable.
- B. Recruitment--Recruitment of employees from entities which furnish as applicants members of only or predominantly one sex, if such action has the effect of discrimination on the basis of sex.
- C. Compensation--Establishment of rates of pay on the basis of sex.
- D. Job Classification--Classification of jobs as being for males or females.
- E. Fringe Benefits--Provision of fringe benefits on the basis of sex; all fringe benefit plans must treat males and females equally.
- F. Marital and Parental Status--Any action based on marital or parental status; pregnancies are considered temporary disabilities for all job-related purpose and shall be accorded the same treatment by the district as are all other temporary disabilities. No inquiry shall be made by the district in job applications as to the marital status of an applicant, including whether such applicant is "Miss" or "Mrs," but inquiry may be made as to the sex of a job applicant for employment if made of all applicants and is not basis for discrimination.

- G. Employment Advertising--Any expression of preference, limitation, or specification based on sex, unless sex is a bona fide occupational qualification for the particular job in question.

4. USDA Food Nutrition Assistance (FNS) Programs

All USDA Food Nutrition Assistance (FNS) Programs, State or local agencies, and their sub-recipients, must post the revised Non-discrimination Statement (NDS) and Justice for All poster. The NDS should ensure all FNS websites, documents, pamphlets, brochures created prior to 2013, should be updated by 31 Dec 2015, documents, pamphlets, brochures created post 2013 should be updated by 30 Sep 2016; or all new printing must use the 2015 NDS.

Policy Enforcement

To ensure compliance with board policy, the superintendent shall:

1. Designate a member of the administrative staff to:
 - A. Coordinate efforts of the district to comply with these regulations;
 - B. Develop and ensure the maintenance of a filing system to keep all records required under these regulations;
 - C. Investigate any complaints of violation of these regulations;
 - D. Administer the grievance procedure established in these regulations; and
 - E. Develop affirmative action programs, as appropriate;
2. Provide for the publication of these regulations on an ongoing basis to students, parents, employees, prospective employees, and district employee unions or organizations, such publication to include the name, office, address, and telephone number of the compliance administrator designated above.

Application to Child Nutrition Program (CNP)

United States Department of Agriculture (USDA)/Food and Nutrition Service (FNS) Instruction 113-1 (dated 11/8/05) delineates the civil right requirements for participants in Child Nutrition Programs (CNP). The Oklahoma State Department of Education Compliance Manual , Compliance Section, C-20, Jul 2015, specifies the following guidance.

1. Civil Rights Complaints :

- A. All written or verbal complaints alleging discrimination on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by USDA, shall be processed within 90 days upon receipt in the manner prescribed by this instruction.
- B. The Office of Minority Affairs (OMA) has been delegated the authority to determine the manner in which all civil rights complaints, investigations, preliminary inquiries, and compliance reviews are to be handled. Regardless of the administrative or operational level of the CNP where a civil rights complaint is filed, it must be forwarded in accordance with Item D2 (below) to the Director, Civil Rights (CR) Division, for submission to the OMA. The OMA will prepare and issue letters of acknowledgment to the complainant(s).
- C. A preliminary inquiry or an investigation will be conducted on all valid complaints to substantiate or refute the allegations.

2. Procedure for Filing Complaints of Discrimination

A. **Right to File a Complaint:** Any person alleging discrimination based on race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by USDA, has a right to file a complaint **within 180 days** of the alleged discriminatory action. Under special circumstances, this time limit may be extended by OMA.

2. **Acceptance:** All complaints must be in writing and signed by the complainant. All complaints shall be accepted by the SFA, Oklahoma State Department of Education (the **State Agency**), or Food and Nutrition Service Regional Office (FNSRO). The complaints will be forwarded to the FNSRO (as applicable), and then forwarded at once to the CR Division. It is necessary that the information be sufficient to determine the identity of the agency or individual toward which the complaint is directed and to indicate the possibility of a violation. Please see a Civil Rights Complaint Form as follows.⁸ The person who has allegedly been discriminated against must complete and sign the form.

First Name: _____ Middle Initial: _____ Last Name: _____

Mailing Address: _____

City: _____ State: _____ Zip Code: _____

E-Mail Address (If You Have One): _____

Telephone Number, Starting With Area Code: _____

Alternate Telephone Number, Starting With Area Code: _____

Best Time of Day to Reach You: _____

_____ Best Way to Reach You
(Check One: Mail _____ Phone _____ E-Mail _____ Other: _____ Do you have a
representative (lawyer or other advocate) for this complaint? Yes _____ No _____

If *Yes*, please provide the following information about your representative:

First Name: _____ Last Name: _____

Address: _____ City: _____ State: _____ Zip Code: _____

Telephone: _____ E-Mail: _____

1. Who do you believe discriminated against you? Use additional pages, if necessary. Name(s) of person(s) involved in the alleged discrimination (if known):

Please name the program you applied for (if known/if applicable): _____

Please check (✓) the United States Department of Agriculture (USDA) agency below that conducts the program or provides federal financial assistance for the program (if known):

- | | |
|--|--|
| <input type="checkbox"/> Farm Service Agency | <input type="checkbox"/> Food and Nutrition Service |
| <input type="checkbox"/> Rural Development | <input type="checkbox"/> Natural Resource Conservation Service |
| <input type="checkbox"/> Forest Service | <input type="checkbox"/> Other: _____ |

2. What happened to you? Use additional pages, if necessary, and please include any supporting documents that would help show what happened.

3. When did the discrimination occur?

Date: _____
Month Day Year

If the discrimination occurred more than once, please provide the other dates:

4. Where did the discrimination occur?

Address of location where incident occurred:

Number and Street, P O Box, or RD Number

City State Zip Code

5. It is a violation of the law to discriminate against you based on the following: race, color, national origin, religion, sex, disability, age, marital status, sexual orientation, family/parental status, income derived from a public assistance program, and political beliefs. (Not all bases apply to all programs.) Reprisal is prohibited based on prior civil rights activity.

I believe I was discriminated against based on my:

6. Remedies: How would you like to see this complaint resolved?

7. Have you filed a complaint about the incident(s) with another federal, state, or local agency or with a court? Yes _____ No _____
If **Yes**, with what agency or court did you file? _____

When did you file? _____
Month Day Year

Signature: _____ Date: _____

Mail Completed Form to:
USDA
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW, Stop 9410
Washington, D.C. 20250-9410

Telephone Numbers:
Local Area: 202-260-1026
Toll-Free: 866-632-9992
Local or Federal Relay: 800-877-8339
Spanish Relay: 800-845-6136
Fax: 202-690-7442

E-Mail Address:
program.intake@usda.gov

**United States Department of Agriculture (USDA) Program
Discrimination Complaint Form Instructions**

PURPOSE: The purpose of this form is to assist you in filing a USDA program discrimination complaint. For help filling out the form, you may call any of the telephone numbers listed at the bottom of the complaint form. You are not required to use the complaint form. You may write a letter instead. If you write a letter, it must contain all of the information requested in the form and be signed by you or your authorized representative. Incomplete information will delay the processing of your complaint.

You may also send a complaint by fax or e-mail. We must have a signed copy of your complaint, so if you send your complaint by e-mail, be sure to attach the signed copy to your e-mail. Incomplete information or an unsigned form will delay the processing of your complaint.

FILING DEADLINE: A program discrimination complaint must be filed no later than 180 days of the date you knew or should have known of the alleged discrimination, unless the time for filing is extended by USDA. Complaints sent by mail are considered filed on the date the complaint was signed, unless the date on the complaint letter differs by seven days or more from the postmark date, in which case the postmark date will be used as the filing date. Complaints sent by fax or e-mail will be considered filed on the day the complaint is faxed or e-mailed. Complaints filed after the 180-day deadline must include a *good cause* explanation for the delay. For example, you may have *good cause* if:

1. You could not reasonably have been expected to know of the discriminatory act within the 180-day period.
2. You were seriously ill or incapacitated.
3. The same complaint was filed with another federal, state, or local agency and that agency failed to act on your complaint.

USDA POLICY: Federal law and policy prohibits discrimination against you based on the following: race, color, national origin, religion, sex, disability, age, marital status, sexual orientation, family/parental status, income derived from a public assistance program, and political beliefs. (Not all bases apply to all programs.)

USDA will determine if it has jurisdiction under the law to process the complaint on the bases identified and in the programs involved. Reprisal that is based on prior civil rights activity is prohibited.

PROPERTY ADDRESS: If this complaint involves a farm or other real estate property that is not your current address, write in the address for that farm or real estate property. Otherwise, this part of the form can be left blank.

PLEASE READ IMPORTANT LEGAL INFORMATION BELOW CONSENT

This USDA Program Discrimination Complaint Form is provided in accordance with the Privacy Act of 1974, 5 U.S.C. §552a, and concerns the information requested in the form to which this Notice is attached. The USDA's Office of the Assistant Secretary for Civil Rights requests this information pursuant to 7 CFR Part 15.

If the completed form is accepted as a complaint case, the information collected during the investigation will be used to process your program discrimination complaint.

Disclosure is voluntary. However, failure to supply the requested information or to sign the form may result in dismissal of your complaint. If your complaint is dismissed, you will be notified. The information you provide in this complaint may be disclosed to outside parties where USDA determines that disclosure is:

1. Relevant and necessary to the Department of Justice, the court or other tribunal, or the other party before such tribunal for purposes of litigation.
2. Necessary for enforcement proceedings against a program that USDA finds to have violated laws or regulations.
3. In response to a Congressional office if you have requested that the Congressional office inquire about your complaint.
4. To the United States Civil Rights Commission in response to its request for information.

REPRISAL (RETALIATION) PROHIBITED

No agency, officer, employee, or agent of the USDA, including persons representing the USDA or its programs, shall intimidate, threaten, harass, coerce, discriminate against, or otherwise retaliate against anyone who has filed a complaint of alleged discrimination or who participates in any manner in any investigation or other proceeding raising claims of discrimination.

PAPERWORK REDUCTION ACT AND PUBLIC BURDEN STATEMENTS

The Paperwork Reduction Act of 1995 (44 U.S.C. 3501 et seq.) requires us to inform you that this information is being collected to ensure that your complaint contains all of the information required to file a complaint. The Office of the Assistant Secretary for Civil Rights will use the information to process your complaint of program discrimination.

Response to this request is voluntary. The information you provide on this form will only be shared with persons who have an official need to know and will be protected from public disclosure pursuant to the provisions of the Privacy Act, 5 U.S.C. §552a(b).

The estimated time required to complete this form is 60 minutes. You may send comments regarding the accuracy of this estimate and any suggestions for reducing the time for completion of the form to USDA, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington DC 20250-9410.

An agency may not conduct or sponsor, nor is a person required to respond to, a collection of information unless it displays a currently valid OMB Control Number. The OMB Control Number for this form is 0508-0002.

GRIEVANCE PROCEDURES - SEX DISCRIMINATION

In accordance with the policy of the board of education, the following procedures will be used in the processing of employee sexual harassment grievances in this school district.

1. Any employee of this school district who wishes to file a sexual harassment grievance against another employee of the district may file a written complaint with the district coordinator. The grievance shall set forth the circumstances of the incident and the identity of the employee(s) involved.
2. The district coordinator shall initiate an investigation of the incident and shall protect the confidentiality of the grievant.
3. The investigation shall be completed within ten days of the filing of the grievance. Results of the investigation, along with recommendations and suggestions, shall be furnished to the grievant.
4. If the grievant believes the issues are not resolved after considering the recommendations and suggestions of the district coordinator, the grievant may request a hearing by the grievance committee.
5. Upon receiving a request for a hearing, the grievance committee shall schedule the hearing to occur within twenty days from the date of the request.
6. Both the grievant and the person against whom the complaint was made may be represented by legal counsel at the hearing.
7. Within ten days of the hearing, the grievance committee shall furnish a written report of its findings and recommendations to the superintendent.
8. The superintendent shall, within five days of the receipt of the grievance committee's report, act upon the recommendations of the committee or furnish a written report to the grievant explaining why the recommendations will not be implemented.
9. Upon receipt of the superintendent's report, the grievant may file a written appeal with the board of education. The board of education shall, within thirty days from the date the appeal was received, review the report and affirm, overrule, or modify the decision of the grievance committee.
10. If the grievant's complaint is based on contract termination, the grievant shall pursue the complaint in accordance with the termination procedures of this district. Such termination procedures are set forth elsewhere in this policy manual or may be obtained from the office of the superintendent.

FISCAL INTERNAL CONTROLS

The Board of Education directs all school district personnel to maintain appropriate internal controls in accordance with this policy. Internal Controls are to be an integral part of the school district's financial and business policies and procedures. The objectives of internal controls are:

- Protecting resources against waste, fraud, and inefficiency;
- Ensuring accuracy and reliability in accounting and operating data;
- Securing compliance with the policies of the organization;
- Evaluating the level of performance in all organizational units of the organization;
- Providing management with reasonable assurance that all leave and payroll transactions are authorized, valid, complete and accurate;
- Safeguarding leave and payroll documents from theft, loss and destruction; and
- internal controls are simply good business practices.

Internal controls are the practices performed by employees to provide the board of education with reasonable assurance that assets are safeguarded and transactions are authorized, valid, complete and accurate.

Internal control systems operate at different levels of effectiveness. Determining whether a particular internal control system is effective is a judgment resulting from an assessment of whether the five components-Control Environment, Risk Assessment, Control Activities, Information and Communication, and Monitoring - are present and functioning. Effective controls provide reasonable assurance regarding the accomplishments of established objectives.

Control Environment

The control environment, as established by the organization's administration, sets the tone of an institution and influences the control consciousness of its people. Leaders of each department, area or activity establish a local control environment.

Risk Assessment

Every entity faces a variety of risks from external and internal sources that must be assessed. A precondition to risk assessment is the establishment of objectives, linked at different levels and internally consistent. Risk assessment is the identification and analysis of relevant risks to achievement of the objectives, forming a basis for determining how the risks should be managed. Because economic, regulatory and operating conditions will continue to change, mechanisms are needed to identify and deal with the special risks associated with change.

The process of identifying and analyzing risk is an ongoing process and is a critical component of an effective internal control system. Attention must be focused on risks at all levels and necessary actions must be taken to manage. Risks can pertain to internal and external factors. After risks have been identified, they must be evaluated.

INTERNAL CONTROLS (Cont.)

Managing change requires a constant assessment of risk and the impact on internal controls. Economic, industry and regulatory environments change and entities' activities evolve. Mechanisms are needed to identify and react to changing conditions.

Control Activities

Control activities are the policies and procedures that help ensure management directives are carried out. They help ensure that necessary actions are taken to address risks to achievement of the entity's objectives. Control activities occur throughout the organization, at all levels, and in all functions. They include a range of activities as diverse as approvals, authorizations, verifications, reconciliations, reviews of operating performance, security of assets and segregation of duties.

Control activities usually involve two elements: a policy establishing what should be done and procedures to effect the policy. All policies must be implemented thoughtfully, conscientiously and consistently.

Information and Communication

Pertinent information must be identified, captured and communicated in a form and time frame that enables people to carry out their responsibilities. Effective communication must occur in a board sense, flowing down, across and up the organization. All personnel must receive a clear message from top management that control responsibilities must be taken seriously. They must understand their own role in the internal control system, as well as how individual activities relate to the work of others. They must have a means of communicating significant information upstream.

Monitoring

Internal control systems need to be monitored – a process that assesses the quality of the system's performance over time. Ongoing monitoring occurs in the ordinary course of operations, and includes regular management and supervisory activities, and other actions personnel take in performing their duties that assess the quality of internal control system performance.

The scope and frequency of separate evaluations depend primarily on an assessment of risks and the effectiveness of ongoing monitoring procedures. Internal control deficiencies should be reported upstream, with serious matters reported immediately to top administration and governing boards.

Internal control systems change over time. The way controls are applied may evolve. Once effective procedures become less effective due to the arrival of new personnel, varying effectiveness of training and supervision, time and resources constraints, or additional pressures. Furthermore, circumstances for which the internal control system was originally designed also may change. Because of changing conditions, management needs to determine whether the internal control system continues to be relevant and able to address new risks.

Responsibility

It is the responsibility of the superintendent and board of education to work together to develop and implement a system of internal controls. However, everyone within the school district has some role in internal controls. The roles vary depending upon the level of responsibility and the nature of involvement by the individual. The Board of Education, Superintendent, and administrative staff establish the presence of integrity, ethics, competence and a positive control environment. The employees of the district have oversight responsibility for internal controls within their areas. Each

INTERNAL CONTROLS, (Cont.)

employee is to be cognizant of proper internal control procedures associated with their specific job responsibilities and is responsible for complying with internal controls.

Components of the Control Activity

Internal controls rely on the principle of checks and balances in the workplace. The following components focus on the control activity:

Personnel need to be competent and trustworthy, with clearly established lines of authority and responsibility documented in written job descriptions and procedure manuals. Organizational charts provide a visual presentation of lines of authority and periodic updates of job descriptions ensures that employees are aware of the duties they are expected to perform.

Authorization Procedures need to include a thorough review of supporting information to verify the propriety and validity of transactions. Approval authority is to be commensurate with the nature and significance of the transactions and in compliance with School District policy.

Transactions should be authorized and executed by persons acting within the range of their authority.

- Policies and procedures should clearly identify which individuals have authority to approve different types of transactions.
- Authority comes with accountability and responsibility.
- Individuals should understand what they are approving. Individuals should have firsthand knowledge of transactions being approved, or they should review supporting information to verify the propriety and validity of transactions.
- Authorization of adjustments should be timely.
- Authorization for leave, overtime and change of work schedule should be obtained in advance and in writing
- Authorization should be from at least on level above.
- Employees should not authorize their own transactions.
- Adjustment documents should proceed directly for processing after approval by a supervisor and not return to the employee where it can be falsified. Many frauds occur after approval
- Supervisors should not sign blank forms.
- The supervisor and employee should initial corrections or adjustments.
- Delegation of authority in writing is required for grants and recommended for other budgets.
- Leave and payroll documents should proceed directly for processing after approval by a supervisor and not return to the employee where they can be falsified. Many frauds (i.e. unauthorized or excessive overtime hours charged) occur after approval.
- Supervisors should not sign blank timesheets or leave request forms.

INTERNAL CONTROLS (Cont.)

- Corrections or adjustments should be initiated by the supervisor and employee.

Segregation of Duties reduce the likelihood of errors and irregularities. An individual is not to have responsibility for more than one of the three transaction components: authorization, custody, and record keeping. When the work of one employee is checked by another, and when the responsibility for custody for assets is separate from the responsibility for maintaining the records relating to those assets, there is appropriate segregation of duties. This helps detect errors in a timely manner and deter improper activities; and at the same time, it should be devised to prompt operational efficiency and allow for effective communications.

Physical Restrictions are the most important type of protective measures for safeguarding school district assets, processes and data

Documentation and Record Retention is to provide reasonable assurance that all information and transactions of value are clearly, thoroughly, and accurately recorded and retained. Records are to be maintained and controlled in accordance with established retention period and properly disposed of in accordance with established procedures.

Monitoring Operations is essential to verify that controls are operating properly. Reconciliations, confirmations, and exception reports can provide this type of information.

An independent person should perform a reconciliation of the district financial records at least annually and when an employee transfers, requests extended leave without pay, or separates employment from the school district.

Risk Assessment

The process of assessing risk is an opportunity for management and directors to look at their operations, determine the areas of significant risk, and evaluate what actions can be taken to minimize the risk and enhance the effectiveness and efficiency of the operation, while following applicable laws and regulations the risk assessment and internal control evaluation can be integrated into the strategic planning process and program review.

All levels of the organization should participate in an annual risk assessment. The process of assessing risk is an opportunity for review of operations, determination of the areas of significant risk, and evaluation of what actions can be taken to minimize the risk and enhance internal controls.

Determination of an effective means of managing the risks, determining the likelihood of occurrence, minimizing the risks, and providing compensating controls is management's responsibility.

Managing an Audit

These are suggestions when interacting with auditors, to expedite the audit process while minimizing disruptions to day-to-day departmental operations. It is important to both the auditors and the departments to have accurate and objective audit results.

- Designate an audit liaison person (Department manager).
- Clarify the audit object and scope (areas to be tested and period covered by the audit).
- Determine auditor needs (records, workspace, and resources).

INTERNAL CONTROL (Cont.)

- Consider giving the auditor a general tour of your facilities.

Access to Records by Auditor

Ensure original documents do not leave department premises without prior approval. If a request is ambiguous, ask the auditor for the purpose of reviewing the document. Be prepared to recommend alternate documents that would achieve the auditor's purpose. Unless absolutely necessary, do not allow full access to your file drawers, storerooms, etc. Auditors are expected to obtain permission and state the objective for accessing these areas. Have documents available upon their arrival. Maintain a list of records provided to the auditor. Review records you are providing to anticipate questions. If records will hurt the School District's interest, notify department management of the issue.

Responding to Audit Findings

Keep informed of issues throughout the audit. Ensure an exit interview is held. Use it to verify facts and respond to the audit. Ask a representative from the Treasurer's Office to attend if there are questioned or disputed findings.

Ask for time to review findings, and then re-verify calculations and source data. Concede valid findings, but do not speculate on whether they apply to other areas on campus. Discuss with the auditor the dispositions of audit issues, i.e. verbal comment, exit item, management summary or report item. If necessary, appeal the auditor's conclusion with their supervisors.

“Must Do” Management Actions**“Hard” Controls (Mandatory Internal Control and Checks and Balances**

1. Use only original signatures to approve documents.
2. Provide departmental reports
 - a. Review and document the reconciliations of the monthly department financial statements to the appropriate supporting documents to assure all items are authorized School District purchases/charges.
 - b. Budget the best annual estimate of the department's earnings and expenditures.
 - c. Compare actual results to the budget and follow up significant variances.
3. Issue Payroll
 - a. Reconcile labor distribution reports to timesheets/exception reports (including reconciling leave accrual amounts to leave slips).
 - b. Collect from Staff & Administration a signed Attendance Calendar for each pay period.

INTERNAL CONTROLS (Cont.)

- c. Collect from nonexempt and exempt staff a signed Attendance Calendar for each pay period.
 - d. Collect from hourly classified and student employees a signed positive timesheet for each pay period
 - e. Have supervisors with direct knowledge of the actual time worked sign Attendance Calendars and positive timesheets.
 - f. Review the monthly departmental labor distribution report and reconciliation.
 - g. Budget the best annual estimate of the department's labor expenses.
4. Separate incompatible duties (e.g. pro-card holder/approval authority, cash receipts handling/accounts receivable posting, payroll preparation/verification, etc.) among different department staff members.
 5. Identify active/inactive research accounts used by departmental faculty, and assure/implement a process through which the activity (including personnel requisitions, expenditures, and document retention) is approved by the Principle Investigator (PI) and periodically reviewed by the department chair and that this process is in accordance with School District and funding source (grant, department program, etc.) requirements (capital equipment approval, contract approval, etc.). Ensure that inactive project grants are closed according to School District procedures.
 6. Count and balance your petty cash/change fund as determined necessary, and reconcile (by another person) as appropriate.
 7. Issue Cash Receipts
 - a. Deposit daily or periodically with the Cashier's Office any cash/checks received in your department as authorized in the policy and procedures manual.
 - b. Issue a pre-numbered receipt for all cash transactions.
 - c. Collect sales tax when taxable goods are sold.
 - d. Use a cash receipts form for all checks and cash and submit them to the Treasurer for deposit.
 - e. Safeguard cash and checks against theft or loss.
 8. Review purchases
 - a. Review in detail the supporting documentation for any action that you authorize, approve, review, or sign.
 - b. Use the School District Account with Vendor for as much of the departmental purchasing needs as possible.
 - c. Establish a mechanism for ensuring that all departmental purchases are appropriate.

INTERNAL CONTROLS (Cont.)

- d. All contracts and credit applications require Treasurer's Office approval.
 - e. **Always submit original receipts as proof of payment.**
9. List and account for each equipment asset and its location valued at less than \$25,000 (assets not included on the School District's inventory listing).
10. Reconcile external bank accounts and credit card transactions (if applicable) at least monthly.

“Soft “ Controls (Internal Controls to Strengthen Oversight and Encourage Compliance)

- 1. Complete an Annual Risk Assessment and/or Internal Control Review at least annually.
- 2. Be familiar with the Policies and Procedures of the School District.
- 3. Avoid circumventing any established internal controls over department operations.
- 4. Review operational processes on a continuous basis for duplication of effort.
- 5. Identify strengths/weaknesses within your employee pool and re-organize duties accordingly to develop a stronger team. Encourage employees to participate in professional development activities.
- 6. Be alert to fraud risks and “red flags” for fraud occurring in you unit's operations.
- 7. On a regular basis compare/analyze the actual revenue and expenditures to the amount of budgeted revenue/expenditures (i.e. financial analysis).
- 8. Provide relevant financial report/status updates to appropriate Dean/Director on a regular basis.
- 9. Document all reconciliation's, verifications, approvals, etc. to assure a defined audit trail of all transactions exit.

FISCAL INTERNAL CONTROLS

The Board of Education directs all school district personnel to maintain appropriate internal controls in accordance with this policy. Internal Controls are to be an integral part of the school district's financial and business policies and procedures. The objectives of internal controls are:

- Protecting resources against waste, fraud, and inefficiency;
- Ensuring accuracy and reliability in accounting and operating data;
- Securing compliance with the policies of the organization;
- Evaluating the level of performance in all organizational units of the organization;
- Providing management with reasonable assurance that all leave and payroll transactions are authorized, valid, complete and accurate;
- Safeguarding leave and payroll documents from theft, loss and destruction; and
- internal controls are simply good business practices.

Internal controls are the practices performed by employees to provide the board of education with reasonable assurance that assets are safeguarded and transactions are authorized, valid, complete and accurate.

Internal control systems operate at different levels of effectiveness. Determining whether a particular internal control system is effective is a judgment resulting from an assessment of whether the five components—Control Environment, Risk Assessment, Control Activities, Information and Communication, and Monitoring - are present and functioning. Effective controls provide reasonable assurance regarding the accomplishments of established objectives.

Control Environment

The control environment, as established by the organization's administration, sets the tone of an institution and influences the control consciousness of its people. Leaders of each department, area or activity establish a local control environment.

Risk Assessment

Every entity faces a variety of risks from external and internal sources that must be assessed. A precondition to risk assessment is the establishment of objectives, linked at different levels and internally consistent. Risk assessment is the identification and analysis of relevant risks to achievement of the objectives, forming a basis for determining how the risks should be managed. Because economic, regulatory and operating conditions will continue to change, mechanisms are needed to identify and deal with the special risks associated with change.

The process of identifying and analyzing risk is an ongoing process and is a critical component of an effective internal control system. Attention must be focused on risks at all levels and necessary actions must be taken to manage. Risks can pertain to internal and external factors. After risks have been identified, they must be evaluated.

INTERNAL CONTROLS (Cont.)

Managing change requires a constant assessment of risk and the impact on internal controls. Economic, industry and regulatory environments change and entities' activities evolve. Mechanisms are needed to identify and react to changing conditions.

Control Activities

Control activities are the policies and procedures that help ensure management directives are carried out. They help ensure that necessary actions are taken to address risks to achievement of the entity's objectives. Control activities occur throughout the organization, at all levels, and in all functions. They include a range of activities as diverse as approvals, authorizations, verifications, reconciliations, reviews of operating performance, security of assets and segregation of duties.

Control activities usually involve two elements: a policy establishing what should be done and procedures to effect the policy. All policies must be implemented thoughtfully, conscientiously and consistently.

Information and Communication

Pertinent information must be identified, captured and communicated in a form and time frame that enables people to carry out their responsibilities. Effective communication must occur in a board sense, flowing down, across and up the organization. All personnel must receive a clear message from top management that control responsibilities must be taken seriously. They must understand their own role in the internal control system, as well as how individual activities relate to the work of others. They must have a means of communicating significant information upstream.

Monitoring

Internal control systems need to be monitored – a process that assesses the quality of the system's performance over time. Ongoing monitoring occurs in the ordinary course of operations, and includes regular management and supervisory activities, and other actions personnel take in performing their duties that assess the quality of internal control system performance.

The scope and frequency of separate evaluations depend primarily on an assessment of risks and the effectiveness of ongoing monitoring procedures. Internal control deficiencies should be reported upstream, with serious matters reported immediately to top administration and governing boards.

Internal control systems change over time. The way controls are applied may evolve. Once effective procedures become less effective due to the arrival of new personnel, varying effectiveness of training and supervision, time and resources constraints, or additional pressures. Furthermore, circumstances for which the internal control system was originally designed also may change. Because of changing conditions, management needs to determine whether the internal control system continues to be relevant and able to address new risks.

Responsibility

It is the responsibility of the superintendent and board of education to work together to develop and implement a system of internal controls. However, everyone within the school district has some role in internal controls. The roles vary depending upon the level of responsibility and the nature of involvement by the individual. The Board of Education, Superintendent, and administrative staff establish the presence of integrity, ethics, competence and a positive control environment. The employees of the district have oversight responsibility for internal controls within their areas. Each

INTERNAL CONTROLS, (Cont.)

employee is to be cognizant of proper internal control procedures associated with their specific job responsibilities and is responsible for complying with internal controls.

Components of the Control Activity

Internal controls rely on the principle of checks and balances in the workplace. The following components focus on the control activity:

Personnel need to be competent and trustworthy, with clearly established lines of authority and responsibility documented in written job descriptions and procedure manuals. Organizational charts provide a visual presentation of lines of authority and periodic updates of job descriptions ensures that employees are aware of the duties they are expected to perform.

Authorization Procedures need to include a thorough review of supporting information to verify the propriety and validity of transactions. Approval authority is to be commensurate with the nature and significance of the transactions and in compliance with School District policy.

Transactions should be authorized and executed by persons acting within the range of their authority.

- Policies and procedures should clearly identify which individuals have authority to approve different types of transactions.
- Authority comes with accountability and responsibility.
- Individuals should understand what they are approving. Individuals should have firsthand knowledge of transactions being approved, or they should review supporting information to verify the propriety and validity of transactions.
- Authorization of adjustments should be timely.
- Authorization for leave, overtime and change of work schedule should be obtained in advance and in writing
- Authorization should be from at least one level above.
- Employees should not authorize their own transactions.
- Adjustment documents should proceed directly for processing after approval by a supervisor and not return to the employee where it can be falsified. Many frauds occur after approval
- Supervisors should not sign blank forms.
- The supervisor and employee should initial corrections or adjustments.
- Delegation of authority in writing is required for grants and recommended for other budgets.
- Leave and payroll documents should proceed directly for processing after approval by a supervisor and not return to the employee where they can be falsified. Many frauds (i.e. unauthorized or excessive overtime hours charged) occur after approval.
- Supervisors should not sign blank timesheets or leave request forms.

INTERNAL CONTROLS (Cont.)

- Corrections or adjustments should be initiated by the supervisor and employee.

Segregation of Duties reduce the likelihood of errors and irregularities. An individual is not to have responsibility for more than one of the three transaction components: authorization, custody, and record keeping. When the work of one employee is checked by another, and when the responsibility for custody for assets is separate from the responsibility for maintaining the records relating to those assets, there is appropriate segregation of duties. This helps detect errors in a timely manner and deter improper activities; and at the same time, it should be devised to prompt operational efficiency and allow for effective communications.

Physical Restrictions are the most important type of protective measures for safeguarding school district assets, processes and data

Documentation and Record Retention is to provide reasonable assurance that all information and transactions of value are clearly, thoroughly, and accurately recorded and retained. Records are to be maintained and controlled in accordance with established retention period and properly disposed of in accordance with established procedures.

Monitoring Operations is essential to verify that controls are operating properly. Reconciliations, confirmations, and exception reports can provide this type of information.

An independent person should perform a reconciliation of the district financial records at least annually and when an employee transfers, requests extended leave without pay, or separates employment from the school district.

Risk Assessment

The process of assessing risk is an opportunity for management and directors to look at their operations, determine the areas of significant risk, and evaluate what actions can be taken to minimize the risk and enhance the effectiveness and efficiency of the operation, while following applicable laws and regulations the risk assessment and internal control evaluation can be integrated into the strategic planning process and program review.

All levels of the organization should participate in an annual risk assessment. The process of assessing risk is an opportunity for review of operations, determination of the areas of significant risk, and evaluation of what actions can be taken to minimize the risk and enhance internal controls.

Determination of an effective means of managing the risks, determining the likelihood of occurrence, minimizing the risks, and providing compensating controls is management's responsibility.

Managing an Audit

These are suggestions when interacting with auditors, to expedite the audit process while minimizing disruptions to day-to-day departmental operations. It is important to both the auditors and the departments to have accurate and objective audit results.

- Designate an audit liaison person (Department manager).
- Clarify the audit object and scope (areas to be tested and period covered by the audit).
- Determine auditor needs (records, workspace, and resources).

INTERNAL CONTROL (Cont.)

- Consider giving the auditor a general tour of your facilities.

Access to Records by Auditor

Ensure original documents do not leave department premises without prior approval. If a request is ambiguous, ask the auditor for the purpose of reviewing the document. Be prepared to recommend alternate documents that would achieve the auditor's purpose. Unless absolutely necessary, do not allow full access to your file drawers, storerooms, etc. Auditors are expected to obtain permission and state the objective for accessing these areas. Have documents available upon their arrival. Maintain a list of records provided to the auditor. Review records you are providing to anticipate questions. If records will hurt the School District's interest, notify department management of the issue.

Responding to Audit Findings

Keep informed of issues throughout the audit. Ensure an exit interview is held. Use it to verify facts and respond to the audit. Ask a representative from the Treasurer's Office to attend if there are questioned or disputed findings.

Ask for time to review findings, and then re-verify calculations and source data. Concede valid findings, but do not speculate on whether they apply to other areas on campus. Discuss with the auditor the dispositions of audit issues, i.e. verbal comment, exit item, management summary or report item. If necessary, appeal the auditor's conclusion with their supervisors.

“Must Do” Management Actions**“Hard” Controls (Mandatory Internal Control and Checks and Balances**

1. Use only original signatures to approve documents.
2. Provide departmental reports
 - a. Review and document the reconciliations of the monthly department financial statements to the appropriate supporting documents to assure all items are authorized School District purchases/charges.
 - b. Budget the best annual estimate of the department's earnings and expenditures.
 - c. Compare actual results to the budget and follow up significant variances.
3. Issue Payroll
 - a. Reconcile labor distribution reports to timesheets/exception reports (including reconciling leave accrual amounts to leave slips).
 - b. Collect from Staff & Administration a signed Attendance Calendar for each pay period.

INTERNAL CONTROLS (Cont.)

- c. Collect from nonexempt and exempt staff a signed Attendance Calendar for each pay period.
 - d. Collect from hourly classified and student employees a signed positive timesheet for each pay period
 - e. Have supervisors with direct knowledge of the actual time worked sign Attendance Calendars and positive timesheets.
 - f. Review the monthly departmental labor distribution report and reconciliation.
 - g. Budget the best annual estimate of the department's labor expenses.
4. Separate incompatible duties (e.g. pro-card holder/approval authority, cash receipts handling/accounts receivable posting, payroll preparation/verification, etc.) among different department staff members.
 5. Identify active/inactive research accounts used by departmental faculty, and assure/implement a process through which the activity (including personnel requisitions, expenditures, and document retention) is approved by the Principle Investigator (PI) and periodically reviewed by the department chair and that this process is in accordance with School District and funding source (grant, department program, etc.) requirements (capital equipment approval, contract approval, etc.). Ensure that inactive project grants are closed according to School District procedures.
 6. Count and balance your petty cash/change fund as determined necessary, and reconcile (by another person) as appropriate.
 7. Issue Cash Receipts
 - a. Deposit daily or periodically with the Cashier's Office any cash/checks received in your department as authorized in the policy and procedures manual.
 - b. Issue a pre-numbered receipt for all cash transactions.
 - c. Collect sales tax when taxable goods are sold.
 - d. Use a cash receipts form for all checks and cash and submit them to the Treasurer for deposit.
 - e. Safeguard cash and checks against theft or loss.
 8. Review purchases
 - a. Review in detail the supporting documentation for any action that you authorize, approve, review, or sign.
 - b. Use the School District Account with Vendor for as much of the departmental purchasing needs as possible.
 - c. Establish a mechanism for ensuring that all departmental purchases are appropriate.

INTERNAL CONTROLS (Cont.)

- d. All contracts and credit applications require Treasurer's Office approval.
 - e. **Always submit original receipts as proof of payment.**
9. List and account for each equipment asset and its location valued at less than \$25,000 (assets not included on the School District's inventory listing).
 10. Reconcile external bank accounts and credit card transactions (if applicable) at least monthly.

“Soft “ Controls (Internal Controls to Strengthen Oversight and Encourage Compliance)

1. Complete an Annual Risk Assessment and/or Internal Control Review at least annually.
2. Be familiar with the Policies and Procedures of the School District.
3. Avoid circumventing any established internal controls over department operations.
4. Review operational processes on a continuous basis for duplication of effort.
5. Identify strengths/weaknesses within your employee pool and re-organize duties accordingly to develop a stronger team. Encourage employees to participate in professional development activities.
6. Be alert to fraud risks and “red flags” for fraud occurring in you unit's operations.
7. On a regular basis compare/analyze the actual revenue and expenditures to the amount of budgeted revenue/expenditures (i.e. financial analysis).
8. Provide relevant financial report/status updates to appropriate Dean/Director on a regular basis.
9. Document all reconciliation's, verifications, approvals, etc. to assure a defined audit trail of all transactions exit.

CHARTER SCHOOL APPLICATION PROCESS

The school board shall have the following powers and duties with regard to the creation of charter schools in the school district:

1. Provide oversight of the operations of charter schools established in the school district through annual performance reviews of charter schools and reauthorization of charter schools that the school district sponsors;
2. Solicit and evaluate charter application;
3. Approve quality charter applications that meet identified educational needs and promote a diversity of educational choices;
4. Decline to approve weak or inadequate charter applications;
5. Negotiate and execute sound charter contracts with each approved public charter school;
6. Monitor, in accordance with charter contract terms, the performance and legal compliance of charter schools;
7. Determine whether each charter contract merits renewal, nonrenewal, or revocation.

Applications submitted for charter school status should be submitted to the office of the superintendent. Upon receipt of the application, it is expected that the application will be reviewed and acted upon by the senior staff, the superintendent, and the Altus Board of Education within 90 business days. The Board of Education may convert all or any part of a traditional public school into a charter school which may be operated by the Board of Education or by an independent operating board elected by and accountable to the Board of Education. The physical location of any charter school sponsored or operated by the Board of Education shall be within the geographical boundaries of the school district.

Board approval of a charter school application will allow the board's legal counsel and senior staff to prepare a charter school contract with the applicant. The contract will need to be approved by the Board of Education and executed by the board president. The contract will

contain all of the legal requirements set forth by 70 O.S. §3-135. The contract will need to be approved by the Board of Education and executed in accordance with district policy.

Approved charter schools will receive from the school district the State Aid allocation and any other state-appropriated revenue generated by its students for the applicable year less up to five percent (5%) of the State Aid allocation, which will be retained by the district as a fee for administrative services rendered.

The charter school may participate in any federal or state grant program for which it is eligible. Any such funding received will be in addition to the school's budget. The school will make all expenditures in compliance with all applicable local board policies, and state regulations and statutes.

The Board of Education will accept written proposals from any legally authorized entity wishing to establish a charter school. At a minimum, the proposal must contain the following:

1. The names of the charter applicants and requested sponsor Board of Education;
2. The mailing address(es) and telephone number(s) of the applicants;
3. The charter's school's mission and goals statements;
4. A description including, but not limited to, background information_of the organizational structure and the governing body of the charter school. It is required that the governing body meet in person, in compliance with the Oklahoma Open Meetings Act and Open Records Act, at least quarterly in Oklahoma. Charter schools in counties with a population fewer than 500,000 must include on the governing board a majority of members that live within the geographical boundary of the school district.
5. The financial plan for the first five years of operation;
6. The names of the treasurer and other officers who will have primary responsibilities for the finances of the school, along with the "demonstrated experience" such a person has in school finance or equivalent;
7. The school's proposed student attendance area/how students will be admitted to the school;
8. A description of the facility and location of the school;

9. A description of the grades being served;
10. The school's curriculum and instruction plan;
11. Plan for increasing student achievement;
12. Plan for increasing student learning opportunities;
13. Expected instructional outcomes at the end of the first school year and method(s) of evaluation;
14. A description of the charter school's hiring policy;
15. Staffing plan for the school;
16. Plan for professional development opportunities;
17. Any board policies from which the school proposes to be exempt;
18. Any specific state regulations for which the school proposes to apply for deregulation;
19. Any district services (maintenance, custodial, child nutrition, payroll, etc.) the school proposes to use;
20. Proposed procedures for reporting progress to the Board of Education, including frequency and reporting areas;
21. An outline of criteria to be used in measuring the effectiveness of the school;
22. A demonstration of support for the charter school from district residents, which may be satisfied by a survey or petition.
23. A description of the minimum and maximum enrollment planned per year for each term of the charter contract;
24. The proposed calendar for the charter school and sample daily schedule;
25. Unless otherwise authorized by law or regulation a description of the academic program aligned with state standards;
26. A description of the instructional design of the charter school, including the type of learning environment, class size and structure, curriculum overview and teaching methods;
27. The plan for using internal and external assessments to measure and report student progress on the performance framework developed by the applicant in accordance with 70 O.S. §3-135;

28. The plans for identifying and successfully serving students with disabilities, students who are English Language Learners and students who are academically behind;
29. A description of co-curricular or extra-curricular programs and how they will be funded and delivered;
30. Plans and time lines for student recruitment and enrollment, including lottery procedures;
31. The student discipline policies for the charter schools including those for special education students;
32. An organization chart that clearly presents the organizational structure of the charter school, including lines of authority and reporting between the governing board, staff, any related bodies such as advisory bodies or parent and teacher councils and any external organizations that will play a role in managing the school;
33. A clear description of the roles and responsibilities for the governing board, the leadership and management team for the charter school and any other entities shown in the organizational chart;
34. The leadership and teacher employment policies for the charter school;
35. Proposed governing by-laws;
36. Explanations of any partnerships or contractual partnerships central to the operations or mission of the charter school;
37. The plans for providing transportation, food service and all other significant operational or ancillary services;
38. Opportunities and expectations for parental involvement;
39. A detailed school start-up plan that identifies tasks, time lines and responsible individuals;
40. A description of the financial plan and policies for the charter school, including financial controls and audit requirements;
41. A description of the insurance coverage the charter school will obtain;
42. Start-up and five-year budgets with clearly stated assumptions;
43. Start-up and first year cash-flow projections with clearly stated assumptions;
44. Evidence of anticipated fundraising contributions, if claimed in the application;
45. A sound facilities plan, including backup or contingency plans if appropriate;

46. A requirement that the charter school following the requirements of the Oklahoma Open Meeting Act and Oklahoma Open Records Act.

The applicant should be informed by the Board of Education that the applicant will assume any and all liability associated with the operation of the proposed charter school.

After the proposal is received by the Board of Education, the board will accept or reject the proposal within ninety (90) days at a lawfully convened meeting of the Board of Education. Written notification of the acceptance or rejection, and the reasons therefore, will be mailed to the applicants by certified mail, return receipt requested. If the proposal is accepted, the board shall notify the State Board of Education of the sponsorship and shall include in such notice a copy of the charter of the charter school, If the proposal is rejected, the applicants may resubmit a revised application for reconsideration within thirty (30) days of the rejection, and the board will respond to the revised application within thirty (30) days.

If rejected, the applicant may appeal the decision to the State Board of Education with the revised application for review. The State Board of Education shall hear the appeal no later than sixty (60) days from the date received by the board. In order to authorize a charter school that has been rejected by the local school district Board of Education, the State Board of Education shall find evidence of all of the following:

- a. A thorough and high-quality application from the applicant based upon the authorizing standards set forth in 70 O.S. §3-134,
- b. A clear demonstration of community support for the charter school, and
- c. The grounds and basis of objection by the school district denying the operation of the charter are not supported by the greater weight of evidence and the strength of the application.

If the proposal is accepted, the charter school cannot begin serving students until such time as a charter contract is executed and approved in an open meeting of the Board of Education. The school district Board of Education may establish reasonable preopening requirements or conditions to monitor the start-up process of the charter school and to ensure that the charter school meets all building, health, safety, insurance and other legal requirements for the opening

of a school. The charter school will be required to submit performance data to the State Department of Education as required by law.

Approved contracts shall be effective for five (5) years from the first day of operation. A charter contract may be renewed for successive five-year terms of duration, although the school district may vary the term based upon the performance, demonstrated capacities, and particular circumstances of each charter school. The school district may grant renewal with specific conditions for necessary improvements to a charter school.

Prior to the beginning of the fourth year of operation of a charter school, the school administration shall issue a charter school performance report and charter renewal application guidance to the school board and to the charter school board. The performance report shall summarize the performance record to date of the charter school, based on the data required by the Oklahoma Charter Schools Act and the charter contract. The report shall take into consideration the percentage of at-risk students enrolled in the school, and shall provide notice of any weaknesses or concerns perceived by the school administration concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have forty-five (45) days to respond to the performance report and submit any corrections or classification for the report.

Prior to the beginning of the fifth year of operation, the charter school may apply for renewal of the contract with the school district. The renewal application guidance shall, at a minimum, provide an opportunity for the charter school to:

- a. Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal,
- b. Describe the improvements undertaken or planned for the school, and
- c. Detail the plan for the next charter school term for the school.

The school district may deny the request for renewal of sponsorship of the charter school if it is determined that the charter school has failed to complete the obligations of the contract or to comply with the provisions of the Oklahoma Charter School Act. The school district must give

written notice of its intent to deny the request for renewal at least eight (8) months prior to expiration of the contract in accordance with 70 O.S. §3-137.

At the time of charter renewal, the school district Board of Education may close a charter school for performance issues as set forth in 70 O.S. §3-137. If the school district board fails to close a charter school for performance issues, the school district administration shall appear before the State Board of Education to provide support for the decision not to close the charter school. The State Board of Education may, by majority vote, uphold or overturn the decision of the school district Board of Education.

The school district may terminate a contract during the term of the contract for failure to meet the requirements for student performance contained in the contract, failure to meet the standards of fiscal management, violations of the law, or other good cause.

Prior to official action to deny renewal or to terminate a contract, the school district will give at least ninety (90) days' written notice to the governing board prior to terminating the contract. The written notice will include the prospect of revocation or non-renewal and of the reasons for the possible closure. The charter school governing board may request, in writing, an informal hearing before the school district Board of Education within fourteen (14) days of receiving notice. If a hearing is requested, a special meeting of the school district Board of Education will be called. The school district shall conduct an informal hearing before taking action. At the informal hearing, the charter school will be given an opportunity to submit documents and give testimony challenging the rationale for closure and in support of the continuing of the school. The charter school may be represented by legal counsel. The informal hearing may be recorded and official minutes of the meeting shall be maintained in accordance with the Oklahoma Open Records Act. After a reasonable period of deliberation, a final determination will be made by the Board of Education and a formal resolution adopted which clearly states the reason for the revocation or nonrenewal.

If a school district decides to terminate a contract for performance issues, the governing board of the school district may, if requested by the charter school, proceed to binding arbitration as set forth in

70 O.S. §3-134.

Within two (2) calendar weeks of a final closure determination, the administration of the school district shall meet with the governing board and leadership of the charter school to establish a transition team composed of school staff, applicant staff, and others designated by the applicant that will attend to the closure including the transfer of students, student records, and school funds in accordance with 70 O.S. §3-137. The governing board of the charter school shall continue to meet as necessary to wind down school operations, manage school finances, allocate resources, and facilitate all aspects of closures.

REFERENCE: 70 O.S. §3-134 et seq.

This policy is for common education school districts.

CHARTER SCHOOL (REGULATIONS)

Through a contract between the Altus Board of Education as the sponsoring body and the charter school's governing body, the terms and conditions under which a charter school will operate will be determined. Only educationally sound and quality charter school proposals will be considered for implementation.

Any charter school established pursuant to the policies of this district shall adopt a written charter that establishes the following:

1. The charter school has, as its central purpose, the improvement of student achievement and increased learning opportunities for students.
2. Compliance with all federal regulations and state and local rules and statutes relating to health, safety, civil rights, and insurance;
3. The charter school is nonsectarian in its programs, admission policies, employment practices, and all other operations;
4. The charter school shall provide a comprehensive program of instruction for at least a kindergarten program or any grade from grades one to twelve. The charter of a charter school which offers grades nine through twelve shall specifically address whether the charter school will comply with the graduation requirements established in Title 70 O.S. §11-103.6. The charter school cannot be chartered for the purpose of offering a curriculum for deaf or blind students that is the same or similar to the curriculum being provided for students served by the Oklahoma School for the Blind or the Oklahoma School for the Deaf;
5. The charter school shall participate in the testing as required by the Oklahoma School Testing Program Act;
6. The charter school shall be exempt for all statutes and rules relating to schools, boards of education, and school districts, except as provided in the Oklahoma Charter Schools Act, and as may be otherwise provided in the charter school's charter;
7. The charter school shall be subject to the same reporting requirements, financial audits, audit procedures, and audit requirements as other public school districts, and the charter school shall use the Oklahoma Cost Accounting System to report financial transactions to this district;
8. The charter school shall comply with all federal and state laws relating to the education of children with disabilities;
9. The charter school shall provide for a governing body to be responsible for the policies and operational decisions of the charter school;

10. The charter school shall not be used as a method of generating revenue for students who are being homeschooled;
11. The charter school shall not charge tuition or fees, except for those fees normally charged by the school district;
12. The charter school shall provide instruction each year for at least the number of days required of other public school districts;
13. The charter school shall comply with the student suspension requirements followed by other public school districts;
14. The charter school shall be considered a "school district" for the purposes of the Governmental Tort Claims Act;
15. Employees of the charter school shall be allowed to participate as members of the Teachers' Retirement System of Oklahoma;
16. The charter school may participate in all health and related insurance programs available to the employees of the sponsoring district;
17. The charter school shall comply with the Oklahoma Open Meeting Act and the Oklahoma Open Records Act;
18. The charter school governing body shall be subject to the same conflict of interest requirements as members of other public local school boards;
19. The charter must include a description of the personnel policies, personnel qualifications, and method of school governance, and the specific role and duties of the sponsor of the charter school;
20. The charter may be amended at the request for the governing body of the charter school and upon the approval of the sponsor of the charter school; and
21. The charter must include a provision specifying the method(s) to be employed for disposing of real and personal property acquired by the charter school upon expiration or termination of the charter, or failure of the charter school to continue operations.
22. Be accountable to the Board of Education for performance and results.

Upon acceptance of a charter school application, this district shall notify the State Board of Education. Said notice shall include a copy of the charter of the charter school.

Additionally, a properly approved charter school must implement a contract with this school district to include, but not be limited to the following:

1. A description of the program to be offered by the charter school that complies with the purposes outlined in the Oklahoma Charter Schools Act;

2. Admission policies and procedures;
3. Management and administration of the charter school, including that a majority of the charter governing board members are residents of the State of Oklahoma and meet no less than quarterly in a public meeting within the boundaries of the school district;
4. Requirements and procedures for program and financial audits;
5. A description of how the charter school will comply with the charter requirements set forth in the respective charter and the Oklahoma Charter Schools Act;
6. Assumption of liability by the charter school;
7. The term of the contract;
8. A description of the high standards of expectation and rigor for charter school plans and assurance that charter school plans adopted meet at least those standards;
9. Policies that require the charter school be as equally free and open to all students as traditional public schools;
10. Procedures that require students enrolled in the charter school to be selected by lottery to ensure fairness if more students apply than a school has the capacity to accommodate;
11. Policies that require the charter school to be subject to the same academic standards and expectations as existing public schools; and
12. A description of the requirements and procedures for the charter school to receive funding in accordance with statutory requirements and guidelines for existing public schools.

The provisions of the respective charter shall be incorporated into the written contract between the charter school and this school district. The term of the written contract between the charter school and this school district shall be effective for no longer than five (5) years from the first day of operation of the charter school. A charter contract may be renewed for successive five-year terms of duration, although the school district may vary the term based upon the performance, demonstrated capacities, and particular circumstances of each charter school. The school district may grant renewal with specific conditions for necessary improvements to a charter school.

A charter school cannot enter into any employment contracts until the charter school has executed a contract with this school district. The charter school employment contracts shall set forth the personnel policies of the charter school, including, but not limited to, policies related to certification, professional development evaluation, suspension, dismissal and nonreemployment, sick leave, personal business leave, emergency leave, and family and medical leave. The employment contracts shall also specifically set forth the salary, hours, fringe benefits, and work conditions.

Any request from the charter school to renew the written contract between the charter school and this district must be received by the Board of Education prior to the beginning of the last year of the term of the contract. The Board of Education may deny such a request if the board determines that the charter school has failed to complete the obligations of the contract or failed to comply with the Oklahoma Charter Schools Act. The Board of Education shall give written notice of its intent to deny the request for renewal at least eight (8) months prior to expiration of the contract. The school district will adhere to state law and district policy with regard to the non-renewal or termination of a charter school contract.

The Board of Education may terminate the written contract between itself and the charter school prior to the expiration of the term of the contract for any of the following reasons:

1. Failure of the charter school to meet the requirements for student performance contained in the contract;
2. Failure of the charter school to meet the standards of fiscal management;
3. Violations of the law by the charter school; or
4. Other good cause.

The Board of Education shall give at least ninety (90) days written notice to the governing board of the charter school prior to terminating the contract. The governing board may submit a written request to the Board of Education for an informal hearing before the Board of Education to review any decision to terminate the contract. Any such request for hearing must be made by the governing board within fourteen (14) days of receiving notice from the Board of Education of its intent to terminate the contract. If a timely request is made, the Board of Education shall conduct an informal hearing before taking any final action with regard to terminating the contract. If the Board of Education decides to terminate the contract, the governing school district board of the charter school may, if requested by the charter school, proceed to mediation and/or arbitration.

If the contract between the charter school and this school district is not renewed or terminated, any student who attended the charter school may enroll in the resident school district of the student or may apply for a transfer in accordance with Oklahoma law.

REFERENCE: 70 O.S. §§3-135; 3-136; 3-137

SCHOOL DISTRICT SCREENING PROTOCOL

In an effort to prevent the spread of communicable diseases, especially during a pandemic or public health crisis, the district may implement the following protocol to control and restrict access to school property, activities and events:

The district encourages parents, legal guardians, and all school employees to self-screen at home. If a student or employee has a temperature of 100 degrees Fahrenheit or higher, the student or employee should remain at home until the individual has been free of fever for twenty four (24) hours.

The district may screen any individual who enters a school facility which screening process may include taking temperatures asking health-related questions, and isolating those that have symptoms of a communicable disease. **HIPPA issues may become applicable.*

The district will adhere to guidelines set by local, state and federal health and safety guidelines when feasible.

REFERENCE: 70 O.S. § 5-117
63 O.S. § 1-507